
ESEA Flexibility

Illinois Request 2/23/12



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TABLE OF CONTENTS: ESEA FLEXIBILITY REQUEST

Introduction	ii
General Instructions	iii
Table of Contents	1
Cover Sheet for ESEA Flexibility Request	3
Waivers	4
Assurances	7
Consultation	9
Evaluation	11
Overview of SEA's ESEA Flexibility Request	12
Principle 1: College- and Career-Ready Expectations for All Students	14
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	36
Principle 3: Supporting Effective Instruction and Leadership	81

Figures and Tables

Figure 1. Mathematics and Reading Performance on ISAT Compared to PSAE	30
Figure 2. System of Support Regions in Illinois	55
Figure 3. The Illinois State Board of Education SSOS Organization Chart	56
Figure 4. SSOS Service and Support Cycle	70
Figure 5. School Star Levels and Levels of Differentiated Assistance	77
Table 1. College and Career-Ready Expectations Timeline	33
Table 2. Illinois' Multiple Measures Index: Elementary Schools (Grades 3–8)	37
Table 3. Illinois' Multiple Measures Index: High Schools (Grades 9–12)	38
Table 4. Calculations for School and District Accountability	44
Table 5. Example High School Star-Level Classification Chart	44
Table 6. Rewards, Supports, and Interventions	45
Table 7. 2011 Students Meeting or Exceeding EXPLORE and PLAN Benchmarks	48
Table 8. Percentage of Schools Making AMOs Under New Targets	50
Table 9. Percentage of School Districts Making AMOs Under New Targets	50
Table 10. List of Reward, Priority, and Focus Schools (Attachment 9)	75
Table 11. Eight Essential Elements for Effective School Districts and Schools	57
Table 12. Alignment of Eight Essential Elements and Turnaround Principles	57
Table 13. Timeline for ISBE Intervention in Priority Schools and High-Priority School Districts	65
Table 14. Rewards, Supports, and Interventions	78
Table 15. Assessment Types Defined in 23 Ill. Adm. Code Part 50	85
Table 16. Performance Evaluation Systems	86

INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- * A table of contents and a list of attachments, using the forms on pages 1 and 2.
- * The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- * A description of how the SEA has met the consultation requirements (p. 9).
- * Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.


CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request	3
Waivers	4
Assurances	7
Consultation	9
Evaluation	11
Overview of the State’s Request for ESEA Flexibility	12
Principle 1: College- and Career-Ready Expectations for All Students	14
1.A: Adopt College-and Career-Ready Standards	14
1.B: Transition to College- and Career-Ready Standards	14
1.C: Develop and Administer Annual, Statewide, Aligned, and High-Quality Assessments That Measure Student Growth	35
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	36
2.A: Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support	36
2.B: Set Ambitious but Achievable Annual Measurable Objectives	48
2.C: Reward Schools	50
2.D: Priority Schools	53
2.E: Focus Schools	66
2.F: Provide Incentives and Supports for Other Title I Schools	76
2.G: Build SEA, LEA, and School Capacity to Improve Student Learning	79
Principle 3: Supporting Effective Instruction and Leadership	81
3.A: Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems	81
3.B: Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems	86

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	1
2	Comments on request received from LEAs (if applicable)	10
3	Notices and information provided to the public regarding the request	61
4	Evidence that the state has formally adopted college- and career-ready content standards consistent with the state’s standards adoption process	151
5	Memorandum of understanding or letter from a state network of IHEs certifying that meeting the state’s standards corresponds to being college and career ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	The state’s Race to the Top assessment memorandum of understanding (MOU; if applicable)	166
7	Evidence that an SEA has submitted high-quality assessments and academic achievement standards to ED for peer review, or a timeline of when an SEA will submit the assessments and academic achievement standards to ED for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–11 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	210
9	Table 10: Reward, Priority, and Focus Schools	276
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems. (23 IL Admin. Code Part 50)	285
11	Evidence that an SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems (Public Act 097-0008, Senate Bill 007)	355
12	Performance Evaluation Reform Act (PERA; Public Act 096-0861)	466
13	Performance Evaluation Advisory Committee communications and public outreach	503
14	Illinois Common Core Transition Plan	512
15	Common Core professional development resources and materials timeline	515
16	Multiple Measures Indexes	517
17	New annual measurable objectives (AMOs) for each ESEA subgroup by grade and subgroup in mathematics and reading/language arts	519
18	Operations Manual for the Statewide System of Support	523
19	Interventions with high-priority school districts	577
20	Components of high-priority district plan	581

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Illinois State Board of Education	Requester's Mailing Address: 100 North First Street Springfield, IL 62777
State Contact for the ESEA Flexibility Request Name: Ms. Susan Morrison Position and Office: Deputy Superintendent and Chief of Staff Illinois State Board of Education Contact's Mailing Address: 100 North First Street Springfield, IL 62777 Telephone: 217-782-2223 Fax: 217-785-3972 Email address: smorriso@isbe.net	
Chief State School Officer (Printed Name): Christopher Koch, Ed.D	Telephone: 217-782-2223
Signature of the Chief State School Officer:  X _____	Date: February 23, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated

recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

- 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- * 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

* *As described in Principle 1 of this waiver request, although ISBE has adopted a statewide value table growth model, the precise technical methods and value point weightings will be developed in February and March 2012, with growth data calculated for the 2011–12 school year during summer 2012 using ISAT data for Grades 3–8. Student growth data will then be reported out to inform instructional programs for the 2012-13 school year.*

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

A critical component of the process Illinois used to develop this waiver request hinged on engagement with stakeholders. Staff from the Illinois State Board of Education (ISBE) initiated multiple forms of outreach, including workgroup meetings with technical experts, stakeholder meetings, surveys, and webinars. Additionally, ISBE staff created a website devoted solely to the waiver process and provided opportunities for public comment. ISBE staff met with the Committee of Practitioners on two separate occasions and provided the waiver request for their review and comment in February 2012.

With the help of the Great Lakes West Comprehensive Center and other partners, such as the Illinois Parent Teacher Association, ISBE staff presented information and facilitated discussions at 29 meetings across the state between November 2011 and February 2012. Teachers and representatives from the state’s teacher associations—the Illinois Education Association (IEA) and the Illinois Federation of Teachers (IFT)—and educators from the Illinois Principals Association (IPA), the Illinois Association of School Administrators (IASA), and the Illinois Association of Regional Superintendents of Schools (IARSS) were convened and served as an advisory group throughout the waiver process. Both administrator and teacher input and feedback influenced key aspects of this waiver request. Specifically, ISBE partnered with IEA to host meetings in the northern and central part of the state to solicit feedback. At these meetings teachers communicated their support for ISBE’s proposal of a Multiple Measures Index as the crux of our new differentiated accountability system and helped ISBE staff understand the types of assistance they need to better serve students with disabilities and English language learners.

Additionally, since April 2010, the Performance Evaluation Advisory Council (PEAC), which consists of union and association leaders from Grades K–12 and higher education, including teachers, principals, and superintendents, has met monthly to advise ISBE on developing and implementing an improved performance evaluation system. PEAC meets on a monthly basis (and will continue to meet through 2017) and has provided ISBE with recommendations for minimum standards for principal, assistant principal, and teacher evaluations as well as model principal, assistant principal, and teacher evaluations. To help gather additional input, PEAC held eight forums across the state in October and early November 2011. Through a partnership with Teach Plus, a not-for-profit organization, PEAC employed live polling technology and an online forum for those who could not participate in person. In all, more than 2,300 educators offered their views, which led ISBE to phase in the minimum 30 percent student growth requirement over a two year period. See Attachment 13 for a specific listing of PEAC meetings, forums, and general outreach to the educational community around Principle 3.

ISBE affirmed that it was important to get feedback from teachers to assess whether or not our initial thinking was aligned with the values and the priorities of the educators in the state.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

ISBE leadership works diligently to engage practitioners to foster and model collaboration and collegiality and recognizes that a crucial aspect of a successful education delivery system is the engagement of broad representation from multiple stakeholder groups who are both dynamic and committed to improving student outcomes. Therefore, Illinois took the opportunity to engage stakeholders on substantial aspects of this request from its inception through submission to the Department of Education.

While ISBE staff has held numerous meetings over the past two years focused on transitioning to college- and career-ready standards, inclusion of a growth model in our accountability system, and teacher and principal evaluations, formal outreach for this waiver request officially began in September 2011 when ISBE staff attended a technical assistance meeting hosted by the Council of Chief State School Officers. Shortly thereafter, state superintendent Christopher Koch, Ed.D, invited a group of 30 stakeholders to assist ISBE staff in developing the waiver request. This group included superintendents of regional offices of education (ROEs), district superintendents, principals, teachers and district administrators, including Title I and curriculum directors. ISBE utilized this group throughout the development process to vet ideas and gauge the level of support for specific components of the request. Additionally, throughout the development process, this group reviewed and commented on various iterations of the request.

Moreover, in partnership with other associations and organizations, ISBE staff hosted 29 meetings across the state to engage in dialogue with teachers, principals, administrators, parents, and students about the flexibility options available to the state and the changes ISBE was proposing to the accountability system. These outreach efforts reached nearly 1700 people. Specifically, ISBE staff elicited feedback from our Title I directors, the Consolidated Committee of Practitioners (CCOP), the Bilingual Advisory Council, the State Advisory Council on the Education of Children With Disabilities, the Illinois Alliance of Administrators of Special Education, Illinois Afterschool Network, the Federation of Community Schools, educators who work with diverse learners (including students with disabilities and students learning English as an additional language), the Illinois affiliate of the Campaign for High School Equity (a coalition of leading civil rights organizations representing communities of color focused on high school education reform), the Catholic Conference of Illinois and the Catholic Schools at the Diocese of Springfield as well as respondents from Jewish and Lutheran schools.

District administrators and Title I directors were uniform in their desire to move away from the mandated set-asides for supplemental education services (SES) and choice requirements to a more customized and differentiated method of working with lower performing schools. SES providers and parents on the other hand, voiced concerns about losing tutoring services if the state did not mandate a set-aside specifically for SES.

The CCOP was very supportive of ISBE's effort to move toward a Multiple Measure Index to assess school and district performance, and, like the Title I directors, were almost uniform in their

support for a new way of offering interventions to lower performing schools. In one meeting targeted at educators who work with diverse student groups, stakeholders advocated for customized Annual Measurable Objectives (AMOs for each school district, school, and student group), which is incorporated into the State's request. Additionally, the idea to add a new student group of former English Language Learners for reporting and accountability purposes was raised for consideration, and has been incorporated. Stakeholders also encouraged ISBE to identify a way to incorporate graduation rates for students with disabilities who have until their 22nd birthday to complete their education and would not necessarily meet the four-or five-year definition included in the index.

Non-Public school advocates requested that the state emphasize that continued provision of equitable services for eligible Title I students attending nonpublic schools is an important consideration in the implementation of this waiver request. As a result, ISBE is reminding each LEA with Title I eligible children attending nonpublic schools to conduct timely and meaningful consultation with nonpublic school officials on the unmet needs of the nonpublic school students during the design and the development of the school district's Title I plan and before any decisions are made. No statutory or regulatory requirement related to the equitable participation of private school students, teachers, and families can be waived.

Public Notice of the waiver process was provided through Superintendent Koch's weekly newsletter and other traditional communication channels utilized by the agency. The Illinois' application for ESEA Flexibility Waiver was available and open for public comments on the ISBE website from February 10, 2012, to February 17, 2012. At the close of the comment period, the comments submitted were reviewed and analyzed for modification and integration within the final request (see Attachment 2 for comments).

In addition to providing notice via the Superintendent Bulletin, notice that the draft was available for public comment was distributed via our IWAS system (see Attachment 1) that reaches users of the NCLB Consolidated Grant. There was also a website dedicated to the waiver that included information about the waiver in general, notices of upcoming meetings, archived webinars, and the draft waiver request for comment. That website is http://www.isbe.net/nclb_waivers/default.htm.

As a result of our targeted efforts to solicit feedback from stakeholders, ISBE is confident that this engagement is likely to lead to successful implementation of the request due to the input and the support at the outset of this process.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Above all, education leaders in Illinois understand that a culture of high expectations for all students is fundamental to creating and supporting environments that serve the best interests of students. Through this waiver process, Illinois will implement a holistic and comprehensive differentiated recognition, accountability, and support system that will help the state ensure that each and every student is prepared for post-secondary success. As a first step, in January 2012 ISBE approved the use of a Value Table model to calculate growth. Additionally, Illinois will take the following steps to ensure that our continuous system of assessments align to college and career ready benchmarks:

- Adjust the Illinois Standard Achievement Test (ISAT) cut score to raise the academic achievement standard to align with College and Career Ready Standards.
- Augment current assessments by adding Common Core items to the ISAT.
- Add the third WorkKeys assessment for high school students (Locating Information), which will allow students to obtain a National Career Readiness Certificate.
- Require EXPLORE (at grades 8 and 9) and PLAN (at grade 10) in order to provide schools and districts a complete picture of student progress from grades 3-11, while also allowing for the calculation of student growth.

Throughout this transition period, the agency remains committed to its participation in the Partnership for Assessment of Readiness for College and Careers (PARCC), new ELL assessments through World-class Instructional Design and Assessment (WIDA), a new alternate assessment for students with the most severe cognitive disabilities aligned to the Common Core, and the Next Generation Science Standards.

The centerpiece of the new accountability system includes a Multiple Measures Index comprised of four categories:

1. Student *outcomes*, including graduation rates;
2. Student *achievement* in reading/language arts, mathematics, and science;
3. Student *progress* over time, including growth and English language proficiency; and
4. *Context*, including school climate and course offerings.

This new state accountability system is tied to clearer and measurable goals for the state, its school districts, and its schools and has two overarching goals: (1) reduce by one half the percentage of Illinois students not achieving or progressing toward college and career expectations within six years and (2) reduce by one half the state's achievement gaps within six years.

Upon calculation of the Multiple Measures Index, schools and districts will be categorized into levels that align with various rewards, supports, and interventions. To increase the agency's capacity to meet the needs of all schools and districts, Illinois will establish the Center for School Improvement (The Center) as the nexus of its Statewide System of Support (SSOS) to provide coordination and coherence to all of the states regional delivery systems. There will also be close alignment between the supports and systems described in this waiver request and the state's implementation of its recent Race to the Top Phase 3 award.

Finally, recognizing the connection between effective instruction and student performance, Illinois has embarked upon a mission to overhaul its teacher and principal evaluation processes and, as a result, create systems that more accurately recognize both excellence and deficiencies in individual educators. The foundation for the State's guidelines for local teacher and principal evaluation and support is the Performance Evaluation Reform Act (PERA) [Public Act 096-0861]. This legislation, which passed in January 2010 with overwhelming bipartisan support, substantially re-visions the State systems for supporting and developing teachers and leaders by tightly aligning student outcomes and effective measures. The critical elements of PERA, from requiring all teachers and principal evaluation systems to include student growth as a significant factor in evaluations to employing actionable plans for building on reported strengths and addressing documented shortcomings, are fundamental in improving classroom instruction and school leadership.

The implementation of the waivers and principles described in this request will require focus and diligence by all stakeholders in the Illinois education system. By submitting this request, Illinois signals its long-term commitment to preparing all Illinois students for college and careers and ensuring that all populations of students are achieving at high levels.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p style="margin-left: 20px;">i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p style="margin-left: 20px;">i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p style="margin-left: 20px;">ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Illinois’ plan for transitioning to college- and career-ready standards no later than 2013–14 is driven by the following four guiding principles:

1. A culture of high expectations for all students is fundamental to creating and supporting environments that best serve the interests of children.
2. The state’s approach to college and career readiness must address content knowledge and academic skills, as well as employability skills and pathway opportunities based on student

career interests.

3. Teachers and school leaders need high-quality, sustained supports to change and improve instruction in response to the Common Core State Standards and the state's definition of college and career readiness.
4. State assessments must provide accurate and clear information to educators and parents on whether all students are on track to be college and career ready.

Based on these principles, Illinois is aggressively moving forward with a three-phase plan to transition to college- and career-ready standards, which includes the following:

- Phase I: Adoption of College- and Career-Ready Standards
- Phase II: Design of the Implementation System and Supports
- Phase III: Redesign of State Assessments

The state is fully leveraging its recent Race to the Top Phase 3 award to build out several implementation systems and supports for its college- and career-ready standards. Across all three phases, the state's implementation plan emphasizes communication and outreach to key stakeholders. ISBE is working with Advance Illinois—an independent, nonprofit organization—to support a statewide communications campaign that is designed to educate policymakers, educators, stakeholders, media, and communities about the Common Core State Standards.

Illinois believes that the comprehensive alignment of systems, tools, and resources will ensure that all students, including English Learners (ELL), students with disabilities (SWD), and low-achieving students, gain access to and learn the content aligned to the college- and career-ready state standards by 2013–14.

PHASE I: ADOPTION OF COLLEGE- AND CAREER-READY STATE STANDARDS

Adoption of the Common Core State Standards

Illinois' movement toward college- and career-ready state standards began in 2008 when the state partnered with Achieve Inc. and joined the America Diploma Project. Achieve performed an analysis of the previous Illinois Learning Standards, adopted in 1997, which demonstrated the need to develop higher standards that would prepare today's students for life after high school. As a result of the findings, ISBE initiated a standards revision process with Illinois educators and institutions of higher education (IHEs). This process brought together partners from across the P–20 spectrum to develop a common understanding of college and career readiness. Although readiness includes being prepared to take credit-bearing postsecondary courses in core subject areas, Illinois' college- and career-readiness objectives also extend to developing employability skills and opportunities for students to pursue a personalized education plan based on their academic and career interests.

New Illinois high school standards were in draft form prior to shifting to the Common Core State Standards. High school teacher teams and faculty from two- and four-year institutions had begun the process of revising the 1997 Grades 9–12 Illinois Learning Standards. Although a great deal of time and work had been put into the revision process, the consensus was to move forward with

adopting the Common Core State Standards to serve as the state's college- and career-ready standards, while continuing the state's focus on employability skills and career pathway opportunities. The State Board of Education adopted the Common Core State Standards in English language arts and mathematics in June 2010. The commitment of all the educators and the postsecondary partners involved laid a foundation for the collaborative work that continues today with transition planning and implementation.

Common Core State Standards Gap Analysis. Immediately following the official adoption of the Common Core State Standards, now the new Illinois Learning Standards, the Illinois Education Association (IEA) and Illinois Federation of Teachers (IFT) partnered with ISBE to perform a gap analysis. In July 2010, 34 classroom teachers and a group of ISBE staff and consultants were convened and charged with the task of analyzing the new standards and determining where curriculum and instructional changes might be needed. Specifically, the group addressed the following questions:

- Which concepts and skills required in the new Illinois Learning Standards are included in the old standards?
- Which concepts and skills required in the new Illinois Learning Standards are not included in the old standards?
- How similar are the new Illinois Learning Standards with respect to grade-level performance descriptors?

The final gap analysis, available at http://www.isbe.net/common_core/htmls/gap_analysis.htm, includes an explanation of the process used to develop the analysis and an overview of the key findings. The key findings are as follow:

- The new standards are more specific, clearly stated, and focused. For example, a kindergarten standard for mathematics in the new Illinois Learning Standards for Mathematics is as follows: *Understand addition as putting together and adding to and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.* This is much more specific than the 1997 Illinois Learning Standards: *Solve simple mathematics problems mentally or by using objects, drawing pictures, etc.*
- Some of the new Illinois Learning Standards may require schools to shift the grade level at which instruction takes place. Additionally, depth and rigor is evident in the new standards. In some cases, the content was found in a lower grade level, which provided more opportunities for deeper understanding in the upper grades.
- The mathematics standards include several additional standards that are needed for entry into advanced classes and also infuse the concept of modeling throughout all standard areas.

Information gleaned from the analysis was released on the ISBE website, discussed in the Superintendent's Bulletin, and addressed in all awareness presentations of the New Illinois Learning Standards. The analysis continues to be referenced today for local school districts to use as they continue planning and working more in-depth with the new State Standards. The gap analysis document is an informational tool. Local school districts are continuously encouraged to

conduct their own review and analysis to facilitate discussion and data-driven decision making based on the current realities of their classrooms.

The gap analysis is also used to guide state-level activities. It was clear from the analysis that mathematics should be the priority for the state professional development rollout. The analysis continues to provide information for the state's English language arts (ELA) and mathematics content specialist teams to help identify areas for resource development and additional professional learning opportunities.

Adoption of English Language Proficiency Standards. The adoption of the new Illinois Learning Standards and the array of initiatives for implementing them are elevating the curriculum in each Illinois classroom toward higher content in ELA and mathematics. This includes classrooms instructing ELLs and SWDs. To ensure that ELLs are able to access the high-level content of the new State Standards and remain at grade level while also developing English academic language proficiency, Illinois has a policy for educating students with limited English proficiency that requires the instruction of core content in the native language or, where the native language is lower incidence, at least support in the native language. Without native language instruction or supports, students with low levels of academic English proficiency would be unable to comprehend, process, and interactively engage with the content of the new State Standards. As ELLs continue to learn the same grade-level content as their peers, they must also develop ELP, which requires additional and intentional content and services in English as a second language. Illinois has adopted ELL-specific standards, policies, and supports over the years that have positioned the state to deliver the new Illinois Learning Standards content to ELLs.

Illinois has been a World-Class Instructional Design and Assessment (WIDA) consortium member since 2004. Illinois has both contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency Standards (ELPS). ELPS were developed using the Illinois Learning Standards and are linked to the Illinois Learning Standards as now revised to incorporate the college- and career-ready State Standards. Illinois officially adopted ELPS in 2004 and codified the 2007 version of the standards into the Illinois State Bilingual Rules and Regulations.

A WIDA consortium priority in 2010 was an alignment study to analyze the linguistic demands of ELPS to the college- and career-ready state standards. The study protocol was based on an adaptation by Gary Cook, Ph.D., of the alignment framework of Norman Webb, Ph.D. Cook's framework was used to examine the relationship between the college- and career-ready state standards in ELA and mathematics and the model performance indicators of ELPS. The alignment study between the college- and career-ready state standards and the 2007 edition of ELPS Grades PK–12 report was completed on March 14, 2011, and is available at <http://wida.us/Research/Agenda/Alignment/>.

Additionally, a WIDA consortium standards amplification project was conducted in 2011 in response to the alignment study results to develop amplified standards metrics for areas where there was no strong linkage between ELPS and the college- and career-ready state standards.

The 2012 edition of English Language Development Standards (ELDS) are anticipated to be available in spring 2012. They will be used alongside the 2007 edition of ELPS to have more

examples of how the WIDA consortium represents its standards. The new edition ensures clearer representation of the connections between content and language standards. The standards matrices will include elements containing (1) a direct connection to the college- and career-ready state standards and other state content standards; (2) a uniform cognitive function across the levels of language proficiency; (3) topical, grade-level vocabulary related to the content-based example; and (4) a context for language use descriptive of the genre/text type, register, roles and identities, and tasks in which a strand is situated.

The WIDA consortium's model performance indicators (MPIs) for language arts and mathematics also strongly linked to the college- and career-ready state standards. The ELA and mathematics alignment results indicate that many standards also met the higher criteria of alignment as recommended in federal guidance and elaborated by Cook's research on ELPS, standards-to-standards alignment, and standards-to-assessment alignment.

The transition to the next generation of ELPS and assessments has already begun in Illinois both through the alignment study work and by Illinois partnering with the Assessment Services Supporting ELLs Through Technology System (ASSETS) project. Illinois will maintain its affiliation as a WIDA consortia member to ensure that it continues to provide ELLs with high-quality ELPS aligned to the college- and career-ready state standards.

Spanish Language Development Standards. Approximately 160,000 (81 percent) of the students learning English as an additional language in Illinois are native speakers of Spanish. As an initiative to strengthen and support the instruction occurring in the native language, Illinois adopted Spanish language arts standards, which are academic language standards linked to the state's ELA standards. To further improve the implementation of these standards, on behalf of the consortium, ISBE applied for and was awarded an enhanced assessment grant in October 2010 to develop and implement academic Spanish Language Development Standards (SLDS) for students in Grades PK–12—addressing social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies—to develop a technology-mediated, reliable, and valid Spanish language proficiency assessment for Grades K–2. The WIDA consortium is currently seeking additional funding to extend SLDS assessment to Grades 3–12 based on those standards and develop a screening test for obtaining baseline measurements of students' Spanish language proficiency for Grades K–2. By using these standards and assessments, educators will gain knowledge about academic Spanish language development and their students' progress and will be able to shape instruction and develop curriculum to enable students to achieve high academic standards in Spanish. These standards enable students to develop the high-level Spanish academic language necessary to access the rigorous content of the New Illinois Learning Standards. The standards and the assessment will be applicable to any student receiving content area instruction in Spanish, regardless of the student's native language. The PODER (Prueba Óptima del Desarrollo del Español Realizado) assessment will be developed by the Center for Applied Linguistics on behalf of the WIDA consortium. Initial piloting and field testing of PODER will occur in multiple sites, including Illinois, Colorado, New Mexico, and Puerto Rico.

To ensure that these high-quality standards and assessments translate into classroom practice, Illinois modified its bilingual education laws in January 2010 to allow state bilingual funds to be used for targeted professional development. In January 2012, ISBE entered into a contract with

the Illinois Resource Center (IRC) to provide technical assistance and professional development to LEAs working with ELLs.

Through the Center for School Improvement (The Center) and collaboratively with Statewide System of Support (SSOS) staff (discussed in greater detail in Principle 2), IRC will use information obtained from compliance monitoring reports of the Division of English Language Learning, AYP performance data, and AMOs data to assist LEAs with developing their Title III district improvement plans. In addition, IRC will provide workshops, statewide institutes, and on-site professional development for LEAs to assist them with meeting the instructional needs of ELLs. The IRC has already begun to provide training on how to utilize the ELPS and the New Illinois Learning Standards together in instructional planning. SSOS staff will monitor district progress through the state's Web-based continuous improvement tool (Rising Star) to ensure that the targeted professional development provided by IRC is implemented and the resulting quality of instruction not only ensures that ELLs have access to quality programs but also become proficient in English and achieve high academic success.

Analysis of Learning Accommodation Factors. Additionally, Illinois currently ensures that SWDs have access to a rigorous curriculum aligned to high standards through its training and technical assistance projects: least restrictive environment initiatives and students' Individualized Education Plans. ISBE plans to use the new Illinois Learning Standards as it continues its efforts toward consistent exposure to materials and learning experiences through curriculum, instruction, teacher preparation, and other supports for student learning. In addition, ISBE will continue its focus on access to the general education curriculum in the general education environment, as appropriate, and post school success for SWDs.

Promoting a culture of high expectations for all students is a fundamental goal of the new Illinois Learning Standards. ISBE will continue to analyze learning and accommodation factors as a means of providing high-quality professional development in areas such as co-teaching, differentiated instruction, instructional accommodations that allow students to learn within the framework of the new State Standards, Universal Design for Learning principles, assistive technology, special education in terms of connections to the new State Standards, and secondary transition correlated to the new State Standards to assist SWDs in accessing the college-and career-ready standards. ISBE understands that the new State Standards provide goals for teachers to ensure that they are preparing students for success in college and careers as well as developing and implementing effective strategies via knowledge and skills benchmarks. ISBE also provides and makes available Web-based resources and guidance documents that address these factors, including secondary transition resources (<http://isbe.net/spec-ed/html/total.htm>), access to general education settings and curriculum (<http://istacparents.org/index-2.html>), and Assessment Accommodations for Students With Disabilities: IEP and 504 (http://www.isbe.net/assessment/pdfs/guidance_IEP_504_2010_2011.pdf).

Least Restrictive Environment Initiatives. The Illinois Statewide Technical Assistance Center (ISTAC) is ISBE's model of integrated technical assistance designed specifically to build the capacity of school districts to serve the needs of SWDs and their families. There are two components to ISBE's Least Restrictive Environment Initiatives: Project CHOICES (Children Have Opportunities in Inclusive Community Environments and Schools), which supports school-age children, and Early CHOICES, which supports preschool-age children. Project CHOICES

provides collaborative support to schools, families, children, and youth to ensure the following:

- All children have access to a general education curriculum aligned to rigorous academic content standards.
- All children and youth are assigned to general education classrooms and are treated by all staff as full participating members of the school community.
- Schools address social emotional development as a key part of academic outcomes.
- Schools develop and use data for decision making and problem solving.
- Schools make a concerted effort to involve family members.

In addition to Project CHOICES, ISBE began a pilot project with school districts focusing on access to general education environments for SWDs in conjunction with the Data Accountability Center. Due to the pilot's success, ISBE will continue to promote and support local data use to improve least restrictive environment (LRE) results statewide by implementing an LRE data cohort. ISBE will continue to provide training to school districts that need assistance in making appropriate placement decisions for SWDs. ISBE also uses a focused monitoring system to target the issue of access to general education environments for SWDs. School districts with the lowest percentage of students receiving their special education services inside the general education classroom 80 percent or more of the school day receive an on-site review. The impact of ISBE's focused monitoring process on the percentage of students receiving services in the general education setting 80 percent or more of the day has been significant. Overall, 89 percent of LEAs monitored showed improvement.

Individualized Education Plans for Students With Disabilities. State special education regulations require that individualized education plans (IEPs) for SWDs in Illinois include a statement of measurable annual goals that reflect consideration of the state goals for learning and the Illinois Learning Standards. ISBE will continue discussions regarding the transition from the Illinois Learning Standards to the Common Core State Standards in relation to this regulation and SWDs to ensure that IEPs include annual goals that are aligned with the new Illinois Learning Standards and facilitate the achievement of grade-level academic standards. The state's implementation systems and supports will be key to successful local implementations.

PHASE II. DESIGN OF THE IMPLEMENTATION SYSTEMS AND SUPPORTS

Although the pace at which school districts and schools work toward implementation will vary from school district to school district, all school districts will be required to address the transition to the college- and career-ready state standards through the state's required continuous improvement process and demonstrate a local plan that results in implementation of the college- and career-ready state standards by the end of the 2013–14 school year. The design of the local implementation plans has been the key focus for ISBE during the 2011–12 school year, with the following expectations provided to guide work at the local level:

- Target communications with staff about the new standards and assessments.
- Provide administrative leadership on transition expectations to full implementation at the local level.

- Host local-level discussions related to the impacts on curriculum and the short-term/long-term implications.
- Develop and design connections between local instructional priorities to the new standards.
- Use school improvement days, grade-level meetings, staff meetings, and related events to provide opportunities for practitioners to discuss curriculum implications and promote teacher collaboration.
- Identify plans for curriculum changes.
- Detail plans to address instructional needs.
- Conduct needs assessment of staff based on local analysis of the new standards.
- Develop professional development plans addressing the needs of staff.
- Align implementation to current school improvement efforts.
- Determine anticipated support of the school district and the school based on data and teacher input.

Outreach

When ISBE adopted the Common Core State Standards in June 2010, it assembled an internal standards implementation team consisting of the divisions of Curriculum and Instruction, Assessment, Career Preparation, English Language Learners, Special Education Services, and Innovation and Improvement, along with the director of Public Information. Externally, Illinois communicated with stakeholders and leveraged existing networks with teacher unions, content organizations, educator associations, institutions of higher education (IHE), and the regional delivery system to roll out a college- and career-ready state standards informational campaign.

The state's higher education agencies—the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE)—are a critical part of the outreach and transition efforts. ISBE, ICCB, and IBHE have worked together closely since the adoption of the college- and career-ready state standards to provide a unified message and collective responsibility as Illinois transitions to the new standards and assessments. These agencies continue to work closely as details resulting from evaluation, new teacher standards, and licensure result in drastic changes to teacher education and principal preparation programs. As a part a coordinated outreach effort, a series of eight regional workshops on college and career readiness was hosted by the Educational Policy Information Center in spring 2011. This effort was followed by a fall series of four regional meetings on alignment between secondary, two-year, and four-year institutions. Additional details regarding outreach are available in the Common Core State Standards transition plan (Attachment 14).

ISBE believes that a continued focus and a unified message with the higher education system in Illinois will increase stakeholders' awareness of the state's transition to the new Illinois Learning Standards. Many of the recent changes and strategies are showing results in Illinois:

- **Licensing of teachers with a high mastery of content and pedagogy.** In September 2010, Illinois raised the cut score on the basic skills test for mastery in content so that the state moved from admitting teacher candidates from the lower half of college attendees to the top third of those attending college.
- **Principal preparation.** Raising the quality of principal preparation to ensure that principals are not only good managers but also strong instructional leaders. Illinois increased program selection rigor, expanded internship experiences, developed performance assessments, and raised the expectations of principals.
- **A fair evaluation system.** Assuring evaluation systems are fair and rigorous and that accountability for performance is shared among all involved with education. In 2010, Illinois enacted the Performance Evaluation Reform Act (PERA; Public Act 096-0861), which requires that principal and teacher evaluations include student growth as a significant factor.

Another logical step for implementing the new State Standards is modifying Illinois teacher preparation programs so that new teacher graduates will be informed in the pedagogy that works best to translate the standards into student learning. To this end, together with IBHE, ISBE brought together the first of many meetings of stakeholders on February 14, 2011. These stakeholders included professors of teacher education, building principals, district superintendents, public and private school teachers, and union representatives to map out the necessary changes to teacher preparation programs. This collaboration focused on elementary and middle school teacher preparation programs. In the next months, legislative rules that will implement changes to teacher preparation programs will be issued for public comment; the drafting of rules for early childhood and secondary teacher preparation programs are still in preparation using similar stakeholder groups. Recognizing the critical importance of the transition to the college- and career-ready state standards, a Higher Education Workgroup has been established involving representatives from IBHE and ICCB to coordinate on behalf of their respective agencies, determine action steps, and communicate critical information within their individual statewide structures. The following key components were identified by the workgroup as priorities for supporting the transition to the college- and career-ready state standards:

- Communicate the definition of college and career readiness.
- Convene regional, cross-institutional work groups to align secondary and postsecondary curricula based on the new State Standards.
- Conduct a statewide meeting for institutions with teacher preparation programs to provide common core information and highlight current efforts underway in various institutions.
- Develop and implement a communications plan.

The workgroup will convene a joint planning committee to engage deans and faculty to inform long-term planning. Initially, a series of informational sessions on the new standards will be offered for teacher education preparation programs in collaboration with IBHE. These sessions will target teacher preparation program faculty at all institutions.

Finally, ICCB and IBHE continue to partner with ISBE to ensure that the standards of secondary and postsecondary institutions are not compromised in linking high school students with course offerings of local postsecondary institutions. The Dual Credit Quality Act, which went into effect in 2010, established guidance and standards for institutions that grant postsecondary credit to Illinois high school students (commonly referred to as dual credit). Opportunities for dual credit in Illinois have greatly expanded over the past 10 years, with over 19,514 Illinois high school seniors enrolled in dual credit coursework during the 2010–11 school year. Among other guarantees of quality, the Dual Credit Quality Act requires that instructors must meet the same academic credential requirements as faculty teaching on campus, students must meet the same academic criteria as those enrolled in credit-bearing college courses, course content and learning outcome objectives must be the same as those required for credit-bearing college courses, and every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses. With this strong emphasis on quality, dual credit in Illinois can continue to be an important vehicle for placing more high school students on an accelerated path toward college and career readiness.

Moving forward with implementing the college- and career-ready state standards will require a sustained communications and outreach effort by ISBE to stakeholders over a period of several years. To structure college- and career-readiness communication and outreach efforts, ISBE has identified its primary stakeholders and developed plans for each audience. These groups are identified in the following subsections, and brief summaries of the message points customized for each constituent group are provided. High-level activities in progress and completed are also listed in Table 1. Communication strategies for reaching these various groups will include direct engagement through regionalized or stakeholder meetings, press releases, ISBE’s website, webinars, ISBE’s weekly newsletter, social networking sites, and professional development workshops.

Parents. The adoption of the Common Core State Standards will better prepare Illinois students for success in college and careers. Although most members of the public may not notice an immediate difference, it is important that those who are aware of a change understand that this will better prepare their children to succeed in life and prepare our state to compete in a global economy. The Illinois Parent Teacher Association (IPTA) is an active partner in outreach efforts. ISBE partnered with IPTA to co-brand the parent guides from the national organization and make them available to PTA associations statewide. Informational sessions on the new standards have been sponsored in conjunction with their statewide conference. A long-term plan includes the development of parent ambassadors to share information on the new standards.

Teachers. Teacher support and understanding of the Common Core State Standards is a key to successful implementation. Teachers should understand that previous work based on the Illinois Learning Standards has not been in vain. Instead, communication should be structured to articulate that they are improving the foundation to advance their work. Additional message points should include that the new standards do not remove a teacher’s ability to instruct students in the best way to meet local needs. Clearly, teachers will still be responsible for teaching. The Common Core State Standards are merely a set of standards to guide teachers in preparing their students to succeed in college and careers. In addition to working directly with teachers in the state, ISBE will continue to partner with IFT and IEA to offer informational sessions and distribute messages on the transition to the Common Core State Standards.

Regional Offices of Education. ROEs and Intermediate Service Centers (ISCs) are partners with ISBE to provide professional development and deliver information about the Common Core State Standards throughout the regional systems in the state. ISBE will continue to work with ROEs to ensure that they are updated on developments and the information they receive and provide to constituents is accurate.

Administrators. IPA, the Illinois Alliance of Administrators of Special Education (IAASE), and IASA work closely with ISBE to communicate with administrators and instructional leaders. IPA actively assists ISBE personnel with continuous communication and updates about the process and progress of implementing the Common Core State Standards statewide. Staff in this organization achieves this by employing a variety of communication vehicles, including: podcasts, webinars, newsletter articles, broadcast emails, and IPA website hyperlinks and updates. The IASA – ISBE Advisory Committee – is a standing committee that meets with the State Superintendent of Education and staff and will have an important role offering feedback and suggesting strategies for effective implementation.

Business and Private Education Groups. Illinois has many supportive business groups and private education groups that have been advocates for strengthening standards. It is important that ISBE maintains close associations with these groups, monitor their activities, partner where appropriate, and use formal and informal communication channels to reach their constituencies.

The P–20 Council. The Common Core State Standards link transition points along a students’ educational journey. Because they were originally developed as college and career standards and then back mapped down to preschool, they allow for better preparation and cohesion between P–12 and the postsecondary community. Support from the P–20 Council is crucial because it is in a position to make recommendations to the governor, the General Assembly, and SEAs regarding a more seamless transition for students. This group must remain a vital partner as Illinois implements the Common Core State Standards.

The Illinois General Assembly. Adoption of the Common Core State Standards is not needed from members of the General Assembly. However, their support is of utmost importance to ensure the necessary supports are funded for successful implementation. It is imperative to ensure regular communication on implementation of the college- and career-ready state standards is provided to General Assembly members so that they are informed and ISBE is able to clearly communicate the implementation plan and strategies to ensure successful outcomes.

Strategic Activities

Press Releases. ISBE press releases have the potential to reach parents, educators, business leaders, and the general public. They are distributed to media outlets across the state and communicate positive information about the various aspects of the state’s implementation of the Common Core State Standards and new assessments. ISBE staff will continue to work with senior leadership to identify and promote important milestones and achievements.

Website. The ISBE website enjoys substantial traffic. Data indicate that, on average, the website receives nearly 20,000 visitors and more than 150,000 hits per day. The general public surfs the site often, and educators rely on it as a vital source of data and information. The website currently hosts a Common Core State Standards page (http://www.isbe.net/common_core/default.htm) that is used for posting information about the standards, frequently asked questions, summary documents, and links to developing resources for practical application and implementation. Plans are to continue to update the website with new communication tools and professional development opportunities as additional resources become available.

Video Presentation. ISBE developed a video for school districts to use as they begin to implement the Common Core State Standards. The video is posted on ISBE's website, is directed at teachers and administrators, and provides general background information. As needs arise, ISBE will produce more videos for professional learning.

Webinars. ISBE used webinar capabilities to provide educators with professional development opportunities and answer general questions about the Common Core State Standards that may arise on a regional basis. These webinars are in addition to regional meetings that have been held and continue to be hosted.

Regional Meetings. ISBE worked initially with ROEs, ICCB, and IBHE to develop a series of regional meetings focused on the Common Core State Standards in summer 2011. The meetings were informational in nature and served as an official kickoff to the new standards. Due to their success and requests for an annual event for this purpose, a series of events has been planned for the late spring and summer 2012.

Electronic Newsletter. ISBE's Weekly Message reaches educators across the state. Routine updates have built and continue to build a better understanding of the project within the education community. ISBE leadership works with communication staff to determine when information should be shared as a whole with the education community.

Social Networking Sites. Facebook and Twitter complement the ISBE website and e-newsletter by highlighting new items of interest. ISBE currently reaches nearly 800 people on Facebook and nearly 400 on Twitter. These sites will be used to direct stakeholders to additional information.

Stakeholder Meetings. The superintendent currently has semi-regular scheduled meetings with key statewide stakeholder organizations and labor unions. This is an opportunity for the superintendent to communicate directly with these stakeholders and receive valuable instantaneous feedback. The superintendent will be able to provide regular updates on the implementation plan and the progress of assessment development and gather feedback.

Board Meetings. ISBE meetings offer the superintendent and senior staff to interact and communicate directly with not only board members but also advocates, stakeholders, and the general public. Typical board meetings include substantial attendance from interested outside parties and are webcast by communications staff via ISBE's website. Senior staff members typically provide updates to ISBE during these meetings, and this opportunity provides these groups with real-time updates and also allows for board input and feedback.

Legislative Correspondence. ISBE has recently placed an emphasis on better communication with the Illinois General Assembly through written correspondence. This written correspondence allows leadership and staff to communicate directly with legislators. Because this correspondence is posted to the ISBE’s website, it shows stakeholders what ISBE is attempting to communicate to legislators. Plans are to expand this practice to the Illinois federal delegation. Senior staff will work with legislative affairs staff and the federal liaison to identify opportunities to communicate with these key officeholders about implementation and ISBE needs.

Implementation Supports

As previously described, ISBE commissioned a gap analysis of the college- and career-ready state standards shortly after their adoption, and it continues to serve as a valuable tool for local standards alignment activities. In addition, Illinois’ implementation plan includes developing a full array of supports for teachers and school leaders, including the adjustment of existing programs to better align to the college- and career-ready state standards. As the various divisions within ISBE continue to identify the resources available and tool development is in progress statewide and nationally, priority will be given to aligning and making available high-quality instructional materials that support implementation of the Common Core State Standards.

- **Standards implementation planning tool.** To guide efforts at the local level, ISBE created an online tool for school districts to use as a guide for their planning and transition to the college- and career-ready state standards. The planning tool leads local teams through a series of guiding questions relating to transition to the more rigorous standards, which includes accompanying progress indicators in the following areas: leadership, curriculum and instruction, professional development, assessment, and implications. ISBE is in the process of further enhancing this tool by connecting it to a professional development roadmap that will inventory the various initiatives throughout ISBE where technical assistance and support are provided for implementing the standards aligned to instructional systems.
- **Principal training.** ISBE is partnering with IPA to develop a series of webinars for principals on implementing the Common Core State Standards. IPA and IARSS will then leverage their professional development and communications structures to support messaging and training opportunities for standards implementation.
- **Achieve alignment rubrics.** Illinois worked with Achieve Inc. in developing rubrics to help determine the degree of alignment of open educational resources to the Common Core State Standards. These eight rubrics are highlighted as available resources for principals, teachers, and other educators who are responsible for curriculum development.
- **Career technical education.** Illinois has joined a pilot initiative sponsored by Achieve Inc. and the National Association of State Directors of Career and Technical Education to develop a process to evaluate and develop instructional tasks that demonstrate how career technical education content can be leveraged throughout high school mathematics. The classroom-based tasks were reviewed and developed by teachers for use by teachers and identified key opportunities for mathematics teachers to use real-world examples and

exercises in their classrooms as they transition to the college- and career-ready state standards. ISBE piloted a training session for this initiative in summer 2011. The session participants included secondary mathematics and architectural drafting instructors; industry representatives from architecture and construction were also involved.

- **Shared Learning Infrastructure.** The Shared Learning Collaborative—an alliance formed by the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, and the Carnegie Corporation of New York—is in the process of implementing the Shared Learning Infrastructure (SLI), an open-source system supported by a \$100 million philanthropic investment that will enable states to provide administrators, teachers, parents, and other education stakeholders with an array of affordable, high-quality content and tools to support the implementation of standards-aligned instructional systems. Illinois is one of five states chosen by the Shared Learning Collaborative to first implement SLI. SLI will be piloted and operational in two Illinois school districts by the end of calendar year 2012, with scaling up to other Illinois school districts in the following year.
- **Assessments for learning.** With Race to the Top Phase 3 support, ISBE is undertaking a two-pronged assessments for learning strategy to support local school districts with standards implementation and the measurement of student growth. First, ISBE will procure a statewide contract for commonly used interim assessments to ensure the best available pricing and a simplified procurement and contracting process for school districts. All procured assessments must be able to measure student growth in a manner aligned to the college- and career-ready state standards, be coupled with appropriate training and professional development linked to the use of the assessment, and be integrated with SLI to the maximum extent possible. Second, ISBE will develop a network among school districts to develop both the frameworks and, if needed, specific assessment items to measure student growth across the curriculum. A panel of technical experts and practitioners will provide guidance and expertise on areas including alignment to the college- and career-ready state standards, as integrated within the Illinois Learning Standards, and the appropriate use of the assessments, which includes instructional, evaluative, predictive, or multiple purposes.
- **Technical assistance projects for SWDs.** Three of the main training and technical assistance projects supported by ISTAC include Project CHOICES, PBIS (Positive Behavioral Interventions and Supports), and the Illinois Autism Training and Technical Assistance Project. These projects analyze data and learning accommodation factors to ensure rigor and relevance in the curriculum for SWDs. ISBE is partnering with ISTAC to continue to analyze learning and accommodation factors as a means of providing high-quality professional development in areas such as co-teaching, differentiated instruction, Universal Design for Learning principles, special education in terms of connections to the Common Core State Standards, and secondary transition correlated to the Common Core State Standards to assist SWDs in accessing college- and career-ready content. In addition, ISBE provides intensive LRE technical support, focused data collection, and monitoring to increase the capacities of school districts to educate SWDs in the preschool, school, and community environments in which they would participate if not identified as having a disability.

- **ASSETS project.** The ASSETS project is a next-generation comprehensive and balanced assessment system for ELLs in development by the WIDA consortium. The project aims to create an innovative technology-based assessment system anchored in ELPS that is aligned with the college- and career-ready state standards, informed by rigorous ongoing research, and supported by comprehensive professional development and outreach. The computer-based summative test will cover the language domains of listening, speaking, reading, and writing. It also integrates ELPS and will be administered annually. The formative assessment resources will consist of language learning progressions correlated to the college- and career-readiness state standards for integration into instructional assessment for ELLs. The WIDA consortium also seeks to develop technology-based training programs, create professional development, and design outreach materials to supplement the assessments.

Statewide System of Support

The implementation supports described previously will be coordinated through SSOS. The purpose of SSOS is to supply a comprehensive continuum of research-based support, services, and resources designed to improve student outcomes for all Illinois school districts and schools. The main crux of the SSOS is the regional service delivery system, which consists of 44 ROEs and 3 ISCs. Within these areas, more than 200 coaches and 30 content area specialists in mathematics, ELA, data and assessment, and learning supports offer professional learning, assist with curriculum development, and consult with the coaches and/or teachers regarding information related to implementing the Common Core State Standards. Strong partnerships with IPA and the Illinois Association of School Boards (IASB) further support the SSOS. Additionally, ISBE funds other regional service delivery systems, including special education cooperatives, the Response to Intervention Network, and ISTAC, for which services are coordinated through the SSOS.

ISBE will establish The Center as the nexus of the SSOS to provide coordination and coherence to all the state's regional delivery systems. The Center's mission will be to provide high-quality, coordinated, and consistent support to school districts and schools across the state. ISBE is using Race to the Top Phase 3 funds to provide The Center with the necessary resources to support implementation of the Common Core State Standards.

Coordination among the regional delivery systems involved with professional development across the state will continue to be a priority to ensure that appropriate instructional strategies for English Language Learners, students with disabilities, and low achieving students are addressed as resource development and professional development for implementing the Common Core State Standards continue.

Instructional Materials

The ELA, mathematics, and learning support content specialists described previously were hired to assist with developing instructional materials to support the successful implementation of the Common Core State Standards. A structure has been established to review all resources and includes feedback and collaboration from projects currently in place, including ISTAC, RTI

Network, the Curriculum Revitalization Project, and the English Language Learners Professional Development project. As a Partnership for Assessment of Readiness for College and Careers (PARCC) governing state, Illinois will rely and fully use the resources released by the WIDA consortium. Additionally, Achieve Inc. has initiated for American Diploma Project Network states a Quality Instructional Materials Collaborative. Opportunities such as this will provide an opportunity to develop products for statewide use that otherwise would have taken additional time and resources not currently available. As the work of this collaborative emerges, Illinois will formulate a process for teacher feedback, input, and the dissemination of materials as they are developed. Feedback, input, and dissemination will include ELL and special education teachers. ISTAC will examine materials through a special education “lens” and provide input about high-quality instructional materials appropriate for SWDs.

Furthermore the P–20 STEM (science, technology, engineering, and mathematics) programs of study are a sequence of courses and applied learning experiences organized around a career cluster, where students pursue their academic and career interests, starting from an orientation experience and continue through advanced pathway courses. There are opportunities to connect to professional networks through work-based learning experiences as well as opportunities to earn stackable credentials. For additional details, refer to the following Web-based resource: *Aligning STEM Education to 21st Century Knowledge and Skills* (<http://www.keepingillinoiscompetitive.niu.edu/ilstem/align.shtml>).

Finally, alongside the 2007 edition of ELPS, the 2012 edition of ELDS and the CAN DO descriptors will be a vital component of instructional materials available to Illinois educators through various online resources, the Statewide ELL Professional Development Contract, and/or professional development days awarded under the master Illinois WIDA consortium contract. Because the majority of the WIDA consortium states have adopted college- and career-ready state standards, a new 2012 edition of ELPS was developed to ensure the connections between content and language standards are clear. This edition is scheduled for release in spring 2012.

PHASE III: REDESIGN OF STATE ASSESSMENTS

The Evaluation of Current Assessments

Illinois currently administers continuous assessments for Grades 3–11, including the Illinois Standards Achievement Test (ISAT) in Grades 3–8, the Prairie State Achievement Examination (PSAE) in Grade 11, and the voluntary assessments EXPLORE and PLAN in Grades 8–10.

Additionally, the Illinois Alternate Assessment (IAA) measures the learning of students with the most significant cognitive disabilities. Students take IAA if participation in the state’s regular assessments is not appropriate, even with accommodations. IAA is based on alternate achievement standards in reading, mathematics, science, and writing at the grades corresponding to ISAT and PSAE.

All public school districts in Illinois are also required to assess, annually, all identified ELLs and limited English proficient (LEP) students in Grades K–12 using the ACCESS for ELLs assessment until students test as English language proficient.

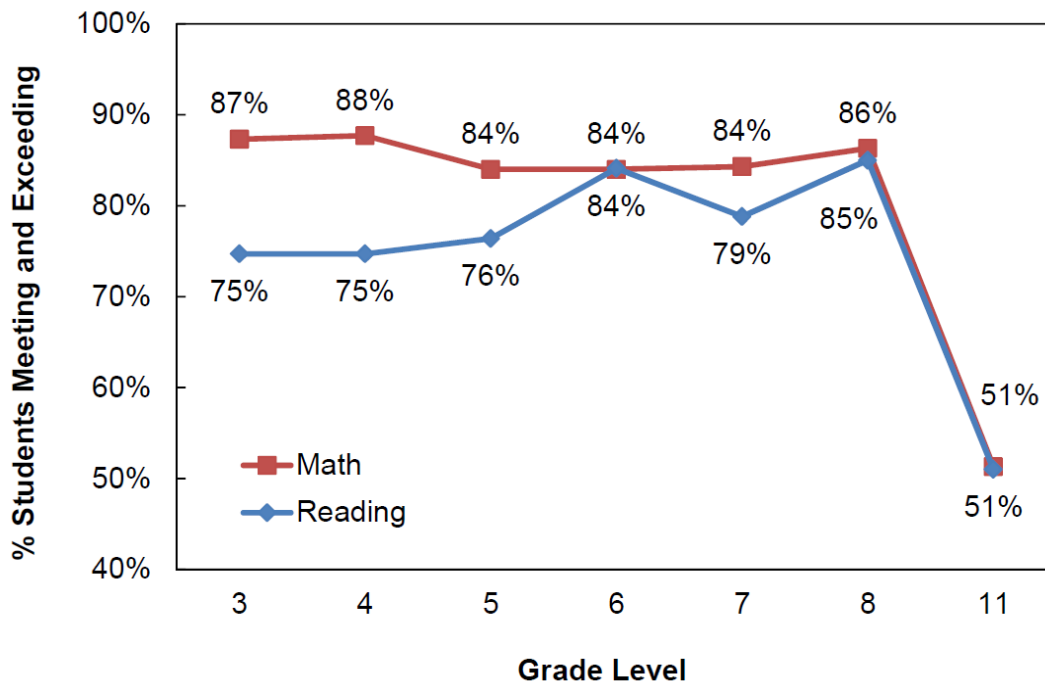
Furthermore, in spring 2013 for the 1–2, 3–5, 6–8, and 9–12 grade clusters, the Alternate

ACCESS will be available in Illinois to more appropriately assess content proficiency for ELLs with disabilities.

To provide valuable and meaningful information to educators, parents, students, and stakeholders, Illinois needs to ensure that our continuous system of assessments aligns to college- and career-ready benchmarks.

Raising Illinois’ Academic Achievement Standards on Current Assessments. To ensure that our continuous system of assessments aligns to college- and career-ready benchmarks, Illinois will raise the cut score for the ISAT assessment. Currently, ISAT results are not aligned to PSAE results, thus students at Grades 3–8 are not getting accurate aligned information about their college and career readiness. As displayed in Figure 1, 85 percent to 86 percent of students in 2011 were meeting or exceeding mathematics and reading standards in Grades 3–8 on ISAT, and this percentage dropped to 51 percent of students meeting or exceeding mathematics and reading standards in Grade 11 on PSAE. We do not attribute this drop in proficiency to a drop in student learning in Grades 9 and 10. To the contrary, we are confident that this drop in proficiency reflects the misalignment between the ISAT “meets standards” scores and the PSAE “meets standards” scores.

Figure 1. Mathematics and Reading Performance on ISAT Compared to PSAE



Illinois’ PSAE, administered at Grade 11, measures students’ college and career readiness. It includes three subtests: ACT (a measure of college readiness), WorkKeys (a measure of career readiness), and Illinois-developed Science (to ensure that PSAE fully assesses the full Illinois Learning Standards for science). The cut scores on PSAE were carefully set in 2002 by Illinois educators and stakeholders to reflect the Illinois Learning Standards.

Recently, ACT Inc. published benchmarks for college readiness based on analyses of their

EXPLORE, PLAN, and ACT products. (See <http://www.act.org/education/benchmarks.html> for more information.) To determine whether the PSAE score is aligned with ACT's college benchmarks, our current PSAE scores for mathematics, reading, and science were compared to the ACT college benchmarks using standard equipercentile equating. In general, the PSAE scores differed little from ACT's college benchmarks. Thus, we are confident that high school students are college ready in reading, mathematics, or science when their PSAE scores fall in the "meets standards" or "exceeds standards" categories.

Next, to predict whether Grades 3–8 students are on track for college and career readiness, we back mapped from both the PSAE "meets standards" scores and also back mapped from ACT college readiness benchmarks to determine more appropriate ISAT cut scores. Both sets of new ISAT cut scores were very similar, regardless of the assessment used for back mapping.

ISBE will finalize the new cut scores with our Technical Advisory Committee in spring 2012. ISBE anticipates that the new cut scores will result in approximately 50 percent of Grades 3–8 students meeting or exceeding standards on ISAT (in contrast to the current 85 percent to 86 percent meeting and exceeding standards on ISAT). Although we strongly believe that raising the ISAT cut scores will ensure that ISAT reflects an accurate level of postsecondary readiness, we are aware of the significant obstacle we face in communicating this change to educators, students, parents, and the public. Yet by aligning the ISAT cut scores with college benchmarks, ISAT will provide more valuable and meaningful information to educators, parents, students, and stakeholders so that we all can better prepare Illinois' students for college and careers.

Augmenting Current Assessments

To further ensure that our continuous system of assessments provides Illinois with valuable and meaningful information regarding student preparedness for college and careers, Illinois will augment its current assessments by adding Common Core State Standards items to ISAT and also require an additional WorkKeys subtest (Locating Information) for Grade 11.

Beginning with Illinois' early adoption of the Common Core State Standards in June 2010, Illinois has been working to develop, pilot test, select, and implement Common Core State Standards items for ISAT. For spring 2012, all ISAT field test items (approximately 30 percent of ISAT) are aligned to the Common Core State Standards in reading/language arts and mathematics. After the spring 2012 test administration, ISBE will carefully select Common Core State Standards items to be used as operational items. In spring 2013, we hope that approximately 50 percent to 60 percent of ISAT will consist of Common Core State Standards items (30 percent field test, 20 percent to 30 percent operational). By spring 2014, this proportion will further increase to approximately 70 percent to 80 percent Common Core State Standards items on ISAT.

In addition, Illinois recently joined as a lead state for the Next Generation Science Standards and will revise existing state assessments in science (Grades 4, 7, and 11) after the new science standards have been adopted.

Additional Strategies for Increasing the Rigor of Illinois' Assessments. PSAE also includes WorkKeys, three WorkKeys subtests are required for eligibility for the National Career Readiness Certificate. To augment the information students, educators, and parents receive about career readiness, Illinois will, provided funding is secured, add a third WorkKeys assessment for high school students. This will allow students to obtain a National Career Readiness Certificate. Further, Illinois will require schools and school districts to disseminate certificate status to students and also include certificate status on high school transcripts. As described later in this document, schools and school districts will also be held accountable for the percentage of students receiving a National Career Readiness Certificate as part of the state's new Multiple Measures Index (see Principle 2.A.i).

Finally, 80 percent of Illinois high school students currently complete EXPLORE (in Grades 8 or 9) and PLAN (in Grade 9 and 10) on a voluntary basis. Provided funding is secured, Illinois will require EXPLORE and PLAN to provide schools and school districts a complete picture of student progress in Grades 3–11, while also allowing for the calculation of student growth in high school (as explained in Principle 2.A.i). In addition, schools and school districts will be held accountable for student performance on EXPLORE and PLAN as part of our Multiple Measures Index, which will provide a measure of high school performance at Grades 9 and 10, in addition to our current accountability measure for high schools in Grade 11 only.

Illinois is confident that by raising Illinois' cut score on ISAT, augmenting current Illinois assessments by adding Common Core State Standards items to ISAT, and implementing additional strategies (including reinstatement of ACT writing, adding a WorkKeys subtest, and requiring EXPLORE/PLAN), the rigor of Illinois' current assessments will increase, and our continuous system of assessments will align to the college- and career-ready state standards. Throughout this transition period, ISBE also remains committed to its participation in PARCC, new ELL assessments through the WIDA consortium, a new alternate assessment aligned to the Common Core State Standards, and the Next Generation Science Standards (and subsequent assessment development). As such, Illinois will better prepare students for college and careers as these changes will drive instructional decisions; educators, students, and parents will be equipped with valuable information about student performance and readiness for college and careers; and schools and school districts will be held accountable for their preparation of students for college and careers.

Table 1. College and Career-Ready Expectations Timeline

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible
2007 English Language Proficiency Standards Adoption	August 2010	ISBE's Division of English Language Learners DELL and WIDA
Adopted Common Core Standards now known as the new Illinois Learning Standards	June, 2010	Illinois State Board of Education
Gap analysis performed between previous standards and new Illinois Learning Standards	July 2010	Illinois Federation of Teacher; Illinois Education Association; Illinois Community College Board; Illinois Board of Higher Education and ISBE staff
Development of Introduction to new Illinois Learning Standards workshops (Awareness)	July, 2010 – February, 2012	Illinois State Board of Education/Regional Delivery System
Alignment study between new Illinois Learning Standards and the WIDA ELPS, 2007 Edition, PreK-12 completed	March 2011	WIDA and Illinois State Board of Education
WIDA standards amplification project conducted	2011	WIDA and Illinois State Board of Education
Assets Consortia	November 2011	ISBE/DELL WIDA
Development and delivery of webinars and administrator academies for principals on K-12 ELA, K-12 math and implementation process	July, 2010 – June 2011	Illinois Principals Association
Design and deliver regional institute for K-12 Administrators (Superintendents, Curriculum Directors) on new Illinois Learning Standards	May, 2011– July, 2012	Illinois State Board of Education/Regional Delivery System
Delivery of ten summer institutes to teacher and principles about the new Illinois Learning Standards	June, 2011– August, 2011	Illinois State Board of Education/Regional Delivery System
Delivery of secondary/postsecondary alignment workshops in conjunction with IL Community College Board and IL Board of Higher Education	October , 2011- November, 2011	Illinois State Board of Education/Illinois Community College Board/Illinois Board of Higher Education
Delivery of new Illinois Learning Standards workshops on mathematical practices for K-12 math teacher	October, 2010- January, 2011	Illinois State Board of Education
2012 English language proficiency standards to be released	Spring 2012	WIDA
State contract with Illinois Resource Center to support rollout of new Illinois Learning Standards for ELL teachers	January 2012	
Delivery of New Illinois Learning Standards workshops for ELA teachers K-12 focusing on curriculum alignment	January, 2012 – April, 2012	Illinois State Board of Education
Development and dissemination of K-2 and 3-5 Math Critical Area checklists	March, 2012	Illinois State Board of Education
Development and dissemination of K-12 ELA and K-12 math lesson plan strategies and formative assessment charts	March, 2012 – June, 2012	Illinois State Board of Education
Develop and disseminate to administrators a K-12 teacher needs assessment to guide local professional development	May, 2012	Illinois State Board of Education

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible
Professional Development initiative for teachers on design of model curriculum units for mathematics K-12	September, 2012 December, 2012	Illinois State Board of Education
Development and delivery of secondary and postsecondary course Alignment Workshops facilitated by teams of community college faculty, four year institution faculty, regional delivery system representative and high school teachers.	April, 2012 July, 2012	Illinois State Board of Education/Illinois Community College Board/Illinois Board of Higher Education
Design and delivery of meeting series on new Illinois Learning Standards for teacher preparation programs to highlight successful strategies and methods of integration	May, 2012 – July, 2012	Illinois State Board of Education/Illinois Community College Board/Illinois Board of Higher Education
Delivery of three new Illinois Learning Standards regional conferences for K-12 ELA and math teachers	June, 2012 – July, 2012	Illinois State Board of Education/Regional Delivery System
Development and delivery of K-12 ELA and K-12 math instructional strategies series	August, 2012 - May, 2013	Illinois State Board of Education
Development and delivery of K-12 Math Lesson Makeover Series for teachers	September, 2012- December, 2012	Illinois State Board of Education
Development and release of online modules for 9-12 ELA and 9-12 math	January, 2012 – March, 2013	Illinois State Board of Education
Professional development for teachers of English Language Learners on second language acquisition, new curriculum frameworks and WIDA standards	November 2012- February, 2013	Illinois State Board of Education
Development and delivery of regional assessment institutes	July, 2013 – November , 2013	Illinois State Board of Education
Implement new ISAT cut scores for grades 3-8 to align with college and career ready benchmarks	Spring 2012 (Transition) Spring 2013 (full implementation)	Assessment Division
Add 3 rd WorkKeys and provide National Career Readiness Certificate	Spring 2013	Assessment
Require EXPLORE (grades 8 and 9) and PLAN (grade 10)	Spring 2013	Assessment
PARCC Assessment	2014-2015	Assessment
New Alternate Assessment		
New ELL Assessment		
New ELL Alternate Assessment		

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>

Illinois Selected Option A- No Description Required.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Illinois currently educates 2,074,806 students in 3,904 schools incorporated in 868 school districts. To provide a differentiated recognition, accountability, and support system for educators, parents, students, and stakeholders, Illinois’ accountability system must be holistic and measure student outcomes, achievement, and progress while focusing on the reduction of achievement gaps, and cultivating the necessary conditions for learning.

The current Illinois accountability system relies on a snapshot of student achievement on state reading and mathematics assessments to make judgments about education quality. Although status measures are appropriate for making judgments about the achievement level of students, they are inappropriate for judging educational effectiveness. Instead, Illinois will implement an accountability system that incorporates multiple measures. Susan Brookhart (2009) noted two important reasons for using multiple measures for educational decisions: (1) Multiple measures enhance *construct validity* because several measures, rather than one measure, are more likely to accurately measure educational quality. (2) Multiple measures enhance *decision validity* by providing several relevant types of information regarding educational quality, which is more than just performance on reading and mathematics assessments.

As such, Illinois will implement a differentiated recognition, accountability, and support system for all schools and LEAs in the state based on the following:

- Student outcomes, including graduation rates
- Student achievement in reading/language arts, mathematics, and science
- Student progress over time, including growth and English language proficiency
- School and district reduction of achievement gaps
- Context, including school climate, course offerings, and additional indicators

Illinois' Multiple Measures Index

Illinois will implement a holistic and comprehensive differentiated recognition, accountability, and support system to better serve the school districts, schools, parents, and students of Illinois. The accountability component of this new system will be phased in over two years, and full implementation is scheduled to occur in the 2012–13 school year. The centerpiece of the new accountability system is a Multiple Measures Index consisting of four main categories:

1. Outcomes (for high schools and high school districts only)
2. Achievement
3. Progress
4. Context

Each category has related subcategories and measures. For ease in viewing, we include our Multiple Measures Index for elementary schools (Grades 3–8) in Table 2 and for high schools (Grades 9–12) in Table 3. See Attachment 16 for additional details regarding Illinois' Multiple Measures Index.

Table 2. Illinois' Multiple Measures Index: Elementary Schools (Grades 3–8)

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not exceeding (yet proficient) within 6 years
	Achievement Gap Reduction	Percentage achievement gap reduction on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (8) in math, reading, and science	Reduce by ½ one half the % achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on ISAT/EXPLORE (Grades 4–8) and IAA (Grades 4–8) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an “excellent” climate for learning ^a	Reduce by one half the percentage of schools not excellent within 6 years

^a Available Spring 2013.

Table 3. Illinois' Multiple Measures Index: High Schools (Grades 9–12)

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Outcomes	College and Career Bound (High Schools and School Districts)	Percentage of students graduating within 4 years	Reduce by one half the difference from 90% within 6 years
		Percentage of students graduating within 5 years	Reduce by one half the difference from 95% within 6 years
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on EXPLORE ^a (Grade 9), PLAN ^a (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage meeting ACT College Readiness Benchmarks	Reduce by one half the percentage not meeting benchmarks within 6 years
		Percentage receiving WorkKeys National Career Readiness Certificate ^a	Reduce by one half the percentage not receiving a certificate within 6 years
	Achievement Gap Reduction	Percentage achievement gap reduction on EXPLORE ^a (Grade 9), PLAN ^a (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science	Reduce by one half the percentage achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on EXPLORE ^a , PLAN ^a , and ACT (Grades 9–11) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an “excellent” climate for learning ^a	Reduce by one half the percentage of schools not excellent within 6 years
	College Preparedness	Percentage of students scoring a 3 or higher on Advanced Placement or International Baccalaureate exams ^a	Increase by 5% each year or attain 25% overall
		Percentage of students taking dual credit or honors courses ^a	Increase by 5% each year or attain 25% overall
Career Preparedness	Percentage of students receiving industry credentials ^a	Increase by 5% each year or attain 25% overall	

^a Available Spring 2013.

While the Multiple Measure Index has been split into an index for elementary schools and an index for high schools, the measures (including assessment data) will be used in accordance with the grades that are offered at each Illinois school, as some schools are K–12, 6–12, and so forth.

In general, schools and school districts will receive three scores of 100 points each: one score for outcomes (if applicable), one score for achievement, and one score for progress. Schools and school districts will not receive an index score for context; rather, schools and school districts will be designated as having “met” or “not met” context targets, which will count as bonus points for our recognition and rewards system. More details about the point calculations and the recognition system are provided at the end of Principal 2.A. Each measure will be reported by all traditional ESEA subgroups at a subgroup size of 30 students (reduced from our current subgroup size of 45 students).

Schools and school districts must meet a 95 percent participation rate on required state assessments in order to receive *any* points in the components of the index for which the participation requirements are not met. Participation in state assessments is imperative for a valid and reliable accountability system. Statewide in 2011, only 45 schools and 4 school districts did not meet this participation rate; thus, we expect all schools and school districts to meet the Participation requirements.

Outcomes. The first category of the Multiple Measures Index is outcomes (which applies only to high schools and school districts serving Grade 12). This category will include two graduation rates: one based on a four-year cohort rate and another based on a five-year cohort rate. Illinois is committed to preparing students for college and careers, and we acknowledge that a student graduating within five years is a laudable accomplishment and should be recognized. Graduation rate targets will be set for all students in which the school or school district must reduce by one half the difference from 90 percent (for the four-year rate) or 95 percent (for the five-year rate) within six years. These targets will differ by school and school district and will be reported for traditional ESEA subgroups. The 90 percent four-year and the 95 percent five-year targets are based on a report by the Education Trust (2010). In 2011, our statewide average graduation rate (using the federal four-year cohort definition) was 83.8 percent, and our graduation rate has been increasing (under a different definition) since 1997. We are confident in the ability of our schools and school districts to improve graduation rates for Illinois’ students and subgroups.

Achievement. The second category of the Multiple Measures Index is achievement. This category consists of three subcategories: college and career readiness, college and career mastery, and the reduction of achievement gaps. All measures in this category are based on data from Illinois’ state assessments. In addition to performance on ISAT, IAA, and PSAE, schools and school districts will also be held accountable for performance on EXPLORE, PLAN, and science assessments. (See Principle 2.A.ii for more information.) All targets in this category will differ by school and school district, and all measures will be reported by traditional ESEA subgroups.

For college and career readiness, we will hold schools and school districts accountable for the percentage of students meeting and exceeding standards on state assessments. As mentioned in Principle 1.B, our PSAE “meets standards” score is aligned to college benchmarks, and we will raise the cut score on ISAT to better align with college benchmarks. As such, we feel that meeting and exceeding standards on our state assessments is one indicator of students’ college and career

readiness.

As described in more detail in Principle 2.B, we will set new AMOs for students' college and career readiness. Schools and school districts will be expected to reduce by one half the percentage of students in the all students group and in each subgroup that is not proficient within six years. Schools and school districts will be held accountable for meeting the new AMO for the all students group, and AMOs for each traditional ESEA subgroup will be reported annually for all schools and school districts.

For college and career mastery, we will hold schools and school districts accountable for college mastery (the percentage of students meeting ACT college readiness benchmarks) and career mastery (the percentage of students receiving a National Career Readiness Certificate). Targets for college and career mastery have similarly been set at reducing by one half the percentage of students not meeting benchmarks and not receiving the National Career Readiness Certificate. By including these additional measures in our Multiple Measures Index, schools and school districts will be held accountable for both a college indicator and a career indicator. Throughout our meetings with Illinois stakeholders, all agree on the value and the importance of ACT and WorkKeys mastery indicators; they also agree that schools and school districts must be held accountable for achievement on these indicators.

For achievement gap reduction, we will hold schools and school districts accountable for reducing the achievement gap by one half within the next six years, an ambitious yet achievable target. Illinois strongly believes that achievement gaps must be reduced in our state, and schools and school districts should be held accountable and recognized for doing so. For instance, although Illinois has seen an increase in ISAT performance for African American/black students (an increase of 14.3 percent in mathematics and 13.0 percent in reading since 2006), we still have a long way to go; Illinois currently has a black/white achievement gap of 19.7 percent in mathematics and 22.2 percent in reading.

For most of our schools and school districts, achievement gaps in mathematics, reading, and science will be calculated based on four groupings of students. For each grouping, a subgroup size of 30 students must be met (this will be reduced from our current size of 45 students).

1. **Racial and ethnic minorities.** Schools and school districts will be held accountable for reducing the achievement gap between a racial or ethnic group comprised of black, Hispanic, and Native American students and a racial or ethnic group comprised of white, Asian, Hawaiian Pacific Islander and multiracial students. In an analysis of Illinois' assessment data from 2006 to 2011, black, Hispanic, and Native American students have consistently underperformed compared to white, Asian, Hawaiian/Pacific Islander, and multiracial students. The target to reduce this gap by one half within six years will differ by LEA and school. With a subgroup size of 30 students, 59 percent of our schools and 50 percent of our school districts will qualify for this achievement gap comparison group.
2. **Economically disadvantaged.** Schools and school districts will be held accountable for reducing the achievement gap between a group of low-income students and a group of non-low-income students. The group of low-income students will include students ages 3 to 17, inclusive, from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or

reduced-price lunch. The target to reduce this gap by one half within six years will differ by LEA and school. With a subgroup size of 30 students, 79 percent of our schools and 90 percent of our school districts will qualify for this achievement gap comparison group.

3. **English language learners.** Schools and school districts will be held accountable for reducing the achievement gap between a group of ELLs and a group of non-ELLs. The group of ELLs will include students who are determined to be limited English proficient, as well as students who became proficient within the last two years. The target to reduce this gap by one half within six years will differ by LEA and school. With a subgroup size of 30 students, 17 percent of our schools and 22 percent of our school districts will qualify for this achievement gap comparison group.
4. **Students with disabilities.** Schools and school districts will be held accountable for reducing the achievement gap between a group of SWDs and a group of non-SWDs. The group of SWDs will include students who fit eligibility standards and who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) and have an IEP. With a subgroup size of 30 students, 54 percent of our schools and 78 percent of our school districts will qualify for this achievement gap comparison group.

The achievement gap measure as part of the Multiple Measures Index, will include targets for all of the student groups represented in a school or school district. After analyzing 2011 data, 5 percent of our schools (approximately 197 schools) and 2.4 percent of our school districts (21 school districts) do not meet a subgroup size of 30 students for any of the four comparison groups. In order to still hold these schools and school districts accountable for reducing achievement gaps, Illinois will create a high-need subgroup of all black, Hispanic, Native American, low-income, ELL, and SWD students. The target to reduce the gap between the high-need group and other students by one half within six years will differ by LEA and school. Again, only those schools and school districts that do not qualify for at least one of the four comparison groups described above, will be held accountable for reducing the achievement gap for a high-need subgroup. By implementing a high-need subgroup with a reduced subgroup size of 30 students, we will be holding an additional 197 schools and 21 school districts accountable for reducing achievement gaps, thereby ensuring all schools and districts are included within the achievement gap reduction measure.

Progress. The third category of the Multiple Measures Index is progress. Specifically, this category is included in the Multiple Measures Index to emphasize district and school improvement over time toward preparing students to be college and career ready. This category includes two subcategories: growth in content proficiency and progress in English proficiency. All measures in this category will be reported by traditional ESEA subgroups.

For growth in content proficiency, we will hold schools and school districts accountable for student growth over time. Illinois will calculate the growth for students in Grades 4–8 for the 2011–12 school year (using ISAT) and for Grades 4–11 in the 2012–13 year (using ISAT, EXPLORE, PLAN, and ACT), which will allow educators, students, parents, and the public to have a sense of the progress being made by schools and school districts toward college and career readiness.

In January 2012, ISBE approved the Value Table model in calculating growth. For more information about Illinois' selection of a growth model, please visit our State Fiscal Stabilization

Fund webpage (<http://www.isbe.net/SFSF>) and our Growth Model Working Group webpage (<http://www.isbe.net/gmwg>). Although the Value Table model was adopted, the precise technical methods and value point weightings will be developed in February and March of 2012, with growth data calculated for the 2011–12 school year during summer 2012 using ISAT data for Grades 3–8.

To calculate growth using Value Tables at the high school level, data in addition to the Grade 11 assessment (PSAE, which includes both ACT and WorkKeys) are needed. Beginning in the 2012–13 school year, ISBE will require Illinois students to complete the EXPLORE (Grades 8 and 9) and the PLAN (Grade 10) assessments. These assessments are currently offered on a voluntary basis within Illinois. Thus, Illinois will begin implementing ACT’s Educational Planning and Assessment System (EPAS) to provide longitudinal information regarding students’ college and career readiness. The EPAS process will allow for multiple data points, which are necessary to calculate growth at the high school level. It will also provide teachers, administrators, and students with a more comprehensive view of a students’ performance over Grades 8–11, a growth trajectory that is absent from our current accountability and recognition system.

Schools and school districts are expected to reduce by one half the percentage of students who do not attain expected growth within six years. It is estimated that all schools and school districts will be held to the same Value Table expectations, but schools and school districts that are further behind will be held accountable for greater rates of annual growth.

For progress in English proficiency, we will hold all schools and school districts accountable for progress in English proficiency for their limited English proficient students. Currently, only school districts receiving Title III funds are held accountable for ELP and progress. In contrast, under state and federal law, all school districts in Illinois are responsible for providing services and supports to ELLs, to enable students to access content and become proficient in English. As such, we strongly feel that all schools and school districts must be held accountable for their ELLs and their bilingual education programs.

English proficiency is currently assessed in Illinois for all students with limited English proficiency by administering ACCESS. As part of the progress category, progress in English proficiency will be measured as the percentage of students achieving a .5 score increase or a maximum score of 6 on ACCESS, a method currently used to measure Title III AMAO1. This calculation does not include ELLs who are not served, and the minimum subgroup size of 30 students must be met. In terms of targets for progress in English proficiency, we will use the same targets as those used for Title III AMAO1, namely 57.4 percent in 2012, with an approximate 3 percent increase each subsequent year.

Context. The fourth and final category of the Multiple Measures Index is context. This category provides additional recognition for schools and school districts that establish a learning environment and support systems to prepare their students to be college and career ready. As mentioned earlier, schools and school districts will receive bonus points for meeting context targets, and these bonus points will factor into recognition.

Metrics that comprise this category include the percentage of students scoring 3 or higher on Advanced Placement/International Baccalaureate exams, the percentage of students taking dual credit or honors courses, the percentage of students receiving industry credentials, and a school

rating of excellent on a culture and climate survey. Once the measures are fully developed, ambitious yet achievable targets will be set. The targets listed in the Multiple Measures Index are examples only. Additional context measures may include the percentage of students who enroll in an IHE, the percentage of students who attain one year's worth of college credit, and/or the percentage of students who matriculate into the military or jobs.

English Language Learners and Students With Disabilities

Illinois is committed to ensuring that our differentiated recognition, accountability, and support system is focused on improving the performance of ELLs and SWDs. To do so, Illinois will do the following:

- * Reduce the subgroup size in Illinois from 45 students to 30 students.
- * Hold ELLs and SWDs to high standards and targets, while expecting schools and school districts to make greater rates of annual progress for ELLs and SWDs who are further behind.
- * Hold schools and school districts accountable for closing achievement gaps for ELLs and SWDs by including specific comparison groups and targets as part of the Multiple Measures Index.
- * Hold an additional 197 schools and 21 school districts accountable for closing achievement gaps for a high-need group that includes ELLs and SWDs.
- * Hold all schools and school districts accountable for progress in English proficiency on ACCESS.
- * Report all measures in the Multiple Measures Index by traditional ESEA subgroups, including ELLs and SWDs.
- * Add a reporting subgroup of former ELLs.

Regarding the addition of former ELLs as a reporting subgroup, we want to ensure that schools and school districts are continuing to make progress for ELLs after they exit from English language education programs. ELL or LEP classifications are typically temporary classifications. Tracking the continued progress of those students longitudinally, even beyond reclassification, requires a classification of transitioned or former ELLs. This will allow the tracking of a variety of outcomes for ELLs, including content test scores after achieving proficiency, graduation rates, and growth on state assessments. This is particularly beneficial given that currently most of the Illinois students classified as ELLs are in the younger grades, limiting the amount of data available for middle school and high school ELL outcomes.

Implementing the Multiple Measures Index

Illinois' Multiple Measures Index will be used to drive interventions and supports that will occur at district and school levels. The Multiple Measures Index will offer a broader understanding of where schools and/or school districts fall along a trajectory of improvement. Each category will be color coded red, yellow, and green for ease of determining the strengths and weaknesses of a school or school district in terms of outcomes, achievement, progress, and context.

The results of the Multiple Measures Index will be used to calculate three separate indexes for

schools and school districts serving Grades 9–12 (outcomes, achievement, and progress) and two indexes for schools and school districts serving Grades K–8 only (achievement and progress).

As shown in Attachment 16, each measure within the Multiple Measures Index (i.e., each measure represented by a row) will be assigned point values, which then aggregate into three index scores, with each index score worth 100 points. In addition, each measure in the context category will be designated as “met” or “not met” for all schools and school districts. These indexes and the context category (Table 4) will collectively serve as the method for communicating accountability status to the public and determining accountability classification levels for rewards and interventions.

Table 4. Calculations for School and District Accountability

Category	Accountability Calculation
Outcomes (high schools only)	Performance for each measure will sum to a 100-point score:
Achievement	Performance for each measure will sum to a 100-point score:
Progress	Performance for each measure will sum to a 100-point score:
Context	Each context metric will be designated as “met” or “not met.”

The three index scores will then be used to classify all schools and school districts into one of five star levels, with five stars indicating those schools and school districts with the highest performance and one star indicating those schools and school districts needing the most intensive state interventions. As described in Principle 2.C, reward schools will primarily be a subset of five-star, four-star, and three-star schools. As described in Principle 2.E, focus schools will be a subset of two-star schools. As described in Principle 2.D, priority schools will be a subset of one-star schools.

Table 5 gives an example of how the three index scores will be used to classify high schools into one of the five star levels. In the top two star levels, schools can be designated by demonstrating either (1) a high score on the achievement index, with a relatively lower score on the progress index, or (2) a high score on the progress index, with a relatively lower score on the achievement index.

Table 5. Example High School Star-Level Classification Chart

Five-Star Level	<i>Method 1:</i> ≥ 90 points on progress <i>and</i> ≥ 75 points on outcomes and achievement <i>Method 2:</i> ≥ 90 points on achievement and outcomes <i>and</i> ≥ 75 points on progress
Four-Star Level	<i>Method 1:</i> ≥ 75 points on progress <i>and</i> ≥ 60 points on outcomes and achievement <i>Method 2:</i> ≥ 75 points on achievement and outcomes <i>and</i> ≥ 60 points on progress * Includes schools not identified as Five-Star
Three-Star Level	<i>Method 1:</i> < 75 points on progress <i>and</i> < 50 points on outcomes or achievement <i>Method 2:</i> < 75 points on either achievement or outcomes <i>and</i> < 50 points on progress * Includes schools not identified as Five-Star, Four –Star, Two-Star or One-Star

Two-Star Level	<p><i>Method 1:</i> ≤ 25 on achievement <i>or</i> outcomes, with < 25 on progress</p> <p><i>Method 2:</i> Bottom 15 percent statewide in achievement or outcomes for any of the following subgroups: black/Hispanic/Native American, ELLs, SWDs, low-income, or high-need subgroups.</p> <p><i>Method 3:</i> Among the 15 percent of largest achievement gaps statewide for any of the following comparison groups: black/Hispanic/Native American versus other students; ELLs versus non-ELLs; SWDs versus non-SWDs; low-income students versus not low-income students; or high-need students versus other students.</p> <p>* Includes schools that are not identified as One-Star</p>
One-Star Level	<p><i>Method 1:</i> ≤ 5 on achievement <i>or</i> outcomes <i>and</i> ≤ 25 on progress</p> <p><i>Method 2:</i> Designated as a "Priority School" (see 2.D)</p>
Application of Context Index Score	For any school that is three points above or below any cutoff, ISBE can use the school's performance in the context metrics to assign the school to a different star level.

Table 6. Rewards, Supports, and Interventions

Star Level	School	School District
5	<ul style="list-style-type: none"> Recognition Documentation of best practices for online database Subset designated as one of four types of Honor Roll schools (see Principle 2.C) 	<ul style="list-style-type: none"> Recognition Documentation of best practices for online database
4	<ul style="list-style-type: none"> Recognition Subset designated as Academic Improvement Award or Academic Gap Reduction Award schools (see Principle 2.C) 	<ul style="list-style-type: none"> Recognition
3	<ul style="list-style-type: none"> Parent notification required explaining rating Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives Targeted for supports and interventions through SSOS provided by the district assistance team (DAT) Subset designated as Academic Improvement Award or Gap Reduction Award schools (see Principle 2.C) 	<ul style="list-style-type: none"> Parent notification required explaining rating Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives Targeted for supports and interventions through SSOS provided by DAT Up to 10 percent of Title I basic funds must be used to address area of deficiency and identified interventions
2	<ul style="list-style-type: none"> Parent notification required explaining rating Comprehensive audit conducted Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives 	<ul style="list-style-type: none"> Parent notification required explaining rating Comprehensive Audit Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives

	<ul style="list-style-type: none"> • Targeted for supports and interventions through SSOS provided by the district assistance team (DAT) • Subset designated as focus schools (see Principle 2.E) 	<ul style="list-style-type: none"> • Targeted for supports and interventions through SSOS provided by DAT • Must implement a student growth measurement plan for all teachers in the school year following the designation • Targeted for validation of the district's teacher and principal evaluation system • Up to 20 percent of Title I basic funds must be used to address deficiencies and identified interventions
1	<ul style="list-style-type: none"> • Parent notification required explaining rating • Comprehensive audit conducted • School transformation plan required, Priority Schools must address Turnaround Principles • Targeted for supports and interventions through SSOS: lead partner or rapid response team assigned • Subset designated as priority schools (see Principle 2.D) 	<ul style="list-style-type: none"> • Parent notification required explaining rating • Comprehensive audit conducted • District transformation plan required • Identified for supports and interventions through SSOS by a lead partner or rapid response team • Must implement a student growth measurement plan for all teachers in the school year following the designation • Targeted for validation of the district's teacher and principal evaluation system • Up to 20 percent of Title I basic funds must be used to implement interventions at Priority Schools based on Turnaround Principles and needs identified in comprehensive audit • For FY13 districts with two or more priority schools must set-aside 10% of their Title I Part A funds to support extended learning activities in Priority Schools, including Supplemental Education Services. In following years set aside will be based on a sliding scale to support the implementation of transformation plan • ISBE will review and approve district plans for Priority Schools and in some cases, may require districts to implement specific interventions based on ISBE's interpretation of the needs assessment, student performance data, or other information. • Subset designated as high-priority school districts (see Principle 2.D)

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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As part of our differentiated recognition, accountability, and support system, Illinois will include student achievement on the following assessments in addition to reading/language arts and mathematics:

- Performance on EXPLORE for Grade 8
- Performance on EXPLORE for Grade 9
- Performance on PLAN for Grade 10
- Performance on science assessments for Grades 4, 7, and 11 (on ISAT, IAA, and PSAE)
- Progress on ACCESS for Grades 3–11

Regarding EXPLORE and PLAN, Illinois will require EXPLORE and PLAN for Grades 8–10, provided that funding is secured, to provide educators, students, parents, and the public with a continuous measure of progress and growth over time. As such, Illinois will hold schools and school districts accountable on these assessments to ensure that they are preparing students in Grades 8–10 for college and careers. Currently, 80 percent of the students in Grades 8–10 take EXPLORE and PLAN on a voluntary basis due to limited funding. In 2011 (Table 7), for Grade 8 on EXPLORE, 34.1 percent performed at ACT’s benchmark level in mathematics, 44.7 percent in reading, and 16.3 percent in science. For Grade 9 on EXPLORE, 33.9 percent met the benchmarks in mathematics, 46.3 percent met the benchmarks in reading, and 24.1 percent met the benchmarks in science. For Grade 10 on PLAN, 35.5 percent met the benchmarks in mathematics, 50 percent met the benchmarks in reading, and 20.7 percent met the benchmarks in science.

**Table 7. 2011 Students Meeting or Exceeding
EXPLORE and PLAN Benchmarks**

	Mathematics	Reading	Science
EXPLORE Grade 8	34.1%	44.7%	16.3%
EXPLORE Grade 9	33.9%	46.3%	24.1%
PLAN Grade 10	35.5%	50.0%	20.7%

Regarding the use of science assessments for accountability, Illinois will continue administering our ISAT, IAA, and PSAE science assessments at Grades 4, 7, and 11, but for the first time, we will include science for accountability purposes in our Multiple Measures Index. The percentage of students in the all students group that performed at the proficient level on the 2011 science assessment in Grade 4 was 79.3 percent, in Grade 7 was 81.9 percent, and in Grade 11 was 49.2 percent. Science will be equally weighted with mathematics and reading/language arts in Grades 4, 7, and 11.

By not including science in past accountability determinations, Illinois has seen a decline in the amount of time spent teaching science in classrooms. Being a lead state in the development of the Next Generation Science Standards and receiving Race to the Top Phase 3 funding to develop STEM programs, Illinois has an opportunity to enhance science education throughout the state. Making science count will help to ensure that students are better prepared for college and careers in science. The 2011 PSAE science scores were the lowest in years, with only 49.2 percent of our students meeting and exceeding standards. We intend to begin using science results in our accountability system to reinforce our commitment to college and career readiness and emphasize the growing importance of competency in STEM in today's economy. This heightened focus on science performance will intensify the need for our public schools to continue to make science education a priority, in addition to reading/language arts and mathematics.

Lastly, regarding the use of ACCESS for ELP, Illinois will hold all schools and school districts accountable for progress in ELP, not just school districts receiving Title III funds. Because only ELLs take ACCESS and also because proficiency levels vary greatly depending on grade level and the number of years in the United States, proficiency levels are not reported here. Weighting for this measure will be a subset of the progress category of the Multiple Measures Index.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>

Illinois has chosen option A and will set new ambitious but achievable AMOs for reading/language arts, mathematics, and science for all LEAs, schools, and subgroups. Specifically, ISBE will set unique targets for each school, school district, and ESEA subgroup with the goal of reducing by one half the percentage of students who are not proficient within six years. We will use 2011 assessment data as a base level of proficiency and set AMOs for the next six years. Schools, school districts, and subgroups that are further behind must make greater rates of annual progress.

After the new ISAT cut scores are set, Illinois will calculate new AMOs using 2011 as a benchmark. As an example, we have calculated example AMOs at a statewide level using our current ISAT cut scores, as well as our PSAE and IAA proficiency levels. See Attachment 17 for the specific targets in each ESEA subgroup by grade in mathematics, reading, and science for ISAT, PSAE, and IAA at a statewide level.

For illustrative purposes we have calculated AMOs for all schools and school districts using 2010 as

a benchmark and examined the number of schools and schools districts that met their appropriate AMOs in 2011. As shown in Tables 8 and 9, 50 percent of the schools and 50 percent of the school districts met their presumed AMOs in 2011 using a 95 percent confidence interval. Thus, we remain confident that our new AMOs for schools, school districts, and subgroups are ambitious yet achievable.

Table 8. Percentage of Schools Making AMOs Under New Targets

Overall Group	Reading		Mathematics		Science	
	Number	Percentage	Number	Percentage	Number	Percentage
Not Making AMOs	1,265	41.26	1,320	43.07	1,182	44.32
Making AMOs	1,060	34.57	1,125	36.7	979	36.71
Making AMOs through 95% confidence interval	741	24.17	620	20.23	506	18.97
Total	3,066		3,065		2,667	

Table 9. Percentage of School Districts Making AMOs Under New Targets

Overall Group	Reading		Mathematics		Science	
	Number	Percentage	Number	Percentage	Number	Percentage
Not Making AMOs	345	46.31	346	46.44	342	49.71
Making AMOs	186	24.97	198	26.58	187	27.18
Making AMOs through 95% confidence interval	214	28.72	201	26.98	159	23.11
Total	745		745		688	

Illinois has carefully considered the Education Trust’s 2010 report and is eagerly anticipating the application of the new AMOs in the 2012–13 school year. During our stakeholder meetings, Illinois stakeholders embraced the tailored AMOs for each LEA, school, and subgroup, particularly when considering our geographically and demographically diverse state.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Since 2003, ISBE has recognized schools for their continued academic progress through the Illinois Honor Roll system. Illinois plans to meet the federal requirement for identifying reward schools through its current system that recognizes schools in three categories: spotlight, academic excellence, and academic improvement. ISBE has modified the state’s criteria for Spotlight Awards to include the highest performing Title I schools in the state and also modified the definition for Academic Improvement to include high progress Title I schools. In addition, ISBE

has created a new Gap Reduction award category. Schools will receive recognition for each category in which they meet the qualifying criteria.

Spotlight Award

The Spotlight Award is designed to recognize high-poverty, high-performing schools that are closing achievement gaps and excelling in academic achievement. The criteria used to identify spotlight schools meets the Department of Education’s definition of “Highest Performing School”. To earn a Spotlight Award, schools must:

- Receive Title I funds and have a student population that is at least 50 percent low income for two consecutive years; and
- Be in the top 10 percent of elementary or secondary schools in the state, with the highest absolute performance of the “all students” group and for all subgroups on the state assessment in reading, mathematics, or science for the last two academic years; or
- At the high school level, have a graduation rate of 80 percent or higher; and
- Have no achievement gaps greater than 10 points across subgroups.

Academic Excellence Award

The Academic Excellence Award is designed to recognize schools that have sustained high performance over at least three years. To earn an Academic Excellence Award, schools must do the following:

- Have at least 90 percent of the students in the all students group meet or exceed state standards in either reading or mathematics for the three most recent school years in elementary and middle schools.
- Have at least 80 percent of the students in the all students group meet or exceed standards on the state assessment for the three most recent school years; and have an aggregate five-year cohort graduation rate of 90 percent or higher for three consecutive years in high schools.
- Be classified as a five-star school.
- Rank within the top 10 percent of schools with similar grade spans on the achievement index.

Academic Improvement Award

The Academic Improvement Award recognizes schools for substantial gains in performance over the last several years. The award winners represent every type of school: large and small schools; elementary, middle, and high schools; regular and charter schools; all funding levels; urban, suburban, and rural schools; and low-performing and high-performing schools. The criteria for receiving an academic improvement award meet the Department of Education’s definition of a “high progress school”. To earn an Academic Improvement Award, a school must do one of the following:

- Be a Title I school and be among the top ten percent of Title I elementary and secondary schools in the state in improving performance of the “all student group” by at least 6 percent over three years on the state assessment in reading, mathematics, or science. At the high school level, be among the Title I schools making the most progress in increasing graduation rates; and have no achievement gaps greater than 10 points across subgroups.
- or
- Show improved progress in language proficiency for the LEP subgroup, by having 80 percent of the ELL students meet or exceed the progress criteria (.5 gain on ACCESS composite from the previous year or achieving the highest possible score on ACCESS).

Gap Reduction Award

Gap Reduction Award schools are those that have demonstrated the most progress over a two-year period in narrowing the achievement gaps among any of the following comparison groups: Racial or ethnic minorities, ELLs, SWDs, low-income students, or high-need students. See Principle 2.A.i for further description. To be eligible, a school must:

- Be classified as a five-, four-, or three-star school.
- Rank within the top 10 percent of schools with similar grade spans in its two-year rate of closure of the achievement gap.

2.C.ii Provide the SEA’s list of reward schools in Table 10.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

ISBE publicly recognizes Honor Roll schools each year with a letter and a certificate from the state superintendent. In addition, the superintendent travels to various regions in the state to host a ceremony that honors the schools in that region. ISBE also sends press releases to local media. Additionally, ISBE staff created a special website that lists the Honor Roll recipients and highlights the best practices from these award winning schools. Beginning in the 2012–13 school year, ISBE will use ESEA section 1117(c)(2)(A) funds to provide a limited number of Promising Practice grants to encourage Honor Roll schools to participate in communities of practice with their peers from schools with similar demographics. Additionally, ISBE will seek to establish a new Spotlight Educator program to reward and acknowledge effective principals and teachers in Spotlight Schools who are substantially contributing to a school’s success. To be eligible, the principal or teacher must do the following:

- Work in a Spotlight School.
- Receive an overall performance evaluation of excellent in his or her most recent evaluation, using an evaluation system that incorporates student growth as a significant factor.
- Be nominated by the school district superintendent as substantially contributing to the spotlight school’s success.

In 2012, Illinois will also begin participating in the National Title I Distinguished Schools program. This program has honored schools across the country for their innovation in helping Title I populations achieve high educational standards. The Spotlight School that demonstrates the highest student performance and the Gap Reduction School that has the largest gap reduction will receive the National Title I Distinguished Schools Award. ISBE will provide a stipend to each school so that staff can attend the national conference where they will be honored and celebrated. Distinguished schools are also included in national and local press releases and receive a certificate and banner to display at their schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Illinois currently has a strong system for identifying and intervening in our lowest performing schools and school districts. This waiver will allow ISBE to integrate our state system with federal accountability requirements and, in turn, expand the supports available to the lowest performing schools. The Illinois method for identifying priority schools is described below and meets the federal requirement for identifying the number of lowest performing schools equal to at least 5 percent of the state’s Title I schools.

A Priority School:

- Is a Title I school that:
 - Is among the lowest performing 5 percent of Title I schools in the state based on a three-year average (i.e., from 2009 to 2011) performance of the “All student groups” category for the percentage of students meeting/exceeding standards in reading and mathematics combined; and
 - Demonstrates a lack of progress; *or*
- Is a Title I participating or eligible secondary school that has an average graduation rate of less than 60 percent over the last three years (i.e., from 2009 to 2011).

Lack of Progress

A school demonstrates a lack of progress if there:

- Has been a decrease in the percentage of the “All students” group meeting/exceeding standards on the state assessments from any one year to the next; *or*
- Has had less than a 10 percent increase in the all students group meeting/exceeding standards on the state assessments for the most recent school year when compared to the

immediate preceding school year and less than a 20 percent cumulative increase for the all students group when compared to the previous two years.

Based on 2010-11 data, Illinois has 2,350 Title I schools in the state which means the priority school list will contain 118 schools. Of the 118 schools

- 20 schools are currently served Tier I or Tier II SIG 1003(g) schools.
- 9 schools are Title I–eligible or Title I-participating high schools with a graduation rate less than 60 percent over three years.
- 117 schools are among the lowest five percent of Title I schools in the state based on both achievement and lack of progress of the “all students” group.

2.D.ii Provide the SEA’s list of priority schools in Table 10.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Illinois will enhance its current Statewide System of Support (SSOS) and structures to establish a comprehensive intervention system for its school districts that have priority schools to ensure meaningful interventions aligned with the turnaround principles are implemented in all priority schools no later than the 2014–15 school year. ISBE will concentrate support and assistance at the district level to increase district level capacity to improve student outcomes in the state’s lowest performing schools. Although the Center for School Improvement (The Center) will coordinate the oversight of interventions in the majority of priority schools through district-level engagement, the state superintendent recognizes that in some chronically underperforming districts, there are some extraordinary circumstances that require a greater level of state directed intervention. In 2006, ISBE embarked on its first district takeover by using a cooperative intergovernmental agreement. Such agreements cede control of the school district to the state for at least three years to improve academic performance and establish financial stability. Within The Center the unit for District Accountability and Oversight will be established to continue and expand ISBE’s comprehensive interventions in the state’s chronically lowest performing districts, which are hereafter referred to as high-priority school districts.

The Statewide System of Support

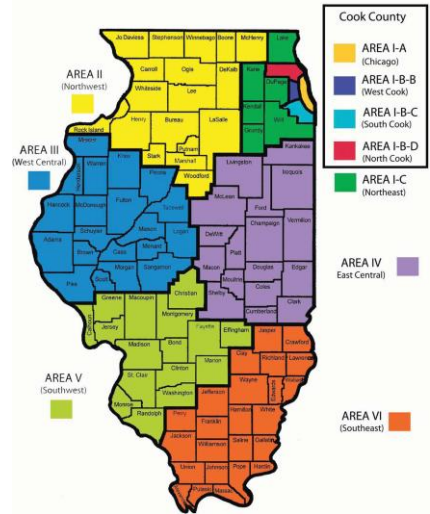
The purpose of SSOS is to supply a comprehensive continuum of research-based support, services, and resources designed to improve student outcomes for all Illinois school districts and schools. The time, intensity, and duration of services are differentiated based on the needs of each school district.

The main crux of the SSOS is the regional service delivery system, which consists of 44 Regional Offices of Education (ROEs) and 3 Intermediate Service Centers (ISCs). The 44 ROEs serve 101 of Illinois’ 102 counties, and the 3 ISCs serve the densely populated suburban region of Cook County. This regional delivery system formed 10 area support providers, each of which has a full time area coordinator that oversees the coordination of services and assistance provided to school districts in

their area (see Figure 2). Six of the area support providers cover the geographical areas of multiple ROEs, three align to the three ISCs, and the remaining one provides support solely to the Chicago Public Schools (CPS).

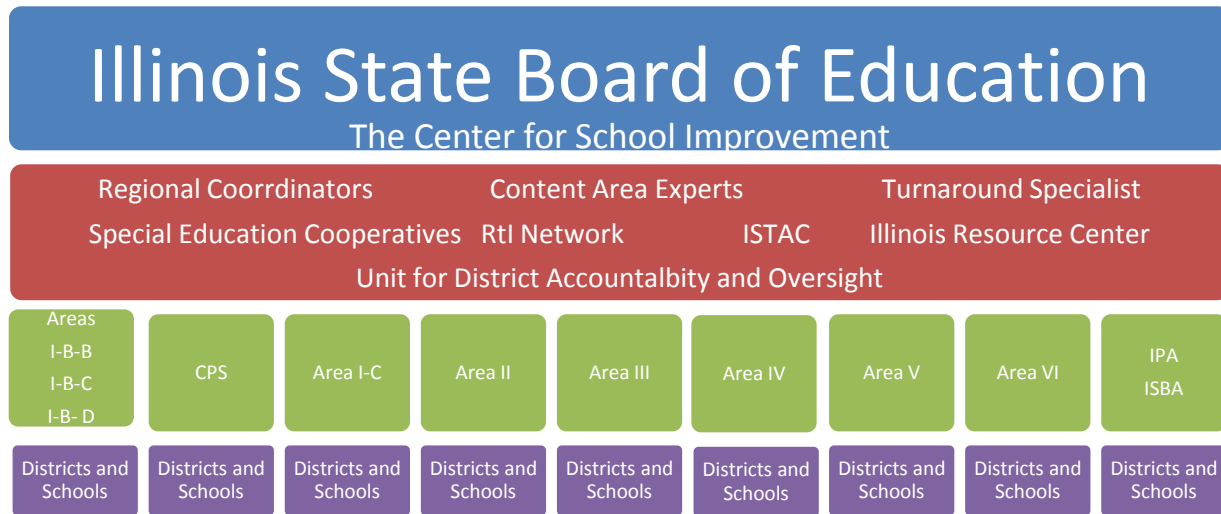
Figure 2. Statewide System of Support Regions in Illinois

System of Support Regions



Within these 10 areas, more than 200 coaches and 30 content area specialists provide direct assistance to school districts and their schools. Strong partnerships with the Illinois Principals Association (IPA) and the Illinois Association of School Boards (IASB) further support the SSOS. Additionally, ISBE funds other regional service delivery systems, including special education cooperatives, Response to Intervention (RtI) Network, and the Illinois Statewide Technical Assistance Center (ISTAC) for which services are coordinated through the SSOS. Figure 3 is a visual representation of the SSOS structure.

Figure 3. The Illinois State Board of Education SSOS Organizational Chart



The assistance provided through the SSOS includes programs and processes representing best practices in four areas:

1. Developing and implementing standards-aligned instructional systems aligned to the New Illinois Learning Standards in Mathematics and ELA.
2. Analyzing data to inform strategic decision making in the eight essential elements identified for effective school districts and schools which include: comprehensive planning, conditions for learning, community and family engagement, professional development, leadership, curriculum, instruction, and assessment.
3. Cultivating educator talent and effectiveness.
4. Implementing interventions in and providing intensive supports for low-performing schools and school districts.

One of the foundational principles of SSOS is that the people working within the system focus on increasing the capacity of school districts to assume, with confidence, greater responsibility for the continuous improvement of instruction and student achievement within their schools. As such, coaches intentionally link systems from the state to the school district, to the school, and to the classroom to influence variables that will accelerate student achievement. ISBE is modifying the SSOS services delivery structure to ensure that priority schools and high-priority school districts engage in meaningful interventions aligned with the turnaround principles. In spring 2012, ISBE will issue a request for sealed proposals for The Center. One primary responsibility of The Center will be to hire and train turnaround specialists and rapid response teams to work with school districts that have priority schools.

Diagnosis Using the Eight Essential Elements

ISBE believes that successful school districts and schools have as their foundation eight essential elements for effective education. SSOS staff assists school districts in evaluating the presence of

these essential elements by using a specified set of indicators. These indicators are derived from research and assist in identifying visible, tangible, and behavioral evidence to measure the strength of an element's presence in a school district or a school. These research-based indicators provide a common language statewide to identify gaps and measure progress for continuous improvement. Formerly unidentified and absent in the system, these elements and indicators provide substantive direction for all Illinois school districts and schools through diagnosis followed by targeted interventions to improve student achievement.

The eight essential elements are mapped to one of four categories (Table 11): continuous improvement, educator quality, learning environment, and teaching and learning.

Table 11. Eight Essential Elements for Effective School Districts and Schools

Category	Essential Elements
Continuous improvement	Comprehensive planning
Educator quality	Professional development and leadership
Learning environment	Conditions for learning and community and family engagement
Teaching and learning	Curriculum, instruction, assessment

Table 12 illustrates the alignment between the eight essential elements and the federal turnaround principles. The middle column gives examples of the indicators of effective practice that school districts and schools assess, plan, and monitor against. For a complete list of indicators, refer to the Operations Manual for the Statewide System of Support (Attachment 18).

Table 12. Alignment of Eight Essential Elements and Turnaround Principles

Essential Elements for Effective School Districts and Schools	Examples of Indicators of Effective Practice	Turnaround Principles
Leadership	An LEA has determined whether an existing principal in his or her position for two years or less has the necessary competencies to be a transformation leader.	Leadership
Professional development	The school district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. Professional development is built into the school schedule by the school district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs.	Effective teachers
Continuous improvement	An LEA or school has allocated funds to support extended learning time, including innovative partnerships. Which may include time before school, after school, vacations, weekends, and summers to provide a broad array of academic and/or enrichment opportunities to students	Extended learning time
Curriculum and instruction	The school district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school.	Strong instructional program

	The district curriculum encompasses a set of knowledge, skills, and behaviors of appropriate content and rigor to prepare students for both college and careers.	
Assessment	The school's leadership team regularly looks at school performance data to make decisions about school improvement and professional development needs.	Use of data
Conditions for learning	The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development.	School environment
Family and community engagement	The school district builds partnerships with parent and community organizations in district and school improvement planning and maintains regular communication with them.	Family and community engagement

The Illinois system requires that school districts and schools develop continuous improvement plans derived from a diagnostic review of the eight essential elements and the indicators of effective practice. For priority schools, the school district will partner with an external entity to engage in an in-depth diagnostic review that will lead to the development of a transformation Plan. ISBE will prequalify a pool of external evaluation contractors that will be assigned to perform this comprehensive audit that carefully analyzes an LEA's and a school's current programs, practices, and policies to assess the overall presence or absence of the essential elements that align to the turnaround principles. This pool will include the lead partners that ISBE has preapproved to work with the state's persistently lowest performing schools, as well as other entities properly qualified to perform the comprehensive audit.

Creation and Implementation of the School Transformation Plan

Using the results of this comprehensive audit, the school district, on behalf of the priority school, will then be required to submit a detailed school transformation plan that addresses all the following elements. The school district must ensure that the school

- Provides strong leadership by reviewing the performance of the current principal; either replacing the principal if such a change is necessary to ensure strong effective leadership or demonstrating to ISBE that the current principal has a track record in improving achievement and has the ability to lead the school; and providing the principal with flexibility in the areas of scheduling, staff, curriculum, and budget.
- Implements a coherent, comprehensive, research-based, whole school reform model that incorporates the requirements of the turnaround principles and has the greatest likelihood of increasing student achievement.
- Aligns curriculum, instruction, and interim assessments with the New Illinois Learning Standards.
- Aligns sustained professional development with the curriculum and instruction to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
- Establishes strategies to improve student transitions from middle school to high school.
- Develops and implements evidence-based discipline programs that minimize time out of

school and/or class and cultivate a safe learning environment for students.

- Provides staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Professional development must be designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Ensures that teachers have time to collaborate, plan, and engage in professional development within and across grades and subjects.
- Designs and implements a rigorous, transparent, and equitable performance evaluation system for teachers and principals that takes into account data on student growth as a significant factor.
- Recruits, hires, and places teachers and leaders who have a proven record of increasing student performance.
- Secures parental commitment and involvement and increases parental capacity to support student engagement, motivation, and learning within the school, at home, and in the community.
- Identifies and implements strategies that provide for increased learning time in core academic areas by lengthening the school day, week, and/or year.

After the plan has been approved by local stakeholders and the state superintendent, then either the school district will select a lead partner that is preapproved by ISBE to lead interventions in SIG-funded schools to support implementation of the plan or ISBE's Division of Innovation and Improvement through The Center will assign a rapid response team to support effective implementation of the transformation plan.

The rapid response team will include a district liaison, a school coach, and a content specialist whose skill sets align to the needs identified in the transformation plan. Rapid response team members are selected in collaboration with ISBE and The Center staff. The Center will provide ongoing training and professional development for rapid response teams and ensure that school districts with priority schools receive high-quality support and assistance. ISBE will incorporate the rapid response teams into the network of lead partners working with SIG-funded schools to help ensure the sharing of resources, tools, and best practices. ISBE will dedicate the rapid response team for no less than three years, even if within these three years the school is no longer designated as a priority school.

Interventions in Chronically Underperforming High-Priority School Districts

The intervention framework to support the state's chronically underperforming school districts will consist of both new statewide structures as well as intensive on-the-ground supports. The centerpiece of the state's framework for supporting these school districts is the unit for District Accountability and Oversight (DAO). The DAO will lead state efforts within its chronically underperforming school districts and identify a cohort of high-priority school districts from those identified as one-star districts in the state's accountability system. Although the DAO unit will be housed in The Center, it will be a distinct and autonomous unit within the overall Center organizational structure, and will have a close relationship to ISBE to ensure coordination across ISBE divisions and guarantee the unit's ability to quickly leverage the full authority of ISBE as it

relates to interventions in high-priority school districts. The state superintendent and director of the Center will jointly appoint a DAO unit chief. The DOA unit chief will organize and lead the work of the DAO, oversee the DAO's day-to-day operations, and be accountable to the state superintendent for dramatically improving outcomes within the state's high priority districts. The unit chief will participate in ISBE's senior leadership team meetings and report directly to both the state superintendent and The Center director. Specifically, DAO will:

- Identify and prioritize high-priority school districts for interventions aligned with the turnaround principles.
- Oversee performance management and accountability for each intervention.
- Develop and support lead partners working within high priority school districts.
- Leverage all available federal, state, and private resources to support high priority districts.

Identification of High-Priority School Districts

Although some one-star districts will have the leadership and management structures in place necessary to improve student outcomes on their own, others will need an additional level of state intervention to place the school district on a new trajectory. Therefore, from among the one-star districts, the DAO will use the following factors to select a cohort of high-priority school districts that will be the focus for the state's intensive intervention activities:

- Adequacy of the district's board and administrative leadership, including the stability of the leadership
- Fiscal irregularities and mismanagement
- Failure to comply with federal and state regulatory requirements
- School safety incidents
- Learning conditions at the schools within the school district
- Building safety and compliance
- Teacher credentials
- Special education placement rates
- Inability or unwillingness to turnaround or close one or more failing schools

No single factor will be determinative; rather, a comprehensive analysis across all these factors will demonstrate which one-star districts should move into the high-priority school district categorization. The DAO's selection of high priority districts must be approved by the state superintendent.

Over the last five years, ISBE has undertaken intensive interventions in three Illinois school districts that have been generally consistent with the high-priority school district framework. See Attachment 19 for a further description of these interventions. Over the course of the next three years, ISBE anticipates allocating the resources necessary to expand this framework to an additional five high-priority school districts.

On-the-Ground Support Structures

For the state-level support structures to have an impact on the ground, DAO will have a presence within each high-priority school district through a priority district liaison, efforts will be undertaken to transform the district leadership, and high-caliber lead partners will lead the work of intensive school-level interventions. DAO will assign a priority district liaison to each high-priority school district; the liaison will report directly to the DAO unit chief. The liaison's primary responsibilities will include the following: overseeing the development of a comprehensive intervention plan; reviewing and approving in writing all proposed personnel, contracting, and budgeting decisions of the high-priority school district prior to final action; and advising on general operations and administrative matters. The liaison will be responsible for monitoring the plan over time. In addition, the liaison will be responsible for ensuring that a clear and constant line of communication exists between the high-priority school district leadership team and appropriate DAO and ISBE staff. The liaison will have prior experience working in school districts with similar demographics as the high-priority district and have an in-depth understanding of district personnel and administrative processes. In the event of a dispute between the liaison and the district, the state superintendent will have final decision-making authority.

While the liaison will help steer the on-the-ground work within the high-priority school district, a capable district leadership team working with a high-caliber lead partner is necessary to lead dramatic local transformation that will result in improved student outcomes. By definition, a high-priority school district will have failed to demonstrate that it has the requisite administrative leadership and, as a result, in most if not all instances a high-priority school district intervention will include the replacement of the superintendent. Furthermore, to ensure the local school board does not serve as a roadblock to implementing necessary action, the local school boards in each high-priority school district will be transformed into an advisory board with the authority previously vested in the local school board exercised by both the local superintendent and DAO unit chief, in consultation with the liaison.

To assist high-priority school districts with their priority schools, ISBE will use a lead partner to oversee the intervention within the high-priority school district. Although the lead partner's entry point will be a particular school or schools, each lead partner assigned to a high-priority school district will be responsible for working with the district leadership to develop an aligned, district wide instructional system, a professional development system, and a talent recruitment and human capital management system. As a result, a subset of the previously approved SIG lead partners will be prequalified specifically to serve as lead partners for high-priority school districts. Also, except in instances where necessary to support numerous school-level interventions, only one lead partner will operate within a high-priority school district to ensure consistency and coherence across school-level interventions within the school district.

Intervention Governance

After a high-priority school district is identified, it will be encouraged to enter a voluntary intergovernmental agreement with ISBE that will include the following elements that are aligned to the state's high-priority school district intervention framework:

- Identification of a lead partner, as well as a general description of the partner's role within

the intervention framework and its responsibility for intervening in one or more schools

- Details regarding the components, timeline, and sequencing of intervention activities
- A framework for accountability for all actors in the intervention.

If a high-priority school district chooses not to enter into an intergovernmental agreement, ISBE will exercise its intervention authority under the Illinois School Code to involuntarily establish, by ISBE resolution, the intervention framework. (Note: Although ISBE currently has broad intervention authority under the Illinois School Code, it intends to seek legislative modifications to better tailor this authority to the framework described in this request.)

In addition, a separate lead partner agreement will be established between ISBE, the district, and the lead partner working in the priority school(s) within the school district. This agreement, among other items, will address the following:

- Lead and advisory services to be provided by the lead partner
- The lead partner's roles and responsibilities with respect to evaluating and recruiting staff at the priority school(s)
- The lead partner's rights to review and approve all district-supported instructional programs and third-party agreements at the priority school(s)
- A process and timeline for developing of a school transformation plan for each priority school
- Terms addressing compensation, accountability, and termination

Together with the intergovernmental agreement or ISBE resolution, the lead partner agreement will establish the legal underpinnings for the planning and implementation processes needed to transform administrative and instructional systems at district and school levels within the high-priority school district.

After a high-priority school district is designated, the DAO will conduct a comprehensive, in-depth audit of the district's instructional practices, fiscal management, district and school leadership, personnel, regulatory compliance, and facilities. After this analysis is performed, a district transformation plan (DTP) will be developed by the liaison, the district superintendent, and the lead partner in consultation with the local school board and the collective bargaining unit of the district's teachers. This plan will be aligned to the school district indicators of effective practice identified by ISBE, with the specific components of the plan described in Attachment 20. After finalization and approval by the state superintendent and the DAO unit chief, DTP will become the basis for the taking the necessary district-level actions and evaluating the appropriateness of individual budgeting, staffing, instruction, and procurement decisions. Furthermore, for each priority school within the high-priority school district, the liaison, the superintendent, and lead partner, in consultation with the collective bargaining unit of the school district, will develop a school transformation plan (STP) aligned with the turnaround principles described earlier.

To limit the points of negotiation in an STP and enable the lead partner to hit the ground running, the lead partner should be clearly empowered to implement certain out-of-the-box elements in Year 1 of the intervention. Ideally, these elements would occur after an extensive engagement and

planning process, but an accelerated implementation will reduce the scope of required planning and negotiations and allow key systems impacting teaching and learning to be put in place as quickly as possible. The out-of-the-box turnaround elements could include the following:

- A new teacher and principal performance evaluation system based on the state default model
- The lead partner's curriculum and assessment system, as preapproved by ISBE
- Data reporting and dashboard systems based on state defaults or an acceptable alternative provided by the lead partner and preapproved by ISBE.

To avoid statutory and regulatory barriers that may impede implementing aspects of a DTP or an STP, ISBE intends to seek legislative authority to implement a streamlined waiver authority that will be vested in the state superintendent to enable the approval of waivers or modifications supporting a DTP or an STP in an accelerated and streamlined process. In regard to collective bargaining constraints, ISBE will incentivize local agreement on collective bargaining provisions that impact a DTP or an STP while preserving the state superintendent's authority under Section 2-3.25f of the Illinois School Code to reassign or replace staff deemed relevant to the school's or the district's failure to achieve AYP.

Consequences for Continued Lack of Progress in High-Priority School Districts

To effectively incentivize local buy-in and participation in the intervention within high-priority school districts, ISBE will impose the following ultimate consequences if the chosen intervention effort does not result in improved student outcomes over a three- to five- year period:

1. The state will take over the school district by establishing of an independent authority to operate the failing district.
2. The state will remove one or more schools within the school district to permanently remove the district's control over all or a portion of the district's student population and convert those schools into state-authorized charter schools.
3. The state will reorganize or dissolve an existing school district and combine it with other neighboring districts. When ISBE identifies reorganization or dissolution as a potential ultimate consequence option, planning will commence within Year 1 or 2 of the intervention because such actions require significant advance analysis and preparation.

Although many of these ultimate consequences are available to ISBE under current law, ISBE will seek legislation to further define and target these consequences for high-priority school districts.

ISBE is confident that the interventions described in this section that will occur through both The Center and DAO will result in dramatic, systemic changes in priority schools and high-priority school districts.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

There are 118 schools in 33 school districts that are identified as priority schools under the ESEA Flexibility Request definition. ISBE is currently working with 20 schools in 8 school districts in a manner that aligns with the turnaround principles and will begin working with another 15 schools by June 2012. These 35 schools are funded through the SIG 1003(g), and each grantee is required to fully implement one of four reform models: turnaround, transformation, restart, or closure.

In Illinois, school districts that are awarded SIG 1003(g) funds are required to work with a preapproved lead partner to implement the selected intervention model. Lead partners are entities with proven expertise in school reform and demonstrated success in turning around persistently low-performing schools. Both an LEA and the lead partner share accountability for the successful implementation of the selected intervention model, with the ultimate goal of substantially raising student achievement. Lead partners are responsible for implementing coherent, whole school reform efforts that integrate structural and programmatic interventions. The lead partner role goes beyond technical assistance and professional development, providing daily on-site support, leadership, and assistance in the participating school and LEA.

ISBE will continue its interventions with the 20 SIG schools and support targeted interventions that align to the turnaround principles in the remaining 98 schools. To accomplish this, ISBE will run another competition for the SIG 1003(g) and award fifteen grants by June 2012. Therefore, interventions aligned with ED's reform models will begin in an additional 15 schools during the 2012–13 school year.

Additionally, during 2012–13, ISBE will contract with an external entity to conduct a comprehensive audit for the 83 remaining schools which will lead to the development of a plan that will result in dramatic and systemic change aligned to the turnaround principles. The local superintendent will be required to submit the transformation plan to stakeholder groups, the local school board, and the state superintendent for approval by January 2013, with the expectation for full implementation in the 2013–14 school year. Beyond supporting the development of the transformation plan, the state will provide targeted assistance through the assignment of a rapid response team or lead partner, define exit criteria, assess fidelity to the federal turnaround principles, and provide additional resources to support rapid and sustained improvement.

Table 13. Timeline for ISBE Intervention in Priority Schools and High-Priority School Districts

	2010–11	2011–12	2012–13	2013–14	Total Served by 2014–15
SIG-funded schools	Year 1 ^a Implementation for 7 schools	Year 1 ^a Implementation for 13 schools	Year 1 ^a Implementation for 15 schools		35 schools
Supported by The Center		<ul style="list-style-type: none"> • Fall 2012 ISBE announces priority schools and school districts • Fall 2012 ISBE assesses district-level capacity • ISBE supports LEA with stakeholder engagement and outreach 	<ul style="list-style-type: none"> • Comprehensive audit • Transformation plan created • Transformation plan approved by January 2012 • ISBE assigns lead partner or rapid response team based on identified need 	<ul style="list-style-type: none"> • Year 1 Implementation for 95 schools • ISBE supports LEA through SSOS rapid response team • ISBE monitoring through Division of Innovation and Improvement 	83 schools 33 districts
Interventions in high-priority school districts	North Chicago	East St. Louis	5 districts identified		7 districts

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

A school designated as a priority school can exit that status if all the following criteria are met:

- The school has met its achievement and outcomes targets for two consecutive years.
- It is no longer within the bottom 5 percent of schools within the state.
- If the school was awarded a SIG 1003(g) grant, the completion of the grant period.

The Center will continue to provide support through the rapid response team for two additional years after a school exits priority status to help sustain the improvements. These criteria require the school to show

substantial achievement gains over the course of two years and ensure that the school is not remaining within the lowest tier of performance relative to all other schools in the state.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Although Illinois has made progress in reducing achievement gaps between student groups, it recognizes the importance of focusing improvement efforts on gap reduction. The racial and ethnic makeup of students in Illinois has changed over the last five years. From 1997 to 2011, the white student population decreased by almost 12 percent, while the Hispanic population increased by 10 percent. The other racial and ethnic groups in the state have remained relatively the same. If trends continue in the same directions, racial and ethnic minority students will comprise more than 50 percent of the students enrolled in Illinois schools by 2012.

Between 2006 and 2011, black students experienced a 14.3 point increase on the Grades 3–8 state assessment in mathematics and a 13.0 point increase in reading. Additionally, during the same time period and assessment, the black/white achievement gap was reduced by 11 points in mathematics and 8 points in reading. Although Hispanic students experienced a slight increase in mathematics and reading between 2006 and 2011, the achievement gap between white and Hispanic students grew by four points in mathematics and remained constant at 17 points in reading. The achievement gap between IEP and non-IEP students decreased by 3.2 points on the ISAT in mathematics, and although the gap decreased by almost 2 points in reading, the achievement gap in 2011 between IEP and non-IEP students was still a staggering 42.4 points.

Illinois will use two methods to identify the number of low-performing schools equal to at least 10 percent of the state’s Title I schools as focus schools.

1. ISBE will identify schools in the state with the largest within-school gaps in the achievement or outcomes index at the high school level between the highest performing subgroup(s) and the lowest performing subgroup(s) for any of the following groups when compared to their counterpart group: racial and ethnic minority students, ELLs, SWDs, low-income students, or high-need students (see 2.A.i for description of groups).
2. ISBE will identify Title I schools in the state (which are not already identified as priority schools) with persistently low performance levels in the outcome index, demonstrating an average graduation rate of less than 60 percent for the most recent three consecutive years for any subgroup.

Each school year, ISBE will calculate the number of focus schools required for designation equal to 10 percent of the state’s Title I schools. By way of example, if Illinois has 2,420 Title I schools during the 2012–13 school year, 242 focus schools would be designated based on that year’s

assessment results. Within these two methods, ISBE will rank Title I schools from highest to lowest performing based on that particular method. For example, under the first method, schools with larger achievement gaps would be ranked lower than schools with smaller achievement gaps. Under the second method, schools with the lowest graduation rates would be ranked lower than schools with higher graduation rates. One half of the total number of focus schools will be designated from each method, based on the lowest performing Title I schools within each category.

In addition to identifying focus schools, ISBE has set the expectation that the achievement gap for racial and ethnic minority students, ELLs, SWDs, low-income students, or high-need students will be reduced by 50 percent over the next six years.

2.E.ii Provide the SEA's list of focus schools in Table 10.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Through SSOS, ISBE is currently working to support improvement practices with a majority of schools that will be identified as focus schools. During the 2012-13 school year focus schools will undergo a comprehensive audit and the SSOS will continue to work with school districts that have focus schools and implement the targeted intervention strategies in new schools by the beginning of the 2013–14 school year.

As detailed in Principle 2.D.iii, ISBE believes that successful school districts and schools have as their foundation eight essential elements, which, when present, ensure effective education systems. The eight essential elements are leadership, comprehensive planning, professional development, conditions for learning, community and family engagement, curriculum, instruction, and assessment.

The SSOS coach assists school districts and schools in evaluating the presence of these essential elements by using a specified set of indicators. These indicators are derived from research and assist in identifying visible, tangible, and behavioral evidence to measure the strength of an element's presence in a school district or a school. These research-based indicators provide a common language statewide to identify gaps and measure progress for continuous improvement.

Over the course of the last year, ISBE staff in the Division of Innovation and Improvement and the Division of English Language Learners worked to identify indicators of effective practice that specifically addressed best practices for meeting the needs of ELLs. ISBE partnered with the Illinois Resource Center (IRC) to review, develop, and update the state's Web-based continuous improvement tool so that the system included indicators of effective practice tailored to help educators meet the needs of students learning English. A similar process has also occurred to identify best practices for educators working with SWDs. Additionally, through the conditions for learning essential element, ISBE created several indicators that focus on cultural proficiency and will continue to identify culturally responsive policies and practices to support educators in meeting the needs of their racial and ethnic minority students.

ISBE, through The Center, will focus on equipping the SSOS coaches with the requisite knowledge, skills, and expertise to effectively support schools in reducing achievement gaps. Focus schools will use the state's continuous improvement process to develop plans to rapidly address factors that contribute to their achievement gaps. School districts with one or more focus schools will be required to reserve up to 20 percent of their Title I funds to support the implementation of the interventions identified through the planning process. This set-aside will be based on a sliding scale and will vary depending on the scope of the problem and the number of students that must be served.

Interventions

ISBE's approach to intervening in focus schools is grounded in the work of Sprencoy (2005), which asserts that the two most important factors for closing achievement gaps are increasing the capacity of the intervening body and strengthening the leadership in the school district and the school. To accomplish this, ISBE will restructure its current SSOS framework and work with the Illinois Principal Association (IPA) to customize a series of professional development opportunities for principals in focus schools.

Illinois has established several robust regional services delivery systems that target specific student groups—ELLs and SWDs—with explicit improvement processes, such as data-driven decision making, RTI, improvement planning, and/or family and community engagement. However, the state lacked an entity that could bring coordination and coherence to these separate systems. For example, ISTAC is ISBE's model of integrated technical assistance designed specifically to build the capacity of school districts to serve the needs of SWDs and their families.

Likewise, since 1972, IRC has provided assistance to teachers and administrators serving linguistically and culturally diverse students. With support from ISBE, IRC has emerged as a major, statewide, intermediate service agency, and its educational and professional development programs have helped thousands of educators throughout Illinois and the nation develop effective learning environments for ELLs.

Previously, the link between SSOS, ISTAC, and IRC was nonexistent. To bring coherence and coordination to the various regional delivery systems in the state, ISBE will establish The Center to provide high-quality, coordinated, and consistent support to the current SSOS and other regional assistance centers to ensure that school districts and schools receive expert, timely, and relevant assistance. The Center will be operated as a partnership between ISBE and one or more university or nonprofit partners with a proven track record of effectively and efficiently providing high-quality, research-based services and resources that improve education outcomes for students. The Center will be supported by guidance and direction from the ISBE Roundtable, a cross-divisional leadership team responsible for SSOS oversight. The ISBE deputy superintendent is responsible for convening the Roundtable, and The Center's director will report directly to the deputy superintendent.

By establishing The Center, ISBE will make several modifications to the current SSOS to ensure that the state can effectively meet the needs of school districts with focus schools and support meaningful interventions to improve the performance of students who are the furthest behind, including the following:

- Hire regional coordinators, content area specialists, coaches, and turnaround specialists with specific expertise in working with ELLs, low-income students, racial and ethnic minority students, and SWDs.
- Provide continuous professional development to SSOS staff to improve their capacity to effectively meet the needs of school districts with ELLs, low-income students, racial and ethnic minority students, and SWDs.
- Coordinate existing state resources to support teachers, administrators, and parents to better meet the needs of ELLs, low-income students, racial and ethnic minority students, and SWDs.
- Develop robust systemwide evaluation processes for SSOS to promote its continuous improvement to better serve school districts and schools.

The state's support for focus schools will occur through district-level interventions directed by District Assistance Teams (DATs) through SSOS. Each DAT will have one district leadership coach to facilitate the ongoing continuous improvement of the school district and its focus schools. Additionally, each school district will have a gap specialist who works with the district leadership team to support and coordinate interventions based on the identified needs for the focus schools. School districts that have focus schools will receive DAT support and assistance for at least three years.

DATs will do the following:

- Based on diagnostic findings, work with district and school improvement teams to customize an intervention plan that specifically identifies the intensity and duration of services to meet agreed-on outcomes.
- Support the use of a connected set of tools and resources to improve instructional practice, leadership, and student performance. The Center's DATs will articulate a systemic and coherent approach to improving school districts and schools for the short term and help change fundamental structures and processes that will lead to sustainable improvement over the long term.
- Cultivate district and building leadership teams.
- Determine areas of need related to curriculum, instruction, and assessment and work with the leadership team to develop research-based strategies to close achievement gaps.
- Assist with the implementation of research-based strategies, noting intensive focus on curriculum, instruction, and assessment data.
- Monitor progress and correct the implementation plan.
- Collaborate with regional partners to share and disseminate best practices.

Furthermore, DATs will use a five-step problem-solving model that provides a cyclical approach for the team members and LEA administration to promote rigorous continuous improvement (Figure 4).

Figure 4. SSOS Service and Support Cycle



Achievement gaps between student groups are a long-standing and persistent problem. Although quantitative assessments and data from standardized tests clearly indicate that problems exist, these measurements do not readily explain why the problems exist. A multitude of factors influence the perverseness of achievement gaps between students, including the following: teacher quality (Cochran-Smith, 2001; Kaplan & Owings, 2003; Skrla, Scheurich, Garcia, & Nolly, 2004), student and parent background (Calda & Bankston, 1997; Coleman, 1966; Hossler & Stage, 1992), funding (Benabou, 1996; Greenwald, Laine, & Hedges, 1996; Lee & Wong, 2005; Mintrom, 1993), teacher attitudes and expectations, and student-teacher relationships (Bryk & Schneider, 2002; Ferguson, 1998). These factors are interconnected and overlap, making it difficult for educators and administrators to identify practical solutions that will adequately address the problems(s), reduce gaps, and make effective systematic changes.

Furthermore, it is important to understand a school's achievement gap problem within context. Hence, to identify factors that contribute to achievement gaps within schools, it is necessary to take an in-depth and contextualized look at the environment by using a comprehensive diagnostic tool. The information collected will help school leadership teams make informed decisions about

professional practices and strategies that either need to be improved or implemented to raise student achievement and reduce gaps. As such, Illinois will not mandate a one-size-fits-all intervention strategy for focus schools; rather, it will assist school districts with pinpointing the nature of the problem at the school and provide targeted assistance through a DAT.

Examples of Interventions

Interventions for focus schools are driven by a process of continuous improvement supported by using the indicators of effective practice through a tool called Rising Star. Rising Star is a Web-based, continuous improvement tool organized around indicators of effective practices at both the district level and the school level. Improvement teams assess indicators of effective practice by reading the corresponding Wise Way research evidence and then evaluating the level of development of that practice as fully met, partially met, or not met. The eight essential elements and the indicators of effective practice will guide focus schools through a diagnostic review of policies, procedures, and practices to help leadership teams pinpoint factors that contribute to their achievement gaps. The following examples of interventions that focus schools may engage in are derived from the Wise Way research base that accompanies each indicator of effective practice.

- **Indicator of effective practice: The principal challenges, supports, and monitors the correction of unsound teaching practices.**
 - A principal provides supports and interventions to correct unsound teaching practices. Learning-focused leaders devote abundant time to supporting colleagues in their efforts to strengthen teaching and learning in and across classrooms. Foremost, they are aggressive in identifying and removing barriers that prevent teachers from doing their work well. They provide intellectual stimulation and make certain that teachers have a high-quality stream of job-embedded opportunities to expand, enhance, and refine their repertoires of instructional skills. In supplying performance feedback, learning-focused leaders rely on personal knowledge developed through numerous classroom observations, both informal and formal, and employ a variety of supervisory and evaluation strategies. They make student learning the calculus of the exchange process. Effective leaders are especially expert in opening up a wide assortment of improvement opportunities for teachers, and they are relentless in counseling poor teachers to leave the profession. In a related vein, improvement-focused leaders aggressively monitor the instructional program in its entirety, assuring alignment between learning standards and objectives and classroom instruction. On a parallel track, learning-focused leaders undertake an array of activities that protect valuable instructional time from interruptions, including assigning academic subjects time slots that are the least likely to be disturbed by school events; protecting teachers from distractions from the school office; developing, implementing, and monitoring procedures to reduce student tardiness and absenteeism; and ensuring that teachers are punctual. They also foster more productive use of time by coordinating time usage among teachers and across classes (e.g., all language arts instruction unfolding during the first two hours of the day).
 - Principals in effective schools are committed to helping teachers improve their skills and teaching strategies. They focus staff development activities on the entire staff and

on the specific goals and curriculum programs of the school. They are especially adept at using informal coalitions of teachers in implementing new programs. They take an active role in planning, participating in, and evaluating professional development activities with their staffs. Research also reveals that learning-focused leaders provide both direct aid (e.g., concrete technical assistance and materials) and indirect support (e.g., encouragement) to teachers as they attempt to integrate skills learned during staff development programs into their repertoire of instructional behaviors. Effective principals facilitate opportunities for professional growth by enabling teachers to attend conferences, establishing mechanisms that facilitate the exchange of professional dialogue, and personally sharing ideas and materials with staff.

- The principal establishes continuous opportunities for job-embedded professional development for the staff. When classroom observations by the principal or other teachers (as in peer observation and collegial learning) indicate a general need for improvement across the faculty, well-planned professional development is a way to improve. When classroom observations by the principal or another teacher show that an individual teacher needs improvement, that teacher's personal development plan can include training or coaching to assist the teacher in the areas of need. Continuous improvement of each teacher's skills is achieved through a variety of means, including whole-faculty workshops, consultations with instructional teams, the principal's work with individual teachers and with teams, and collegial learning (teacher to teacher, including peer observations, study groups, coaching, and mentoring). Although teacher evaluation is apart from professional development, evaluation should include an examination of a teacher's proficiency with the same indicators used to plan professional development for each individual teacher and the faculty as whole.
- **Indicator of effective practice: Teachers individualize instruction based on pretest results to provide support for some students and enhanced learning opportunities for others.**
 - The school provides support to help teachers differentiate instruction to enhance student learning. Learning activities, the assignments given to each student targeted to that student's level of mastery, should be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit posttest. An instructional team's unit plans include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and the criteria for mastery. These activities become arrows in the teacher's quiver of instructional options for each student. The unit plan aligns the curriculum to standards and benchmarks. The next step is to align the curriculum to instruction. Unit plans level each objective into three tiers: target, enhanced, and prerequisite. The unit plans also differentiate learning activities among various modes of instruction: whole-class instruction, independent work, small-group and center-based activities, and homework. The activity instructions provide the detail that enables any teacher to use the learning activity and also become a means of explaining the activity to students.
 - Instructional teams should discuss how to differentiate instruction for specific students based on assessment evidence—including the enrichment of any students

who are already proficient prior to unit instruction. Select strategies accordingly. Identify specific Tier 2 and Tier 3 intervention strategies to use with at-risk students and those specific language acquisition strategies (including sheltered instruction) to use with ELLs. Consult with special educators to create specially designed instruction for special education students that is based on students' identified disabilities (cognitive and behavioral). Determine the results indicators and the means for determining the effectiveness of the selected instructional strategies. Decide how to monitor the application and effectiveness of those strategies throughout the unit of study.

- Schools must ensure that teachers are trained on how to interpret and analyze assessments so that they can accurately measure linguistic development and academic achievement; make the necessary interventions, adaptations, and modifications; and differentiate instruction for ELLs. Expectations should not be lowered for ELLs, and they should not be offered less challenging coursework based on assessment data. Instead, instructional supports should be put in place to differentiate instruction and allow ELLs to achieve the same high standards as all students. Supports, such as using native language instruction, modeling the use of academic language and formal structures in English, and considering both content and language objectives when planning instruction, can lead to higher levels of achievement for ELLs.
- **Indicator of effective practice: Instructional teams use student learning data to plan instruction.**
 - The school modifies the day to allow time for teacher collaboration and establishes systems to support data-based decision making. Schools have invested heavily in curriculum alignment, mapping their curricula to standards, benchmarks, and specific items of standards-based assessment. The resulting alignment is a set of data, a carefully organized body of information that helps answer the question “What do we expect a student to know?” The challenge that lies ahead for most schools is to draw further connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and the mastery evidenced by the individual student. This must be done in a way that assures that all students achieve the expected level of mastery while allowing each student ample opportunity to soar beyond that minimum expectation. The linkage from curriculum to instruction is tenuous in many schools, and insufficient systems are in place for capturing information about what is taught, how it is taught, and how individual students might best learn it. The research literature provides a wealth of information on instructional practices, but the usefulness of this information cannot be assumed from its abundance. Matching particular practices to the subject area, the grade level, and students' prior learning can be a massive undertaking, leaving too much unproductive chaff in the bushel of productive grain. In the end, the teacher must hit the target where content, instructional mode, and learner requisites optimally meet. A data-based decision-making system can help a teacher hit the target. Monitoring the application of targeted learning strategies by teachers can help a school refine its professional development processes and improve teacher effectiveness. Some decisions are best made by the teachers responsible for particular groups of students—grade-level teams or subject-area teams, which we call instructional teams. Instructional teams are manageable

groups of teachers by grade level or subject area that meet to develop instructional strategies aligned to the standards-based curriculum and monitor student progress in the grade levels or the subject area for which the team is responsible. Instructional teams need time for two purposes: meetings and curricular and instructional planning. A 45-minute meeting twice a month is ideal for maintaining communication and organizing the work at hand, operating with agendas, minutes, and focus. In addition, a block of 4–6 hours of time once a month is necessary for curricular and instructional planning, and additional whole days before and after the school year are a great advantage.

These example interventions represent only a sliver of the type of work focus schools will engage in after they have completed a comprehensive diagnostic of all eight essential elements. With assistance from a DAT, a school will pinpoint areas for improvement and create a comprehensive transformation plan that will help close its achievement gaps and improve student outcomes. The flexibility of the ESEA waiver will enable Illinois to provide its school districts with a differentiated support system ground in shared tools, processes, and resources, allowing us to move away from a one-size-fits-all approach.

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

A school designated as focus school can exit that status if it has risen above the measurement that placed it in the focus category for two consecutive years. The Center will continue to monitor and provide support for two additional years after a school exits focus status to help sustain the improvements. This approach requires that a school demonstrate for a two-year period that the basis for focus designation has been addressed.

TABLE 10: REWARD, PRIORITY, AND FOCUS SCHOOLS – PLEASE SEE ATTACHMENT 9

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 10: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
TOTAL # of Schools:					

Total # of Title I schools in the State: 2,350

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 9

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

E. Tier I or Tier II SIG school implementing a school intervention model	
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2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

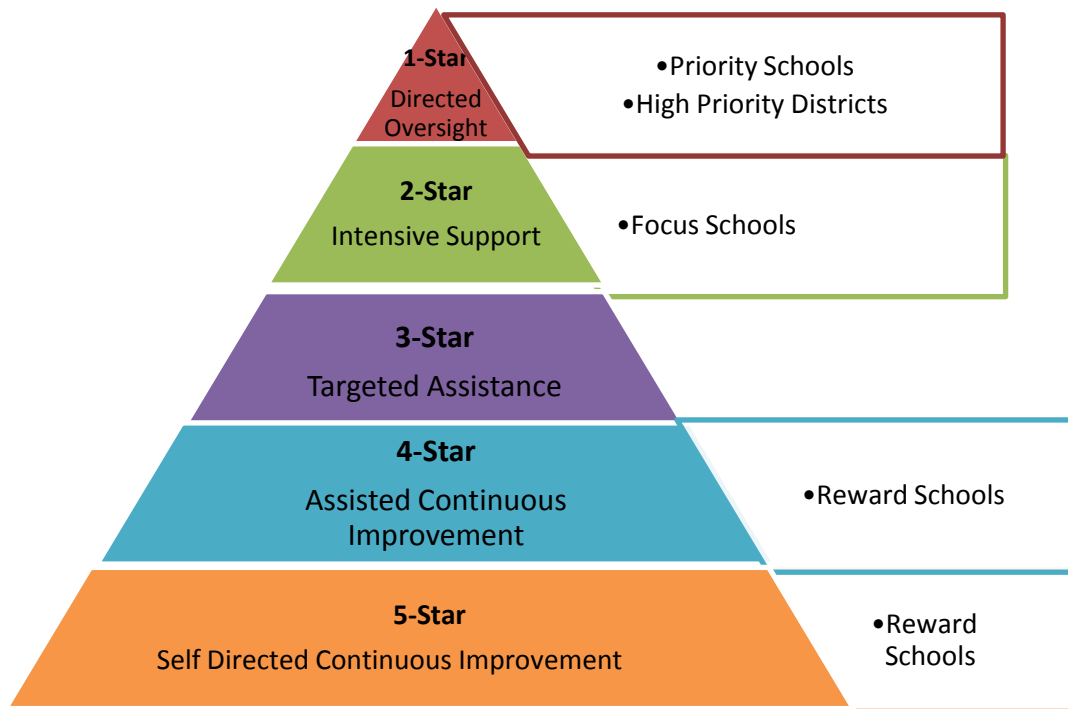
ISBE has focused on building systemic capacity for district and school improvement through four areas: an assessment system, a longitudinal data system, a continuous improvement framework, and SSOS.

All the state’s school districts and schools are expected to make steady progress toward improving student outcomes, and the Multiple Measures Index will be used to differentiate, recognize, and support schools and school districts to ensure continuous improvement in other Title I schools that are not making progress.

SSOS coaches will engage district leadership teams in a process of continuous improvement supported by using of indicators of effective practice through a tool called Rising Star, a Web-based, continuous improvement tool organized around indicators of effective practices at both the district level and the school level. Rising Stars guides improvement teams to commence their work with extensive data analysis, including a review of the district's or school's achievement of all AMOs for all ESEA subgroups. Improvement teams assess indicators of effective practice by reading the corresponding Wise Way research evidence and then evaluating the level of development of that practice as fully met, partially met, or not met. The system allows the team to apply a priority (indicates importance) and opportunity (ease for accomplishment) index score for each assessed indicator, enabling the team to gain quick wins as well as establish more involved improvement work goals. Moreover, Rising Star allows the team to design a plan and self-monitor the progress of tasks. After tasks are completed, the system prompts the team to judge whether the objective (the indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not met, the system prompts the team to develop additional targeted tasks that will lead to a fully met objective. In addition, the National Center for Innovation and Improvement provides indicators in action—video modules demonstrating the practices.

Rather than focusing on only improvement in areas where the last annual test showed weakness, a framework grounded in continuous improvement examines schoolwide professional practices and seeks to elevate performance across the board, including the most recent areas of deficiency. Rather than creating a plan once a year, the team engages in a continuous improvement process that is always assessing current practice relative to indicators of effectiveness, planning immediate steps to full implementation, and monitoring progress.

Figure 5. School Star Levels and Assistance



After calculating of the Multiple Measures Index, school and district index scores will be categorized into levels of improvement status. Those levels of improvement status will align with various interventions or actions that would be required of the school or the school district. School districts and schools in star levels three, two, and one (Figure 5) are required to engage in the continuous improvement process, while school districts and schools in star levels four and five will be encouraged to use the system for continuous improvement planning. Four- and three-star districts and schools will receive targeted support for continuous improvement from appropriate content experts or specialists within the Center for School Improvement. Two-, and one-star school districts and schools will receive support through SSOS from either a DAT or a rapid response team, depending on the their designation. Two- and one-star school districts and schools will first undergo an external audit conducted by an ISBE preapproved organization and then develop a comprehensive plan for improvement. The Division of Innovation and Improvement and the unit for District Accountability and Oversight will monitor the school district's progress. See Table 14 for a description of rewards, supports, and interventions at each star level for schools and districts.

Table 14. Rewards, Supports, and Interventions

Star Level	School	School District
5	<ul style="list-style-type: none"> Recognition Documentation of best practices for online database Subset designated as one of four types of Honor Roll schools (see Principle 2.C) 	<ul style="list-style-type: none"> Recognition Documentation of best practices for online database
4	<ul style="list-style-type: none"> Recognition Subset designated as Academic Improvement Award or Academic Gap Reduction Award schools (see Principle 2.C) 	<ul style="list-style-type: none"> Recognition
3	<ul style="list-style-type: none"> Parent notification required explaining rating Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives Targeted for supports and interventions through SSOS provided by the district assistance team (DAT) Subset designated as Academic Improvement Award or Gap Reduction Award schools (see Principle 2.C) 	<ul style="list-style-type: none"> Parent notification required explaining rating Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives Targeted for supports and interventions through SSOS provided by DAT Up to 10 percent of Title I basic funds must be used to address area of deficiency and identified interventions
2	<ul style="list-style-type: none"> Parent notification required explaining rating Comprehensive audit conducted Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives Targeted for supports and interventions through SSOS provided by the district assistance team (DAT) Subset designated as focus schools (see Principle 2.E) 	<ul style="list-style-type: none"> Parent notification required explaining rating Comprehensive Audit Improvement plan must address area(s) of deficiency (as identified by Index scores and AMOs for all ESEA subgroups) and continuous improvement objectives Targeted for supports and interventions through SSOS provided by DAT Must implement a student growth measurement plan for all teachers in the school year following the designation Targeted for validation of the district's teacher and principal evaluation system Up to 20 percent of Title I basic funds must be used to address deficiencies and identified interventions
1	<ul style="list-style-type: none"> Parent notification required explaining rating Comprehensive audit conducted School transformation plan required, Priority Schools must address Turnaround 	<ul style="list-style-type: none"> Parent notification required explaining rating Comprehensive audit conducted District transformation plan required Identified for supports and interventions

	<p>Principles</p> <ul style="list-style-type: none"> • Targeted for supports and interventions through SSOS: lead partner or rapid response team assigned • Subset designated as priority schools (see Principle 2.D) 	<p>through SSOS by a lead partner or rapid response team</p> <ul style="list-style-type: none"> • Must implement a student growth measurement plan for all teachers in the school year following the designation • Targeted for validation of the district's teacher and principal evaluation system • Up to 20 percent of Title I basic funds must be used to implement interventions at Priority Schools based on Turnaround Principles and needs identified in comprehensive audit • For FY13 districts with two or more priority schools must set-aside 10% of their Title I Part A funds to support extended learning activities in Priority Schools, including Supplemental Education Services. In following years set aside will be based on a sliding scale to support the implementation of transformation plan • ISBE will review and approve district plans for Priority Schools and in some cases, may require districts to implement specific interventions based on ISBE's interpretation of the needs assessment, student performance data, or other information. • Subset designated as high-priority school districts (see Principle 2.D)
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2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The state’s district-level approach for accountability and assistance, which was detailed in earlier sections, establishes a comprehensive and coherent structure for monitoring and holding school districts accountable for improving school and student performance. Since 2003, regionalized support services in Illinois have focused support and intervention services at schools, often bypassing school districts and at times working in contradiction to district reform efforts. Additionally, although regional service providers have experienced success in their work with schools, it has been difficult to replicate the success or bring it to scale systemwide. With the creation of CSI and the addition of the Unit for District Accountability and Oversight, ISBE will increase the state’s capacity to ensure sufficient support for the implementation of interventions in priority schools, focus schools, and other Title I schools.

Furthermore, within the last two years, a cross-divisional team from several ISBE divisions—Innovation and Improvement, Special Education, English Language Learners, Career and Technical Education, and Curriculum and Instruction—have joined together to bring greater coordination and coherence to SSOS. Each division has developed tools, processes, and resources to support targeted areas of improvement, but ISBE as a whole never brought the pieces together to define one, coherent, comprehensive approach for improvement. CSI will bring greater coordination and coherence to SSOS to ensure that all state initiatives adhere to a set of guiding principles and directly connect with the comprehensive framework. CSI will be able to capitalize on the lessons learned and best practices that exist in and among special education cooperatives, RTI, technical assistance centers, IRC, and school and district improvement coaches. For example, over the last several years, IRC has developed high-quality resources and materials to support educators with improving their instructional programs and practices for ELLs, and school and district improvement coaches have developed high-quality resources and materials to support school improvement. However, the two areas have not intersected in a meaningful way. As such, a school district could have at any given point in time two to three coaches providing support—all proposing different frameworks for improvement and all asking for similar resource commitments. Illinois will be better equipped to meet the needs of school districts by leveraging and coordinating support and interventions through one DAT that customizes support based on the identified need.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Improving the instructional performance and capabilities of Illinois educators has long been a focus of ISBE. Recognizing the nexus between competent instruction and student performance, Illinois has embarked on a mission to overhaul its teacher and principal evaluation processes and, as a result, create systems that more accurately recognize both excellence and deficiencies in individual educators. Reforms currently underway in Illinois were instituted in earnest prior to the submission of this waiver application and will continue in the coming years.

The foundation for the state’s guidelines for local teacher and principal evaluation and support is PERA (Public Act 096-0861). This legislation, which passed in January 2010 with overwhelming bipartisan support, substantially re-envisioned the state systems for supporting and developing teachers and leaders by tightly aligning student outcomes and effective measures. The critical elements of PERA, from requiring all teachers and principal evaluation systems to include student growth as a significant factor in evaluations to employing actionable plans for building on reported strengths and addressing documented shortcomings, are fundamental in improving classroom instruction and school leadership. PERA and its implementing regulations establish the

requirements and guidelines Illinois school districts must follow for local teacher and principal evaluation support systems. These requirements and guidelines have been established, although the implementing regulations will complete the state's administrative rule-making process in the coming months.

The Performance Evaluation Advisory Council and Teacher and Principal Engagement

PERA authorized and directed the state superintendent to establish PEAC, requiring that it be composed of teacher representatives, school district management representatives, experts in evaluation systems, and other interested stakeholders to advise ISBE on developing and implementing improved performance evaluation systems and supports. PEAC has been meeting monthly since April 2010 and is required, by PERA, to continue to do so at least through 2017.

At the core of the PEAC's mission is to ensure that consistent and accurate information is being disseminated to appropriate stakeholders and feedback from such stakeholders is received, reviewed, and incorporated into constructive dialogue. To help gather additional input, PEAC held eight forums across the state in October and early November 2011. Through a partnership with the nonprofit organization Teach Plus, the state employed live polling technology, as well as an online forum for those who could not participate in person. In all, more than 2,300 educators offered their views, which PEAC and ISBE then used to develop the PERA implementing regulations. The majority of the respondents from across the state were teachers, followed by principals, and then other administrators. Please see Attachment 13 for specific listing of PEAC meetings, forums, and general outreach to the educational community.

As PEAC meets monthly, it will continue to provide recommendations for more detailed implementation tools and supports for local districts. For example, PEAC has recommended and ISBE has adopted a state model plan for principal and assistant principal evaluations. This plan has student growth comprising 50 percent of the overall performance evaluation rating (30 percent will be academic assessments and 20 percent will be other objective measures of student growth, such as graduation rate, attendance, and dual-credit earning rates). PEAC is also working diligently with national experts in the fields of assessment and teacher evaluations to recommend a model teacher evaluation plan that provides additional depth to the guidelines and recommendations included within PERA and its promulgating regulations. This model plan will specify how student growth must be measured and accounted for in teacher performance evaluations in circumstances where a school district's cannot achieve consensus through the joint committee process discussed below.

PERA Requirements

Article 24A of the Illinois School Code, as amended by PERA, includes several requirements that directly address local teacher and principal evaluation and support systems, including the following:

- **Inclusion of student growth.** All teacher and principal evaluation systems must include student growth as a significant factor by the applicable implementation date. Principle 3.B discusses the implementation timeframe for school districts to incorporate student growth.

- **Development of a local evaluation plan.** Local teacher performance evaluation systems must be developed through a process involving the establishment of a joint committee that includes equal representation from a school district’s teachers and administrators. However, to ensure timely implementation, if agreement is not reached on the evaluation plan within 180 days of convening the joint committee, the school district defaults to a state model on those aspects of student growth on which there is no agreement; student growth comprises 50 percent of the overall evaluation rating in the state model. (In CPS, if the district and the union do not reach agreement in 90 days, CPS can implement its last best proposal.)
- **Four rating categories.** By no later than the 2012–13 school year, school districts must use a four-category rating system for both principal and assistant principal evaluations and teacher evaluations (excellent, proficient, needs improvement, and unsatisfactory) instead of the three-category rating system that had been required (excellent, satisfactory, and unsatisfactory).
- **Frequency of evaluations.** As of September 1, 2012, all principals and assistant principals must be evaluated at least once each school year, no later than March 1. Article 24A of the Illinois School Code requires that nontenured teachers be evaluated at least once every school year, and tenured teachers be evaluated at least once in the course of every two school years (except that a tenured teacher whose performance is rated as either needs improvement or unsatisfactory must be evaluated once in the school year following the receipt of that rating). A school district may evaluate teachers more frequently than the law requires; the law establishes the minimum number of evaluations a teacher may receive.
- **Professional development for teachers needing improvement.** Teachers who receive an overall performance rating of needs improvement must receive professional development supports directed at the areas of need. Specifically, under Article 24A, within 30 school days after assigning a tenured teacher a needs improvement rating, the evaluator must develop, in consultation with the teacher (and taking into account the teacher’s ongoing professional responsibilities) a professional development plan directed at the areas that need improvement and any supports that the school district will provide to address the areas identified as needing improvement.
- **Remediation for teachers rated unsatisfactory.** Tenured teachers who receive an overall performance rating of unsatisfactory must successfully complete a remediation plan. Specifically, within 30 school days after assigning a tenured teacher an unsatisfactory rating, the school district must develop and commence a remediation plan designed to correct the deficiencies cited, provided the deficiencies are deemed remediable. The remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration.

Administrative Rule Requirements

Article 24A of the Illinois School Code requires that ISBE will adopt administrative rules further defining the requirements for teacher and principal evaluation and support systems, following ISBE’s receipt of recommendations from PEAC. PEAC’s process for involving teachers, principals, and other stakeholders in the development of guidelines and requirements is described above.

As of February 21, 2012, ISBE adopted implementing regulations for PERA (23 Ill. Adm. Code Part 50). The proposed regulations were initially posted for public comment on November 19, 2011. ISBE made various revisions in response to public comment received before submitting the proposed rules for official adoption. Under the state’s administrative rule-making process, the rules must now be submitted to a legislative committee—the Joint Committee on Administrative Rules (JCAR)—before taking effect. JCAR may issue objections or suggestions for revising the rules. After JCAR’s review period expires and notification from JCAR that no objection will be issued, or after a response by ISBE to a statement of objection issued by JCAR, ISBE files a certified copy of the rules with the Secretary of State and they then take effect. ISBE anticipates that the rule making will be completed and the rules will take effect by the end of the 2011–12 school year. The version of the rules adopted by ISBE is attached as Attachment 10. The final version of the certified rules that complete the JCAR process will be submitted to ED by the end of the 2011–12 school year.

The PERA implementing regulations include the following additional specifications and guidelines for teacher and principal evaluation and support systems:

- **Definition of student growth constituting a significant factor.** The regulations define “significant factor” for any school district implementing PERA as at least 25 percent of the overall evaluation rating for the first two years of implementation and at least 30 percent of the overall evaluation rating thereafter.
- **Using multiple valid measures of student growth.** Under the regulations, performance evaluation plans must be based on at least two assessments, each of which must include one or more metrics to be used to determine student growth. Further, each assessment and the associated metrics must conform to and align with improvement goals of the school and the school district. The types of assessments defined in the regulations are delineated in Table 15.

Table 15. Assessment Types Defined in 23 Ill. Adm. Code Part 50

Assessment Type	Description	Examples
Type I	Reliable assessments that measure a certain group or subset of students in the same manner with the same potential assessment items are scored by a nondistrict entity and are administered either statewide or beyond Illinois.	Assessments available from the Northwest Evaluation Association, the Scantron Performance Series, the Star Reading Enterprise, the College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS.
Type II	Any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area.	Collaboratively developed common assessments, curriculum tests, and assessments designed by textbook publishers.
Type III	Any assessment that is rigorously aligned to the course's curriculum and the qualified evaluator and teacher determine measures student learning in that course. Note: A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.	Teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject area or grade-level experts that are administered commonly across a given grade or subject.

- Teacher evaluations and student growth.** With respect to teacher evaluations and student growth, the school district's joint committee must identify a measurement model employing multiple data points from at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different, provided that they address the same instructional content. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the joint committee must identify at least two Type III assessments to be used.
- Principal evaluations and student growth.** In regard to principal and assistant principal evaluations and student growth, the school district must identify at least two assessments from either Type I or Type II. Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and principal may identify at least two Type III assessments to be used to determine student growth.
- Requirements for professional development or remediation plans.** The regulations require that professional development provided as part of a professional development or remediation plan under Section 24A-5 of Illinois the School Code align to the National Staff Development Council's Standards for Professional Learning (2011; see <http://www.nsd.org/standards/index.cfm>).
- Frequency of observations for teachers rated needs improvement or unsatisfactory.** The regulations require for each tenured teacher who received a needs improvement or an unsatisfactory performance evaluation, a minimum of three observations must be completed in the school year immediately following the year in which the needs improvement or the unsatisfactory rating was assigned, of which two must be formal

observations.

Teacher and principal evaluation systems are used to inform a wide array of personnel decisions. Under Section 10-23.8a of the Illinois School Code, all principals must serve under either a one-year contract or a performance-based contract not to exceed 5 years. The performance-based contract must be linked to student performance and academic improvement attributable to the responsibilities and duties of the principal. As described in Section 3.B, both PERA and Senate Bill tie performance evaluations to teacher and principal certification and a range of other personnel decisions involving teachers.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Illinois is undertaking a series of aligned strategies to ensure LEAs develop, adopt, pilot, and implement teacher and principal evaluation systems with appropriate state assistance and support. In addition, Illinois is putting in place systems and processes to review, revise, and improve these systems through a robust system of public reporting, a comprehensive evaluation of implementation, and the state’s general compliance and monitoring systems.

Implementation Timeline

Under PERA, all school districts must implement principal evaluation systems that incorporate student growth and are otherwise compliant with PERA by the start of the 2012–13 school year. As the result of PERA, ISBE’s administration of the SIG program, and the state’s Race to the Top Phase 3 plan, schools and school districts throughout Illinois will implement teacher performance evaluation systems incorporating student growth as a significant factor and otherwise comply with PERA on a phased timeline (Table 16).

Table 16. Performance Evaluation Systems

School Year	Implementation of Teacher Performance Evaluation Systems
2012–13	<ul style="list-style-type: none"> • CPS must implement a PERA-compliant teacher evaluation system incorporating student growth in 300 schools. • All school districts must move to a four-category rating system compliant with PERA. • All individuals assigned to serve as an evaluator of teachers or principals after the start of the 2012–13 school year must complete a rigorous prequalification process. • In any school receiving a SIG grant, the school district must pilot a PERA-compliant teacher evaluation system incorporating student growth.

2013–14	<ul style="list-style-type: none"> • CPS must implement a PERA-compliant teacher evaluation system incorporating student growth in the remainder of its schools (375 additional schools). • In any school receiving a SIG grant, the school district must implement a PERA-compliant teacher evaluation system incorporating student growth (approximately 35 schools throughout the state). • In any school district participating in the state’s Race to the Top Phase 3 application, the district must implement a PERA-compliant teacher evaluation system incorporating a no-stakes student growth component (i.e., student growth is measured for all teachers but is not used in the final summative evaluation).
2014–15	<ul style="list-style-type: none"> • All school districts participating in the state’s Race to the Top Phase 3 application that are also within the lowest performing 20 percent of school districts (as defined by ISBE) must implement a PERA-compliant teacher evaluation system incorporating student growth.
2015–16	<ul style="list-style-type: none"> • All school districts within the lowest performing 20 percent of school districts (as defined by ISBE), regardless of participation in Race to the Top Phase 3, must implement a PERA-compliant teacher evaluation system incorporating student growth. • All school districts participating in Race to the Top Phase 3, regardless of performance, must implement a PERA-compliant teacher evaluation system incorporating student growth.
2016–17	<ul style="list-style-type: none"> • All remaining school districts must implement a PERA-compliant teacher evaluation system incorporating student growth.

Recognizing the fundamental and critical shift new teacher performance evaluation systems will represent across the state, Illinois believes this timeline will allow the state to learn from the early adopters and effectively adjust implementation across multiple school years to ensure the long-term success of this reform. In addition, the state has significantly ratcheted up the consequences associated with PERA-compliant evaluations, thereby increasing the pressure to ensure adequate supports and the most effective implementation possible before high stakes are attached. Senate Bill 007, signed into law as Public Act 097-0008 by the governor on June 13, 2011 (see Attachment 11), ties significant teacher employment decisions to performance evaluations by

- Allowing the state superintendent to initiate certificate or license action against an educator for incompetency based on performance evaluations.
- Streamlining the tenured teacher dismissal process based on an unsatisfactory performance evaluation rating.
- Placing a greater emphasis on performance evaluations in key decisions, such as the filling of new and vacant positions, awarding tenure, and determining the order of dismissal in a reduction in force.

Most of Senate Bill 007’s reforms tie the heightened stakes to a school district’s implementation of a PERA-compliant performance evaluation system, thereby placing significantly greater importance on the validity and reliability of these systems.

Evaluation Training and Technical Support System

ISBE has moved aggressively to establish training programs and a broad technical assistance system to support the adoption, piloting, and implementation of redesigned teacher and principal evaluation systems during the 2012–13 school year and beyond. PERA requires that each individual assigned to serve as an evaluator of teachers or principals complete a rigorous prequalification process that includes an independent observer’s determination that the evaluator’s ratings properly align to the requirements of the state’s performance evaluation system. Once prequalified, evaluators will be required to complete an evaluator retraining process at least once during their five-year certificate renewal cycle. School districts may use the state’s prequalification and/or retraining programs or opt to independently develop and offer a prequalification and/or training program, provided such programs are approved by the state as compliant with the requirements of PERA, Article 24A of the Illinois School Code, and any other requirements established by ISBE by administrative rule. In every scenario, however, each evaluator would need to pass the assessment that is part of the state’s prequalification program to be prequalified to evaluate certificated staff after September 1, 2012. In addition to the prequalification program, PERA requires that ISBE will establish several technical supports for local implementation.

ISBE has already significantly advanced the path to develop the prequalification program and supports required under PERA. On January 26, 2012, using a portion of the state’s Race to the Top Phase 3 award, ISBE awarded a contract following a competitive procurement to the Consortium for Educational Change (CEC) to undertake all the following activities:

1. Establish a prequalification program aligned to the state’s performance evaluation system that individuals conducting evaluations after September 1, 2012, must successfully complete. The prequalification program must include a process to ensure that evaluators’ ratings align to the requirements of the system.
2. Develop an evaluator retraining program for prequalified evaluators to take at least once during their five-year certificate renewal cycle for the purpose of maintaining credentials to evaluate certified instructional staff. The evaluator retraining program must be continuously updated, offer modules that build on each other over time, and address the various skill and knowledge levels among evaluators.
3. Build out a comprehensive technical assistance system that supports school districts with the development and implementation of teacher and principal evaluation systems.
4. Provide Web-based systems and tools that support the implementation of the state’s performance evaluation models for teacher and principal evaluations and evaluator prequalification and training programs.
5. Develop a train-the-trainer program that includes the development and the delivery of content specific to the evaluator prequalification program, the evaluator retraining program, the technical assistance system, and the Web-based systems and tools.

CEC will work closely with ISBE and PEAC as it establishes its training programs and this technical support system. ISBE is also using a portion of Race to the Top Phase 3 funding to support local costs associated with the prequalification program.

In addition to the supports and programs delivered through the CEC contract, ISBE is leveraging

its Race to the Top Phase 3 funds in other ways to broaden its technical supports for local evaluation systems that incorporate student growth. A major focus of the state's Race to the Top Phase 3 plan is a comprehensive strategy to support the development of assessment frameworks and items that can be used to measure student growth across the curriculum. Using Race to the Top Phase 3 funds, ISBE is incorporating PEAC's Type I, II, and III assessment classification (see Principle 3.A, Table 15) into a two-pronged assessments for learning strategy to support standards implementation and the measurement of student growth for performance evaluations. These strategies will be implemented over the course of the 2012–13 and 2013–14 school years, as follows:

- ISBE will procure a statewide contract for Type I assessments to ensure the best available pricing and a simplified procurement and contracting process for school districts. All procured assessments must be able to measure student growth in a manner aligned to the college- and career-ready state standards, be coupled with appropriate training and professional development linked to using the assessment, and be integrated with the Illinois Shared Learning Environment (see Principle 1) to the maximum extent possible.
- ISBE will develop a network among school districts participating in the Race to the Top Phase 3 plan to develop both the frameworks and, if needed, specific Type II and Type III assessments, including the facilitation of workgroups across school districts with similar assessment needs. An entity procured by ISBE will manage this network activity and ensure the work is informed by and integrated with appropriate subject area content expertise within the state and nationally. In particular, Race to the Top Phase 3–funded support will focus on the development of Type II and Type III assessments items and frameworks in grade levels and subjects not assessed by the state and assessments that can support a STEM program of study model (including employability and pathway/technical assessments. (See Principle 1 for a further discussion of STEM programs of study.)

To further support the Race to the Top Phase 3 assessments for learning strategies, ISBE will convene a panel of technical experts and practitioners to provide guidance and expertise on, at minimum, the following areas:

- Alignment to the college- and career-ready state standards, as integrated within the Illinois Learning Standards
- Alignment to PERA and PEAC recommendations
- The appropriate use of the assessments, including for instructional, evaluative, predictive, or multiple purposes
- The demonstrated technical quality of assessments, including item quality
- The design of reporting systems ensuring accessibility to actionable data relating to appropriate uses
- Recommendations for professional development necessary to effectively use the assessments and results for instructional change
- Appropriate methods for assessing ELLs and SWDs

Finally, as required by both PERA and Senate Bill 007, ISBE is using Race to the Top Phase 3 funds to develop a survey of learning conditions to provide feedback from, at a minimum, students in Grades 6–12 and teachers on the instructional environment within a school. School districts could use this survey as one measure within a local principal evaluation system.

Accountability Through Public Reporting

The state will employ a robust system for publicly reporting on performance evaluation outcomes to hold school districts and schools accountable for the distribution of performance evaluation ratings and their correlation to student outcomes. Section 24A-20(c) of the Illinois School Code requires that “districts...submit data and information to the State Board on teacher and principal performance evaluations and evaluation plans in accordance with procedures and requirements for submissions established by the State Board.” Such data will include, at minimum, teacher and principal performance ratings and data on district recommendations to renew or not renew teachers not in contractual continued service [105 ILCS 5/24A-20(c)]. Pursuant to the state’s plan for the State Fiscal Stabilization Fund, ISBE has commenced the public reporting of teacher and principal evaluation results (see <http://www.isbe.net/PEAC/html/surveyresults.htm>). As more school districts incorporate student growth into their local performance evaluation systems, these reports will become more meaningful and robust.

In addition, on January 2012, the governor signed into law Public Act 97-0671, which will require that ISBE modify the school district and school report card. One data point that will be required on that report card is the percentage of teachers in a school having received, cumulatively, one of the top two performance evaluation ratings (e.g., a school will be shown to have 60 percent of its teachers having received an excellent or a proficient rating if 20 percent of the teachers’ most recent evaluation rating was excellent and 40 percent was proficient).

Using this information, members of the public can, for the first time, analyze the distribution of performance evaluations within a school district. This information can be correlated with publicly reported district and school performance data, including student growth information at the school district level and the school level, to determine whether proficient and excellent performance evaluation ratings within a school district correspond to high levels of student performance. As the availability of this information becomes more widely known and used, the state anticipates that it will be an important mechanism for holding school districts publicly accountable for the validity of their performance evaluation ratings.

PERA Research-Based Study

In addition to its training and technical support system and public reporting mechanisms, the state has also established a plan to review, revise, and improve high-quality teacher and principal evaluation and support systems consistent with the state’s adopted guidelines. PERA specifically requires that the state contract for a research-based study of performance evaluation reform implementation by no later than September 1, 2012 (the PERA Research-Based Study). Under Section 24A-20 of the Illinois School Code, the findings from this study must be issued by no later than September 1, 2014, and it must assess local teacher and principal evaluation systems for “validity and reliability, contribution to the development of staff, and improvement of student performance.” The PERA Research-Based Study must also make recommendations for changes,

if any, that need to be incorporated into teacher and principal evaluation systems as the state and local districts continue to move forward with implementation and revisions to existing systems.

The PERA Research-Based Study will use data collected by the state, including but not limited to performance ratings for teachers and principals, district recommendations to renew or not renew nontenured teachers, and student achievement data. In addition, the district data made available through the Illinois Shared Learning Environment will allow the PERA Research-based Study to incorporate information from local assessment and human resources systems for evaluation in a statewide manner that has never before been possible. A leading model for the PERA Research-Based Study is the Excellence in Teaching pilot in CPS, where the University of Chicago Consortium on School Research has partnered with CPS on every element of the design, implementation, and reporting associated with the pilot, while still delivering an independent assessment of successes and challenges. Findings from the consortium’s work include the need for school districts to build in accountability to ensure that schools implement evaluations with fidelity, multiple measures of teaching practice will lead to more accurate evaluations, and principals need to focus on developing instructional leadership skills. Extensive access to individual student and teacher data was a critical element of the success of the consortium’s work, as will be true for the PERA Research-Based Study.

In addition, a deliverable of the PERA Research-Based Study will include recommendations for how the state’s system for oversight of local performance evaluation system implementation should flag indicators of improper or ineffective implementation for further analysis and review as part of the state’s general compliance monitoring system. For example, one flag could be a lack of correlation between school and district student growth measures based on the state growth model and performance evaluation outcomes.

Overall compliance monitoring of Illinois school districts falls under the jurisdiction of the applicable regional superintendent of schools, who performs an annual review of school districts and schools to determine the extent to which the school district and its schools comply with statutes, rules, and regulations. Using the results of the PERA Research-Based Study, ISBE and PEAC intend to work with CEC and the contractor for the PERA Research-Based Study to determine how updated and appropriate requirements for principal and teacher evaluations can be incorporated into the existing statewide compliance monitoring system. In particular, focus will be placed on one-star and two-star school districts, as described in Principle 2, to determine whether these school districts are employing valid and reliable performance evaluations for teachers and principals. Supports through the state’s technical assistance system for performance evaluations will be targeted to these school districts to improve the function of their performance evaluation systems and their contribution to improved student outcomes.

The PERA Research-Based Study will be closely analyzed by PEAC, ISBE, education stakeholders, and outside experts to determine any necessary adjustments to the state’s guidelines for performance evaluations and methods for improving local implementation of these systems. The state anticipates that the process used to undertake the PERA Research-Based Study will be repeated in future years so that the state’s teacher and principal evaluation systems can be continuously improved.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	1
2	Comments on request received from LEAs (if applicable)	10
3	Notices and information provided to the public regarding the request	61
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	151
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	166
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).	210
9	Table 2: Reward, Priority, and Focus Schools	276
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems. (23 IL Admin. Code Part 50)	285
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems (Public Act 097-0008 Senate Bill 007)	355
12	Performance Evaluation Advisory Committee Communications and Public Outreach (PERA)	466
13	Performance Evaluation Reform Act (Public Act 096-0861)	503
14	Illinois Common Core Transition Plan	512
15	Common Core Professional Development Resources and Materials Timeline	515
16	Multiple Measures Indices	517
17	New AMO's for each ESEA subgroup by grade and subgroup in mathematics and reading/language arts	519
18	Operations Manual for the Statewide System of Support	523
19	Interventions with High Priority Districts	577
20	Components of High Priority District Plan	581



Illinois State Board of Education

Weekly Message

Gery J. Chico, Chairman
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
 Dr. Andrea S. Brown
 Dr. David L. Fields
 Steven R. Gilford
 Lanita J. Koster
 Melinda A. LaBarre

Christopher A. Koch, Ed.D.
 State Superintendent

Message From State Superintendent Christopher A. Koch

Later this month we will submit our application for a waiver from some requirements of the No Child Left Behind Act (NCLB) or the Elementary and Secondary Education Act (ESEA). Under Illinois' plan, we will still maintain a stringent accountability system for schools and districts, however, our proposal moves away from a one-size-fits-all approach to a differentiated system that rewards districts and schools for making progress. If approved, our NCLB waiver will give schools and districts relief from mandates that are arbitrarily assigned as a result of the number of years of not making Adequate Yearly Progress.

We have developed our waiver with significant collaboration and feedback from Illinois citizens. The ISBE led 25 meetings across the state since the fall, with two additional meetings scheduled. Several hundred individuals and multiple stakeholder groups representing parents, teachers, administrators and civil rights organizations provided input and support as we developed our plan.

We have posted a draft of the ESEA flexibility waiver on our website for public comment, which you can access at http://www.isbe.net/nclb_waivers/default.htm#new. This is a dialogue that continues to be fluid and our Board will meet Feb. 21 to discuss the waiver before we submit it to the U.S. Department of Education.

Next week, Gov. Pat Quinn will introduce his FY 2013 budget. Since the Board made its recommendation to increase the budget, we have been receiving some questions about General State Aid. The Board specifically recommended an overall increase to GSA, however, even if this increase is realized, there will still be a need for pro-ration to the GSA Foundation Level next year as it is not enough to reach a per student level of \$6,119. The Board did not recommend changes to the GSA Foundation Level, which is statutory. Further, there were no recommended changes in how GSA is calculated. There has been an effort to increase transparency about how much schools are actually receiving. It is equally important for you to make sure that legislators understand the amount of money your districts are actually receiving.

Last week, we launched the Illinois Pathways Initiative, a state-led public education and private business endeavor to support college and career readiness and our state's long-term economic welfare. This Science, Technology, Engineering and Math (STEM) initiative aims to help students explore their academic and career interests while also supporting new statewide public-private partnerships known as STEM Learning Exchanges that better coordinate investments, resources and planning for those programs.

Illinois Pathways is funded through our federal Race to the Top grant. Earlier this week we posted a Request for Information (RFI) concerning the establishment of STEM Learning Exchanges. You can review the RFI at <http://www.purchase.state.il.us/ipb/registration.nsf/RegMainFrameset>. The solicitation number is 22024526.

Finally, the AP Report to the Nation was released last week and we are making some great strides. A record number of Illinois students took AP exams in 2011 and Illinois is moving closer to equity among the Latino student population, which has seen AP participation rates quadruple in the last decade, according to "The 8th Annual AP Report to the Nation." The percent of Illinois graduates completing more than one AP exam has more than doubled since 2001 and the percent of seniors posting a successful score on these rigorous exams has increased by 7.5 percentage points since 2001.

To find out more information and see participation and performance levels throughout the state, visit <http://www.isbe.net/news/2012/feb8.htm>.

Have a great week!

Chris

Upcoming Dates and Deadlines

- ISBE offices closed for Presidents' Day – Feb. 20
- “Race to the Top and the Illinois Shared Learning Environment” webinar – Feb. 21 (Register at <https://www1.gotomeeting.com/register/213238985>)
- Illinois New Teacher Collaborative’s Induction and Mentoring Conference – Feb. 22-23 in Springfield
- Migrant Education Program grant application deadline – March 15 (Application available at <http://www.isbe.net/bilingual/htmls/migrant.htm>)
- Part 226 (Special Education) and Part 575 (School Technology Program) – Public comment period ends March 26
- Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) – Public comment period ends April 2
- 2011-12 Eye Examination Data Collection deadline – June 30
- 2011-12 Regional Safe Schools Program (RSSP) student reporting deadline – July 31

Race to the Top

Online Now: Statement of Intent to Participate in the State’s Race to the Top Phase 3 Plan

A letter to superintendents interested in serving as a Participating LEA in the State of Illinois Race to the Top Phase 3 Plan is available online at

http://www.isbe.net/racetothetop/pdf/phase3_stmt_of_intent.pdf, along with the Statement of Intent required to participate. Please complete and return this form to express commitment to participating in the State's Race to the Top Phase 3 Plan and the Participating LEA Expectations as set forth on the Race to the Top 3, Participating LEA Expectations and State Supports Chart, available at http://www.isbe.net/racetothetop/PDF/rttt3_lea_expectations_timeline.pdf.

This Statement of Intent must be executed by superintendents and the local teachers' union leader (indicating agreement to accelerated PERA implementation) and be received by ISBE no later than Feb. 29, 2012. Please note that we have posted at http://www.isbe.net/racetothetop/excel/bottom_20.xlsx a list of the elementary, high school and unit districts that, as Participating LEAs, would be required to fully implement PERA in 2014-2015 as opposed to 2015-2016. Go to http://www.isbe.net/racetothetop/pdf/phase3_stmt_of_intent.pdf for complete details on the submission process.

Feb. 21 Webinar to Cover the Illinois Shared Learning Environment for LEAs

A webinar on Race to the Top and the Illinois Shared Learning Environment is set for Feb. 21. Space is limited. Reserve your webinar seat now at <https://www1.gotomeeting.com/register/213238985>.

As part of Illinois’ plan for the Race to the Top Program, participating LEAs will be connecting into the Illinois Shared Learning Environment (ISLE), a comprehensive platform that will provide new ways of using data to differentiate instruction, deliver digital resources and tools, and improve student outcomes. This webinar will explain what ISLE is and how it works, the resources it will provide, as well as instructional and technical considerations for districts as they evaluate participation in Race to the Top. The webinar will also feature two districts that have already begun a pilot deployment to offer their local perspective. Here are the details:

Title: Race to the Top and the Illinois Shared Learning Environment

Date: Tuesday, Feb. 21, 2012

Time: 3:30-5 p.m.

System Requirements: Windows 7, Vista, XP or 2003 Server required for PC-based attendees. Mac OS X 10.5 or newer required for Macintosh-based attendees.

No Child Left Behind

NCLB Waiver Documents Online for Public Comment and Review

In recent months, states across the country – including Illinois – have taken the lead in calling for changes to the Elementary and Secondary Education Act (ESEA). In September 2011, President Obama announced an ESEA regulatory flexibility initiative, which is based upon the Secretary of Education’s authority to issue waivers. Last week, the Illinois State Board of Education posted its Draft ESEA Flexibility Request at http://www.isbe.net/nclb_waivers/default.htm, and is now accepting public comment.

Send comments or questions to nclbwaiver@isbe.net, no later than 5 p.m., Feb. 17, 2012. The final waiver request will then be submitted to the U.S. Department of Education on Tuesday, Feb. 21, 2012. In submitting your comments, ISBE encourages you not only to provide your concerns and recommendations, but also to identify elements of the waiver request that you support.

Student Assessment

PSAE Pre-ID Deadline: Feb. 24, 2012

On Friday, Feb. 24, 2012, ISBE will send the Pre-ID file to ACT for the purpose of producing PSAE Pre-ID labels. PSAE Pre-ID labels will be printed only for students listed in this file with PSAE as the “Test To Be Taken” and with a Testing School code that represents an established PSAE test site. PSAE Pre-ID labels will be shipped directly to the school identified by the Testing School code in the Pre-ID file. To verify that the Testing School code represents an established PSAE test site for 2012, please see http://www.isbe.net/assessment/pdfs/2012/psae/test_sites_codes.pdf.

Schools that enroll grade 11 students in ISBE’s Student Information System after Feb. 24, 2012, must still test these students, and they will automatically be added to the Pre-ID file. However, no PSAE Pre-ID label will be printed for these students, and their answer documents must be completed manually according to instructions provided in the PSAE administration manuals.

Please write to psae@isbe.net or call (866) 317-6034 if you have any questions about PSAE Pre-ID labels or PSAE test administration.

PARCC

PARCC Releases Invitation to Negotiate to Engage Educators

The Partnership for Assessment of Readiness for College and Careers (PARCC), a 24-state consortium working together to create next generation assessments in English language arts and mathematics, has released through the Florida Department of Education, PARCC's fiscal agent, the Educator Leader Cadre, Meeting Logistics and Meeting Content Services Invitation to Negotiate (ITN). The Educator Leader Cadres (ELC) are a major part of PARCC's ongoing work to engage educators in the implementation of the Common Core State Standards (CCSS) and the development and implementation of the PARCC assessments.

To read more from the PARCC news release, go to <http://www.parcconline.org/parcc-releases-itn-engage-educators>. For those interested in Illinois, send a letter of interest and resume to Susie Morrison, ISBE Deputy Superintendent, at smorrison@isbe.net.

Innovation and Improvement

ISBE Announces Family Engagement Webinar Topics for February and March

The Illinois State Board of Education's Division of Innovation and Improvement has planned a series of 60-minute Family Engagement Webinars as part of a statewide family engagement initiative. Each webinar in the 2012 series will feature practitioners from the 2011 Regional Summits. The practitioners will share their experiences in the successful implementation of evidence-based family engagement strategies in their schools or districts. These sessions are open to district staff, school staff, parent facilitators, and parents. Information on the upcoming session is given below and you may use the registration links included to register for the webinar described.

Improving High School Family Engagement Through Social and Emotional Learning: This webinar is set for 3:30-4:30 p.m. Feb. 23, 2012. Reserve a seat at <https://www1.gotomeeting.com/register/253542057>.

Recent studies have shown that learning improves when schools attend to the social and emotional needs of their students. Parents also need this kind of support and are eager to learn more about how they can connect to and support their kids. New Trier High School’s principal, Dr. Tim Dohrer, will explain how various school structures and initiatives offer support to students, parents, and staff in all four dimensions of schooling: academic, social, emotional, and physical. Their efforts

have led to a large school that feels small, high levels of academic excellence, and energetic school community that is engaged and excited. Dohrer has worked in a variety of roles in education for over 20 years. For many of those years, he was an English and journalism teacher, student advisor, coach, club sponsor, and chair of many school-based committees and initiatives.

How to Get Families Engaged in an Early Childhood Setting:

This webinar is set for 3:30-4:30 p.m. March 2, 2012: Reserve a webinar seat now at <https://www1.gotomeeting.com/register/417583977>. You plan a great event – you even ordered pizza, but only five families showed up. What went wrong?

Through this webinar, participants will:

- Reflect on what they believe about family engagement and how this will impact what types of activities are planned for families.
- Discuss ways to increase your level of family engagement from 25 percent to over 80 percent of families participating as well as increase the number of parent volunteer hours at your school.
- Discuss providing targeted intervention strategies families may complete at home that include a “DVD” teaching module.
- Review implementation techniques that target hard to reach families and get all families involved.

Parent Involvement in High Poverty Schools:

This webinar is set for 3:30-4:30 p.m. March 22, 2012. Reserve your webinar seat now at <https://www1.gotomeeting.com/register/661486424>. Dr. Sandra Lewis will discuss how she has been able to change the culture and climate of the school and community from one that was infiltrated with gangs and low achievement to one that has received many awards for its outstanding school climate, innovative programs, and academic achievement. As a member of the same community for over 40 years, and now principal at Harold Washington Elementary for the past 22 years, she has become an icon in the community. Lewis has formed partnerships all over the city to bring quality programs and projects to her students and families and has been highlighted on radio, television, newspapers, magazines, and other media. She will share how she attends to the social and emotional needs of students and their parents/families, and the unique and effective approaches she’s implemented to raise student achievement.

Illinois School Report Card

Read More About the Redesigned Illinois School Report Card on the ISBE Website

The new Illinois School Report Card will provide clear and concise information about a school in an accessible one-page tool. House Bill 605, which introduced the redesigned Illinois School Report Card, was signed into law on Jan. 24, 2012, by Gov. Pat. Quinn. The legislation, now Public Act 097-0671, followed months of stakeholder deliberations and nearly 60 community focus groups organized by the Illinois P-20 Council’s Data, Assessment, & Accountability Committee.

Read more on the ISBE website at

http://www.isbe.net/assessment/htmls/rc_redesign.htm.

Resources include an Illinois School Report Card fact sheet, a link to the complete public act and more.

Additional resources will be posted as they become available.

Illinois Youth Risk Behavior Survey

Results of Survey Released by Illinois State Board of Education Contractor

The Illinois State Board of Education, through its contractor, Children’s Memorial Hospital, has just released the results of the 2011 Illinois Youth Risk Behavior Survey (YRBS). The YRBS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, disability and social problems during both youth and adulthood. Questions are about nutrition, tobacco use, alcohol and other drug use, physical activity, injuries and sexual behavior resulting in sexually transmitted diseases and pregnancy. Additionally, both the Chicago YRBS and the 2011 Illinois YRBS contain questions about students’ sexual orientation.

The 2011 Illinois YRBS was completed by 1,712 students in 33 public high schools in Illinois (excluding Chicago) during the spring of 2011. The school response rate was 77 percent, the student response rate was 89 percent, and the overall response rate was 68 percent. The results are representative of all Illinois students in public high schools, grades 9-12. For more information visit our contractor’s website at <http://www.chdl.org/yrbs.htm>.

Rules and Waivers

Notice of Completed Rulemaking

Please be advised that three rulemakings recently adopted by the Illinois State Board of Education are now in effect. These rules have been posted on the agency's website at <http://www.isbe.net/rules>. Please choose "Rules Currently in Effect" and scroll to the number of the Part that you wish to review.

Part 25 (Certification): Addresses approval of speech-language pathology programs, and implements several pieces of recently enacted legislation.

Affected Sections: 25.115, 25.130, 25.252, 25.275, and 25.345

Effective Date: January 24, 2012

Part 375 (Student Records): Clarifies school district and nonpublic schools' requirements under the Illinois Student School Records Act [105 ILCS 10] relative to the retention, maintenance, and transfer of student records.

Affected Sections: 375.10, 37.30, 375.40, 375.60, 375.70, 375.75, 375.80, 375.90, and 375.110

Effective Date: January 24, 2012

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools): Amends various sections of these rules addressing initial and renewal deadlines for registered schools; retaining the status of recognized schools at the beginning of the school year; and periodic on-site visits to recognized schools.

Affected Sections: 425.20, 425.30, 425.40, 425.50

Effective Date: January 26, 2012

Professional Development

Scaling Up Pathways to Results 2012 Conference Scheduled for Feb. 24

The Office of Community College Research and Leadership at the University of Illinois and the Illinois Community College Board will hold the Scaling Up Pathways to Results 2012 Conference on Friday, Feb. 24, in Springfield.

This conference would be of interest to school district administrators and high school principals, as the PTR model can be helpful for high school faculties to utilize in their school improvement activities. In particular, school leaders will be interested in attending this conference as they consider their schools' effectiveness in promoting college and career readiness for all students.

The cost of registration is \$50, which includes lunch and all materials. The registration link can be accessed at

<http://ocrl.illinois.edu/projects/pathways/events/scaling-up-february-2012>.

For questions about the conference, contact Don Hackmann at dghack@illinois.edu or (217) 333-0230.

Student Opportunities

Fifth-Graders Can Participate in 2012 Bicycling Poster Contest

The League of Illinois Bicyclists and the Active Transportation Alliance are partnering with Saris Cycling Group to launch a poster contest to get fifth-graders to think about the benefits of the bicycle. The contest is asking fifth grade students to create a poster around the theme "Bicycling Takes Me Places!"

One winner will be selected from each state to receive a bike, bike light and helmet. One national winner will win a trip to the 2013 National Bike Summit in Washington DC and their school will receive bicycle parking to park 20 bikes and a bike/walk tracking system called The Hub.

To learn more about the poster contest, view the informational sheet and contest details available at <http://www.bikelib.org/2012/01/deadline-for-bicycling-poster-contest-march-1/>. Each submitted poster must have an entry form. The deadline to enter is March 1. For more information, contact Gina Kenny at gina@bikelib.org or (708) 334-2244.

Register for the Microsoft Bliink 2012 Illinois Web Design Competition

Educators can register their students for the Microsoft Bliink 2012 Illinois Web Design Competition at <http://bit.ly/Bliink>. The competition is co-sponsored by the Illinois Institute of Technology, Illinois Technology Association and the Chicago Public Schools. It is open to Illinois students ages 13-19 participating in teams of two to four.

Students can win prizes by designing websites with Microsoft Expression Studio. For free Expression Studio learning resources, visit <http://bit.ly/WebTutorials>. For more information, including information on receiving Microsoft Expression Studio professional software at no charge, visit <http://www.bliinkcontest.com>.

The deadline to register is Feb. 28 and the project submission deadline is March 20. Students can submit

projects created in or out of class. For questions, email Pat Phillips at innovativeteachers@microsoft.com.

National World War II Museum Organizes Student Essay Contests

Middle and high school students across the country can enter the National World War II Museum’s annual essay contests. Students in grades 5-8 compete in one division and high school students compete in the other for cash prizes and more.

Students are asked to answer “What WWII invention or innovation has had the biggest impact on your life?” Middle school students are asked to write 500 words or less, and high school students must keep their essay 1,000 words or less.

Visit <http://www.nationalww2museum.org/essaycontests> for more information. The deadline to enter is March 30. A website on the science and technology of World War II (<http://www.ww2sci-tech.org/>) provides lesson plans, links and other resources.

Applications for 2012 National Youth Science Camp Available

Applications to attend the 2012 National Youth Science Camp (NYSC) are available online at <http://www.isbe.net/career/default.htm>. Two graduating high school students will be selected to represent Illinois at the all-expenses paid honors program, which will be held from June 27 through July 21, 2012.

For more information about the NYSC, please visit <http://2012.nysc.org/>. For questions about the application process, please contact Gil Downey at (217) 782-4620 or gdowney@isbe.net.

To apply, download the application packet from <http://www.isbe.net/career/default.htm> and follow the enclosed instructions. Mail the completed application to the address below. Applications must be received by Feb. 24, 2012. (Attn: Gil Downey, Principal Consultant, National Youth Science Camp, Illinois State Board of Education, 100 N. First St., C-215, Springfield, IL 62777)

Nutrition

Summer Food Service Program Helps Fill the Nutritional Gap for Children

The Illinois State Board of Education is encouraging school administrators to make sure students take advantage of free, nutritious meals and snacks available this summer at more than 1,700 summer food service program sites statewide. Applications to be a sponsor can be submitted to ISBE beginning March 1.

Summer food programs work by providing free meals and snacks to low-income children through age 18 when school is not in session. People ages 18 and older who are enrolled in school programs for persons with disabilities may also participate. Summer food programs typically operate June through August, but can start as early as May and can go into September.

During the summer of 2010, more than 105,000 low-income Illinois children ate free meals through summer food programs. Those children represent 14.7 percent of the roughly 721,000 children who ate free or reduced-priced meals during the 2009-2010 school year. Nationally, the U.S. Department of Agriculture reports that more than 18 million children received free or reduced-price school meals during the 2010 school year, but only 2.8 million children received summer meals.

ISBE administers two federally funded summer food programs – the USDA’s ‘Summer Food Service Program for Children’ and the federal National School Lunch Program’s ‘Seamless Summer Option.’ Both programs are designed to bridge the summer nutrition gap by offering free nutritious breakfasts, lunches or snacks to children age 18 and younger.

Local governments, school districts and non-profits can sponsor summer food sites, which may include schools, parks, recreation centers, housing projects, migrant centers, churches, summer camps and others.

Organizations and government entities may apply to ISBE to be a summer food program sponsor beginning March 1 through June 15, 2012. Organizations may also become a site with an existing sponsor; to learn more, visit the ISBE website at <http://www.isbe.net/nutrition/htmls/summer.htm>.

In the News

Weekly News Clips

ISBE has posted highlights from last week’s education news clips at <http://www.isbe.net/news/2012/newsclips/120215.htm>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at

<http://www.isbe.net/hr/Default.htm>.



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

PUBLIC INFORMATION BROADCAST SYSTEM VIEW SENT BROADCAST MESSAGE SCREEN

Entity Name : ISBE

RDCT : 9999999999

MESSAGE		
Sent On 2/10/2012 3:28:35 PM	Importance : Normal	Format : HTML
Sent To Click Here for Complete List of Recipients		
CDS Categories		
<input type="checkbox"/> Intermediate Service Center	<input type="checkbox"/> Regional Office	
<input type="checkbox"/> Public District	<input type="checkbox"/> Nonpublic Schools	
<input type="checkbox"/> Public Schools	<input type="checkbox"/> Special Education	
<input type="checkbox"/> Special Education Cooperative Facilities	<input type="checkbox"/> Charter Schools	
Subject NCLB Waiver Documents for Public Comment and Review		
Message NCLB Waiver Documents for Public Comment and Review		
<p>In recent months, states across the country -- including Illinois -- have taken the lead in calling for changes to the Elementary and Secondary Education Act (ESEA). In September 2011, President Obama announced an ESEA regulatory flexibility initiative, which is based upon the Secretary of Education's authority to issue waivers. The Illinois State Board of Education (ISBE) has posted its Draft ESEA Flexibility Request available at http://www.isbe.net/nclb_waivers/default.htm, and is now accepting public comment. Please send any comments or questions to nclbwaiver@isbe.net, no later than 5:00 p.m., February 17, 2012. The final waiver request will then be submitted to the U.S. Department of Education on Tuesday, February 21, 2012. In submitting your comments, ISBE encourages you not only to provide your concerns and recommendations, but also to identify elements of the waiver request that you support.</p>		

From: IVY CHERYL
Sent: Friday, February 10, 2012 3:19 PM
To: Ava Harston; Bernadette Anderson; CHILDS LYNN; Cynthia Garcia; Daniel Tully; Daryl Morrison; Donna Boros; Jackie Daniels; Joanne Planek; Joyce McEwen; Judith green; Judith Johnson; Karen Meucci; Kimberly Thomas; Larry McVey; Leotis Swopes; Mary Ann Manos; Nancy Christensen; Patricia Viniard; Ricardo Johnson; Sandra Duckworth; Shirley Fowlkes; Vinest Steele; Warletta Brookins; yolanda coleman
Cc: WRIGHT MELINA
Subject: Draft ESEA Flexibility Request

In recent months, states across the country -- including Illinois -- have taken the lead in calling for changes to the Elementary and Secondary Education Act (ESEA). In September 2011, President Obama announced an ESEA regulatory flexibility initiative, which is based upon the Secretary of Education's authority to issue waivers. The Illinois State Board of Education (ISBE) has posted its Draft ESEA Flexibility Request available at http://www.isbe.net/nclb_waivers/default.htm, and is now accepting public comment.

Please send any comments or questions to nclbwaiver@isbe.net, no later than 5:00 p.m., February 17, 2012. The final waiver request will then be submitted to the U.S. Department of Education on Tuesday, February 21, 2012. In submitting your comments, ISBE encourages you not only to provide your concerns and recommendations, but also to identify elements of the waiver request that you support.

Great Lakes West Comprehensive Center

Illinois State Board of Education November 2011 ESEA Flexibility Waiver Stakeholders Meeting Summary of Post-Event Survey Results January 2012

On November 29, 2011, at the request the Illinois State Board of Education (ISBE), the Great Lakes West Comprehensive Center provided facilitation services to the Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meeting. The first in a series of three meetings, this event invited superintendents of Regional Offices of Education, superintendents, principals, members of the Illinois Education Association, and members of the Illinois Federation of Teachers to provide feedback on Illinois' flexibility waiver request. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback. Meetings for additional stakeholders such as teachers, parents, and community-based organizations will be held in January 2012.

This report summarizes the overall findings from a survey administered to participants at the close of the meeting on November 29, 2011. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

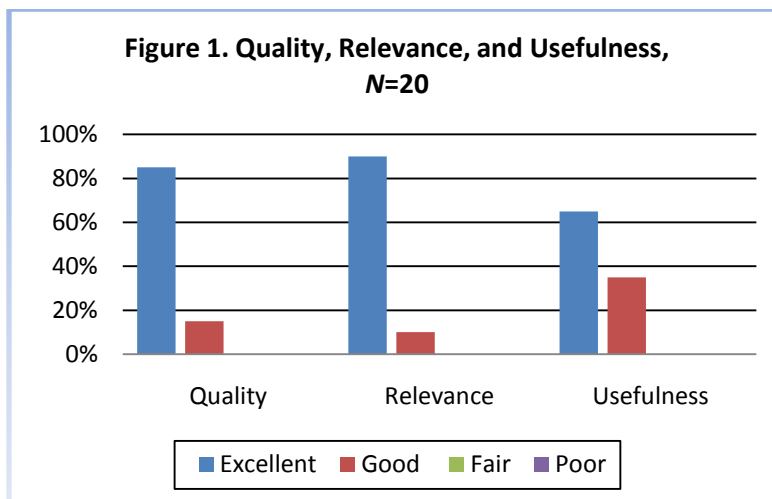
As shown in Table 1, half of survey respondents reported that they were District Superintendents. Additionally, four respondents reported their affiliation as "Other," which included curriculum directors, a director of special education, and a member of the Illinois Federation of Teachers. Two respondents indicated that they were Regional Office of Education Superintendents, and two others reported that they were teachers.

Table 1. Respondent Affiliation, N=16

	Number of Respondents	Percentage of Respondents
District Superintendent	8	40.0%
Other	4	20.0%
Regional Office of Education Superintendent	2	10.0%
Teacher	2	10.0%
Not Indicated	4	20.0%
Total	20	100.0%

Survey Results

Quality, Relevance, and Utility. To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, all respondents indicated that the meeting was either *good* or *excellent* in these areas.



Meeting Indicators. As shown in Table 2, all respondents either *strongly agreed* or *agreed* with all but one statement. Respondents were most positive about the meeting's organization and overview of the current accountability system. All participants also *strongly agreed* or *agreed* that they understand Illinois' proposals for the next generation accountability system as a result of the meeting. With the exception of one respondent, attendees either *strongly agreed* or *agreed* that attending the meeting was a good use of their time (90 percent).

Table 2. Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	20	85.0%	15.0%	0.0%	0.0%
The meeting provided me with a good overview of the current accountability system and the flexibility provided by the waiver.	20	80.0%	20.0%	0.0%	0.0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	20	80.0%	20.0%	0.0%	0.0%
The meeting facilitators effectively responded to participants' questions and concerns.	19	78.9%	21.1%	0.0%	0.0%
Information was presented in a clear and comprehensible manner.	20	70.0%	30.0%	0.0%	0.0%
Attending the meeting was a good use of my time.	20	55.0%	35.0%	10.0%	0.0%

Support for Waivers. As shown in Table 3, all survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Additionally, 85 percent or more of respondents reported that they either *strongly* or *moderately* support the remaining Principles. Respondents were least supportive of Principal 2B, which speaks to interventions, supports, and rewards.

Table 3. Support for Current Proposals, N=20

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals.	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>CCR Expectations for All Students</i>	55%	45%	0%	0%
Principle 2A: <i>Accountability</i>	30%	60%	10%	0%
Principle 2B: <i>Interventions, Supports, and Rewards</i>	35%	50%	15%	0%
Principle 3: <i>Support Effective Instruction and Leadership</i>	55%	35%	10%	0%

In addition to asking respondents to rate the extent of their support for the proposals based on the four key principles, respondents were invited to share comments on their ratings. Respondents provided a variety of comments to explain their ratings, but in general, for all four proposals, respondents consistently indicated the need for “*more details*” about how the waivers will be implemented. (For a complete inventory of the comments provided, see Appendix B.)

Additional Questions. Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of the nine respondents who provided comments for this question, the majority (56 percent) indicated that they had questions or concerns related to evaluation and accountability. In the words of one respondent, “*I continue to have strong questions and concerns about teacher evaluators - will they be fair?*”

Additionally, two respondents noted the need for training. One indicated a general need for “*more professional development,*” while the other pointed out that, “*We need higher ED teacher and admin[istrator] training to align to these initiatives.*”

The remaining two respondents provided the following comments:

- “*What happens on a federal level with ESEA after the waiver process is completed. What is next?*”
- “*Type I, II, III assessments more defined measurements for categorizing levels 5, 4, 3, 2.*”

Suggestions for Improvement. The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the nine respondents are summarized below.

- **Handouts and Materials.** Three respondents reported that they would like handouts of the materials presented, particularly during the breakout sessions. One respondent also noted, *“Provide more materials, ahead of time, so there is more time for dialogue.”*
- **Including QAR.** Two respondents noted that they would like information on Quality Assurance Review (QAR) included. For example, one respondent commented that *“including QAR as part of information for evaluating districts”* would be beneficial.

The remaining four respondents provided the following comments:

- *“Don't overlook high schools. We talk about ISATS. PSAE - not so much; keep up the good work.”*
- *“Further define concepts; provide rubrics for operation; speak to parent and student involvement and accountability within the system.”*
- *“More time in small group.”*
- *“Please work closely with the IFT and IEA staffs - they are extremely knowledgeable.”*

Appendix A

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders' Meeting

November 29, 2011

As a participant at today's ESEA Flexibility Waiver Stakeholders' Meeting, we would like to know what you thought of the meeting and give you an opportunity to provide feedback on the components of the flexibility request currently under development. Your participation in this survey is completely voluntary. Your responses will be kept confidential and results will be reported as a group only.

Thank you!

1. What best describes your affiliation?

- Regional Office of Education Superintendent
- District Superintendent
- School Principal
- Teacher
- Illinois Education Association Representative
- Illinois Federation of Teachers Representative
- Other, please specify: _____

2. Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information was presented in a clear and comprehensible manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting facilitators effectively responded to participants' questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the meeting was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How would you rate the overall quality, relevance, and usefulness of this meeting?	Excellent	Good	Fair	Poor
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>College and Career Ready Expectations for All Students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2a: <i>State-Developed Accountability</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2b: <i>State-Developed Interventions, Supports, and Rewards</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 3: <i>Support Effective Instruction and Leadership</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				

5. What additional questions or concerns do you have that were not addressed at today's meeting?

6. What additional suggestions do you have for improving the components of the flexibility requests presented at today's meeting?

Appendix B

Comments Provided

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:

Principle 1: *College and Career Ready Expectations for All Students*

Why or why not?

- Adding components that recognize career awareness and planning in districts would support this area.
- Aligning eval tools for principals and teachers.
- More professional development
- Need more detail about how this will be put in place.
- Need more on what "College Ready" means and how we will measure it. (Please not ACT)
- No focus on strategies for low income group
- Not clear to me exactly what the proposals are.
- The focus on the student's eval skills are the key to a successful system.
- The proposals overlook children of poverty.
- They address needs for student's post secondary success
- This is the key to our success in developing productive workforce
- Those that are to be content teach specialist truly be outstanding
- Want to make sure the focus is on all students.
- We need to have goals to have students achieve

Principle 2a: *State-Developed Accountability*

Why or why not?

- I believe this is essential first need to shore up the composite score
- I think it is critical to look at environment and progress as well as outcomes.
- It provides a framework. Timelines need to be adjusted but the concept provides a solid directors.
- More reliable for P-20
- Not defined
- Not enough use of research to determine what is possible as opposed to arbitrary numbers.
- Outcomes need a little tweaking and maybe a subjective assessment piece; concerns regarding students being counted multiple times in subgroups; environment may include QAR
- Parental accountability not addressed.
- So many schools are so different
- Stronger development of matrix - create rubrics of implementation. Separate k-5 - G8; HS; unit or P-20 matrix

Principle 2b: *State-Developed Interventions, Supports, and Rewards*

Why or why not?

- Concerned about who will intervene - outside for profit vendors.
- Figures in more factors then just ISAT
- I think we need to build in move P.D. teachers working with teachers can help build success.
- Monique's outlines were well defined
- Not yet defined
- Quality support still identifying districts[renaming AYP]
- Redesign plan "must" should be targeting the area of identified weakness
- Still in so much flux, hard to have a solid reflection.

- These have to be effective and w/ in district.
- When properly implemented, this assist schools to get to where they need to be for student achievement

Principle 3: *Support Effective Instruction and Leadership*

Why or why not?

- Assessments need defined and vetted accountability
- Concerned about expediting implementation of assessments using student growth data.
- Effective instruction is key to student growth.
- I'm concerned that we will push too fast and cause failure to an ideas that is good for education
- Lots to do here.
- Not in favor of moving the timeline for implementation forward.
- Opportunity for change/Ganett in Illinois

Great Lakes West

Comprehensive Center

Illinois State Board of Education

ESEA Flexibility Waiver Stakeholders Meeting

Summary of Post-Event Survey Results

January 2012

On January 9, 2012, at the request the Illinois State Board of Education (ISBE), the Great Lakes West Comprehensive Center provided facilitation services to the second in a series of six meetings on Elementary and Secondary Education (ESEA) Flexibility Waivers. This report summarizes the overall findings from a survey administered to participants at the close of the meeting. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

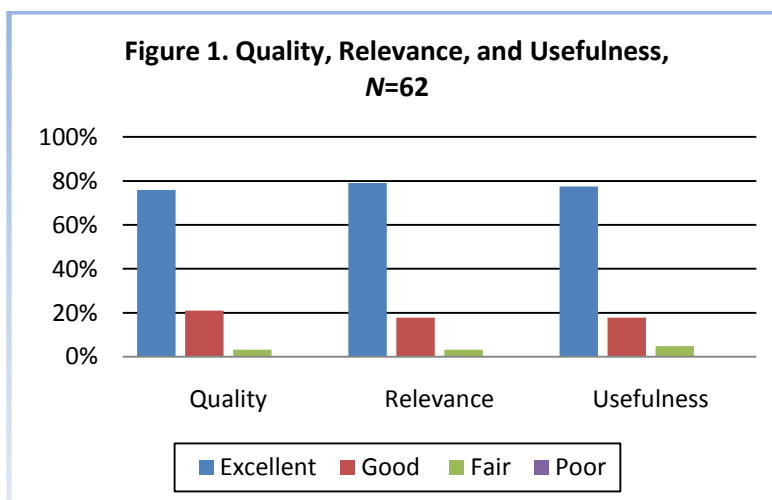
As shown in Table 1, over half of survey respondents reported their affiliation as “Other,” which included assistant superintendants, curriculum directors, English Language Learner (ELL) directors, and Title I directors. Approximately one-third of respondents reported that they were district superintendants, while three respondents indicated that they were regional superintendants, two reported being school principals, and one identified as an Illinois Federation of Teachers representative.

Table 1. Respondent Affiliation

	Number of Respondents	Percentage of Respondents
Other	36	59.0%
District Superintendent	19	31.1%
Regional Office of Education Superintendent	3	4.9%
School Principal	2	3.3%
Illinois Federation of Teachers Representative	1	1.6%
Not Indicated	1	1.6%
Total	62	100.0%

Survey Results

Quality, Relevance, and Utility. To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, the vast majority of respondents (95 percent or more) indicated that the meeting was either *good* or *excellent* in these areas.



Meeting Indicators. As shown in Table 2, respondents were overwhelmingly positive about the meeting. All either *strongly agreed* or *agreed* that the meeting was well organized and provided an overview of the current accountability system and what flexibility is provided by the waiver. Additionally, nearly all respondents reported that they either *strongly agreed* or *agreed* that the meeting facilitators effectively responded to participants' questions and concerns (98 percent), that information was presented clearly (98 percent), that they understand Illinois' proposals for the next generation accountability system as a result of the meeting (98 percent), and that attending the meeting was a good use of their time (95 percent).

Table 2. Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting facilitators effectively responded to participants' questions and concerns.	60	81.7%	16.7%	1.7%	0.0%
The meeting was well organized.	62	79.0%	21.0%	0.0%	0.0%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	61	75.4%	24.6%	0.0%	0.0%
Attending the meeting was a good use of my time.	62	74.2%	21.0%	4.8%	0.0%
Information was presented in a clear and comprehensible manner.	62	72.6%	25.8%	1.6%	0.0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	61	59.0%	39.3%	1.6%	0.0%

Support for Waivers. As shown in Table 3, 89 percent or more of survey respondents reported that they *strongly* or *moderately* support the key points of each of the principles related to the current proposals. Respondents expressed the least support and/or uncertainty about Principles 2A (Accountability) and 3 (Support Effective Instruction and Leadership).

Table 3. Support for Current Proposals

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals.	<i>N</i>	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>CCR Expectations for All Students</i>	51	72.5%	25.5%	2.0%	0.0%
Principle 2A: <i>Accountability</i>	52	53.8%	34.6%	1.9%	9.6%
Principle 2B: <i>Interventions, Supports, and Rewards</i>	48	64.6%	31.3%	0.0%	4.2%
Principle 3: <i>Support Effective Instruction and Leadership</i>	50	60.0%	30.0%	4.0%	6.0%

In addition to asking respondents to rate the extent of their support for the proposals based on the four key principles, respondents were invited to share comments on their ratings. Respondents provided a variety of comments to explain their ratings, but in general, for all four proposals, respondents consistently indicated the need for “*more information*” and “*more details*,” particularly about how the waivers will be implemented. (For a complete inventory of the comments provided, see Appendix B.)

Additional Questions. Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of the 21 respondents who provided comments for this question, approximately one-third indicated that they had questions or concerns related to assessments, including cut scores and the alignment of the assessments. (For a complete catalog of the questions provided, see Appendix B.)

Suggestions for Improvement. The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the 12 respondents are summarized below.

- **Continue to Solicit Feedback.** Three respondents reported that they would like to see ISBE continue to include stakeholders in this process. As one respondent noted, “*Keep getting input from the districts and schools!*”
- **Provide More Information on Models.** Three respondents noted that they would like a more comprehensive explanation of the growth model and the “value-added measured student growth & teacher effectiveness.” For example, one respondent commented that participants

“did not get a clear understanding [from] the Panel. That time could have been spent getting input from the audience.”

- **Consider Support for Providers to Specialized Student Groups.** Two respondents reported that they would like more *“support and encouragement for bilingual reading specialists/psychologists.”* In the words of one respondent, *“Statewide system of support as it is today needs more expertise in sp ed/ELL/poverty.”*

The remaining four respondents provided the following comments:

- *“Consider how to transition to new cut scores into the growth factor. Students at 90% now may only be 70% with new scores - how will you look at growth in year 1 of plan?”*
- *“Could we please talk about “Career”? Where is the post secondary groups in the conversations about accountability teacher phys. etc. They seem to be “absent” in more ways than one.”*
- *“For high school districts develop a way to more proactively take into account all the variables created by having multiple feeder districts.”*
- *“Invites could be clear about nature of meeting. As a dist support person, much of this did not apply.”*

Appendix A

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders' Meeting

November 29, 2011

As a participant at today's ESEA Flexibility Waiver Stakeholders' Meeting, we would like to know what you thought of the meeting and give you an opportunity to provide feedback on the components of the flexibility request currently under development. Your participation in this survey is completely voluntary. Your responses will be kept confidential and results will be reported as a group only.

Thank you!

1. What best describes your affiliation?

- Regional Office of Education Superintendent
- District Superintendent
- School Principal
- Teacher
- Illinois Education Association Representative
- Illinois Federation of Teachers Representative
- Other, please specify: _____

2. Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information was presented in a clear and comprehensible manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting facilitators effectively responded to participants' questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the meeting was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How would you rate the overall quality, relevance, and usefulness of this meeting?	Excellent	Good	Fair	Poor
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>College and Career Ready Expectations for All Students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2a: <i>State-Developed Accountability</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2b: <i>State-Developed Interventions, Supports, and Rewards</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 3: <i>Support Effective Instruction and Leadership</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				

5. What additional questions or concerns do you have that were not addressed at today's meeting?

6. What additional suggestions do you have for improving the components of the flexibility requests presented at today's meeting?

Appendix B

Comments Provided

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:

Principle 1: *College and Career Ready Expectations for All Students*

Why or why not?

- From initial presentation I believe our expectations are more targeted and will be of grades benefit to Illinois students.
- Got all student college & career should always be the goal. Life org learners & productive citizens
- I believe it is essential that we correlate the ISAT cut scores with the PSAR tests.
- I still feel we are largely ignoring the career piece.
- I support it because an districts will have the same resources regarding ELLS
- It is important recognize that all kids don't go to college and to provide some form of measurement to use for finding employment
- Right on track
- Sp Ed access to core curriculum and gen. ed. settings is important. Keep in mind bil/esl is core and gen ed. All students should have 2 languages to be college/career ready
- This expectations are capable of implementations
- We need to raise expectations for our students

Principle 2a: *State-Developed Accountability*

Why or why not?

- Appreciate the improved alignment and growth student to him or herself and groups by school not statewide.

- ELLS are not clearly addressed - needs to be better defined before I can decide.
- I agree with the need to look at cut score changes, but it may not be with one adopt with this short time line but the "probably" chart poop bad was good.
- I agree with the potential of dropping SBS and choice. SBS has been a drain on our district resource.
- I feel strongly that districts need to be received of the burden of SES and Choice.
- I prefer value added model
- I think the ideas are solid but I wonder how it will align to PARCC
- Make sure ELL multiple assmts
- Multiple targets compare student to students
- Need more info on the model
- Should be LI assessments for ELL students. How you approach changing ISAT cut scores is critical. Value table model? Should address performance of former ELL in multiple measures.
- Targets at the local level is good but so many ambiguous items that need attention and thoughts
- There are high standards and some of this may undermine standards consequences not. Reduce outcomes
- Throwing back 100% proficiency, even 2019-20, is just delaying an already impossible milestone.
- We know what over students need.
- We shared ideas. No consensus was achieved

Principle 2b: *State-Developed Interventions, Supports, and Rewards*

Why or why not?

- Always welcome support
- I need more info about the state intervention supports and rewards. Not being in a focus school district how will this impact us.
- Need more detail but this is a great start.
- See above comment

- SES accountability has been sorely lacking. Hope the new plan will eliminate need for that
- SES is not cost effective. It is very expensive for the small return.
- Includes all sections of ed including the arts

Principle 3: *Support Effective Instruction and Leadership*

Why or why not?

- All new information - need time to consider
- Assessment issues
- Haven't heard much about the principal eval (on desk for 2012-2013) requirements and the training modules that will apply.
- I am deeply concerned that the training for principals to be evaluators has not been developed.
- If a teacher/principal is effective we need to be able to support, or if necessary remove
- Must be implemented to judge.
- Need to develop a more structured way to evaluate special area teachers - art, music, P.E coaches, reading coaches etc.
- Needs to be set up for supt.
- Seems set already w/SB7, PERA
- Teacher PD is key.
- We need a list of assmts identified as type 1, type 2, type 3 for teacher assmts, ESP at Pk-2grade levels since they do not have access to ISAT/ACT, etc.
- Fine tune assessment types

5. What additional questions or concerns do you have that were not addressed at today's meeting?

- Although not a topic of this meeting - Changes in the cut scores should be postponed to align with implementation of the PARCC
- AMO - Reduce by half in 6 yrs better than current plan; by subject, grade, subgroup, school, dist. etc - better will need to be revisited if you adjust ISAT cu scores; Achievement gap - reduce by half in 6 yrs - good need to address overlapping subgroup affiliation needs special consideration for ELL students w/IEP on Eng. assess. Consider rate of "growth" for ACCESS depending on lang. prof and age - see WIDA research.
- Concern abt. Types of assessments. We are small and do not do MAR only. ISAT and AIMSWEB. It doesn't fare well for evaluations.
- Concerns regarding value added model
- Consider how to count subgroups - if a student is ELL or IEP they would count in that subgroup area all others then ethnicity - low income can be "tagged" but does it have to be a subgroup - Think feds say yes. Only count student score once
- Could answers to questions written & posted be available online.
- ELL student: level/years in the district...are they making progress like the audit!
- How will schools in status be effected of waiver is approved.
- I have strong feelings about assessment alignment. The bottom line of evaluation should be "are the students learning". Assessments must reflect learning and the importance of the state assessment (ISAT) should be reflected in the teachers evaluations
- I look forward to hearing more thank you for your time.
- I think that all three areas are in good shape. The main suggestion I have is to focus more on high schools
- It was a lot of information to absorb in one sitting.
- None. Will work online for growth model info
- The type 3 assmt definition of rigorous needs to be defined and a framework must be provided to help us reduce litigation threats/experience. Thank you.
- The various superintendents gave very valid concerns and comments

- Valuing literacy and content multiple languages - measures? Culturally responsive curriculum - measures? Native language, literacy, and cultivate - measures
- We often talk about SP Ed vs. rg ed students. Recognize that as a result of RTI. There are schools that do not put anyone in sped except for those w/ serious herds IE my sped students have moderate MR. Not enough for IAA but
- Well orchestrated
- What are you recommending for principle #4? The attention was not what I thought it was going to be I didn't realize we would be limited to ELL and Sp ed groups.
- Why do we use ACT & PSAE as our state testing? Why not use state created content test since we are going to common core. Instruction is not aligned to ACT/PSAE
- Worried as a principal of diverse school with a dual language model of new cat scores.

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders Meeting

Survey Results and Summary from Stakeholder Meetings held January 31st, February 2nd, and February 3rd, 2012

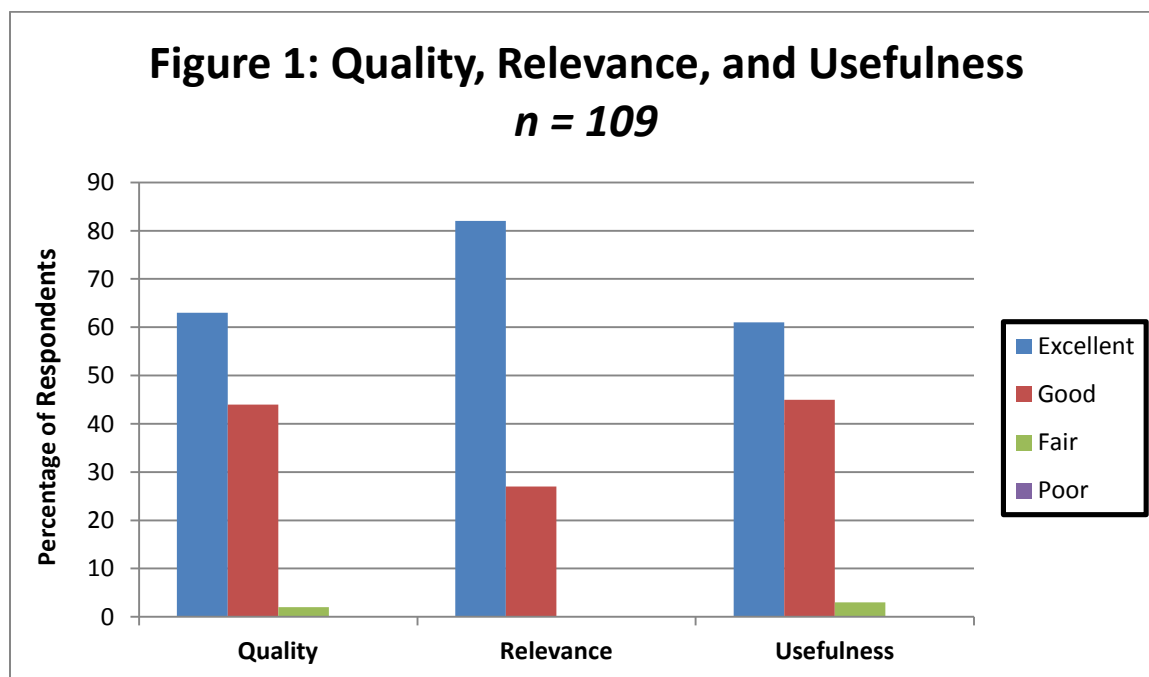
Throughout the week of January 30th, 2012 the request the Illinois State Board of Education (ISBE), conducted three Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meetings. These events included superintendents of Regional Offices of Education, superintendents, central office administrators, principals, teachers, members of the Illinois Education Association, members of the Illinois Federation of Teachers, and others to provide feedback on Illinois' flexibility waiver request. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback.

This report summarizes the overall findings from surveys administered to participants at the close of each of the three meetings: January 31st, February 2nd, and February 3rd, 2012. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

As shown in Table 1, over half of survey respondents reported that they were District Superintendents or other central office administrators, including but not limited to Curriculum Directors, and Title I Directors. Additionally, ten respondents reported they were Special Education Directors, seven respondents reported their affiliation as SES providers. Six respondents indicated that they were Regional Office of Education Superintendents, and two others reported that they were parents.

	Table 1. Respondent Affiliation, N=113	Percentage of Respondents
	Number of Respondents	
District Superintendent	43	38%
Other Central Office Administrators	22	20%
Regional Office of Education Superintendent	6	5%
Special Education Administrators	10	9%
Principals	9	8%
SES Providers	7	6%
IEA/Teachers	6	5%
Parents	2	2%
Other	7	7%
Total	113	100.00%

Quality, Relevance, and Utility: To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, most all of respondents indicated that the meeting was either *excellent* or *good* in these areas.



Meeting Indicators: As shown in Table 2, all respondents either *strongly agreed* or *agreed* with all but one statement. Respondents were most positive about the meeting’s organization and overview of the current accountability system. All participants also *strongly agreed* or *agreed* that attending the meeting was a good use of their time. With the exception of a small percentage of respondents, attendees either *strongly agreed* or *agreed* they understand Illinois’ proposals for the next generation accountability system as a result of the meeting (96 percent).

Table 2: Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	100	63%	38%	0%	0%
Information was presented in a clear and comprehensible manner.	100	49%	52%	0%	0%
The meeting facilitators effectively responded to participants’ questions and concerns.	92	62%	38%	0%	0%
Attending the meeting was a good use of my time.	98	61%	39%	0%	0%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	98	64%	37%	0%	0%
As a result of attending the meeting, I understand Illinois’ proposals for the next generation accountability system.	98	44%	52%	4%	0%

Support for Waivers. As shown in Table 3, most survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Additionally, 70 percent or more of respondents reported that they either *strongly* or *moderately* support the remaining Principles. Respondents were least supportive of Principal 2B, which speaks to interventions, supports, and rewards. Some concerns remained regarding students that would count in multiple subgroups, for example a student that is LEP, SPED, and Low SES would count three times. “*This would likely result in some students being double counted or possibly triple counted in the accountability measure.*” There was a great deal of support for using growth as an indicator, as well as, components in multiple measures index, “*I like the growth table and the idea of putting or norming growth for different sub-groups.*”

Table 3: Support for Current Waiver Proposal, n = 113

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposal:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure	No Response
Principle 1: <i>College and Career Ready Expectations for All Students</i>	58%	27%	1%	5%	9%
Principle 2A: <i>State-Developed Accountability</i>	42%	36%	7%	6%	9%
Principle 2B: <i>State-Developed Interventions, Supports and Rewards</i>	38%	34%	11%	6%	11%
Principle 3: <i>Support Effective Instruction and Leadership</i>	43%	34%	7%	7%	9%

In addition to asking respondents to rate the extent of their support for the proposals based on the four key principles, respondents were invited to share comments on their ratings. Respondents provided a variety of comments to explain their ratings, but in general, for all four proposals, respondents consistently indicated some concern regarding the implementation timeline, funding (in terms of planning for next year and impact on federal allotment, as well as, funding for professional development and assessments), and types of assessments.

Additional Questions: Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of those respondents who provided comments for this question, many indicated that they had questions or concerns related to evaluation and accountability. For example, a few stakeholders indicated concern that using student growth data from year to year is not reliable. A better alternative would be to use student growth data

within the same year. One stakeholder mentioned, *“The student achievement component cannot be fairly implemented.”* This is especially a concern voiced by administrators representing Special Education, one noted the following, *“I’m very concerned about the number of IEP students required to take, and therefore growth is measured by, the ISAT at a level several grade levels above their instructional level.”*

Additionally, respondents noted the need for ISBE to clarify and provide more information regarding the direction of ISAT/PSAE/PARCC and so on. Along the same lines, concerns were voiced about how switching from ISAT to PARCC will impact achieving targets. Specifically, one stakeholder said, *“I am concerned about the AMO’s presented when the assessment will change mid-stream, particularly the effect of K-8. If ISAT changes dramatically with the new PARCC assessments, baseline established in 2012–2013 would need some sort of disclaimer.”* Also, one stakeholder voiced the following question, *“Will all schools/districts start a ‘ground zero’? For example, if a school was in ‘restructuring’ and the sanctions are removed, does the former ‘improvement’ level go away also?”*

Furthermore, stakeholders voiced some concern pertaining to disconnect between what would be used to measure student growth for principal evaluations versus those used for teacher evaluations. For example, one stakeholder said, *“All groups need to be held accountable to same measures. Teachers need to be held accountable to state measures.”* Stakeholders were also concerned about the principal evaluation date. If growth is taken into consideration in the principal evaluation, March 1st is not practical.

Suggestions for Improvement: The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the several respondents are summarized below.

1. Once the waiver is final, create statewide presentations to educate schools to the changes.
2. Clarify how the current SSOS and technical assistance to school changes with the waiver.
3. Don’t end SES. Many times the SES tutoring is their only chance.
4. Petition the federal government for ability level assessments over grade level assessments for students with disabilities.
5. Continue to provide stakeholders with most current and up-to-date information.

Illinois State Board of Education
Consolidated Committee of Practitioners
Chicago Sheraton Hotel and Towers
February 6, 2012
Minutes

Call to Order – Bernadette Anderson, CCOP Chair

Roll Call

Present:, Bernadette Anderson, Donna Boros, Warletta Brookins, Lynn Childs, Nancy Christensen, Yolanda Coleman, Jackie Daniels, Judith Green, Shirley Fowlkes, Ava Harston, Larry McVey, Karen Meucci, Darryl Morrison, Joanne Planek, Patricia Sullivan Viniard, Leotis Swopes, Dr. Vinest Steele , Kimberly Thomas, Daniel Tully

Proxy: Sandra Duckworth, Cynthia Garcia, Mary Ann Manos, Joyce McEwen

Absent: Judith Johnson and Ricardo Johnson

ISBE Staff: Cheryl Ivy and Melina Wright

Quorum present

Minutes – November 30, 2011 Meeting

Motion to Approve: Lynn Childs

Second: Jackie Daniels

Approved

Introductions

Welcome new CCOP Members:

Warletta Brookins and Kimberly Thomas

Review of CCOP Presentation

Mayfair Room Tuesday February 7, 2012

Suggestion for participants to place their information on question cards for direct response from ISBE. General questions will not be posted to website at this time. Lynn Childs will assist ISBE with responses.

Judith Green will record questions and comments.

Lynn Childs will present PowerPoint

Review of PowerPoint

Beginning of workshop session participants will be asked to write their questions on a 3 x 5 card index card. Answers will be given immediately if possible. Other questions will be answered at a later date.

Question - Has Federal requirement for CCOP changed at all?

Answer – No, ISBE has not looked for CCOP language specifically in ESEA rules

Update: Melina Wright**Illinois ESEA Waiver Proposal**

Some CCOP members did attend stakeholder meetings.

ESEA Waiver Proposal will be posted on the ISBE website.

Since Nov 29 there have been 24 stakeholder meetings statewide - 3 more next week.

ISBE will have draft posted for public comment next week.

The waiver goes before the Board on the 21st. It is due Feb 21st at 5 pm, there will be revisions.

The 11 states that submitted in Nov have gone thru at least 5 revisions

Waiver is not competitive this is an open process to get approval by Dept. of Ed.

Principles 1 and 3 are full steam ahead

Principle 1 is Common Core Standards

Principle 3 is SB 7 PERA with 2014-2015 school year for Principle evaluations.

Could be shot down because waiver states 2015-2016 school year.

Work for PERA was in good faith and will not be derailed by the waiver.

IL feels they are in better place for PERA because steps are in place for evaluation. No one has been approved for waiver yet - any time someone will be approved.

Possibly CO and TN.

PERA for teachers regarding assessments - criteria will be developed by teachers. For Type 3 assessment of teachers

Comment that practical application by the district will be used by the Unions to circumvent some Evaluation processes. Much discussion regarding Type 3 assessments, 3 especially being a loophole or bypass for other subject teachers to skirt thought.

Evaluation Districts are in different places with types of assessments and may be difficult to implement due to not having expenditures in the budget for various types of assessments.

Type 3 does not mean whatever will fly in terms of assessments

Comments - the Type 3 is the only real concern with this waiver

All districts were urged with set timeframes to meet with teams to determine Type 3 evaluations.

Unions were required to participate in an effort to make the district decisions as equitable as possible.

An RFP was just released for PERA and has gone thru public comment.

PERA Pilots are being planned in IL.

Principle 2 needs approval.

AYP and stay of current year benchmarks at 85 per cent.

Choice and SES out.

Baseline data will be used for Focused and Priority schools once index is in place. Other schools may be added but do not have to go over 5 or 10 percent cent.

9 of 11 did some variations of sub groups or supper groups.

IL will report for all eleven sub groups with the sub groups braided to encapsulate more students.

200 schools don't have 200 students in super groups; there is a plan to put all sub groups in one for a super group for achievement gap calculations based on size and population.

ELL progress is being recorded; currently ELL will be included for a positive indicator.

Data showed former ELL doing well so it will be a Positive Indicator.

Transitional reports for growth will be phased in as they become available.

Progress on Access will be recoded such as Teaching ELL's.

CPS has 300 schools in PERA Pilot.

ISBE hopes to get approved by May, so ISBE will know what benchmarks will be used. Just because waiver is due on the 21st this draft may not be final implementation plan.

Early Choice notifications waiting until summer.

Transportation will be at district's discretion.

Cannot expedite process but once there are definitive answers districts will be notified.

Question regarding letters that parents have been accustomed to receiving

Answer: SES and Choice notification requirements will be in the waiver.

ISBE will come up with a template notifying parents it is no longer required.

Parent data will no longer be required.

If SES services are working, the districts may keep them.

SES will not be mandated therefore districts can select supplemental services that are beneficial to them.

Focus schools lowest 5 percent and Priority schools will have money redirected from 20 per cent for SES and Choice into those schools.

Set aside for Center for School Improvement is new and will assist with identified needs of the School in consultation with the district to use the redirected funds which are not additional funds. See page 51 for Center for School Improvement which will operate to coordinate efforts through a Rapid Response Team.

Center for School Improvement RFP is not the same as for the Low Performing Schools.

Statewide System of Support will be redesigned as necessary and may have to reapply.

District will create local system of support a real district focused support

See page 41 and 42 for funds that must be set aside

Question: What kinds of agencies are being considered?

Answer: No preconceived notion of the agency that is applying.

Preference is for IL vendors but could theoretically have out of state vendors.

Focus of waiver is on Principle 2

Comments

ISAT cut scores need to be changed whether waiver or no waiver, to be prepared for new assessment and common core.

Question: Is alignment anticipated to ISAT and PSAE?

Answer: changing of cut scores will do that, new assessment is coming must make article shifts in current system.

Common Core aligned assessments with SCORE and PLAN.

Want to see real trajectory between 3rd and 11th grade.

Working on waiver since June, no way to think about accountability in anticipation of Fed Waiver Matrix which is the 27th reiteration of changing accountability. Hope is the term failing schools will not be seen in IL.

From focused schools to reward schools not a make it or fail scale only. Benchmarks will determine gains for each district and will lead to a nuanced way of viewing accountability Confidence intervals and safe harbor will be in plans.

Everyone gets unique AMO's, no one size fits all

There will be a proficiency and growth target that are equally weighed

ISAT in 7th grade and Explore confusion in that Explore is more meaningful in 8th grade. Value of ISAT and Explore being used with PLAN.

State will pay for both test and PLAN cannot use Title I funds for Common Core. There is a line item in the budget for PD around Common Core

Question re impact in changing is huge and cost prohibitive and waiver does not come with funding.

Answer: Superintendent will try to find money for Explore and PLAN to take weight off of districts.

Superintendent will ask the General Assembly for additional funding

Proposal for District Oversight - page 54 Interventions.

Chronically ISBE has a list Multiple Measures that will ultimately determine take over

Question re Multiple Measures Index

Answer: Achievement WorkKeys is part of budget request Mark Williams, Career and Technical Director is working with community on Career Readiness.

PARRC currently does not contain ACT.

At this time separate scores look at index and will be broken into point values 1 to 100.

A Star Rating currently weighed about the same as Climate Survey legislation that has been passed and has not been developed yet.

Theoretically will give a state info how bonus points will be calculated and has not been determined yet space was built in for future use.

Who is administering the test is not known yet.

The idea is to redo accountability workbook to include language for the entire state.

When IDEA is reauthorized hopefully the IL accountability system will be in place to transcend what will happen with reauthorization.

Question: Are Feds considering Waivers?

Answer: not Senator Harkin at this time

Comments will be taken thru February 20.

Jennifer Chan at CPS requested a copy of draft a stakeholder meeting being scheduled with CPS On behalf of Non Public schools which are not mentioned. An issue is schools are not able to transfer flex funds - suggest funds should follow students rather than just set aside and to provide equitable service.

Melina indicated that the Feds were clear on equity issues; there will always be a Title II equitable withholding for harmless set aside.

The system will self-correct with formulas built in that does not even allow a district to transfer amounts that are not supposed to be.

Service provisions are not being waived.

Non Publics do not currently receive an equitable share for SES.

If districts are not having meaningful consultation with non-publics it is viewed as: it is the non-publics responsibility to ask questions.

There is often disconnect so ISBE is considering a webinar on how consultation works and current webinars can be shared during consultations, helps with communication process and to build trust.

Website- has overview of waiver

CCOP feedback is requested by Melina
CCOP indicated majority support.

Old Business

Report of Nominating Committee: Dr. Vinest Steele, Donna Boros, Yolanda Coleman and Karen Meucci

Slate of officers for 2011 – 2014

Chair Elect 2011-2012 and serve as Chair 2012 – 2013 – Ava Harston

Secretary 2012 – 2013 – Patricia Sullivan Viniard

Chair Elect 2012 – 2013 and serve as Chair 2013 – 2014 – Dr. Mary Manos

Respectfully Submitted by Vinest Steele, Nominating Committee Chair

Motion to accept recommendations of the Nominating Committee – Nancy Christianson

Second Kimberly Thomas

Approved unanimously

Fiscal year means new slate begins at September CCOP meeting.

New Business

Next Agenda

•RttT Update

•Waiver Update - Center for School Improve RFP

•Certification Changes

There was discussion of lapsed certificates and requirement for 9 credit hours in the area of certificate title.

Next Meeting

Discussion of NCLB CCOP By-Laws page 3 **Article V – Meetings**

Section 1 – Location

All meetings of the CCOP membership shall be held in Springfield, Illinois. The meeting place may be changed at the discretion of the Illinois State Board of education and such changes shall be stated in the notice of the meeting.

In the past the June meeting has been held in Bloomington.

Suggestion to revisit Vtel at June Meeting

Motion to meet in Bloomington by Leotis Swopes

Second by Jackie Daniels

Daniel Tully - Nay

Motion for next meeting date June 5, 2012 by Kimberly Thomas

Second by Nancy Christenson

Cheryl Ivy will let the CCOP know the location which is done by contracting.

Motion to Adjourn by Leotis Swopes

Second by Shirley Fowlkes

Adjourned at 2:18 pm

Respectfully submitted,

Ava Harston, Secretary CCOP

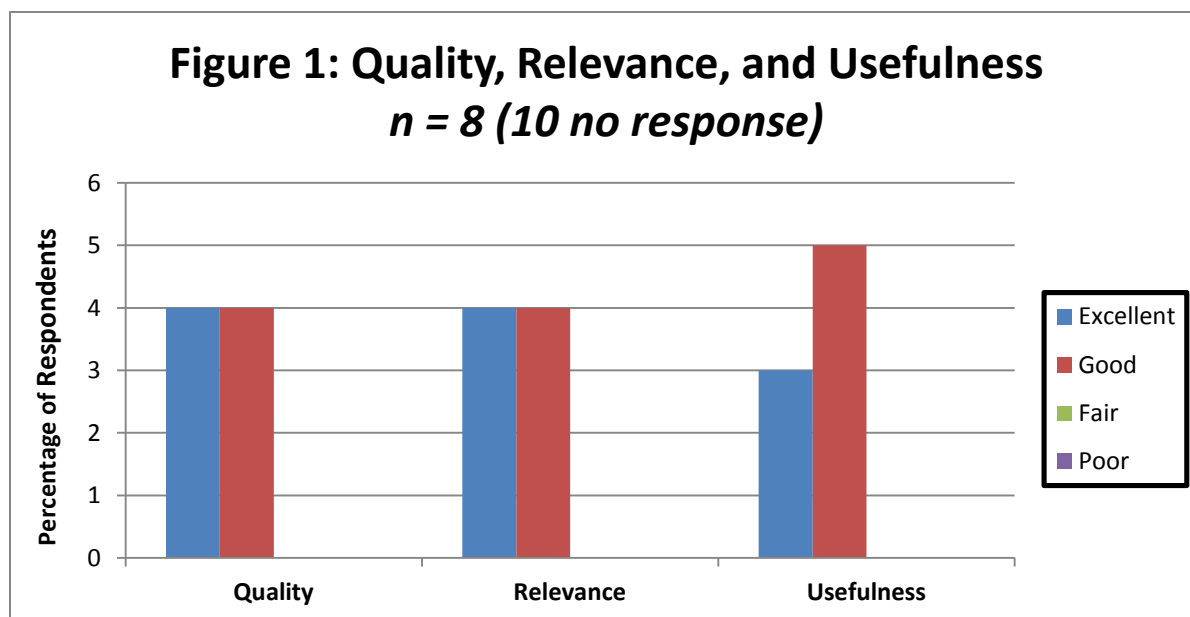
Illinois State Board of Education ESEA Flexibility Waiver Stakeholders Meeting

Survey Results and Summary from Stakeholder Meeting held February 15th, 2012

On February 15th, 2012 the request the Illinois State Board of Education (ISBE) Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meeting with administrators from Chicago Public Schools. This event included eighteen administrators that represented a variety of different departments. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback.

This report summarizes the overall findings from surveys administered to participants at the close of each of the meeting. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

Quality, Relevance, and Utility: To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, most all of respondents indicated that the meeting was either *excellent* or *good* in these areas.



Meeting Indicators: As shown in Table 2, all respondents either *strongly agreed* or *agreed* with all but one statement. All participants also *strongly agreed* or *agreed* that attending the meeting was a good use of their time. Attendees either *strongly agreed* or *agreed* they understand Illinois' proposals for the next generation accountability system as a result of the meeting (100 percent).

Table 2: Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	8	50%	50%	0%	0%
Information was presented in a clear and comprehensible manner.	8	38%	62%	0%	0%
The meeting facilitators effectively responded to participants' questions and concerns.	8	25%	75%	0%	0%
Attending the meeting was a good use of my time.	8	25%	75%	0%	0%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	8	50%	50%	0%	0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	8	38%	62%	0%	0%

Support for Waivers. As shown in Table 3, most survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Respondents were scattered in the level of support of Principal 2A, which speaks to accountability. Concerns ranged from determination of cut scores, types of assessment used, to multiple measures. For example, *"If we set the AMO standards based on past ISAT scores and (1) change the cut scores and (2) ISAT test to common core, wont the AMO targets be too high?"* Other concerns around assessment

Three comments were made in regards to types of assessment used. *"Have you considered a Grade 12 measure? COMPASS was just approved to sell to secondary and would greatly help with students transition to post-secondary if schools could better understand when students would be placed one they go to college. COMPASS would also enable an increase in dual credit/dual enrollment by making it easier and/or faster to assess student readiness in the same manner our community colleges assess students."*

The two other comments centered on assessment had to do with the use of WorkKeys. One stakeholder simply stated they would rather have a different type of measure. The second comment stated, *"I would like to know what transparent process was used to select and require WorkKeys, was it informed by an objective process, such as industry and education experts? ACT and WorkKeys can be cross walked allowing students to use ACT score to demonstrate readiness. ACT scores could also be codified into a*

certificate. This money to purchase could be better spent on workforce agencies serving youth that have no ACT scores due to dropping out or attending alternative schools.”

In regards to the multiple measure index, one stakeholder commented, *“Multiple measures should more heavily weigh growth, especially with a value added framework. The growth measures should also set a realistic bar. For example, it would never be statistically realistic to have 100% of students meeting expected growth. However, it is realistic to have 50% and aim for a slightly higher number, such as 60% or 65%.”*

Some stakeholders indicated some concerns with the Multiple Measures Index. For example, *“For the Multiple Measures Index for high school graduation rates, think about consideration of students who can be in school until the age of 22. A 4 or 5 year rate will miss this group and penalize schools with high numbers of these types of students. Ensure clear ISBE guidance on how to account for these students.”*

Furthermore, it was suggested that ISBE state multiple measures more positively. *“ISBE should encourage school districts to create an environment for student mastery at an earlier level, such as juniors who can master senior level material.”* One stakeholder clearly stated that he could not support the use of the value-table model.

Table 3: Support for Current Waiver Proposal, n = 8

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposal:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I’m not sure	No Response
Principle 1: <i>College and Career Ready Expectations for All Students</i>	50%	13%	0%	25%	12%
Principle 2A: <i>State-Developed Accountability</i>	25%	25%	0%	38%	12%
Principle 2B: <i>State-Developed Interventions, Supports and Rewards</i>	50%	13%	13%	13%	11%
Principle 3: <i>Support Effective Instruction and Leadership</i>	50%	0%	0%	25%	25%

Additional Comments: Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of those respondents who provided comments for this question one asked, *“Will individual student growth be captured and reported to parents? How will multi-racial students be accounted for?”* Another stakeholder asked, *“How will the new evaluation system work for Title I teachers in non-public schools? Does the new system include charter schools?”*

Suggestions for Improvement: The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the several respondents are summarized below.

1. What flexibility will there be in regards to Special Education with Title I funding?
2. Encourage thought about supports appropriate for Special Education activities.
3. CPS has its own report card initiative underway; can we apply for a waiver from the ESEA waiver?

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders Meeting

Survey Results and Summary from Stakeholder Meeting held February 14th and 15th, 2012

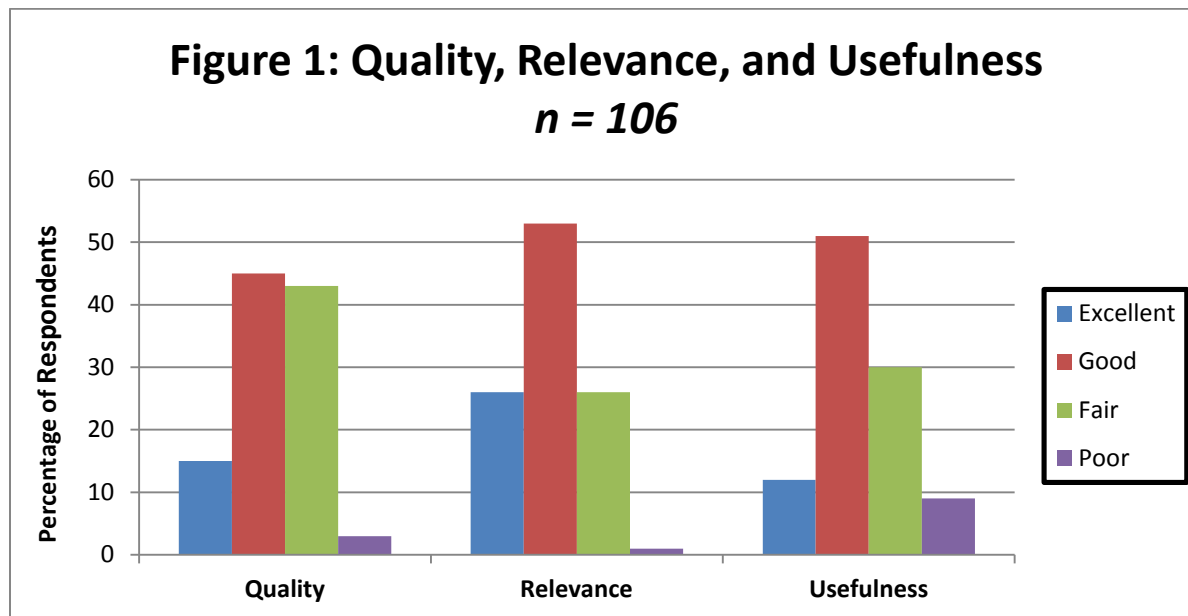
On February 14th and 15th, 2012 the request the Illinois State Board of Education (ISBE) Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meeting partnered with the Illinois Parent Teacher Association to host two events. These events included a total of 206 stakeholders, which included parents, administrators, community members, and teachers. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback.

This report summarizes the overall findings from surveys administered to participants at the close of each of the meeting. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

As shown in Table 1, over half of survey respondents reported that they were either parents or students. Additionally, 24 respondents reported they were community members. 47 respondents indicated they were SES providers. The smallest groups represented were educators. This purpose of these two meetings was to engage parents as the specific stakeholder group. The data indicate that this group did indeed, make up the majority of the participants.

	Table 1. Respondent Affiliation, N=113 Number of Respondents	Percentage of Respondents
Parents	107	52%
Students	8	4%
Community Members	24	12%
Teachers	11	5%
Superintendents/Principals	9	4%
SES Providers	47	23%
Total	206	100.00%

Quality, Relevance, and Utility: To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, most all of respondents indicated that the meeting was mostly *good* in each of the areas.



Meeting Indicators: As shown in Table 2, the majority of respondents *agreed* with all statements. 90% of the participants also *strongly agreed* or *agreed* that that attending the meeting was a good use of their time. More than half of the attendees either *agreed* or *agreed* they understand Illinois' proposals for the next generation accountability system as a result of the meeting (75 percent).

Table 2: Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	103	21%	58%	17%	4%
Information was presented in a clear and comprehensible manner.	102	11%	54%	33%	2%
The meeting facilitators effectively responded to participants' questions and concerns.	93	14%	66%	18%	2%
Attending the meeting was a good use of my time.	102	21%	68%	8%	3%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	103	18%	69%	13%	0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	100	12%	63%	22%	3%

Support for Waivers. As shown in Table 3, most survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Among those that *strongly supported* Principle 1, parents appreciated the movement towards making their children ready for “*adulthood and careers.*” One concern that was repeated was the amount of test students are required to take. Further concern dealt with the implementation timeline of the common core.

Respondents were generally supportive of Principal 2A, which speaks to accountability. “*It is good that accountability is more well-rounded, but would like to see discipline and climate measures incorporated into school performance assessment.*” A concern arose about graduation rates, “*Will students completing high school graduation requirement in their 5th, 6th, or 7th year of schooling be counted toward the high school’s graduation rate?*”

Comments were made in regards to assessment. Several stakeholders commented that educators need to be sensitive the amount of testing students are required to participate in. Furthermore, it was mentioned that we can not only emphasize the importance of math and reading, but also need place importance on social studies and science. Finally, some concern arose around the validity of using EXPLORE scores as a growth measure. According to one stakeholder, “*EXPLORE recalibrates norms once students start achieving higher scores.*” Another echoed that sentiment stating confusion around the way scores for EXPLORE are calculated and whether or not the calibration is reflective of a bell-curve.

In regards to the accountability for students, one stakeholder was supportive that the new measures will include multiple pieces and that they system has shifted to focus on the positives of schools not punitive and negative. Some concern arose about the lowering of the number required to form a subgroup. One stakeholder also voiced importance of not allowing one student to count in multiple subgroups.

More conversation and comments pertaining to Principle 2B were around the use of the rating system. One parent suggested using the term, “Tier” instead of star. The suggestion was made due to the perception a “star” rating will give the public. “*Everyone will want their children to attend a 5-star school!*” Three other participants felt that the “star” rating will negatively impact the community. For example, property values could go down based on the perception that a community with only 3-star rated schools is not as good as a community with 5-star rated schools. It further made them feel as though we were rating schools like restaurants.

More than three-fourths of the participants either *strongly supported* or *moderately supported* Principle 3 and the new evaluation system of teachers and principals. There was a common theme throughout the comments in regards to this system. The feeling of supporting good teachers and the ability to retain

them was extremely supportive. One stakeholder commented about ensuring quality teachers are placed in focus and priority schools and given the support they need to continue to be outstanding.

Table 3: Support for Current Waiver Proposal, $n \approx 100$

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposal:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>College and Career Ready Expectations for All Students</i>	37%	43%	10%	10%
Principle 2A: <i>State-Developed Accountability</i>	24%	48%	16%	12%
Principle 2B: <i>State-Developed Interventions, Supports and Rewards</i>	25%	38%	24%	13%
Principle 3: <i>Support Effective Instruction and Leadership</i>	37%	39%	12%	12%

Additional Comments: Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. An overwhelming amount of participants voiced support for the continuation of supplemental education services (SES). Numerous participants provided anecdotal information that spoke to the importance of SES for their children. Of the 107 parents who attended the meeting, 23 of those that completed evaluations expressed support for continued SES.

Suggestions for Improvement: The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. The suggestions included the need for more meetings that involved parental input, providing the information in multiple languages, and being mindful of the use of technical language when speaking to parents and those not familiar with education language.



Illinois State Board of Education

Gery J. Chico, Chairman
Dr. Christopher Koch, State Superintendent

ESEA Flexibility Waiver Summary of comments provide via nclbwaiver@isbe.net

The League of Women Voters of Illinois

We are pleased to see that it appears to address the following criteria:

- Shape the design, construction, and application of assessment systems so they are valid and appropriate for all students taking tests in Illinois.
- Use multiple sources of evidence to describe and interpret school and district performance fairly, based on a balance of progress toward and success in meeting student academic learning targets, thereby replacing the current Adequate Yearly Progress (AYP) structure.
- Improve the validity and reliability of criteria used to classify the performance of schools and districts to ensure fair evaluations and to minimize bias in accountability decisions.
- Recognize indicators of student growth – rather than simply focusing on whether or not a benchmark was reached.
- Provide effective, targeted assistance to schools correctly identified as needing assistance.
- Help districts and schools fulfill their educational responsibilities to foster learning by ensuring that all students have access to the resources they need to succeed and by building capacity to improve teaching.

Director, Research, Evaluation & Assessment

College Preparedness: Most monitoring systems for AP look at scores of “3” or higher on the AP exams. It is recommended that the state monitor AP performance using a measure of “3” or higher or monitor both the percentage of “3” or higher and “4” or higher.. Also, use the total AP course enrollment as a measure in addition to the measure of “3” or higher.

- Achievement Gap Reduction: Why is science included? If science is included, then the measure should not be the science reasoning test in the ACT system. It is not a measure of science, but rather of reading science charts and reasoning with science material. The data from ACT for science reasoning is very different from the other subtests and does not correlate as well with the other subjects.
- WorkKeys: Keep WorkKeys data/results separate from the ACT. If WorkKeys National Career Readiness Certificates are to be a measure, then we need to develop a means of ensuring that students take the tests seriously. The certificates mean nothing to students at this time.
- The stars system for designating is not well detailed at this point and appears to be as arbitrary as the current system of all or nothing AYP.
- The new minimum number for a subgroup of 30 is troubling. There have been many well-articulated arguments relating to the poor psychometric basis for the current NCLB system. The proposed 30 student minimum of a subgroup is too small to represent a meaningful measure of a group’s performance.
- The proposed system of targets is as arbitrary as the old system. Has there been any research showing it is possible to reduce by half the percentage of students in the “all students” group and in each subgroup by half in six years using equal increments? Bob Linn, a well-respected psychometrician in education, did some excellent work looking at the current NCLB targets and whether it was supported by any past growth trajectories in school systems. There was no basis for the current system and the new system seems to be based on the same faulty logic.

New Leaders

New Leaders applauds ISBE's proposed work to support both teachers and principals to change and improve instruction in response to the Common Core State Standards and Illinois' definition of college and career readiness. For 2.B, New Leaders supports ISBE's proposal of an accountability system that includes attainment, growth, and gap closing as its student outcome measures; we would recommend that the state choose Option C to reflect a system that *improves* on Option A and Option B and includes these measures with an aggressive timeline.

We recommend ISBE give consideration to the following:

- Require that annual school performance targets for a principal in his or her evaluation are the same as (or aligned to) the Annual Measureable Objectives (AMOs) for that school.
- In all systems, include growth for individual students, attainment, and gap closing measures put more weight on growth measures so that the incentives are focused on improving growth for all students, not just those near the proficiency bar.
- In all systems, include non-assessment measures particularly for secondary schools, such as graduation rates and grade completion (see above). States should also provide guidance to districts on how principal managers can incorporate additional non-assessment measures (such as attendance, postsecondary matriculation and persistence, and discipline information) that strengthen – not dilute – the focus on improved student outcomes.

With regard to implementation, we are pleased to see an evaluation training and technical assistance system to support the adoption, piloting, and implementation of Illinois' teacher and principal evaluation systems. In addition, the state has described a strong monitoring and learning plan to review, revise, and improve its evaluation and support systems. ISBE's flexibility application includes mechanisms for ongoing evaluation and improvement and shows the state's understanding that significant resources are necessary to ensure effective implementation of teacher and principal evaluation systems.

Superintendent of Schools

- 1) School Choice and SES should no longer be implemented. Both initiatives have been a dismal failure and a giant waste of time and resources. School Choice has become an exercise in attempting to notify the public about an option that doesn't exist which results in more confusion as well as further erosion of community confidence in their schools. SES has shown no empirical proof with assisting students in improving academic improvement. It has become a free baby-sitting service at the tax payers expense. Private companies have made millions of dollars with no results. Monies that could have been used by schools to implement research-based, proven interventions with kids has been spent by private tutor companies on free child care accompanied by frivolous activities.
- 2) The new idea that would involve rating schools with a star system is just setting us back, not moving us forward. What is the difference between newspapers ranking schools by ISAT scores and ranking them with a certain number of stars that have been designated by the state? A much better measure would be to share with the community the amount of student growth that has been achieved by a school district, not some inane starrng system that will result in even more criticism of public schools. You simply cannot create a simple rating system for schools when the variables for student achievement are so incredibly complex.

Director of Curriculum and Instruction

- First of all, please consider counting the 3's on the AP tests in addition to the 4's and 5's. Colleges accept 3's for college credit, why shouldn't the waiver proposal as well? With an above Equity in Excellence score this past year, we are pleased that more and more Latino students

are enrolling in AP courses at Fenton. Please give us the opportunity to receive credit for students who earn a 3, 4, or 5 on their AP tests.

- Second, giving the Explore test to both 8th and 9th graders does not seem to be best practice. The Explore is appropriately normed for 8th graders during the fall testing window. It would seem appropriate to test 9th graders in the spring using the PLAN test, which is more closely aligned with what students should be learning in the 9th grade.
- Third, science has recently been added to the College and Career Readiness Achievement category. Why has this been added?
- Fourth, please keep the Work Keys portion of the PSAE separate from the ACT. These are two separate assessments and should not be combined to report student achievement. Each of the assessments speaks for itself in terms of student achievement.
- Fifth, writing is a critical component of the Common Core State Standards and an imperative 21st century skill. Why would we not include writing with the ACT?
- And lastly, is there some other graphic representation besides stars that could delineate a 1-5 scale to represent schools' progress and status. Stars might be great to review movies, restaurants, and hotels, but is it appropriate for schools?

POWER-PAC (Parents Organized to Win, Educate and Renew—Policy Action Council)

Add rates of suspension, expulsions, and school-based arrests to the Multiple Measure Index. Failing that, the school context component should capture the schools' use of these punishments.

Assistant Superintendent for Curriculum and Instruction

I have to wonder how this "Star" system is in any way helpful or illustrative of a school's quality. Unfortunately, it appears that this method is complicated, will surely be misrepresented in the press, and will only serve to further alienate the public from their public schools. While I support the apparent effort to include growth data, I urge you to reconsider this gimmicky and unhelpful aspect of the NCLB waiver. Furthermore, I would hope that you would consider utilizing AP scores of "3" or better as a measure of student progress.

Coordinator of Assessment & Research

- The EXPLORE exam is an exam intended for 8th grade. By giving this exam in the 9th grade, the results would potentially be misleading concerning our students abilities, especially in the area of mathematics where the level of rigor is already low for 8th graders. As a district, we presently give the PLAN Test in 9th grade and a practice ACT in 10th grade. This practice should be allowed to continue.
- The College Board has deemed 3, 4, and 5 passing scores on the AP Exams. If these are the scores that are considered passing by the College Board, why is a 3 not counted in the measure of college preparedness?
- Since there has been a push by the state to increase the level of rigor in courses, why is the percentage of growth concerning enrollment in AP courses not considered as part of the measurement for college preparedness?
- If the measures index distinctly separates College Readiness from Career Readiness or Preparedness, why would the ACT and Work Keys scores be combined? Since one test measures college readiness and one measures career readiness, we would like to see two scores reported (rather than combine them to form one PSAE score).
- College Readiness Benchmarks do not predict a student's success in college or measure what they advertise. The science subtest is a reading test which does not measure a student's understanding of scientific concepts and processes. The reading subtest has been proven by ACT's own research to be a poor indicator of college readiness. Considering the aforementioned information, not only should College Readiness be eliminated from the proposed waiver

standards but science should also be removed as a measure of achievement (leaving just math & reading).

- Writing should be included in the state's assessment of achievement. The elimination of the ACT writing test sends a message to schools, students, and colleges that this is not a valued or critical skill.

Associate Superintendent for Educational Services

- The Achievement and Progress Category lists the multiple measures index as including achievement data from administration of the ACT EXPLORE (grade 9), PLAN (grade 10) and PSAE (grade 11). District 214 has utilized the EPAS system to monitor growth and achievement for more than a decade and supports the planned use of this system of assessment. However administration of the EXPLORE at the end of 9th grade is a serious concern. Our school district has given the EXPLORE for 16 years, we find that it is a sound test for beginning eighth graders and use it as part of the high school placement process. The EXPLORE's relatively low level of rigor in mathematics (largely pre-algebra-level) would be inappropriate as an end of ninth grade assessment.
- The Achievement Category includes performance in mathematics, reading and science for an index of College and Career Readiness. Illinois is a lead member of PARCC which along with NCLB/ESEA limit accountability performance to the areas of mathematics and reading. The new PARCC assessment will become the IL assessment in 2015 therefore the inclusion of science at this point seems in conflict with the planned assessment system. Additionally, the ACT Science test focuses on Science Reasoning and is largely a reading test and not a measure of the common core science standards.
- The Achievement Category defines college and career mastery as a combined measurement of student performance on the ACT and WorkKeys. The two assessments are separate for a reason and should continue to be used as separate performance indicators. Merging the two into a definition of mastery will again conflict with the PARCC and NCLB/ESEA focus on math and reading.
- The Bonus category for College Preparedness will award points for a school's increase in performance on the College Board's Advanced Placement Exams as measured by the percentage of students scoring a 4 or higher on an AP exam. Earlier copies of the working draft had language that would have included scores of 3 or higher. Most universities award college credit for a exam score of 3 or higher and given this the threshold should be the same on the Illinois multiple measures index.
- The inclusion of the ACT College Readiness Benchmarks as a measure of achievement present a challenge. The ACT website includes their own research acknowledging that the benchmarks do not predict what ACT says they predict. The original intent behind establishment of the benchmarks in the research was not for identification of numeric cut scores to define college readiness.
- The Star Rating System appears to contradict the primary purpose for the development, submission and approval of this waiver. As previously mentioned, ISBE staff have devoted significant hours toward this project and the flexibility package will in fact provide needed relief to Illinois schools. However the inclusion of a star rating system will negate all of the effort through this practice. The newspapers and media will ignore the multiple measures index and simply produce a listing of 4 star, 3 star, etc. schools in their areas with 1 star schools under the same banner of failing schools. As noted in the ISBE public information, only eight high schools in the state made AYP based on test results in 2011. This star rating system will lead to a new headline that boasts only "X" 4 stars schools in the state based on test results in 2012.

Assistant Superintendent for Curriculum and Instruction

I am concerned with the use of the EXPLORE test at the ninth grade. It will not be a valid test for those students at that time. I am concerned with the late addition of the science subtest as part of the determination of readiness of students. It seems arbitrary and not well thought out. I am concerned that the point count for AP scores does NOT include students who score 3 on an exam. There is no sound rationale for that when you are looking widely at the benefits of AP courses and exams.

Citizen Schools

We commend the State's plans, as laid out in its draft request, to choose the optional 11th waiver which will broaden the use of 21st Century Community Learning Centers (21st CCLCs) funds for expanded learning time activities. We encourage the state to set criteria for districts on how to use ESEA Flexibility to effectively leverage and redeploy other federal funding streams, including funds previously designated for Supplemental Educational Services (SES) and School Improvement Grants (SIG) to meet the ESEA flexibility requirements and enable district's highest-need schools to partner with proven nonprofit and community based organizations, which are poised to deliver the evidence-based supports required to ensure that students graduate college- and career-ready.

Assistant Superintendent for Instruction

1. Ninth grade EXPLORE: we use EXPLORE scores from eighth grade for ninth grade placement, as do most high schools. Taking the same test again at the end of ninth grade is not only redundant, it does not even seem appropriate for students at that point in their schooling.
2. I am unconvinced that ACT's "College Readiness Benchmarks" have the predictive value they claim. Before we include those as part of our accountability system, we should take a hard look at the evidence and not just trust what ACT says.
3. Separate WorkKeys from the PSAE.
4. Include students who score a 3 on AP. It may be worthwhile to have an extra bonus point for percentage of students who score a 4 or 5, but acknowledging the percentage of students who pass AP is worthwhile and encourages schools to encourage students to enroll in AP courses and take AP tests.
5. Include percentage of students who take AP courses as "honors" courses if they are not already included.

Director of Curriculum, Instructional, and Assessment Services

Commendations:

- College and Career Readiness Definition
- ISAT Score Adjustment
- Addition of third WorkKeys assessment
- Requirement of EXPLORE and PLAN assessments at 8th, 9th, and 10th grades
- Multiple Measure Index Elementary

Recommendations:

- Establishment of AMOs – set school by school, district by district
- Multiple Measure Index Elementary – ACT –established College Readiness Benchmarks should be used as meets standard cut score for the 8th, 9th, and 10th grade assessment
- Multiple Measure Index Elementary – include measures of high school preparedness and measure of students enrolled in honors coursework at the high school level
- Multiple Measure Index High Schools – earning WorkKeys National Career Readiness Certificate at the lowest level – Bronze.

Superintendent

- Separate the measures for college and career readiness
- Add a measure of those students enrolled in AP
- Change the AP score to 3 not 4
- Do not count students who transfer into a district late in their high school careers as part of the graduation calculation

Champions Extended Learning

add a sentence on Page 54, located in the section, “The Statewide System of Support”, clarifying that for-profit and non-profit after school providers can be included among the team of experts that the state plans to hire to work with priority schools.

Assistant Superintendent

1. The inclusion of science scores in the Achievement category of the multiple measures: we do not feel this is necessary to include.
2. The inclusion of a score of 4 or higher on an AP exam to measure college preparedness: we feel a score of 3 or higher would be more appropriate.
3. Administering the Explore test in both 8th grade and 9th grade: we feel it is not appropriate to administer the Explore exam at the end of 9th grade. We support continuing to use it in 8th grade, and to use the Plan test in 9th grade.

Superintendent

First, ISBE’s proposed waiver procedures speciously link student proficiency with performance on norm-referenced tests. Second, ISBE’s waiver application as posted for public comment provides no data regarding the potential distribution of schools and districts into its proposed “five star” system. Third, federal rules clearly ask ISBE to reduce “duplication and unnecessary burdens on LEAs and schools.” The sum total of these new proposed rules is the imposition of a huge new unfunded mandate on Illinois districts.

Assistant Superintendent, Curriculum and Instruction & Director of Data & Assessment

- 1) The standard of an AP score of 4 or 5 qualifying for bonus points on the report card does not take into consideration that the standard set forth by the College Board and accepted by post-secondary institutions states a value of 3-5. Please consider utilizing the professional standard of AP scores from 3 to 5 qualifying for bonus consideration.
- 2) Utilizing the ACT Reading sub-test score as an indicator of College/Career readiness is not a good predictor. The ACT’s own research, as well as research shared by the Chicago Area Directors of Curriculum and Assessment (CADCA) representing 110 suburban schools, have shown that the predictive power of the reading scale score to be inconsequential. In fact, a better predictor for a student’s post-secondary success is the English sub-test scale score. If the goal is to provide quality feedback on student learning and institutional success, then quality data is necessary for decision-making. Please consider using the English scale score as the more appropriate indicator of College/Career success that it is.
- 3) Utilizing the ACT Science sub-test score as an indicator of College/Career readiness is also not a good indicator. The ACT’s own research, as well as research shared by the Chicago Area Directors of Curriculum and Assessment (CADCA) representing 110 suburban schools, have shown that the predictive power of the science scale score to be significantly flawed through its use of college science majors to determine the benchmark. In fact, a better predictor for a student’s post-secondary success is the Composite scale score. If the goal is to provide quality feedback on student learning and institutional success, then quality data is necessary for decision-making. Please consider using the Composite scale score as the more appropriate indicator of College/Career success that it is.

- 4) If the goal is to demonstrate College AND Career readiness, then the results from EXPLORE, PLAN, ACT should not be co-mingled with the results from WorkKeys. These assessments were designed with significantly different purposes and audiences in mind and should not be compiled to represent one piece of information.
- 5) Lastly, the administration of EXPLORE to spring semester freshman should not occur. The EXPLORE has been normed for administration in the fall of 8th grade or Spring of 9th grade. With its reduced scale (1-25) and the math sub-test focus predominantly on pre-algebra, freshman students with the new common core curriculum would not be appropriately measured. A wiser course of action would be to administer the EXPLORE in the fall of 8th grade, utilize research indicating a 3+ point growth in scale score to PLAN administration in the spring of freshman year. This would allow schools/districts time to intervene on behalf of student learning, as well as, administer a retired ACT in the spring of sophomore year. With the increased rigor of the Common Core State Standards and the already high achievement by suburban schools, this would allow all students to be measured appropriately.

Director of Curriculum and Instruction

- 1) AP to include 3 - When colleges count a 3 for credit, why are schools not able to count a 3 for credit in Illinois' system?
- 2) EXPLORE 8th, PLAN 9th - Our current practice is to give Explore as a placement indicator for 8th grade. We then administer PLAN Freshman year since it is a better measure of math. Sophomore year we use a retired ACT. We would like to be able to continue this practice.
- 3) Why science? - The science test is a reading test, to be certain. It is not based on local science standards and is used in the College Readiness Benchmark even though the metric for its use is Biology majors, not regular college students.
- 4) Why stars? - While we appreciate that we are not using grades, perhaps something more like a descriptor or phrase could be used. As it is, it looks more like a restaurant rating.
- 5) Keep Work Keys separate from ACT - The new metrics allow for a career readiness component. Could we separate the work keys from the PSAE? Then the information parents get will match the EXPLORE and PLAN that you have already mandated. This would erase much confusion and would highlight the career readiness component rather than blending it into the PSAE score.
- 6) Reading is not as strong a predictor as English - Studies done by the District and replicated by many CADCA schools demonstrate that English is a stronger predictor of college readiness. It is a more rigorous test and is not as potentially variable given the reading passages chosen.
- 7) College Readiness Benchmarks do not predict what ACT says they predict - Reviewing ACT's own documentation, Reading does a poor job of predicting college readiness and Science is based on the success of science majors. Using the College Readiness Benchmarks only punishes students and Districts. It simply does not measure what it says it measures.
- 8) Why is writing not a part of any of the achievement? - Writing is crucial to student success. It needs to have a place at the assessment table.

Asst. Supt. of Instruction

- AP test scores of 3 or above should be valid for credit--they are in colleges. They should "count" within the state's system.
- The Explore test should be given in grade 8 and the PLAN in grade nine. This timing is appropriate for the educational level of the students.
- Please keep the Work Keys scores separate from the ACT scores. Merging them made no sense in our last experiences with AYP.
- Why is the reading measure being utilized rather than the English measure?--The English measure is a more accurate predictor of readiness.

- Funding is difficult, I know, but Juniors should take the writing portion of the ACT on the state required test. Teaching writing is fundamental and an essential element of the Common Core. It should be tested.
- Why was the science test suddenly added to the list of instruments? It is the least valid when it comes to College Readiness.
- I have reservations about the College Readiness indicators, cut offs and reports from ACT. They do not truly measure what ACT contends they measure.
- Finally, the STAR system of communicating levels of school excellence is a strategy that will mis-represent the complexity of scholastic achievement. The public will be misled by this simplistic approach.

The ACT Now Coalition

Urges the Illinois State Board of Education not to apply for the optional 21st Century Community Learning Centers waiver as part of its Elementary and Secondary Education Act Waiver application. Shifting resources away from existing 21st Century programs, changing the focus, model or scope of the program, or diminishing meaningful community-school partnerships, could undermine the impact of 21st CCLC programs and negatively impact the children, youth and communities being served. The current model offers unique benefits that may be jeopardized under the flexibility waiver.

Assistant Superintendent

- Please consider using an AP score of 3 for the multiple measures.
- Please keep the WorkKeys separate from the ACT - this provides better information.
- The college readiness benchmarks are problematic - they are not true measures of readiness.

Illinois Alliance of Boys & Girls Clubs

Urges the Illinois State Board of Education not to apply for the optional 21st Century Community Learning Centers waiver as part of its Elementary and Secondary Education Act Waiver application. While we recognize and appreciate that ISBE intends to continue to support current 21st CCLC contracts and partnerships, we believe that the waiver opens the door for significant shifts in the resources needed for this program, which already which has already proven successful in extending learning time. Existing and future 21st Century programs should be protected and we urge ISBE not to include 21st CCLC flexibility in its ESEA waiver application.

Illinois Federation of Teachers

- Lack of confirmation of available state funding to cover costs associated with implementation of ACT EPAS system.
- Transformation plans for each priority school without additional funding.
- Proposed interventions for focus schools without additional funding.
- Concerned with the State Board's reliance on outside sources, such as Lead Partners, designed to take on the work of the State Board.
- All of the required activities in each of the three Principles in the proposed draft will be extremely challenging for ISBE to track, coordinate and implement successfully. ISBE's capacity to establish these systems statewide is of great concern to us.

Director of Research and Evaluation

My concern with reducing the subgroup size to 30 is statistical. A reduced subgroup size will increase the level of non-significant differences unless there is statistical accommodation for the small size (e.g., a confidence interval).

Director of Research and Evaluation

Concerned with the provision for giving the EXPLORE test to ninth graders. As a district that has given the EXPLORE for 16 years, we find that it is a sound test for beginning eighth graders, although its relatively low level of rigor in mathematics (largely pre-algebra-level) requires that we compensate for its weakness by giving an additional district-developed mathematics test. Giving it at the end of eighth grade will exacerbate this situation, but the test will be useful in other ways, inasmuch as it will be a more true high school baseline than an earlier EXPLORE administration. However, giving it in ninth grade would be a serious problem. Many of the suburban schools give the PLAN at the end of ninth grade. This is only six months earlier than ACT's recommended administration of October of tenth grade. Given the summer recess and the forgetting that occurs during the period, a late-ninth grade year PLAN could be viewed as a near equivalent of the ACT's traditional early October sophomore administration and much more timely (in terms of grade and age appropriateness) than the late-ninth grade administration of the EXPLORE. Since the Illinois average ACT is 20.9 and the ACT national average is 21.1 (even though the former is a 99% universal testing average and the latter is a 49% college-bound only average), we can consider Illinois performance to be comparable to the national norm. Inasmuch as the proposed waiver also calls for higher ISAT standards, it seems inappropriate to raise that standard but then use a ninth grade assessment of such relatively low rigor. What we seek is to avoid giving a test that is far beneath our student's ability and to move in the direction of higher standards. Administering an EXPLORE in ninth grade is a step backwards. The PLAN is the most appropriate instrument for testing Illinois ninth graders.

The Campaign for High School Equity (CHSE)

We understand that the IL SEA is proposing to use 4 subgroup categories as a part of its new accountability system xyz. One reason given for this is that it will ensure that the state captures more students in more schools by combining all racial/ethnic subgroups into one ensuring a larger N size. One concern that we have is in how the state will continue to hold districts and schools accountable for the performance and growth of each individual racial/ethnic group within the overall super-subgroup. Specifically, if any individual sub-group is not making progress in the measures set forth by the SEA (math tests, English tests, graduation rates, etc), but the larger super subgroup is making progress and meeting targets in the aggregate, how will this factor into the accountability system?

Director of Educational Support Programs

In particular, we would like to ensure that Choice and SES are no longer required of schools in status. We feel this has been an unnecessary burden on our schools and district without results that improve academic outcomes for students.

Chess Academy Manager

1. The waiver process is moving much too quickly!
2. It is important for parents to keep these two [choice and SES] options. Making SES voluntary to school districts would most likely end SES, as it would no longer be a requirement.
3. Parents strongly support SES
4. Many of the parents have no access to emails, computers or a meeting 100 miles west of Chicago.
5. SES providers are under intense scrutiny in regard to program effectiveness and quality.
6. My proposition is that as a safety net we keep SES in at least 15% of the lowest performing schools

Curriculum Director

I would like to provide input on my school district's experiences with Supplemental Educational Services and School Choice at Mendota High School. We have been a Choice School for the last three years and an SES school for the last two years. It has had no visible impact on student achievement and the level of interest by our students has been low. We have served less than seven students each of the last two years. In addition, the logistics of getting individual education plans and current billing statements from the SES providers has been a considerable challenge for our school district. The providers have to be continually contacted and prodded to provide the required information for the students who are participating. As a Title I director, I believe the funds that have been required to be reserved for SES and Choice can best be redirected to serving the larger school improvement and at-risk needs of more of our students in the high school.

Parents United for Responsible Education

Parents are concerned that the “flexibility” promised under the NCLB waiver has turned into just one more excuse to increase the misuse and overuse of standardized tests. Specifically, regarding state assessment and accountability systems, we recommend that they:

- Require that states allow parents to opt their children out of any state or local standardized test.
- Specify regular public review and revision of state learning standards and related assessments.
- Locate the key accountability elements at the local school level.
- Bar the use of tests for any purpose different from that for which the test was explicitly designed.

Youth Organizations Umbrella

The waiver opens the door for significant shifts in the resources needed to continue the success of 21st CCLC programs. Shifting resources away from existing programs, changing the focus, model or scope of the program, or *diminishing meaningful community-school partnerships* could undermine the impact of 21st CCLC programs and negatively impact the children, youth and communities being served. The current model offers unique benefits that may be jeopardized under the flexibility waiver.

Director of Grants & Research

Our district feels the CHOICE component and SES component of NCLB is counterproductive to district-wide and individual school improvement efforts.

High School Science Division

If we are going to hold administrators and teachers responsible for student outcome, then students should be held responsible as well. Students who do not pass the end of year achievement test should be required to repeat the grade. In high school, all credit received during that year should be voided.

Assistant Principal

I support eliminating SES/School Choice.

Director of Assessment and School

I am concerned that by only allowing districts to utilize existing funds differently won't be enough. There should be funds tied to districts who provide clear plans on how to shift from ISAT to PARCC as incentives and not just those making AYP.

United Way of Metropolitan Chicago and United Way of Illinois

The waiver application should articulate how the state will use data, such as early warning systems, to identify students who are at risk of dropping out and require intensive, specialized education

services and programs. The state application should not only include input from parents and families, but also identify how the state will strengthen engagement with parents and families. It is critical that the state include language identifying how it will design and staff schools to support student academic performance, support student transitions and provide clear pathways to college and career. The state should articulate a clear plan for providing school districts with the necessary conditions for school success, including, system wide policies and supports regarding effective teaching, school leadership, curriculum, instruction, accountability, funding, discipline, school absence, and alternative pathways to graduation. Not only should the state's application demonstrate a commitment to improving the conditions that lead to increased high school graduation, but it should also hold schools and school districts accountable for graduating students with college-and-career ready skills.

Principal

The concern I have is that we are providing funds to outside providers who have no track record of success nor are they accountable for their results. We have well-qualified, expert staff in our schools who are more than capable of providing specific, research-based services to students outside of school time more efficiently. Likewise, those staff already have established relationships with students and their families. I think the congruency between school and interventions are aligned more tightly when provided in this way.

Title I Director

As a Title I director for my school district, I am required to set aside a very large amount of money for SES. This, in my opinion, is very reactive. If this requirement were removed, we would be able to hire an additional teacher or 2 assistants to work with students for an entire year. This would be proactive, and students would have the advantage of extra help throughout the year instead of just for a portion of the year.

Title I Coordinator

As I understand the waiver, Title I schools not making targets will no longer be placed on "Federal Status" and be required to offer parents School Choice and/or SES. In my opinion, this NCLB requirement is not good for kids, has never made sense to educators, and has done nothing but cause confusion to parents. PLEASE do not support any part of this requirement to come back in any form. The set aside funds that are required for Choice/SES can better serve our students if LEA's can use those funds to design their own extended learning opportunities. If given the opportunity and funding, the LEA's can do a much better job at providing differentiated learning opportunities which are targeted toward individual students and coordinated with classroom objectives.

Principal

SES/School Choice is not a solution for students who come from what has been labeled "struggling schools." SES/School Choice becomes a way to pacify people that there is an option to their school that really does nothing more than exploit money from strong programs and resources to give the illusion that an alternative has been provided.

Director of Title I Services & Initiatives

I am very pleased to see that the waiver does not include Public School Choice and Supplemental Education Services. These sanctions have been some of the most costly, time consuming and ineffective consequences under NCLB.

Superintendent

This concerns me because I do not see any mention of special supports for schools to assist children of poverty with all of the non-academic factors with which they struggle (and which certainly effect their achievement). I do not want to see yet another set of criteria that will be used to blame schools for problems they did not create and cannot solve alone.

District Administrator

I am extremely supportive of the State of Illinois's application for an ESEA federal waiver to eliminate the penalties for schools which do not make AYP. Such penalties as giving parents choice to other schools (thereby disrupting communities, schools, and the school districts), mandating a very burdensome and poorly-designed restructuring process, and compelling the hiring outside providers are truly not effective. In fact, such punitive strategies seriously set back the schools which most need and deserve to be appropriately supported! I am particularly angry about the SES providers who are typically in their own for-profit businesses because they siphon off public funds that are needed by the schools not making AYP. The record of failure by the preponderance of those SES providers to step in and help schools meet AYP proves that they are not worth the money!

Illinois Association for Gifted Children

Struggling students as well as students who are gifted all need a chance to demonstrate growth. With the implementation of the Common Core Standards and with the development of new assessments there must be a concerted effort to recognize that ALL students demonstrate growth and that none, including the gifted, are left behind. Current research has clearly pointed out that just meeting standards is not sufficient. We are binging to the top down by focusing solely on the bottom and expecting that "meets" is good enough.

Retired Administrator

- Appreciate the fact that SES and Choice has been removed as mandated consequences for schools that fail to make AYP.
- It is important to note that this does not mean that tutoring will not be provided to students who are in need - but that the school will be able to choose the most appropriate support for the tutoring.
- This will allow the school to offer tutoring during the school day (reaching students who are not allowed to stay after school) as well as during the more traditional extended day and extended year programs.
- Without the mandate of SES, the school will be able to choose the most effective vendor (if they so choose) - instead of having to work with the vendors who presented the most enticing program to the parents.
- The release of the 20% setaside (except for Priority and Focus schools) formerly mandated as setaside for Choice/SES will also allow schools to develop and implement effective intervention programs that will serve a larger number of students - rather than using the funds to support a limited percent of the student population.



To: Pat Quinn, Governor
Dr. Christopher Koch, State Superintendent

February 3, 2012

cc: Gery J. Chico, Board Chair	Melinda A. LaBarre	Maribeth Carlini
Dr. Vinni M. Hall, Board Secretary	Sen. Christine Radogno	Jody Fleck
James W. Bauman	Rep. Michael J. Madigan	Kim Lewis
Dr. Andrea S. Brown	Rep. Tom Cross	Sally Cray
Dr. David L. Fields	Donaid Hayner	Jeff Aranowski
Steven R. Gilford	Sen. John J. Cullerton	
Lanita J. Koster	Melina Wright	

Dear Illinois State Board of Education Member:

Thank you for all you do to provide high quality education to the students of Illinois. Because of your dedication many low-income young people have the opportunity to improve the quality of life in their communities. You are a tireless advocate for those who need help the most and for that, I am grateful.

I am aware that the Illinois State Board of Education is preparing a request to ask the United States Department of Education to waive certain provisions of the Elementary and Secondary Education Act commonly known as the No Child Left Behind Act (NCLB). While I understand the need for more flexibility under the Act, my hope is that the Illinois waiver request will not harm under-served youth by eliminating the Tutoring Program known as Supplemental Education Services (SES). SES Tutoring is a lifeline for the most at-risk children in the state; children who desperately need a leg up to even have a chance of graduating high school.

I know some districts are pushing to make tutoring optional under the waiver plan but I think if tutoring is not mandatory it will be eliminated. I think the waiver should include funds set aside specifically for mandatory tutoring programs for our children. My fear is if tutoring is optional and funds are not set aside, school districts might spend the tutoring resources internally and students will not have access to vital educational assistance anymore. If we eliminate tutoring then needy students will be trapped in failing schools that are not meeting their needs because they lack additional learning supports.

My child has benefitted greatly from the tutoring provided under the SES program at the school and it is simply unfair to take away this important educational resource. Please do not end the SES Tutoring program because it is critical to the success of so many children in public schools in Illinois.

Parent: _____ Child: _____
 School: Ninos Heroes Etc. Grade: 2 Date: 2-3-12

PLEASE SAVE SES TUTORING IN ILLINOIS!

Additional Comments:

ISBE received approximately 1000+ emails, faxes or mailed version of this letter.

ESEA Flexibility Waiver Request Illinois Stakeholder Meetings

	Meetings	Target Audience	Location
1.	October 14, 2011	Statewide System of Support Coordinators	Utica, Illinois
2.	November 29, 2011	Core Stakeholder Vetting Group Superintendents, Teachers, Principals	Bloomington, Illinois
3.	November 29, 2011	Illinois Association of Title I Directors	Springfield, Illinois
4.	November 30, 2011	Title I Consolidated Community of Practitioners	Springfield and Chicago – V-TEL
5.	December 7-8, 2011	Illinois State Advisory Council ISAC on the Education of Children with Disabilities	Springfield, Illinois
6.	December 5, 2011	Gifted and Talented Advisory Council	Springfield, Illinois
7.	December 6, 2011	Illinois Advisory Council on Bilingual Education	Oak Brook Hills Marriott Resort 3500 Midwest Road Oak Brook, IL 60523
8.	December, 20 2011	Superintendents Stakeholder Group	Springfield, Illinois
9.	January 9, 2012	Educators that work with diverse learners: students with disabilities, students learning English as an additional language, and students from poverty (Title I)	Northern Illinois University Extension Campus Naperville, Illinois
10.	Wednesday, January 25, 2012	Illinois Alliance of Administrators of Special Education (IAASE)	Crowne Plaza Hotel Springfield, IL
11.	Thursday, January 26, 2012	Stakeholder meeting <i>hosted by IEA</i>	3440 Liberty Drive Springfield, IL 62704
12.	Friday, January 27, 2012	Core Stakeholder Vetting Group Superintendents, Teachers, Principals	Holiday Inn & Suites 3202 East Empire Street Bloomington IL 61704
13.	Monday, January 30, 2012	Stakeholder meeting hosted by IEA	1555 Bond St., Suite 121 Naperville, IL 60563-0112
14.	Tuesday, January 31, 2012	Illinois Stakeholders	John A. Logan College and Conference Center Batteau Room (Room F103)

	Meetings	Target Audience	Location
			700 Logan College Road Carterville, IL 62918 Phone – 618-985-3741
15.	Thursday, February 2, 2012	Illinois Stakeholders	President Abraham Lincoln Hotel and Conference Center Main Floor Ballroom 701 East Adams Springfield, IL 62701 Phone - 217-544-8800
16.	Friday, February 3, 2012	Illinois Stakeholders	Rock Falls Hotel “E” Hennepin Room 2105 First Avenue South Rock Falls, IL 61071 Phone – 815-626-5500
17.	February 3, 2012	North Cook ELL Education Service Provider Group	Des Plaines
18.	Monday, February 6, 2012	Title I Consolidated Community of Practitioners	Chicago, Illinois
19.	Tuesday, February 7, 2012	NCLB Conference - ESEA flexibility Request: College and Career Ready Expectations	Sheraton Chicago Hotel and Towers 301 E North Water St, Chicago, IL 60611 (312) 464-1000
20.	Tuesday, February 7, 2012	NCLB Conference - ESEA flexibility Request: State Developed Differentiated Recognition Accountability and Support	Sheraton Chicago Hotel and Towers 301 E North Water St, Chicago, IL 60611 (312) 464-1000
21.	Tuesday, February 7, 2012	NCLB Conference - ESEA flexibility Request: Effective Teachers and Principals	Sheraton Chicago Hotel and Towers 301 E North Water St, Chicago, IL 60611 (312) 464-1000
22.	Tuesday, February 7, 2012	CHSE: Champaign for High School Equity National Urban League, National Council of La Raza, National Association for the Advancement of Colored People, Leadership Conference on the Civil Rights Education Fund, Mexican American Legal Defense and Educational Fund, League of United	Webinar for members.

	Meetings	Target Audience	Location
		Latin American Citizens, National allocation of Latino Elected and Appointed Officials Educational Fund, alliance for Excellent Education, National Indian Education Association, Southeast Asia Resource Action Center	
23.	Wednesday, February 8, 2012	NCLB Conference - ESEA flexibility Request: College and Career Ready Expectations	Sheraton Chicago Hotel and Towers 301 E North Water St, Chicago, IL 60611
24.	Wednesday, February 8, 2012	NCLB Conference - ESEA flexibility Request: State Developed Differentiated Recognition Accountability and Support	Sheraton Chicago Hotel and Towers 301 E North Water St, Chicago, IL 60611
25.	Tuesday, February 7, 2012	NCLB Conference - ESEA flexibility Request: Effective Teachers and Principals	Sheraton Chicago Hotel and Towers 301 E North Water St, Chicago, IL 60611
26.	Friday, February 10, 2012	ACT Now Coalition- Coalition of Afterschool programs	208 S. LaSalle Street – Suite 1490 Chicago, IL 60604
27.	Wednesday, February 15, 2012	Chicago Public Schools Administrative Team	CPS Central Office 125 S. Clark Street Chicago
28.	Wednesday, February 15, 2012	Stakeholders – Hosted by the PTA	Jane Addams Junior High School 700 S. Springinsguth Road, Schaumburg.
29.	Thursday, February 16, 2012	Stakeholders – Hosted by PTA	Morton West HS 2400 S. Home Avenue Berwyn, IL



Illinois State Board of Education

Weekly Message

Gery J. Chico, Chairman
 Dr. Christopher J. Ward, Vice Chair
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
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Christopher A. Koch, Ed.D.
 State Superintendent

Sept. 26, 2011

Message From State Superintendent Christopher A. Koch

Late last week President Obama announced his plans to allow states to seek waivers to the federal No Child Left Behind (NCLB) or the Elementary and Secondary Education Act (ESEA). It is very likely that we will seek a waiver to NCLB. Philosophically we support the broad principles that have been outlined thus far, but we really do need to see the details and determine the type of flexibility for which we would be eligible, as well as, any and all requirements that need to be put in place by the State and school districts in exchange for such flexibility.

I was at the White House when the President made his announcement, and he made it clear that the goals for ESEA will remain high. He stressed the need to have rigorous standards to challenge students and educators alike to increase America's global competitiveness. Many of you are aware that some feel that the President has overstepped his authority and is trying to circumvent the Congress to modify existing law through the waiver process. My preference remains a newly authorized ESEA; however, short of reauthorization I believe we must explore a waiver opportunity.

The U.S. Department of Education (USED) has outlined areas specifically in which they want to move education through the waiver process, which include requiring states seeking waivers to:

- Adopt college and career ready standards and assessments;
- Develop a new generation of accountability, recognition and support systems; and
- Improve evaluation of principal and teacher effectiveness.

I believe that Illinois is well-positioned to receive a waiver. USED has said that waivers will be available in several areas, but most notably we would have the ability to seek flexibility from: the 2013-14 requirement of 100 percent of students meeting and exceeding state standards; district and school improvement requirements; and additional uses of federal funds.

We have received more than 550 responses to our survey (<http://www.surveymonkey.com/s/ESEAWaivers>) seeking input from the field as to where you would like to see changes in ESEA. I encourage you to continue to provide input in response to that survey instrument for the next couple of weeks, as we receive additional guidance from the USED. So far, your responses have tracked very closely with the flexibilities that are being offered. More than half of you have said that you favor flexibility for a new accountability model, which is more realistic based on student growth and you also favor additional flexibility to utilize Title I funds for more school-wide activities.

We will be working with the USED staff over the next couple of weeks to better understand the waiver process and we will also continue to analyze the applications to determine what will be required from the state and districts if we do seek a waiver so that we know what our options are and how it will impact our students and educators here in Illinois.

Have a good week.
 Chris

Table of Contents

PEAC	2
U.S. Department of Education	2
External Assurance	3
Data Analysis and Progress Reporting	3
Funding and Disbursement Services	3
CDC	6
Bullying Prevention	7
Special Education	7
Career and Technical Education	8
Nutrition	8
Innovation and Improvement	8
Public Act 94-1039	9
School Opportunities	9
Professional Development	9
Student Opportunities	10
In the News	10
Employment Opportunities	10

Upcoming Dates and Deadlines

- Parent Involvement Fall Summit, Hilton Lisle – Oct. 3
- 21st CCLC New Grantee Workshop, Bloomington Marriott Convention Center – Oct. 4
- ARRA FTE jobs and vendor data for the quarter ending Sept. 30 due at ISBE – Oct. 5
- 21st CCLC New Staff Workshop, Bloomington Marriott Convention Center – Oct. 5
- 21st CCLC Fall Workshop, Bloomington Marriott Convention Center – Oct. 6
- 21st CCLC Project Directors Meeting, Bloomington Marriott Convention Center – Oct. 6
- National Dropout Prevention Conference in Schaumburg – Oct. 9-12
- ISBE offices closed for Columbus Day – Oct. 10
- Parent Involvement Fall Summit, The Pavilion Marion – Oct. 11
- Parent Involvement Fall Summit, Double Tree Alsip – Oct. 13
- 2011 Reduction in Force Survey deadline – Oct. 17
- 2011-12 School District Budget form – Adopted by Sept. 30 and due to ISBE by Oct. 30
- Parent Involvement Fall Summit, Hilton Springfield – Nov. 1
- Parent Involvement Regional Summit in Springfield – Nov. 1
- National Refugee and Immigrant Conference: Issues and Innovations in Chicago – Nov. 7-8
- Gifted Advisory Council ISBE Springfield Office – Nov. 8
- 2010-11 LEA Annual Financial Report – Due to ROEs/ISCs Oct. 14 and due to ISBE Nov. 15 (with the exception of those who received an “Extension of Time” approval letter)
- ISBE offices closed for Thanksgiving – Nov. 24 and 25
- FY12 NCLB Monitoring Instrument – Nov. 30
- FY12 NCLB Title I Comparability Analysis – Nov. 30
- 2012 Illinois Arts Education Week Poster Contest deadline – Nov. 30
- FY 12 School Technology Revolving Loan Program (STRLP) application deadline – Dec. 1
- Postmark deadline for waiver applications to be considered by General Assembly in Spring ’12 – Jan. 13

PEAC

Educators Invited to Upcoming Public Forums Scheduled Across the State

Teachers and administrators can weigh in on recommended changes to their evaluation systems at upcoming forums to be held across the state. Meetings will be held from 6 to 7:30 p.m. in the following cities:

- Oct. 5: **Waukegan**, Trapp Auditorium, Waukegan High School, 2325 Brookside Ave.
- Oct. 6: **Elgin**, Auditorium, Elgin High School, 1200 Maroon Drive
- Oct. 11: **Lombard**, Glenn Westlake Middle School, 1514 S. Main St.
- Oct. 17: **Belleville**, Belleville-East Campus, 2555 West Boulevard
- Oct. 25: **Marion**, meeting site to be determined
- Oct. 27: **Bloomington**, meeting site to be determined

Additional forums will be held in Chicago and Rock Island – exact dates and sites to be determined.

The 90-minute sessions will provide a chance for educators to learn what the state’s Performance Evaluation Advisory Council of educators and experts has recommended. Participants will have an opportunity to share their thoughts with leaders of the Illinois State Board of Education before the new rules are drafted.

Register at <http://www.teachplus.org/page/regional-educator-forums-123.html>. Watch for additional details under “What’s New?” at <http://www.isbe.net/PEAC/>. For questions, e-mail peacinfo@isbe.net.

U.S. Department of Education

President Obama to Deliver Annual Back-to-School Speech on Sept. 28

President Barack Obama will deliver his third annual Back-to-School Speech at 12:30 p.m. CDT on Wednesday, Sept. 28, 2011. The president will speak at Benjamin Banneker Academic High School in Washington, D.C. Information on a live stream of President Obama’s Back-to-School Speech will be coming soon at <http://www.whitehouse.gov/back-to-school>.

Schools across the country can watch the speech live on MSNBC as a special feature of NBC News’ “Education Nation” – part of NBC’s weeklong commitment to education reports and programming across the network’s shows and platforms beginning Sept. 25. In past years, President Obama has encouraged students to study hard and take responsibility for their education, urging students to set goals, to believe in themselves, and to be the authors of their own destinies.

External Assurance

NCLB Monitoring Instrument and NCLB Title I Comparability

The FY12 NCLB Monitoring Instrument is available for completion and submission in the IWAS system. The due date is Wednesday, Nov. 30.

All districts receiving NCLB funding are required to submit the document every year. As before, the previous year’s information will be imported to the document and the district should ensure its accuracy before submitting. Each “Comment/Proof Indicator” should contain documents that support your answers.

There is a sample list of proof indicators on the External Assurance Web site at http://www.isbe.net/ea/htm/proof_indicators.doc.

The Title I Comparability analysis will load your previous year’s data as it relates to teacher’s names and positions if you used the “pupil/staff” ratio in your comparison. This application is also located on the IWAS system, districts that are “exempt” may simply select the “Exempt” radio button and then “Submit.” Their submittal requirements will have been met when the superintendent submits it.

Districts requiring a comparison will have all of their district’s school buildings imported from the FY12 NCLB Consolidated Application. Districts will have to account for all of their buildings through exclusions or in a comparison with other schools of similar student enrollment and grade spans. The written procedures and board approved equivalency policies and salary schedules for districts will need to be added in their appropriate window. Current student enrollment for each building will need to be supplied for any of the comparison ratios you select to use.

Districts will need to define the various comparison classifications. For example if a district has both large

and small elementary schools with similar grade spans, they may define both in the system to avoid comparing larger and smaller schools in the same comparison. Classifying the buildings according to enrollment size should be based on the larger schools having at least twice the enrollment size of the other schools with a similar grade span. A “User’s Guide” is located on the menu bar of the comparability application and on our External Assurance Website.

All districts receiving Title I funds must complete the document. Failure to comply will result in program funds being frozen and a recovery of expenditures of Title I funds in buildings where they are determined to be non-comparable.

If you have questions concerning the Title I Comparability or the Monitoring Instrument, contact Paul Williams, External Assurance, at (217) 782-7970 or pwilliam@isbe.net.

Data Analysis and Progress Reporting

2011 Reduction in Force Survey Now Available on IWAS

The 2011 Reduction in Force Survey is available on IWAS. The deadline for districts to submit this report of tenured and non-tenured teacher dismissals due to reduction in force is Oct. 17, 2011. Per Section 10-20.26 of the School Code, the survey also requests information on the number of teachers rehired and positions eliminated.

Your timely response to this data collection is greatly appreciated. Please note that the Oct. 15 deadline in statute falls on a weekend this year. For this reason, the deadline to submit has been moved to the next ISBE business day after the weekend, i.e., Oct. 17. If you have questions about the survey, please contact Niann-Tsyr Chern in the Data Analysis and Progress Reporting Division at (217) 782-3950 or nchern@isbe.net.

Funding and Disbursement Services

Child Nutrition Claims – Due Date Changes

In June 2011, the U.S. Department of Agriculture (USDA) provided clarification to the Child Nutrition

Program Regulations and 60-90 Day Claim Guidance in regards to claim due dates. Previously the Illinois State Board of Education (ISBE) instructed program sponsors that all original claims must be submitted within 60 calendar days after the end of the claiming month and that upward revised claims must be submitted within 90 calendar days after the end of the claiming month in order to be paid with program funds.

The USDA has clarified that federal regulations require ALL valid final claims to be submitted no later than 60 calendar days following the last day of the full month covered by the claim. This means that all original claims and upward revisions are due within 60 calendar days. Downward revisions may continue to be submitted at any time.

Effective with October 2011 claims, all original claims and upward revised claims must be submitted by sponsors within 60 calendar days of the end of the claiming month in order to be paid with program funds.

CLAIM DUE DATES

Claim Month	Due Date
October	Dec. 30
November	Jan. 29
December	March 1 (Feb. 29 if leap year)
January	April 1 (March 31 if leap year)
February	April 29
March	May 30
April	June 29
May	July 30
June	Aug. 29
July	Sept. 29
August	Oct. 30
September	Nov. 29

If you have any claim questions, call (217) 782-5256.

Updated Handbook for Federal and State Grant Recipients Available Online

The Division of Funding and Disbursement Services have made extensive changes to the State and Federal Grant Administration Policy, Fiscal Requirements and Procedures handbook, which can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. The grants handbook is a useful reference document for state and federal grant recipients on a variety of general grant related issues. The handbook does not replace or supersede any unique program requirements, statute or rules.

Highlights of the major changes include:

- New glossary of acronyms and grant terms (Pages 2-5)
- Revisions to Grant Policy Statements (Pages 6-7)
- New language on state and federal payment schedules and expenditure reports (Pages 15-17)
- New language on supporting documentation for salaries and wages per Federal OMB Circular A-87 (Page 30)
- New language on time and effort reporting (Pages 31-33)
- New section on Grant Funds Recovery Act (Pages 39-40)
- New section on supplement vs. supplant and maintenance of effort (Pages 43-45)

Questions? Contact Kim Lewis at kewis@isbe.net or Sally Cray at scray@isbe.net or (217) 782-5256.

Sept. 30, 2011, ARRA Jobs and Vendor Data Due Oct. 5, 2011

American Recovery and Reinvestment Act (ARRA) full-time equivalent (FTE) jobs and vendor data for the quarter ending Sept. 30, 2011, is due at the Illinois State Board of Education on or before Wednesday, Oct. 5.

ARRA data reporting includes two primary elements: the number of jobs funded in the reporting quarter with ARRA dollars and a single payment made to a vendor, using ARRA dollars, in the amount of \$25,000 or more. All ARRA data must be reported via the ARRA Reporting System in IWAS. Please refer to the ARRA Reporting Instructions at http://www.isbe.net/arra/pdf/arra_reporting_inst.pdf for detailed reporting procedures.

ARRA data must be reported regardless of whether any jobs were funded or any payments were made to a vendor of \$25,000 or more in the reporting quarter. Please follow these three steps below to properly calculate the jobs FTE that must be reported for the period ending Sept. 30.

- **Step 1:** Determine the number of hours in a full-time schedule for ARRA funded employees between July 1 and Sept. 30 (i.e. an employee works 40 hours a week for 13 weeks, the quarterly hours in a full-time schedule is 520 hours). Note: This figure may change depending on the type of employee.
- **Step 2:** Determine the number of hours employees were paid with ARRA funds for the reporting quarter ending Sept. 30.

- **Step 3:** Divide the number calculated in Step 2 by the quarterly hours in a full-time schedule calculated in Step 1. This calculation should be performed for each employee funded with ARRA dollars. The formula for reporting can be represented as:

$$\frac{\text{Total Number of Hours ARRA Funded Within Reporting Quarter}}{\text{Quarterly Hours in a Full-Time Schedule}} = \text{FTE}$$

Sept. 30 ARRA data must be reported for the following ARRA programs if your LEA has been awarded or received funds:

- Title I Low Income – Revenue Code 4851, CFDA #84.394
- Title I Low Income Neglected – Revenue Code 4852, CFDA #84.394
- Title I Low Income Delinquent – Revenue Code 4853, CFDA #84.394
- Title I School Improvement – Revenue Code 4854, CFDA #84.394
- Title I School Improvement (1003g) – Revenue Code 4855, CFDA #84.388
- IDEA Part B Preschool – Revenue Code 4856, CFDA #84.392
- IDEA Part B Flow Through – Revenue Code 4857, CFDA #84.391
- Title II D Enhancing Education Through Technology – Revenue Code 4861, CFDA #84.386
- McKinney Vento Homeless Education – Revenue Code 4862, CFDA #84.387
- Education Jobs Fund Program – Revenue Code 4880, CFDA #84.410 (If compensation and/or benefits have been or will be requested for employees from July through September)

If you have any questions, contact Funding and Disbursement Services at (217) 782-5256.

EDUCATION JOBS ARRA REPORTING

REMINDER – PLEASE READ CAREFULLY: If the LEA has submitted or plans to submit an expenditure report requesting reimbursement of qualifying expenditures (i.e. compensation and benefit costs) between July 1 and Sept. 30 the full-time equivalent (FTE) jobs and vendor data must be reported for the period ending Sept. 30 even if an expenditure report for reimbursement has yet to be filed for that reporting quarter. For example, if the LEA is going to submit in mid-October an Ed Jobs expenditure report requesting reimbursement of compensation and benefits expended

during the reporting quarter ending Sept. 30, the LEA is required to report FTE jobs and vendor data to ISBE on or before the required ARRA reporting deadline of Oct. 5 even though the expenditure report has not yet been submitted by the LEA. This is true for any subsequent quarter.

Further, once the LEA begins to request Ed Jobs expenditure reimbursement they are obligated to report ARRA FTE jobs and vendor data via the ARRA Reporting System every subsequent quarter until all Ed Jobs Funds have been requested and reported, even if no expenditure reports for reimbursement have been submitted in the current ARRA reporting quarter. For example, if the LEA requested reimbursement and reported ARRA data through June 30 but has no Ed Jobs expenditures between July 1 and Sept. 30, they must still submit ARRA FTE jobs and vendor data for the Sept. 30 ARRA reporting quarter that reflects that 0 FTE jobs or vendor payments were funded with Ed Jobs dollars during the reporting quarter. Again, the LEA must continue to submit ARRA data reports for each reporting quarter, beginning with the quarter in which the compensation funding start date occurs until all Ed Jobs funds have been requested and reported.

If you have further questions, contact Jim Mathes at jmathes@isbe.net or Marj Beck at mbeck@isbe.net. Both can be reached at (217) 782-5256.

Selected ARRA Programs Final Obligation Date Sept. 30, 2011

The final date for grant recipients that have been awarded funds under selected programs for the American Recovery and Reinvestment Act (ARRA) is Sept. 30, 2011. This date is applicable to all grant recipients with active FY 2011 projects that were provided project date extensions to Sept. 30. However, if an ARRA grant recipient with a FY 2011 project that ended June 30 or Aug. 31 has unexpended funds that could be obligated by Sept. 30, please contact the Division of Funding and Disbursement Services at 217-782-5256 to request an extension to obligate those funds. It is critical that all activities and final ARRA obligations occur on or before Sept. 30. Extensions past Sept. 30 cannot be granted. Any unexpended funds reflected on final expenditure reports must be returned. The list of the ARRA programs that will expire are provided below with the ARRA program name, followed by the revenue codes, and the corresponding federal CFDA #.

- **Title I Low Income;** Revenue Codes 4851, 4852, 4853, 4854; Federal CFDA# 84.389

- **Sp Ed IDEA Part B Preschool**; Revenue Code 4856; Federal CFDA# 84.392
- **Sp Ed IDEA Part B Flow Through**; Revenue Code 4857; Federal CFDA# 84.391
- **Title II D Technology**; Revenue Code 4861; Federal CFDA# 84.386
- **McKinney Vento Homeless**; Revenue Code 4862; Federal CFDA# 84.387

To assist you with what constitutes an obligation please see below:

- **If the obligation is for:** Acquisition of real or personal property. **The obligation is made:** On the date on which a written commitment to acquire the property has been made.
- **If the obligation is for:** Personal services by an employee. **The obligation is made:** When the service has been performed.
- **If the obligation is for:** Personal services by a contractor (not an employee). **The obligation is made:** On the date on which a binding written commitment to obtain the services has been made.
- **If the obligation is for:** Performance of work other than a personal service. **The obligation is made:** On the date on which a binding written commitment to obtain the work has been made.
- **If the obligation is for:** Public utility service. **The obligation is made:** When the service is received.
- **If the obligation is for:** Travel. **The obligation is made:** when the travel is taken.
- **If the obligation is for:** g) rental of real or personal property. **The obligation is made:** When the property is used.
- **If the obligation is for:** h) a preagreement cost that was properly approved by the State. **The obligation is made:** When the preagreement costs were approved by the State.

If you have any questions, call (217) 782-5256.

CDC

School Health Guidelines to Promote Healthy Eating and Physical Activity

The Centers for Disease Control and Prevention’s Division of Adolescent and School Health recently released the School Health Guidelines to Promote Healthy Eating and Physical Activity. This new resource updates and combines previous guidelines last published in the 1990s. Schools play a critical role in improving the

dietary and physical activity behaviors of students and the critical health outcomes and diseases they influence, such as obesity, diabetes and heart disease.

Developed in collaboration with nutrition and physical activity experts across the nation, the guidelines identify the most effective policies and practices schools can implement to help young people adopt and maintain healthy eating habits and a physically active lifestyle. CDC synthesized research and best practices related to promoting healthy eating and physical activity in schools, culminating in nine guidelines. These guidelines were informed by the Dietary Guidelines for Americans, the Physical Activity Guidelines for Americans and the Healthy People 2020 objectives related to healthy eating and physical activity among children and adolescents (including associated school objectives).

Collectively, the nine guidelines serve as the foundation for developing, implementing, and evaluating school-based healthy eating and physical activity policies and practices for students. Individually, they emphasize and address:

- Coordination in developing, implementing, and evaluating healthy eating and physical activity policies and practices.
- School environments that support healthy eating and physical activity.
- Healthy food choices at school.
- Comprehensive physical activity programs with quality physical education.
- Health education that provides students with the knowledge, attitudes, skills, and experiences they need for healthy eating and physical activity.
- Health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.
- Partnering with families and community members to develop and implement healthy eating and physical activity policies, practices, and programs.
- Providing a school employee wellness program that includes healthy eating and physical activity services.
- Employing qualified individuals, and providing professional development opportunities for staff working in school health-related positions.

Each of the guidelines is accompanied by a set of strategies that can help schools work toward achieving each guideline. Although the ultimate goal is to implement all nine guidelines, not every strategy will be

appropriate for every school, and some schools, due to resource limitations, might need to implement the guidelines incrementally.

Bullying Prevention

Coalition Working to Implement Task Force's Recommendations

Gov. Quinn signed the Illinois Prevent School Violence Act amendments just in time for the 2010-11 school year. Now, efforts are under way continuing to implement the act's important tenets, which include the first-ever definition of bullying in Illinois law, enumerated categories of students particularly vulnerable to bullying, and an expansion of the law's reach to include private, non-religious schools. For a copy of the act, go to <http://www.ilga.gov/legislation/publicacts/96/PDF/096-0952.pdf>.

The act created the Illinois School Bullying Prevention Task Force to examine bullying and ways to effectively prevent it. For a copy of the recommendations, go to http://www.isbe.net/SBPTF/pdf/sbptf_report_030111.pdf.

The Prevent School Violence Illinois coalition, a group of organizations across the state committed to effective bullying prevention and intervention, has taken up the work of implementing the task force's recommendations by raising awareness, connecting stakeholders, and providing expertise and resources. Drawing from the recommendations, the coalition recognizes:

- That bullying negatively affects every person within a school community and the climate of the school community itself;
- That bullying prevention is most effective when it accounts for the unique issues of a particular school community;
- That the impacts of systemic issues (e.g., racism, classism, religious bias, adultism, disability discrimination and homophobia) contribute to negative environments for youth and adults;
- That Social and Emotional Learning (SEL) is as important as math and English; and
- That overreliance on punitive school discipline detracts from a school community's ability to provide optimal conditions for learning and development and must be replaced by restorative measures.

For more about Prevent School Violence Illinois, contact Sarah Schriber at sarah@illinoissafeschools.org or (312) 368-9070, ext. 323.

Special Education

Timely and Meaningful Consultation Documentation Reminder for Districts

It's the time of the year when districts should be planning to complete its annual timely and meaningful consultation ("TMC") with private schools and families of home-schoolers with disabilities. Please remember that this is a requirement for any district that has known home-school students and private school students with disabilities regardless of whether your district has funds to expend on such students. Also, please note the requirement to provide families in your district with a public notice of the TMC requirement even if you do not have any private schools in your district. The specific steps for conducting TMC can be found in our guidance memos located at http://www.isbe.net/spec-ed/pdfs/Memo_08-2_Clarification.pdf, http://www.isbe.net/spec-ed/pdfs/guidance_06-3.pdf and http://www.isbe.net/spec-ed/pdfs/guidance_06-2.pdf. The affirmation form can be accessed at <http://www.isbe.net/spec-ed/pdfs/pvtschAppA.pdf>.

Please plan on completing your TMC by no later than Oct. 15, 2011, and submitting your documentation of the TMC by Nov. 1, 2011. For questions, contact Special Education Services at (217) 782-5589.

Public Act 97-0284 Addresses 70/30 Rule in Regards to Speech/Language Students

Due to the passage and immediate implementation of Public Act 97-0284, districts will no longer have to include students with an eligibility of Speech/Language only when determining the composition of a classroom for the purpose of meeting the 70/30 rule, provided each student meets the following criteria:

- The student must be receiving only speech services outside of the general education classroom.
- The instruction provided the student in the general education classroom does not require modification.

Those districts with classrooms not meeting the 70/30 rule even after excluding Speech/Language students from the count of students with individualized education plans (IEPs) will still need to apply for a deviation. In

completing the required documentation, districts will still be required to include information regarding Speech/Language students for data-gathering purposes only. Instructions and the form for completing a deviation request can be found at http://www.isbe.net/spec-ed/pdfs/34-38_deviation_70-30.pdf. Please direct any questions to Betty Hendrickson at bhendric@isbe.net or Jason Pals at jpals@isbe.net or call (217) 782-5589.

Career and Technical Education

Webinar on High School to College Success Report to be Held Oct. 11

The Webinar “Illinois High School to College Feedback Report 101: An Introduction to the New Illinois High School to College Success Report” is set for 1:30-2:30 p.m. Tuesday, Oct. 11.

In June 2011, the Illinois State Board of Education, the Illinois Community College Board and the Illinois Board of Higher Education released the first High School to College Success Report. This presentation will cover the origin, scope, and uses of this report.

For more information and to register, visit <https://www1.gotomeeting.com/register/913636961>.

Nutrition

Applications Available Online for Share Your Breakfast Grants

Targeting schools with 50 percent or greater free-and reduced-price eligibility, competitive grants ranging from \$750-\$1,000 are available through Kellogg’s and Action for Healthy Kids Share Your Breakfast program.

The primary goal is to increase the average daily participation in breakfast of the grantees by 25 percent. A secondary goal is to mobilize parents and youth as advocates and implementers of the school breakfast initiatives through Action for Healthy Kids’s core school health programs, Game On! The Ultimate Wellness Challenge, Fuel Up to Play 60, and Students Taking Charge.

A Webinar on this grant opportunity is set for 3-4 p.m. Wednesday, Sept. 21, 2011. The due date to submit the application is Sept. 30. Visit the following Website to register for the Webinar and complete the application: <http://www.actionforhealthykids.org/campaigns/breakfast/>.

Innovation and Improvement

ISBE’s 2011 Parent Involvement Regional Summits Return in October

The Illinois State Board of Education's Division of Innovation and Improvement is pleased to announce the 2011 Fall Parent Involvement Regional Summits to be offered at four Illinois locations. The Regional Fall Summits, created for Title I School Teams, have been developed to assist districts and schools in the development and planning of strategies that sustain parent partnerships and to improve skills that join families and schools on a common path to student achievement.

Summit 2: This working session will resume the work started in the spring summits. Using data specific to each school, this session will lead the school’s team through an evaluative action planning process and the development of a ready-to-implement plan that will satisfy family engagement requirements for school improvement planning. Break-out sessions will serve elementary, middle school and high school levels with practitioners from the spring Summits returning to provide support.

Participants will:

- Take away ready-to-implement strategies for family engagement.
- Build a network of support for future work in family engagement.
- Gain experience in tools and processes that will assist in future school improvement planning.

NOTE: School teams must complete the assignment from the spring summits prior to attending the fall summits. The assignment can be found at <http://www.illinoisparents.org/isbesummitinfo.htm>.

School Title I Teams should include administrators, school faculty and parents who are not employees of the school or district which they represent. Fall summit dates and times are listed below:

- Monday, Oct. 3 – Lisle Hilton, Lisle
- Tuesday, Oct. 11 – Williamson County Pavilion, Marion
- Friday, Oct. 14 – DoubleTree, Alsip
- Tuesday, Nov. 1 – Springfield Hilton, Springfield

All sessions are from 9:30 a.m. to 3:30 p.m. with check-in beginning at 9 a.m. Lunch will be provided. Schools

can register their teams of two or more for one of the sessions at <http://webapps.isbe.net/ISBEConference> or www.IllinoisParents.org. Please note the registration closing dates below.

- Lisle – Extended to Sept. 26
- Marion – Sept. 28
- Alsip – Sept. 28
- Springfield – Oct. 17

The Illinois State Board of Education's Parent Involvement Regional Summits are the collaborative work of The Academic Development Institute, Great Lakes West Comprehensive Center and the Illinois Parent Information Resource Center (PIRC).

Public Act 94-1039

An Important Update on the Illinois New Principal Mentoring Program

Per Public Act 94-1039, school districts are charged with the responsibility of ensuring each first year principal in Illinois is mentored by a qualified, highly-trained mentor if adequate state funding has been made available to support the Illinois New Principal Mentoring program. Since funding for the new principal mentoring program was reduced to \$1 in the fiscal year 2012 state budget, school districts will not be required to have their first year principals mentored unless funding is restored prior to the start of the calendar year.

School districts may choose, and are encouraged to, continue to provide local district mentoring for new principals in lieu of the state program. Please contact the mentoring provider in your area to learn more about new principal mentoring options that may be available. (http://www.ilprincipamentoring.org/contact_info/Provider%20Contact%20Page.html) ISBE will continue to update school districts about the Illinois New Principal Mentoring program as information becomes available.

School Opportunities

Schools Encouraged to Participate in International Walk to School Day

The 15th annual International Walk to School Day is set for Wednesday, Oct. 5. The event aims to encourage safer and improved routes to school, healthier habits and environmental concern.

This event is organized by the National Safe Routes to School Program. Details and resources related to the

event are available at <http://www.walktoschool.org> and <http://www.dot.il.gov/green/IWTSD.html>. In Illinois, the event is sponsored by the Illinois Safe Routes to School Program and IDOT's Green Initiative. Schools are encouraged to inform IDOT of their plans to participate. Contact IDOT at william.e.hall@illinois.gov or (815) 434-8520.

Schools that plan to participate in the event are encouraged to spend time instructing students on pedestrian and bicycle safety prior to International Walk to School Day. Additional information on bicycle and pedestrian safety is available through the Illinois Department of Transportation Website at <http://www.dot.il.gov/bikemap/litlist.html>.

Recycling Competition Kicks Off Next Month

Keep America Beautiful is holding a nationwide recycling competition for K-12 schools. The Recycle-Bowl is separated into two divisions, the Competition Division and the Open Division. Schools can choose to register for either, based on eligibility requirements and the school's ability to meet division standards.

The registration deadline is Oct. 10, and the competition kicks off Oct. 17. For official rules and more information, visit <http://recycle-bowl.org> or e-mail info@recycle-bowl.org. Keep America Beautiful, which was established in 1953, is a volunteer-based community action and education organization. To learn more, visit <http://www.kab.org>.

Professional Development

Annual Statewide Child Abuse Prevention Conference Coming Up

Registration is open for the 17th annual Statewide Child Abuse Prevention Conference, which is set for Oct. 20 and 21 in Springfield. This year's conference is titled "Safe and Healthy Children – Making the Investment."

The conference features four plenary sessions and 21 breakout sessions addressing current and emerging issues in the field of child development and wellbeing. The conference is for professionals working with children and families in any related field – education, early childhood, social work, healthcare, counseling, law enforcement, home visiting and more.

Register at <http://www.preventchildabuseillinois.org>.

National Refugee and Immigrant Conference Coming Up in Chicago

The 2011 National Refugee and Immigrant Conference: Issues and Innovations is set for Nov. 7-8, 2011, in Chicago. This conference is a collaboration of the Illinois State Board of Education, the Illinois Department of Public Health, the Illinois Department of Human Services, Chicago Public Schools, The Center/Adult Learning Resource Center, Heartland Health Outreach, Heartland Alliance for Human Needs and Human Rights, Illinois Coalition for Immigrant and Refugee Rights and the Jewish Federation of Metropolitan Chicago.

The registration fee is \$250 for both days or \$125 per day. For more information, including the conference overview and registration packet, go to <http://www.thecenterweb.org/alrc/refugee.html>. If you have any questions regarding the conference, contact Lynn Osheff at (224) 366-8632 or losheff@cntrmail.org.

Student Opportunities

Publishing Company Offers Scholarship for Create-A-Greeting Card Contest

The Prudent Publishing Co. is holding its fifth annual Create-A-Greeting Card Scholarship Contest. The winner receives a \$10,000 scholarship, and a \$1,000 prize goes to the winner's school. The deadline to enter is Jan. 14.

High school students (ages 14 or older) are eligible to compete. (College students and military personnel are also eligible.) Participants should register at <http://www.gallerycollection.com/greetingcardscontests.htm>. Visit the Website for complete rules.

Annual Prudential Spirit of Community Awards Honor Top Student Volunteers

Illinois students in grades 5-12 can apply for the Prudential Spirit of Community Awards.

The deadline to apply for the 17th annual awards is Nov. 1 with winners to be announced Feb. 7. The top middle school and high school volunteer from Illinois will have an opportunity to travel in the spring to Washington, D.C. The awards are presented by Prudential Financial in partnership with the National Association of Secondary School Principals.

Apply at <http://spirit.prudential.com> or <http://www.principals.org/spirit>. A paper version of the application form is available by calling (877) 525-8491.

In the News

Jacksonville's Don Jolly Named Illinois History Teacher of the Year

The Illinois State Board of Education and the Gilder Lehrman Institute of American History has selected Don Jolly of Jacksonville as the 2011 Illinois History Teacher of the Year. Jolly is a sixth-grade teacher at Our Saviour School in Jacksonville, where he has served as geography team coach, organizes the school's annual Geography Bee, and co-chairs the biannual History Fair.

Jolly graduated from Macalester College in St. Paul, Minn., and received an Master of Arts in Germanic studies at Case Western Reserve University in Cleveland. Don was selected as a U.S. Peace Corps volunteer to Sierra Leone, where he served as a secondary school teacher from 1969 to 1972. Following his return to Jacksonville, Don began his lengthy teaching career of over 30 years at Jefferson and South Schools in Jacksonville Public School District 117. Jolly has served on the board of the Illinois Council for the Social Studies and was president in 2010. In 1996, he received the local Bill Russell Award for Innovative Teaching. In 2005, he was a recipient of a community Those Who Care Award. The Illinois Council for the Social Studies honored Don with its Excellence in Social Studies Teaching Award in 2007, and, in 2008, Don received the prestigious Golden Apple Illinois Award for Excellence in Teaching.

The winner of the National History Teacher of the Year Award will be announced soon. The award is sponsored by the Gilder Lehrman Institute, the History Channel and Preserve America. For more information, visit http://www.gilderlehrman.org/education/htoy_overview.php.

Weekly News Clips

ISBE has posted highlights from last week's education news clips at <http://www.isbe.net/news/2011/newsclips/110926.htm>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at <http://www.isbe.net/hr/Default.htm>.



Illinois State Board of Education

Weekly Message

Gery J. Chico, Chairman
 Dr. Christopher J. Ward, Vice Chair
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
 Dr. Andrea S. Brown
 Dr. David L. Fields
 Steven R. Gifford
 Lanita J. Koster
 Melinda A. LaBarre

Christopher A. Koch, Ed.D.
 State Superintendent

Oct. 3, 2011

Message From State Superintendent Christopher A. Koch

Members of the Illinois State Board of Education met last week in Bloomington for their annual strategic planning session and September Board meeting. They were able to review elements of ISBE's strategic plan (http://www.isbe.net/reports/strategic_plan11.pdf), and also to discuss pursuing a possible waiver to No Child Left Behind. While the preference remains to see a new law, the consensus of the group is to move forward with exploring the possibility of a waiver. I will have more on that in the weeks ahead as more information becomes available and we begin to develop our plan, which we will likely submit in February.

The Board also approved nine individuals to become the initial members of Illinois' State Charter School Commission. This group's primary responsibility will be to consider the appeals of charter proposals that have been denied, revoked or not renewed by a local school board, ensuring to only authorize quality charter schools and reject those that are inadequate. The process at the local level will remain the same; those entities interested in starting a charter school will need to apply to and work with local districts first, and only if they are denied can they appeal to the State Charter School Commission (which serves a very similar role to that played in the past by the State Board).

In addition to authorizing charter schools, the Commission must monitor the performance and legal compliance of each charter school authorized by the Commission and determine if the charter merits renewal, nonrenewal or revocation. The Commission must also produce a report every two years on best practices in charter school authorizing, including evaluating applications, oversight and renewal of charter schools.

The initial appointments made by the Board to the State Charter School Commission include:

- Paul Swanstrom, former Superintendent, Joliet Township High School District 204, Crete
- Sean Denney, lobbyist, Illinois Education Association, Evanston
- Mike Jacoby, Executive Director, Illinois Association of School Business Officials, DeKalb
- Jaime Guzman, Chief Advisor to the Board of Trustees, City Colleges of Chicago, Chicago
- Glen Barton, former Chairman and CEO, Caterpillar Inc., Peoria
- Greg Richmond, President and CEO, National Association of Charter School Authorizers, Chicago

Table of Contents

Funding and Disbursement Services	2
Data Analysis and Progress Reporting	3
Special Notice.....	4
Those Who Excel.....	4
Curriculum and Instruction	4
Nutrition	5
PEAC	5
External Assurance.....	6
Rules and Waivers	6
Special Education	7
Thomas Lay Burroughs Award	7
School Opportunities.....	7
Professional Development	7
Student Opportunities	8
In the News	8
Employment Opportunities	8

- Angela Renee Rudolph, Program Officer, Joyce Foundation
- Patricia Van Pelt-Watkins, Executive Director, TARGET Area Development Corp., Chicago
- Rudy Valdez, General Manager – Asia Programs, Hamilton Sunstrand Corp., Rockford

Commission members will serve on staggered terms of office beginning with initial 2-, 3-, and 4-year terms (after which all terms will be 4 years). Their terms are scheduled to begin Nov. 1, 2011.

Have a good week.

Chris

Upcoming Dates and Deadlines

- **Parent Involvement Fall Summit, Hilton Lisle** – Oct. 3
- **ARRA FTE jobs and vendor data for the quarter ending Sept. 30 due at ISBE** – Oct. 5
- **21st CCLC New Staff Workshop, Bloomington Marriott Convention Center** – Oct. 5
- **21st CCLC Fall Workshop, Bloomington Marriott Convention Center** – Oct. 6
- **21st CCLC Project Directors Meeting, Bloomington Marriott Convention Center** – Oct. 6
- **National Dropout Prevention Conference in Schaumburg** – Oct. 9-12
- **Parent Involvement Fall Summit, The Pavilion Marion** – Oct. 11
- **Parent Involvement Fall Summit, Double Tree Alsip** – Oct. 13
- **2011 Reduction in Force Survey deadline** – Oct. 17
- **2011-12 School District Budget form** – Adopted by Sept. 30 and due to ISBE by Oct. 30
- **Supplemental General State Aid (SGSA) plan deadline** – Oct. 30
- **Parent Involvement Fall Summit, Hilton Springfield** – Nov. 1
- **Parent Involvement Regional Summit in Springfield** – Nov. 1
- **National Refugee and Immigrant Conference: Issues and Innovations in Chicago** – Nov. 7-8
- **Gifted Advisory Council ISBE Springfield Office** – Nov. 8
- **2011-12 Unfilled Positions Survey deadline** – Nov. 15
- **2010-11 LEA Annual Financial Report** – Due to ROEs/ISCs Oct. 14 and due to ISBE Nov. 15 (with the exception of those who received an “Extension of Time” approval letter)
- **FY12 NCLB Monitoring Instrument** – Nov. 30
- **FY12 NCLB Title I Comparability Analysis** – Nov. 30
- **2012 Illinois Arts Education Week Poster Contest deadline** – Nov. 30
- **FY 12 School Technology Revolving Loan Program (STRLP) application deadline** – Dec. 1
- **Nonpublic Registration, Enrollment, and Staff Report deadline** – Dec. 31
- **Postmark deadline for waiver applications to be considered by General Assembly in Spring ’12** – Jan. 13
- **2011-12 Teacher Salary Study data form deadline** – Feb. 1
- **2011-12 Noncertified Staff Salary Study survey** – Feb. 1

Funding and Disbursement Services

Fiscal Year 2012 Supplemental General State Aid Plans Due Oct. 30

Per Section 18-8.05(H)(3) of the School Code, school districts with an average daily attendance of more than 1,000 are required to submit a Supplemental General

State Aid (SGSA) plan to the Illinois State Board of Education on or before Oct. 30 for the use of the funds resulting from the supplemental General State Aid for the improvement of instruction in which priority is given to meeting the education needs of disadvantaged children.

The SGSA plan for qualifying districts must be filed electronically via the ISBE IWAS System. The SGSA system is now open for fiscal year 2012. Critical

information is pre-populated for each district. A brief narrative is required along with a budget breakdown of the SGSA funds. SGSA funds may be expended in various ways but must primarily benefit disadvantaged, low income students that generate the district funding without supplanting other funds already in place.

If you have questions regarding the SGSA program, please contact Jim Mathes in the Division of Funding and Disbursement Services at jmathes@isbe.net or (217) 782-5256.

Preliminary Fiscal Year 2012 Mandated Categorical Prorations

Preliminary prorations have been calculated for all 2010-11 mandated categorical claims that will be vouchered in FY 2012. Payments are vouchered quarterly on or before Sept. 30, Dec. 30, March 30 and June 20 each fiscal year per statute. The first quarter September payment for each local education agency (LEA) was vouchered Sept. 26 and can be found in the Financial Reimbursement Information System Inquiry, which can be accessed at <http://webprod1.isbe.net/FRISInquiry/>.

The proration percentages reflected below are preliminary because the 2010-11 LEA claims for all these programs will be opened in early October future for correction. Final prorations and remaining quarterly payments will be calculated in December. If you have questions regarding this information, contact the Division of Funding and Disbursements at (217) 782-5256.

- Special Education Personnel – 100 percent
- Special Education Private Facility – 89.6 percent
- Special Education Funding for Children Requiring Special Education Services – 100 percent
- Special Education Transportation – 100 percent
- Regular/Vocational Transportation – 74 percent

Data Analysis and Progress Reporting

2011-12 Noncertified Staff Salary Study

The Noncertified Staff Salary Study survey is now available in IWAS for submission of 2011-2012 school year data. URLs for two useful documents are provided below.

- **Worksheet:**
http://www.isbe.net/research/pdfs/2007_ncss_worksheet.pdf

- **Example for completing the survey:**
http://www.isbe.net/research/pdfs/2007_ncss_instruct.pdf

The deadline date for submission is Feb. 1, 2012. Districts with fewer than 1,000 enrolled students as of the last school day in September 2010 may ignore this message.

Questions can be directed to Md. Shafiqul Azam in the ISBE Data Analysis and Reporting Division at (217) 782-3950.

2011-12 Nonpublic Registration, Enrollment, and Staff Report

The Nonpublic Registration, Enrollment, and Staff Report (87-01) for school year 2011-2012 is now available in IWAS at <https://sec1.isbe.net/iwas>. Completed reports must be received by ISBE no later than Dec. 31, 2011.

Nonpublic schools that have registered with ISBE at least once in the past must submit their data online via IWAS. Nonpublic schools that have never registered with ISBE must submit data using the paper form 87-01 available at http://www.isbe.net/research/htmls/np_entity.htm.

Public district administrators should communicate with nonpublic school administrators within their district boundaries and encourage them to submit registration, enrollment, and staff data. A portion of the public district funding allocation calculated for the federal Individuals with Disabilities Education Act (IDEA) uses nonpublic enrollment data that are reported voluntarily by nonprofit elementary and secondary schools.

Nonpublic schools seeking recognition: You must submit your Nonpublic Registration, Enrollment, and Staff Report before you can apply for recognition.

Questions can be directed to Md. Shafiqul Azam in the ISBE Data Analysis and Reporting Division at (217) 782-3950.

2011-12 Teacher Salary Study Form Now Available on IWAS

The 2011-12 Teacher Salary Study data form is now available on IWAS. The deadline for districts and other local education agencies that employ teachers to complete and submit the form is Feb. 1, 2012. You will also need to provide a copy of your salary schedule/policy and negotiated agreement, unless you

have done so already in a prior year and they are still in effect. Please send copies to the Data Analysis and Progress Reporting Division at this address: Illinois State Board of Education, 100 N. First St., S-284, Springfield, IL 62777.

If you do not employ teachers this school year, click on the appropriate button and log off; you do not need to complete the form. Questions about completing the form can be directed to Ms. Niann-Tsyr Chern in the Data Analysis and Progress Reporting Division at (217) 782-3950 or nchern@isbe.net.

2011-2012 Unfilled Positions Survey Now Available in IWAS

The 2011-2012 Unfilled Positions Survey is now available in IWAS for data entry. The deadline for completing the survey and submitting it to ISBE is Nov. 15, 2011. Districts are to report the number of budgeted positions they were unable to fill as of Oct. 1, 2011. All districts are required to complete the survey, even districts that did not have any unfilled positions. To avoid duplicating unfilled positions reported by public school districts, other reporting entities (e.g., special education cooperatives) should only report their unfilled employee positions.

Questions about the survey content can be directed to Jim Sweeney in the ISBE Data Analysis and Progress Reporting Division at jsweeney@isbe.net.

Special Notice

Collecting Household/Student Socioeconomic Information

This notice is being provided to assist schools and districts in reporting income status (FRL/Low Income) for students in their schools or districts that:

- Do not participate in the National School Lunch Program (NSLP), or
- Do participate in the Community Eligibility Option Program (CEO) under the NSLP

The purpose of this notice is to provide schools and districts that meet one of the above criteria with information about how they may collect household/student socioeconomic information for state or federal programs that may require such information.

Collection of Socioeconomic Status: Numerous state and federal programs utilize household/student income

eligibility status at an aggregate as well as individual level. Available at http://www.isbe.net/sis/pdf/69-72_hshld_income.pdf, is an Income Benefit Application Form to assist schools and districts that do not participate in the NSLP or that do participate in the CEO program under the NSLP.

This form may be provided to all households/students for whom the school/district does not already have income eligibility information. The socioeconomic data determined by use of this Income Benefit Application Form can be used to indicate the socioeconomic status of individual students in the Student Information System (SIS), other state and federal programs, assessments and fee waivers.

In utilizing the income information provided by each household/student, the school/district should determine socioeconomic status by utilizing the federal Income Eligibility Guidelines for School Year 2012, located at <http://www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm>.

If you have questions regarding this notice or the determination of socioeconomic status based on the Income Benefit Application Form, contact Matt Vanover in ISBE's Public Information Division at (217) 782-4648.

Those Who Excel

Annual Banquet Sells Out

The Those Who Excel banquet set for Saturday, Oct. 22, at the Bloomington-Normal Marriott Hotel and Conference Center is at maximum capacity. No additional tickets are available. We apologize for any inconvenience. Thank you for your participation and support.

For more information about the Those Who Excel/Teacher of the Year Program, visit http://www.isbe.net/those_who_excel.htm. Meet this year's Illinois Teacher of the Year finalists at <http://www.isbe.net/news/2011/sept14.htm>.

Curriculum and Instruction

Carol M. White Physical Education Program Grant Recipients Recognized

The U.S. Department of Education awarded 76 grants totaling \$35 million to Local Education Agencies (LEAs)

and Community-Based Organizations (CBOs) who plan to implement comprehensive, integrated physical activity and nutrition programs for their students through the Carol M. White Physical Education Program (PEP). Grant recipients must implement programs that help students make progress toward meeting their state standards for physical education. We congratulate the Illinois schools and CBO receiving funding:

- Waukegan CUSD 60, \$341,858
- Frida Kahlo Community Organization, \$560,269
- Meridian Community Unit School District 223, \$388,900

RFP Released Regarding Illinois Mathematics and Science Partnerships

The Illinois State Board of Education has released an RFP for a partnership comprised of a high-need LEA, IHE faculty from the departments of education, science, technology, engineering, and/or mathematics and membership from scientists, mathematicians, engineers, or other professionals from businesses, industries, not-for-profit organizations, and/or for-profit organizations with demonstrated interest in improving the quality of mathematics teachers. The partnership may also include membership from Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs). The partnership will design and implement professional learning programs that effectuate sustainable improvement in mathematics education, specifically focused on grade 6 through grade 12. The primary focus of the program design will be to provide teachers an opportunity to strengthen their subject matter knowledge, skills and attitudes as they begin the transition from the Illinois Learning Standards to the New Illinois State Learning Standards Incorporating the Common Core – Mathematics.

The RFP is available at the following site:
<http://www.isbe.net/curriculum/html/math.htm>.

For more information, contact Gil Downey in the Curriculum and Instruction Division at gdowney@isbe.net or (217) 557-7323.

Nutrition

Schools Encouraged to Celebrate First National Farm to School Month

October marks the first National Farm to School Month. In 2010, Congress passed a bill making October Farm to School Month. What are you doing to celebrate in your

school? Farm to school can vary from serving local fresh produce in school meals, to school gardens, to education in the classrooms. This year's theme is "Bring a Farmer or Chef to

School." Invite a local farmer or master gardener to visit your school and teach

children about agriculture or invite a local chef to teach children about cooking with local fresh produce.



Here are some resources:

- The University of Illinois Extension Office is a great resource for schools. For more information on their services and locations, visit <http://web.extension.illinois.edu/state/>.
- The Let's Move Campaign has a Chefs Move to Schools program, in which chefs that are interested in educating children on nutrition and food can sign up to volunteer their time. To view this list, visit <http://www.letsmove.gov/chefs-move-schools>.
- Another great resource is a farm to school fact sheet, produced by the Farm to School Network. It is available at <http://www.farmtoschoolmonth.org/wp-content/uploads/2011/08/fact-sheet1.pdf>.
- General information: <http://www.farmtoschoolmonth.org>

Whether your school already implements farm to school or not, October is a great month, to either kick start farm to school or celebrate the accomplishments that your school has already achieved. If you are having any great Farm to School events, we would love to hear about them, contact Lindsay Blough at lblough@isbe.net.

PEAC

Educators Invited to Upcoming Public Forums Scheduled Across the State

Teachers and administrators can weigh in on recommended changes to their evaluation systems at upcoming forums to be held across the state. Meetings will be held from 6 to 7:30 p.m. in the following cities:

- Oct. 5: **Waukegan**, Trapp Auditorium, Waukegan High School, 2325 Brookside Ave.
- Oct. 6: **Elgin**, Auditorium, Elgin High School, 1200 Maroon Drive

- Oct. 11: **Lombard**, Glenn Westlake Middle School, 1514 S. Main St.
- Oct. 17: **Belleville**, Belleville-East Campus, 2555 West Boulevard
- Oct. 25: **Marion**, meeting site to be determined
- Oct. 27: **Bloomington**, meeting site to be determined

Additional forums will be held in Chicago and Rock Island – exact dates and sites to be determined. The 90-minute sessions will provide a chance for educators to learn what the state’s Performance Evaluation Advisory Council of educators and experts has recommended. Participants will have an opportunity to share their thoughts with leaders of the Illinois State Board of Education before the new rules are drafted.

Register at <http://www.teachplus.org/page/regional-educator-forums-123.html>. Watch for additional details under “What’s New?” at <http://www.isbe.net/PEAC/>. For questions, e-mail peacinfo@isbe.net.

External Assurance

NCLB Monitoring Instrument and NCLB Title I Comparability

The FY12 NCLB Monitoring Instrument is available for completion and submission in the IWAS system. The due date is Wednesday, Nov. 30.

All districts receiving NCLB funding are required to submit the document every year. As before, the previous year’s information will be imported to the document and the district should ensure its accuracy before submitting. Each “Comment/Proof Indicator” should contain documents that support your answers.

There is a sample list of proof indicators on the External Assurance Web site at http://www.isbe.net/ea/html/proof_indicators.doc.

The Title I Comparability analysis will load your previous year’s data as it relates to teacher’s names and positions if you used the “pupil/staff” ratio in your comparison. This application is also located on the IWAS system, districts that are “exempt” may simply select the “Exempt” radio button and then “Submit.” Their submittal requirements will have been met when the superintendent submits it.

Districts requiring a comparison will have all of their district’s school buildings imported from the FY12

NCLB Consolidated Application. Districts will have to account for all of their buildings through exclusions or in a comparison with other schools of similar student enrollment and grade spans. The written procedures and board approved equivalency policies and salary schedules for districts will need to be added in their appropriate window. Current student enrollment for each building will need to be supplied for any of the comparison ratios you select to use.

Districts will need to define the various comparison classifications. For example if a district has both large and small elementary schools with similar grade spans, they may define both in the system to avoid comparing larger and smaller schools in the same comparison. Classifying the buildings according to enrollment size should be based on the larger schools having at least twice the enrollment size of the other schools with a similar grade span. A “User’s Guide” is located on the menu bar of the comparability application and on our External Assurance Website.

All districts receiving Title I funds must complete the document. Failure to comply will result in program funds being frozen and a recovery of expenditures of Title I funds in buildings where they are determined to be non-comparable.

If you have questions concerning the Title I Comparability or the Monitoring Instrument, contact Paul Williams, External Assurance, at (217) 782-7970 or pwilliam@isbe.net.

Rules and Waivers

Invitation to Comment on Rules

Several proposed rulemakings recently reviewed by the Illinois State Board of Education are available for public comment. The proposals have been posted on the agency’s Website at <http://www.isbe.net/rules>; choose “Proposed Rules and Amendments.” Please submit any comments or suggestions to rules@isbe.net.

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Incorporates modifications requested by representatives of religious schools in the State related to timelines for receipt of registration and recognition materials, and addresses various staff concerns over administration of the nonpublic school recognition program.

Affected Sections: 425.20, 425.30, 425.40, 425.50
Deadline for Public Comment: Nov. 28, 2011

Special Education

Conference on Best Practices for NonPublic Special Education Programs Coming Up

Registration is open for the fifth annual Conference on Best Practices for Nonpublic Special Education Programs, which will be held Nov. 15-16 at the Oak Lawn Hilton.

Go to <http://webapps.isbe.net/ISBEConference/> to register. Click on “Schedule at a Glance” for an overview of the conference. The hotel has a block of rooms reserved for the conference. That information can be found in the brochure on the registration page.

Questions? Contact Paul Nijensohn at pnijenso@isbe.net or Sarah Sebert at ssebert@isbe.net.

Timely and Meaningful Consultation Documentation Reminder for Districts

It’s the time of the year when districts should be planning to complete its annual timely and meaningful consultation (“TMC”) with private schools and families of home-schoolers with disabilities. Please remember that this is a requirement for any district that has known home-school students and private school students with disabilities regardless of whether your district has funds to expend on such students. Also, please note the requirement to provide families in your district with a public notice of the TMC requirement even if you do not have any private schools in your district. The specific steps for conducting TMC can be found in our guidance memos located at http://www.isbe.net/spec-ed/pdfs/Memo_08-2_Clarification.pdf, http://www.isbe.net/spec-ed/pdfs/guidance_06-3.pdf and http://www.isbe.net/spec-ed/pdfs/guidance_06-2.pdf. The affirmation form can be accessed at <http://www.isbe.net/spec-ed/pdfs/pvtschAppA.pdf>.

Please plan on completing your TMC by no later than Oct. 15, 2011, and submitting your documentation of the TMC by Nov. 1, 2011. For questions, contact Special Education Services at (217) 782-5589.

Thomas Lay Burroughs Award

Nominations Sought for Award to Honor Outstanding School Board President

The Illinois State Board of Education invites you to nominate your local board president for the Thomas Lay

Burroughs Award for the State's Outstanding School Board President.

This award was created in 1991 in memory of the late ISBE chairman and is presented each November at the IASB/IASA/IASBO conference in Chicago. This year, the conference will be held on Nov. 18-20 and the award will be presented that Sunday morning (Nov. 20).

Nominations should be submitted as indicated below by the close of business on Oct. 14, 2011. You can send your nomination to Jean Ladage via e-mail to jladage@isbe.net. Please indicate in the subject line of the e-mail: Burroughs Nomination. If you have questions, call Jean Ladage or Marsha Moffett at (217) 557-6626. For nomination information and format please go to http://www.isbe.net/pdf/burroughs_award.pdf.

School Opportunities

Schools Encouraged to Participate in International Walk to School Day

The 15th annual International Walk to School Day is set for Wednesday, Oct. 5. The event aims to encourage safer and improved routes to school, healthier habits and environmental concern.

This event is organized by the National Safe Routes to School Program. Details and resources related to the event are available at <http://www.walktoschool.org> and <http://www.dot.il.gov/green/IWTSD.html>. In Illinois, the event is sponsored by the Illinois Safe Routes to School Program and IDOT’s Green Initiative. Schools are encouraged to inform IDOT of their plans to participate. Contact IDOT at william.e.hall@illinois.gov or (815) 434-8520.

Schools that plan to participate in the event are encouraged to spend time instructing students on pedestrian and bicycle safety prior to International Walk to School Day. Additional information on bicycle and pedestrian safety is available through the Illinois Department of Transportation Website at <http://www.dot.il.gov/bikemap/litlist.html>.

Professional Development

Annual Statewide Child Abuse Prevention Conference Coming Up

Registration is open for the 17th annual Statewide Child Abuse Prevention Conference, which is set for Oct. 20

and 21 in Springfield. This year’s conference is titled “Safe and Healthy Children – Making the Investment.”

The conference features four plenary sessions and 21 breakout sessions addressing current and emerging issues in the field of child development and wellbeing. The conference is for professionals working with children and families in any related field – education, early childhood, social work, healthcare, counseling, law enforcement, home visiting and more.

Register at <http://www.preventchildabuseillinois.org>.

Student Opportunities

Chicago TIBETcenter Organizes Essay Contest for 11th-Graders

Eleventh-graders in Illinois are eligible to take part in an essay contest sponsored by the Chicago TIBETcenter. Three winners will be selected to each receive a \$1,000 prize and an invitation to attend and read their essay during the Dalai Lama’s public talk set for April 26 at Loyola University Chicago.

The essay topic, which was selected by the Dalai Lama, is “How can an attitude of non-violence counteract the prevalence of violence in our families, in our communities, and in international relations; and how can we as individuals cultivate and promote such an attitude?”

The deadline for essay submissions is Jan. 31. For complete rules and additional information, visit http://tibetcenterchicago.org/High_Schools.html. In addition, Illinois high school principals can request one of a limited number of tickets available for one of their students to attend the April 26 event. Visit the Website above for details.

The Chicago TIBETcenter (<http://www.TIBETcenterchicago.org>) is a not-for-profit Tibetan art and cultural organization.

In the News

Jacksonville’s Don Jolly Named Illinois History Teacher of the Year

The Illinois State Board of Education and the Gilder Lehrman Institute of American History has selected Don Jolly of Jacksonville as the 2011 Illinois History Teacher of the Year. Jolly is a sixth-grade teacher at Our Saviour

School in Jacksonville, where he has served as geography team coach, organizes the school’s annual Geography Bee, and co-chairs the biannual History Fair.

Jolly graduated from Macalester College in St. Paul, Minn., and received a Master of Arts in Germanic studies at Case Western Reserve University in Cleveland. Don was selected as a U.S. Peace Corps volunteer to Sierra Leone, where he served as a secondary school teacher from 1969 to 1972. Following his return to Jacksonville, Don began his lengthy teaching career of over 30 years at Jefferson and South Schools in Jacksonville Public School District 117. Jolly has served on the board of the Illinois Council for the Social Studies and was president in 2010. In 1996, he received the local Bill Russell Award for Innovative Teaching. In 2005, he was a recipient of a community Those Who Care Award. The Illinois Council for the Social Studies honored Don with its Excellence in Social Studies Teaching Award in 2007, and, in 2008, Don received the prestigious Golden Apple Illinois Award for Excellence in Teaching.

The winner of the National History Teacher of the Year Award will be announced soon. The award is sponsored by the Gilder Lehrman Institute, the History Channel and Preserve America. For more information, visit http://www.gilderlehrman.org/education/htoy_overview.php.

Weekly News Clips

ISBE has posted highlights from last week’s education news clips at <http://www.isbe.net/news/2011/newsclips/111003.htm>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at <http://www.isbe.net/hr/Default.htm>.



Illinois State Board of Education

Weekly Message

Gery J. Chico, Chairman
 Dr. Christopher J. Ward, Vice Chair
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
 Dr. Andrea S. Brown
 Dr. David L. Fields
 Steven R. Gilford
 Lanita J. Koster
 Melinda A. LaBarre

Christopher A. Koch, Ed.D.
 State Superintendent

Oct. 17, 2011

Message From State Superintendent Christopher A. Koch

This week during its October meeting the Board will review Report Card data. Specifically, members will be reviewing publicly and releasing to the media statewide test score averages as well as information about statewide numbers for Adequate Yearly Progress. The numbers again support our case for seeking a waiver from the onerous labels of No Child Left Behind.

While members will be discussing statewide numbers, they will not be discussing specific school information. Individual schools and districts may release their report card information to the public at anytime and must do so by Oct. 31. As in years past, we have already made available to members of the media Report Card information on an embargoed basis. That publication embargo will lift on Oct. 31 when we will make all Report Card information available on our website.

Later this week, we will submit to the U.S. Department of Education our application for the Race to the Top – Early Learning Challenge (ELC). We are working with the Illinois Department of Human Services (DHS), Illinois Department of Children and Family Services (DCFS), the Illinois Early Learning Council (IELC) and outside consultants to develop the application and will be seeking \$70 million.

Our application is designed to provide consistency and ensure improvement in the quality of Early Childhood programs by focusing on educational and developmental components, family support and staff competency. By working collaboratively with DHS, DCFS and the IELC, we will ensure that Illinois has a coordinated system of high-quality early learning and development services available, particularly for children and families considered to be at risk.

Additionally, a portion of the grant will be used to continue the agency's efforts to develop and implement a kindergarten readiness survey to continually measure a student's progress during the kindergarten year. The survey is meant to provide parents and schools with information about a student's development and will not be a timed, bubble filling exercise. Our Board has proposed administrative rules for public comment whereby, starting in the 2014-15 school year, any school district that offers kindergarten (whether full or half day) would be required to administer the Kindergarten Individual Development Survey, or KIDS, as long as sufficient funding is provided by the State for both administration and professional development.

Finally, on Saturday we will recognize nearly 200 individuals for their service to Illinois students at our 37th annual Those Who Excel Awards. These 198 exemplary teachers, administrators, student support personnel, educational service personnel, community volunteers, board members and teams are each beacons of light in our education community. The evening will culminate with the naming of our 2011-12 Illinois Teacher of the Year. The event is sold out and promises to be an exciting evening.

Have a great week.
 Chris

Table of Contents

Finance and Audit Committee.....	2
Search for School District Liaison.....	3
PEAC	3
Data Analysis and Progress Reporting.....	3
Rules and Waivers	5
Career and Technical Education.....	5
Assessment.....	5
Nutrition	6
Classrooms First Commission	7
School Health Issues	7
District Opportunities	8
Special Education	8
Illinois Service Resource Center	9
Internet Program	9
Professional Development	9

Upcoming Dates and Deadlines

- **2011 Reduction in Force Survey deadline** – Oct. 17
- **2011-12 School District Budget form** – Adopted by Sept. 30 and due to ISBE by Oct. 30
- **Supplemental General State Aid (SGSA) plan deadline** – Oct. 30
- **Parent Involvement Fall Summit, Hilton Springfield** – Nov. 1
- **Parent Involvement Regional Summit in Springfield** – Nov. 1
- **National Refugee and Immigrant Conference: Issues and Innovations in Chicago** – Nov. 7-8
- **Gifted Advisory Council ISBE Springfield Office** – Nov. 8
- **2011-12 Unfilled Positions Survey deadline** – Nov. 15
- **2011-12 Immunization/Health Examination Data Collection deadline** – Nov. 15
- **2010-11 LEA Annual Financial Report** – Due to ROEs/ISCs Oct. 14 and due to ISBE Nov. 15 (with the exception of those who received an “Extension of Time” approval letter)
- **ISBE offices closed for Thanksgiving** – Nov. 24 and 25
- **Part 25 (Certification) and Part 375 (Student Records)** – Public comment period ends Nov. 28
- **FY12 NCLB Monitoring Instrument** – Nov. 30
- **FY12 NCLB Title I Comparability Analysis** – Nov. 30
- **2012 Illinois Arts Education Week Poster Contest deadline** – Nov. 30
- **FY 12 School Technology Revolving Loan Program (STRLP) application deadline** – Dec. 1
- **2011-2012 Teacher Service Record data deadline** – Dec. 15
- **Nonpublic Registration, Enrollment, and Staff Report deadline** – Dec. 31
- **Postmark deadline for waiver applications to be considered by General Assembly in Spring ’12** – Jan. 13
- **2011-12 Teacher Salary Study data form deadline** – Feb. 1
- **2011-12 Noncertified Staff Salary Study survey** – Feb. 1
- **2011-12 Eye Examination Data Collection deadline** – June 30

Finance and Audit Committee

ISBE to Hold Series of FY 2013 Budget Hearings Across the State

The Illinois State Board of Education’s Finance and Audit Committee will host a series of hearings on the FY 2013 budget over the next several months. The public is invited to attend. Please check back to the ISBE calendar and meetings website for updates to the following schedule of hearings: <http://isbe.net/calendar/default.htm>.

Those wishing to participate in these hearings may sign-in upon arrival at each location. Please provide 15 copies of written testimony and provide cost estimates (including a detailed budget) for programs being discussed. Please address how proposed programs align to the Board’s Strategic Plan Goals.

- **GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.
- **GOAL 2:** Every student will be supported by highly prepared and effective teachers and school leaders.
- **GOAL 3:** Every school will offer a safe and healthy learning environment for all students.

Here are the dates, location and time of the meetings scheduled:

- **Wednesday, Oct. 19:** Springfield, ISBE, Board Room, 100 N. First St., 4-6 p.m.
- **Monday, Oct. 24:** Edwardsville, Jon Davis Wrestling Center, 6168 Center Grove Road (Across the street from the high school), 3-5 p.m.
- **Thursday, Oct. 27:** Champaign, Ford Counties Regional Office of Education, Robeson Pavilion Room A & B, Champaign Public Library, 200 W. Green St., 3-5 p.m.
- **Tuesday, Nov. 1:** Wheeling, Wheeling School Dist. 21, Admin Office, 999 W. Dundee Road, 3-5 p.m.
- **Tuesday, Nov. 29:** Chicago, James R. Thompson Center, Room 16-503, 100 W. Randolph, 3-6 p.m.

The Finance and Audit Committee FY 2013 Budget Hearings will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the day before the meeting they wish to attend. Contact the Superintendent's office at the State Board of

Education: Phone, (217) 782-2221; TTY/TDD, (217) 782-1900; fax, (217) 785-3972.

Individuals unable to attend the budget hearings can send e-mail to isbefy13@isbe.net, which will be monitored by agency staff to receive additional testimony.

Search for School District Liaison

Request for Sealed Proposal for School District Liaison Posted

The Illinois State Board of Education has released an RFSP for a School District Liaison, which has been posted on the Procurement Policy Board's website.

The selected contractor will coordinate a local school district ombudsman initiative and serve as the contact for program coordination services and site visits with local school districts, including without limitation, local school districts with persistently low-performing schools. In addition, he or she shall collect and monitor data and performance objectives for school districts under state oversight and present and share such information with state and local personnel as appropriate. The contractor will also provide technical assistance and other support services to school boards, school district superintendents, school district senior leadership, regional offices of education and higher education, etc., on fiscal, compliance, and other issues, and perform such other tasks as may be assigned by the state superintendent or his designee. The contractor shall be primarily located at the ISBE facility in Springfield, Illinois, unless assigned elsewhere by the state superintendent or his designee.

The School District Liaison is solicitation number 22022627. Registration on the Illinois Procurement Bulletin is required for a potential bidder to view the RFSP, download files that accompany the solicitation or receive automatic e-mail notifications for addendums, award postings etc. Register at <http://www.purchase.state.il.us/ipb/registration.nsf/RegMainFrameset?OpenFrameset>.

PEAC

Survey on Recommended Changes to Educator Evaluation Systems

Can't attend a regional meeting to discuss Illinois' recommended changes to educator evaluation systems? Teachers and school leaders can still learn about and help shape the Performance Evaluation Advisory Council's

draft recommendations to the Illinois State Board of Education for revamping educator evaluations. View the presentation on potential changes to teacher and principal evaluations; this is the same presentation used in regional meetings. Then, share your opinions on the proposed evaluation systems by taking the online survey. Both are available at <http://bit.ly/pxL96K>.

So far, about 450 educators from across the state have attended meetings to learn about developing new evaluation systems, voice questions and concerns and take in this survey. Additional forums are scheduled for Oct. 17 in Belleville, Oct. 25 in Marion, Oct. 26 in Rock Island and Oct. 27 in Bloomington.

Your input is critical to create a system that will improve educators' professional development, provide meaningful feedback, and give teachers the tools to help every child achieve. Have a question or comment? Email peacinfo@isbe.net.

Data Analysis and Progress Reporting

2011-12 Immunization/Health Examination Data Collection

The Student Health Data – Immunization system is now available in IWAS for school year 2011-2012 data submission. Completed reports must be received by ISBE no later than Nov. 15, 2011. Below are links to important related documents. Please use them for assistance with submitting your data.

- **User Guide:**
http://www.isbe.net/research/pdfs/Immunization_user_guide.pdf
- **Immunization and Compliance with State Law:**
http://www.isbe.net/research/pdfs/immunization_requirements.pdf
- **How to Calculate Unduplicated Count:**
http://www.isbe.net/research/pdfs/Unduplicated_Count.pdf
- **Data Entry Worksheet:**
http://www.isbe.net/research/xls/immunization_worksheet.xlsx
- **Health and Immunization Questions and answers:**
<http://www.dhs.state.il.us/page.aspx?item=32907>

A report must be submitted for every eligible school, without exception. Schools that are not the home school

for any student should submit the report by selecting the option which allows them to declare they have no data to report.

Please share this information with the school nurse or health technician and those submitting the Immunization/Health Examination data to the Illinois State Board of Education. Questions can be directed to the Data Analysis and Progress Reporting Division at (217) 782-3950.

2011-12 Eye Examination Data Collection

The Student Health Data – Vision system is now available in IWAS for school year 2011-2012 data submission. Completed reports must be received by ISBE no later than June 30, 2012.

Below are links to important related documents. Please use them for assistance with submitting your data.

- **User Guide:**
http://www.isbe.net/research/pdfs/vision_iwas_guide.pdf
- **Data Entry Worksheet:**
http://www.isbe.net/research/xls/eye_exam_wks_ht.xls
- **Information Sheet:**
http://www.isbe.net/research/pdfs/eye_examinations.pdf

A report must be submitted for every eligible school, without exception. Schools that are not the home school for any student should submit the report by selecting the option which allows them to declare they have no data to report.

Please share this information with the school nurse or health technician and those submitting the Eye Examination data to the Illinois State Board of Education. Questions can be directed to the Data Analysis and Progress Reporting Division at (217) 782-3950.

2011-12 Noncertified Staff Salary Study

The Noncertified Staff Salary Study survey is now available in IWAS for submission of 2011-2012 school year data. URLs for two useful documents are provided below.

- **Worksheet:**
http://www.isbe.net/research/pdfs/2007_ncss_worksheet.pdf

- **Example for completing the survey:**
http://www.isbe.net/research/pdfs/2007_ncss_instruct.pdf

The deadline date for submission is Feb. 1, 2012. Districts with fewer than 1,000 enrolled students as of the last school day in September 2010 may ignore this message.

Questions can be directed to Md. Shafiqul Azam in the ISBE Data Analysis and Reporting Division at (217) 782-3950.

2011-12 Nonpublic Registration, Enrollment, and Staff Report

The Nonpublic Registration, Enrollment, and Staff Report (87-01) for school year 2011-2012 is now available in IWAS at <https://sec1.isbe.net/iwas>. Completed reports must be received by ISBE no later than Dec. 31, 2011.

Nonpublic schools that have registered with ISBE at least once in the past must submit their data online via IWAS. Nonpublic schools that have never registered with ISBE must submit data using the paper form 87-01 available at http://www.isbe.net/research/htmls/np_entity.htm.

Public district administrators should communicate with nonpublic school administrators within their district boundaries and encourage them to submit registration, enrollment, and staff data. A portion of the public district funding allocation calculated for the federal Individuals with Disabilities Education Act (IDEA) uses nonpublic enrollment data that are reported voluntarily by nonprofit elementary and secondary schools.

Nonpublic schools seeking recognition: You must submit your Nonpublic Registration, Enrollment, and Staff Report before you can apply for recognition.

Questions can be directed to Md. Shafiqul Azam in the ISBE Data Analysis and Reporting Division at (217) 782-3950.

2011-12 Teacher Service Record Open in IWAS

The 2011-2012 Teacher Service Record is now open for districts and other reporting entities to provide data on full- and part-time employees working as of Oct. 1, 2011, in a position that requires a teaching, administrative or school service personnel certificate issued by the Illinois State Board of Education. This includes any retiree

working in a position requiring certification, performing duties other than as a substitute.

The deadline for submitting these data is Dec. 15, 2011.

Questions about completing the Teacher Service Record can be directed to the ISBE Data Analysis and Progress Reporting Division at tsr@isbe.net or (217) 782-3950.

Rules and Waivers

Invitation to Comment on Rules

Two proposed rulemakings recently reviewed by the Illinois State Board of Education are available for public comment. The proposals have been posted on the agency's website at <http://www.isbe.net/rules>; choose "Proposed Rules and Amendments." Please submit any comments or suggestions to rules@isbe.net.

Part 25 (Certification)

Addresses approval of speech-language pathology programs, requires educator preparation programs to address the State Board's social and emotional learning standards, and implements several pieces of recently enacted legislation.

Deadline for Public Comment: November 28

Part 375 (Student Records)

Clarifies school district and nonpublic schools' requirements under the Illinois Student School Records Act (105 ILCS 10) relative to the retention, maintenance, and transfer of student records.

Deadline for Public Comment: November 28

Career and Technical Education

Workshops on Common Core and the High School to College Success Report

The Illinois Community College Board, the Illinois Board of Higher Education and the Illinois State Board of Education will host four workshops throughout the state this November.

These workshops will focus on Common Core College Readiness Standards and the High School to College Success Report, and will facilitate collaboration, as well as, further examine and identify collaborative opportunities between secondary and postsecondary institutions. Teams consisting of secondary and postsecondary representatives are encouraged to attend.

Register at

<http://iccbdsrv.iccb.org/reachingthegoal/register.cfm>.

WHO SHOULD ATTEND THE WORKSHOPS?

- K-12 – Superintendents, Principals, Regional Superintendents, Guidance Counselors, CTE Regional Staff, Curriculum Directors, etc.
- Higher Education – Presidents, Chief Academic Officers, Deans, Enrollment/Admissions Management, etc.

WHEN? All workshops are scheduled from 8:30 a.m. to 4 p.m. Here are the dates and locations:

- Nov. 1, Moraine Valley Community College
- Nov. 2, Malcolm X College
- Nov. 7, Richland Community College
- Nov: 8, Southwestern Illinois College

NOTE: These workshops will assume you have previewed the following informational materials:

- 1) The High School to College Success Report webinar, which is being held on Oct. 11. Reserve your webinar seat at <https://www1.gotomeeting.com/register/913636961>. An archived version of the webinar will be available soon after the live event. If you attended the summit in June, you do not need to view this webinar.
- 2) Introductory Common Core materials. Pay particular attention to the two webinars located at the following website under Common Core Facts on the right side of the screen: http://www.isbe.net/common_core/default.htm. There are a number of other items in this section that include basic information on common core.

Assessment

Assessment Network Training: 2012 ISAT and IAA

The Assessment Network Web site hosted by Pearson will be open from Oct. 31, 2011, to Dec. 21, 2011. This is the Web portal that allows districts and Chicago schools to do the following for the 2012 administration of ISAT and IAA:

- Verify ISAT and IAA test material quantities,
- Order ISAT special format tests like reader scripts and Braille forms,
- Verify or correct the District/Chicago school ISAT and IAA Coordinator information,

- Verify or correct the mailing address for receipt of ISAT and IAA test materials,
- Place additional orders after receipt of initial shipment of test materials.

There will be two Webinar training sessions for the Assessment Network.

- Tuesday, Oct. 25, 10-11:30 a.m.
- Tuesday, Nov. 8, 1:30-3 p.m.

Registration information for these Webinars will be posted next week on the ISAT and IAA Web sites at <http://www.isbe.net/assessment/isat.htm> and <http://www.isbe.net/assessment/iaa.htm>.

2012 and 2013 Assessment Dates Now Available Online

Assessment testing dates for ISAT, PSAE, IAA, and ACCESS for Spring 2012 and Spring 2013 are available online at <http://www.isbe.net/assessment> (click on 2012 or 2013 on the right side under Quick Reference Charts).

PSAE Examination: 2012 Establishment Meeting

The week of Oct. 3, 2011, ACT sent school principals an establishment mailing. This mailing contains directions for establishing the school to be a PSAE test site and how to appoint PSAE testing staff for spring 2012.

This establishment mailing also contains important information about how to order PSAE test materials and how to view a PSAE Test Administration Training Webinar. Please visit the PSAE website (<http://www.isbe.net/assessment/psae.htm>) to view information included in this establishment mailing (under the heading “2011-2012 Information for PSAE Test Supervisors/Accommodations Coordinators”).

Ordering ACCESS Test Materials

Test material ordering begins Monday, Oct. 17, 2011, for the ACCESS for ELLs™ assessment. All students with limited English proficiency in Illinois publicly-funded schools are required to participate. Instructions will be sent via email from the test vendor, MetriTech [(800) 747-4868]. Please ensure that appropriate district staff email addresses are updated in MetriTech’s ACCESS Coordinator list.

For more information, visit MetriTech’s ACCESS website at <https://www.metritech.com/wida/login.aspx>

Join the Assessment Listserv

To join the Assessment Listserv, through which the division sends periodic updates, please visit <http://www.isbe.net/assessment> and click on “Join the Student Assessment Listserv” on the right side under Resources.

Nutrition

National School Lunch Program Verification Completion Deadlines

Each year local education agencies (LEAs) that participate in the National School Lunch and/or Breakfast Programs are required to have completed verification activities no later than Nov. 15 in preparation for completing the online verification summary report that is due Dec. 15.

Verification Timeline:

- **Oct. 1** – Count number of approved applications on file by category, and begin verification process. For school year 2011-12, Oct. 1 falls on a weekend day. This count should be taken no later than the morning of Oct. 3.
- Prior to doing the application count, LEAs should access the Electronic Direct Certification system to directly certify any students currently eligible for free or reduced price meals through use of a household eligibility application (HEA). Students that can be directly certified should not have their HEA included in the Oct. 1 application count.
- **Last operating day of October** – Count number of ALL free and reduced-price eligible students by category.
- For the 2011-12 school year, LEAs will need to provide separate student counts by site for Direct Certified students, and separate student counts by site for all other Categorically Eligible students (Foster child, homeless, migrant, runaway, Head Start, or Even Start). Counts for students that were approved for free or reduced benefits based on a household eligibility income or SNAP/TANF application can continue to be counted as they have been in previous years. Student counts will be needed for the Verification Summary Report (VSR). All schools and/or districts will need to provide student counts, including Community Eligibility Option and Provision schools and/or districts.

- Nov. 15 – Ensure verification process is complete.
- Dec. 15 – Deadline to submit VSR.

Verification efforts are not required:

- For children certified under the Direct Certification Process including children documented as foster child, migrant, runaway, homeless or Head Start.
- For children in residential child care institutions (RCCIs) except for locations that have applications for day students attending the institution.
- In schools only participating in the Special Milk Program and/or Illinois Free program.
- In schools in which all students are served with no separate charge for food service and no special cash assistance is claimed; i.e., non-pricing programs claiming only the paid rate of reimbursement.
- In LEAs in which all schools participate in Provisions 1, 2 or 3, except in those years in which applications are taken for all students in attendance; i.e., the base year. Appropriate student counts are still required.
- In LEAs in which all schools participate in the Community Eligibility Option. Appropriate student counts are still required.

For questions or guidance on the verification process, visit http://www.isbe.net/nutrition/htmls/forms_sbn.htm or call (800) 545-7892.

Free Training Available to Support Healthy School Meals and School Wellness Policies

Final federal rules for healthier school meals will soon be published. Proposed rules for new requirements for school wellness policies and national nutrition standards for all food sold and served in schools during the school day will also soon be available for comment. The Illinois Nutrition Education and Training Program's free workshops, webinars and online training programs can help teachers, school foodservice staff and school wellness teams take steps to prepare for these upcoming changes. In addition, Illinois NET training and assistance is also available to school wellness teams striving to be recognized in the HealthierUS School Challenge. For a complete list of available training programs, visit KidsEatWell.org.

Scheduling a training program at your school is easy. Just call Illinois Nutrition Education and Training at (800)

466-7998. You can also tap into the variety of resources available at KidsEatWell.org under the Healthy Schools tab, which includes Nutrition Education, School Wellness Policies and School Meals pages.

Classrooms First Commission

School and District Efficiency Survey Under Way Online

Do you have ideas for how public schools and districts can be more efficient?

With the expectation of continued budgetary challenges for P-12 education in Illinois, the Classrooms First Commission, chaired by Lt. Gov. Sheila Simon, is collecting innovative and practical ideas for improving school and district efficiency while preserving and enhancing classroom learning opportunities for students.

Suggestions may address individual schools, districts, multiple districts, regions or the state as a whole. The more survey responses the commission receives, the more informed its recommendations will be.

Access the survey at <http://www.ltgov.il.gov> to submit ideas. Suggestions can be entered one at a time, with no limit to how many surveys may be completed.

School Health Issues

Office of the Illinois General Announces Availability of Epinephrine Auto-Injectors

Dey Pharma is offering its EpiPen 2-Pak and EpiPen Jr 2-Pak (epinephrine) Auto-Injector 0.3/0.15 mg at a discounted price of \$112.10 each to all public and private pre-school, kindergarten, elementary, middle and high schools in the U.S.

EpiPen Auto-Injectors are now exclusively available in the EpiPen 2-Pak or EpiPen Jr 2-Pak packaging configurations in the U.S. Each EpiPen 2-Pak contains two EpiPen Auto-Injectors and a training device. The training device contains no drug product or needle. Schools can obtain EpiPen 2-Paks and EpiPen Jr 2-Paks by following these steps:

- Obtain a valid prescription for EpiPen 2-Paks or EpiPen Jr 2-Paks.
- Call Cindy Holt at BioRidge Pharma at (973) 845.7600 to request an order form or go to the BioRidge Pharma website at <http://www.bioridgepharma.com> and click on

the Dey EpiPen School Price Discount Program banner to download an order form.

- Fax the completed order form with a copy of a valid prescription to BioRidge Pharma, Attn: Cindy Holt at (973) 845.1088 or scan and email it to info@bioridgepharma.com.
- BioRidge Pharma will find a pharmacy near your school that is able to fill the prescription and forward the copy of your prescription to the pharmacy.
- The pharmacy will notify you when the EpiPen 2-Paks or EpiPen Jr 2-Paks can be picked up at the pharmacy. Be sure to bring the original prescription with you to turn in to the pharmacy.
- Your school (or school district) will pay the pharmacy the reduced price for the EpiPen 2-Pak or EpiPen Jr 2-Pak.

For additional information or questions, contact Dey Pharma customer service at (800) 395-3376.

The Illinois Attorney General's Office recently released guides for schools, parents and physicians on the Emergency Epinephrine Act. An article and fact sheets on Public Act 97-0361 is available on the Illinois State Board of Education's School Health Issues web page at http://www.isbe.net/school_health.htm.

District Opportunities

Illinois Response to Intervention Network to Focus on SSOS Districts

In June of this year, ISBE awarded a grant to Lee/Ogle ROE 47 to implement the Illinois Response to Intervention (RtI) Network. Funded under Illinois' State Personnel Development Grant (SPDG) from the U.S. Department of Education, the Illinois RtI Network will provide standardized professional development, technical assistance and coaching to district and school teams and parents throughout the state. These services will focus on improving student performance in grades K-12 through the implementation of a multi-tiered system of instruction, intervention and assessment, including RtI, with an emphasis on:

- Administrative leadership;
- Scientific, research-based reading and math curricula and instruction at grades K-12;
- Data-based decision making;
- Universal screening and progress monitoring; and
- Parent involvement.

Over the last few months, ROE 47 has worked with ISBE's SPDG Project Director and other ROEs across the state to hire staff for the Illinois RtI Network. These regionally-based staff will be working with district teams to support implementation of a multi-tiered system of student supports as part of the district and school improvement process. This work will be coordinated with the Statewide System of Support (SSOS) and other ISBE initiatives, including but not limited to, the Illinois PBIS Network, Project CHOICES and the Parent and Educator Partnership.

With staff now in place, the Illinois RtI Network is ready to proceed with the identification of school districts to participate in the project. Initially, the districts served by the project will be those that are on improvement or corrective action status under SSOS and have a high percentage (40 percent or more) of students from low-income backgrounds. To solicit the participation of districts that meet the criteria delineated above, within the next two weeks the Illinois RtI Network will be providing information directly to district superintendents about the district selection process. It is expected that the network will be able to serve approximately 63 of these districts during the current school year.

Illinois RtI Network staff contact names, email addresses and phone numbers for the district selection process will be provided when the information referenced above is disseminated to each eligible district. In the interim, questions about the Illinois RtI Network or the district selection process may be directed to Dr. Pamela Radford, Statewide Project Administrator for the Network, at pradford@west40.org or to Kathryn Cox at ISBE (kcox@isbe.net).

Special Education

Screening, Assessment and Support Services (SASS) Update

SASS provides intensive mental health services for children and youth who may need hospitalization for mental health care. When a child is at risk to himself or others, and any time you or others think a child is having a mental health crisis, the CARES line can be contacted. Please take note and remind your schools: It is neither appropriate nor legal for schools to tell parents that they need to have their child screened before they will be allowed to return to school.

For more information regarding the appropriate use of SASS and the CARES line, go to <http://www.dhs.state.il.us/page.aspx?item=30884>.

Illinois Service Resource Center

Support Available for Deaf and Hard of Hearing Students

ISBE's Illinois Statewide Technical Assistance Center (ISTAC) is comprised of several projects that provide onsite support and training for educators. The Illinois Service Resource Center is the ISTAC component that provides behavioral support at all three tiers of the RTI model for students who are deaf and hard of hearing. Free services include data collection coaching, support in developing classroom-wide behavior support programs, training and follow-up coaching on FBA/BIP, classroom observation and facilitation of home-school teams for students needing intensive level support, home visits with families, free online CPDUs, and a library by mail that includes return postage.

For more information on ISRC, visit <http://www.isrc.us>.

Internet Program

Cable Company Unveils Discounted Internet Service for Low-Income Families

The Federal Communications Commission joined Comcast at a recent event in Washington, D.C., to announce the cable company's Internet Essentials program, which aims to provide discounted broadband service to low-income Americans.

"We know that the three biggest barriers to broadband adoption are cost, digital literacy and relevance – that many Americans don't see broadband as relevant to their lives," said FCC chairman Julius Genachowski. "By helping to close the adoption gap, this program will prepare the next generation, create new opportunities for more jobs and economic growth, and will make a positive difference in the lives of many Americans." Comcast's Internet Essentials will provide families with children eligible for a free lunch under the National School Lunch Program with low-cost Internet service, affordable computers and digital literacy training. Comcast offers the Internet service to eligible customers for \$9.95 a month, plus tax, promising no price increases, activation or equipment rental fees. Budget computers are also available at initial enrollment for \$149.99 plus tax.

For complete eligibility details and additional information, visit <http://www.internetessentials.com>. The site includes a link for educators, community organizations and others to share the program offer with their communities.

Professional Development

National Association for Multicultural Education to Hold Conference in Chicago

The National Association for Multicultural Education's annual conference is scheduled for Nov. 2-5 in Chicago. The conference is intended for students, teachers and administrators to learn ways to incorporate multicultural education into their curriculum and methods to decrease achievement gaps.

For more information, visit <http://nameorg.org>. The National Association for Multicultural Education is a non-profit organization that advances and advocates for equity and social justice through multicultural education.

Discussion on Dyslexia Set for Nov. 1 in Joliet

An informational discussion on dyslexia will be held 6:30 to 9 p.m. Tuesday, Nov. 1, at the University of St. Francis Recreation Center, 500 Wilcox St., Joliet. Registration is under way. The free event, titled "Dyslexia: Translating Scientific Practice Into Legislative Action – It's Time!," is presented by the University of St. Francis and state Reps. Pam Roth and Linda Chapa LaVia. CPDUs are available. The discussion features Dr. Sally Shaywitz and Dr. Bennett Shaywitz, both of the Yale Center for Dyslexia and Creativity.

For more information, visit Dyslexia in Illinois at <http://dyslexiaill.wordpress.com>, the Yale Center for Dyslexia and Creativity at <http://dyslexia.yale.edu>, the Illinois branch of the International Dyslexia Association at <http://www.readibida.org> and the Learning Ally at <http://learningally.org>.

In the News

Weekly News Clips

ISBE has posted highlights from last week's education news clips at <http://www.isbe.net/news/2011/newsclips/111017.htm>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at
<http://www.isbe.net/hr/Default.htm>.



Illinois State Board of Education

Weekly Message

Gery J. Chico, Chairman
 Dr. Christopher J. Ward, Vice Chair
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
 Dr. Andrea S. Brown
 Dr. David L. Fields
 Steven R. Gilford
 Lanita J. Koster
 Melinda A. LaBarre

Christopher A. Koch, Ed.D.
 State Superintendent

Oct. 24, 2011

Message From State Superintendent Christopher A. Koch

Our Board reviewed statewide Report Card data last week during its regular monthly meeting. This was a good opportunity for us to begin digging into data and thinking about what our No Child Left Behind waiver proposal will look like. We know that 80 percent of districts and 65 percent of schools not making Adequate Yearly Progress is unjustifiably insulting and not an accurate or realistic reflection of the work going on in our schools.

The average score on the ISAT increased to 82 percent meets/exceeds (m/e) this year from 80.9 m/e last year. There were increases in all ISAT tests except for sixth and seventh grade math and seventh grade science, which had slight declines. The composite score on the PSAE dropped 2.5 points from the previous year and all subject scores were down as well. We believe that reduction is primarily due to an administrative rule adopted by ISBE better ensuring that for 2011, and all future years, all 11th-graders take the state assessment. The rule resulted in an increase of about 12,500 PSAE test takers from 2010 to 2011.

I continue to be concerned about the disconnect between the ISAT and the PSAE. Simply put, we know the PSAE is a much more difficult test measuring college and career readiness goals and the ISAT is not as challenging. As we move to implement the rigorous Common Core learning standards and the new assessments based on those standards, the alignment between elementary and high school assessments will be more congruent. In the meantime, we must find a bridge in our assessment system to better align these tests. Any waiver application we submit to the U.S. Department of Education will include some type of back mapping to offer a more accurate comparison of our current ISAT and PSAE scores.

It's worth noting that we have seen some closure of the achievement gap at the elementary level at the same time that we see an increase in our minority and low-income populations. Since 2006, the percent of African-American students meeting or exceeding proficiency standards on the ISAT has increased by 11 points while Latino students have increased their performance by 2.5 points. The percent of students with IEP's meeting benchmarks has increased by 5 percent and low-income students posted an 8.1 point gain.

Finally, congratulations to Josh Stumpenhorst who was named the 2012 Illinois Teacher of the Year. He is a sixth-grade teacher at Lincoln Junior High School in Naperville Community School District 203 and was chosen from nine finalists. Mr. Stumpenhorst is in his ninth year of teaching. He coaches basketball and track and works closely with the student council and computer club.

Again, congratulations to Mr. Stumpenhorst, all of the finalists for Teacher of the Year and the other entire educators honored at Saturday's Those Who Excel banquet. Being in the same room with that many people committed to providing the best education possible to Illinois' students is truly energizing.

Table of Contents

School Business Services.....	2
Curriculum and Instruction	3
Illinois Secretary of State	3
Finance and Audit Committee.....	3
PEAC	4
Data Analysis and Progress Reporting.....	4
Nutrition	5
Special Education	5
Rules and Waivers	6
U.S. Departments of Education and State... 	6
Illinois Service Resource Center	7
Classroom Opportunities	7
Student Opportunities	7
Professional Development	7
In the News	8
Employment Opportunities	8

Thanks for all you do for honor students every day.

Chris

Upcoming Dates and Deadlines

- **2011-12 School District Budget form** – Adopted by Sept. 30 and due to ISBE by Oct. 30
- **Supplemental General State Aid (SGSA) plan deadline** – Oct. 30
- **Conference on Best Practices for Nonpublic Special Education Programs registration deadline** – Oct. 31
- **Parent Involvement Fall Summit, Hilton Springfield** – Nov. 1
- **Parent Involvement Regional Summit in Springfield** – Nov. 1
- **National Refugee and Immigrant Conference: Issues and Innovations in Chicago** – Nov. 7-8
- **21st CCLC Full Service Community Schools “How to” Orientation Kaskaskia College, Centralia** – Nov. 8
- **21st CCLC New Grantee Workshop, Marriot Convention Center, Normal** – Nov. 9
- **21st CCLC Fiscal and Evaluation Workshop, Marriot Convention Center, Normal** – Nov. 10
- **21st CCLC Full Service Community Schools “How to” Orientation Holiday Inn, Rockford** – Nov. 15
- **21st CCLC Full Service Community Schools “How to” Orientation Comfort Inn, Orland Park** – Nov. 17
- **Limitation of Administrative Costs Worksheet deadline** – Nov. 15
- **2011-12 Unfilled Positions Survey deadline** – Nov. 15
- **2011-12 Immunization/Health Examination Data Collection deadline** – Nov. 15
- **2010-11 LEA Annual Financial Report** – Due to ROEs/ISCs Oct. 14 and due to ISBE Nov. 15 (with the exception of those who received an “Extension of Time” approval letter)
- **ISBE offices closed for Thanksgiving** – Nov. 24 and 25
- **Part 25 (Certification), Part 375 (Student Records), and Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)** – Public comment period ends Nov. 28
- **FY12 NCLB Monitoring Instrument** – Nov. 30
- **FY12 NCLB Title I Comparability Analysis** – Nov. 30
- **2012 Illinois Arts Education Week Poster Contest deadline** – Nov. 30
- **FY 12 School Technology Revolving Loan Program (STRLP) application deadline** – Dec. 1
- **Gifted Advisory Council ISBE Springfield Office** – Dec. 5
- **2011-2012 Teacher Service Record data deadline** – Dec. 15
- **Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 151 (School Construction Program)** – Public comment period ends Dec. 19
- **Nonpublic Registration, Enrollment, and Staff Report deadline** – Dec. 31
- **Postmark deadline for waiver applications to be considered by General Assembly in Spring ’12** – Jan. 13
- **Deadline to submit written opt-out petition to regional superintendent of schools for Summer Food Service Program mandate (Public Act 096-0734)** – Jan. 15
- **Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 235 (Early Childhood Block Grant)** – Public comment period ends Jan. 30
- **2011-12 Teacher Salary Study data form deadline** – Feb. 1
- **2011-12 Noncertified Staff Salary Study survey** – Feb. 1
- **2011-12 Eye Examination Data Collection deadline** – June 30

School Business Services

Limitation of Administrative Costs Worksheet Deadline is Nov. 15

Section 17-1.5 of the School Code requires school districts to limit the growth of “administrative” expenditures to a maximum of 5 percent from one fiscal

year to the next. School districts must file the Limitation of Administrative Costs Worksheet with the Illinois State Board of Education’s School Business Services Division by Nov. 15, 2011.

A blank Limitation of Administrative Costs Worksheet is at <http://www.isbe.net/sfms/AdminCaps/AdminCaps.htm>.

Additionally, the Limitation of Administrative Costs Worksheet is included in the Illinois School District Annual Financial Report – June 30, 2011 (ISBE 50-35). If a completed Limitation of Administrative Costs Worksheet is submitted along with the school district's Annual Financial Report, a separate worksheet does not also have to be submitted. Please note that the worksheet included in the School District Budget Form July 1, 2011 – June 30, 2012 (ISBE 50-36) is a working document for local use only and will not be accepted for official submission of the Limitation of Administrative Costs Worksheet.

Submitted Limitation of Administrative Costs Worksheets will be verified to the district's submitted School District Budget Form July 1, 2011 – June 30, 2012 (ISBE 50-36) and the district's submitted Annual Financial Report – June 30, 2011 (ISBE 50-35). Inaccurate Limitation of Administrative Costs Worksheets will be returned to districts for correction.

Districts exceeding the limitation may amend their budgets prior to June 30, 2012, to become in compliance with the limitation. Districts unable to amend their budgets would have to waive the limitation in order to become in compliance. School districts with administrative expenditures in the 25th percentile or below (4th quartile) may waive the limitation following a public hearing and with the affirmative vote of at least two-thirds of the members of the school board. Any district waiving the limitation shall notify ISBE within 45 days of such action. If a school district that is ineligible to waive the limitation by board action exceeds the limitation solely because of circumstances beyond the control of the district and the district has exhausted all available and reasonable remedies to comply with the limitation, the district may request a waiver from the General Assembly pursuant to Section 2-3.25g of the School Code. Procedures for requesting a waiver in accordance with Section 2-3.25g of the School Code can be found at <http://www.isbe.net/isbewaivers/default.htm>.

Quartile rankings for all school districts and a sample waiver resolution for qualifying districts can be accessed at <http://www.isbe.net/sfms/AdminCaps/AdminCaps.htm>.

If you have any questions, contact Michelle Heninger, School Business Services Division, at (217) 785-8779 or mheninge@isbe.net.

Curriculum and Instruction

2011-2012 ISBE Technology Plans Writing Guidance Webinar Scheduled for Oct. 27

If your district has a technology plan that will expire on June 30, 2012, please note that there is a new technology plan template on the IIRC. ISBE will be conducting a webinar to guide districts through the new template and provide writing guidance.

The 2011-2012 ISBE Technology Plans Writing Guidance webinar is set for 1-2 p.m. Thursday, Oct. 27. Space is limited. Reserve your webinar seat at <https://www1.gotomeeting.com/register/460140976>. This webinar will provide a walkthrough of the new, streamlined, Technology Integration Plan template and provide writing guidance for districts submitting a 2011-2012 Technology Plan.

System Requirements: For PC-based attendees, Windows 7, Vista, XP or 2003 Server; for Macintosh-based attendees, Mac OS X 10.5 or newer.

Illinois Secretary of State

School District Library Grant Application Available

Applications are being accepted for the FY 2012 School District Library Grant. Applications and all other information concerning the grant can be found at http://www.cyberdriveillinois.com/departments/library/w hat_we_do/schoolpercapgrant.html.

This year's deadline to submit the grant application and signature page is Dec. 30. For questions concerning the grant, please contact Robert Jones at rjones1@ilsos.net or (217) 785-1168, or Becky Hunter at bhunter1@ilsos.net or 217-782-7849.

Finance and Audit Committee

ISBE to Hold Series of FY 2013 Budget Hearings Across the State

The Illinois State Board of Education's Finance and Audit Committee will host a series of hearings on the FY 2013 budget over the next several months. The public is invited to attend. Please check back to the ISBE calendar and meetings website for updates to the following schedule of hearings: <http://isbe.net/calendar/default.htm>.

Those wishing to participate in these hearings may sign-in upon arrival at each location. Please provide 15 copies of written testimony and provide cost estimates (including a detailed budget) for programs being discussed. Please address how proposed programs align to the Board's Strategic Plan Goals.

- **GOAL 1:** Every student will demonstrate academic achievement and be prepared for success after high school.
- **GOAL 2:** Every student will be supported by highly prepared and effective teachers and school leaders.
- **GOAL 3:** Every school will offer a safe and healthy learning environment for all students.

Here are the dates, location and time of the remaining meetings scheduled:

- **Monday, Oct. 24:** Edwardsville, Jon Davis Wrestling Center, 6168 Center Grove Road, 3-5 p.m.
- **Thursday, Oct. 27:** Champaign, Ford Counties Regional Office of Education, Robeson Pavilion Room A & B, Champaign Public Library, 200 W. Green St., 3-5 p.m.
- **Tuesday, Nov. 1:** Wheeling, Wheeling School Dist. 21, Admin Office, 999 W. Dundee Road, 3-5 p.m.
- **Tuesday, Nov. 29:** Chicago, James R. Thompson Center, Room 16-503, 100 W. Randolph, 3-6 p.m.

The Finance and Audit Committee FY 2013 Budget Hearings will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the day before the meeting they wish to attend. Contact the Superintendent's office at the State Board of Education: Phone, (217) 782-2221; TTY/TDD, (217) 782-1900; fax, (217) 785-3972.

Individuals unable to attend the budget hearings can send e-mail to isbefy13@isbe.net, which will be monitored by agency staff to receive additional testimony.

PEAC

Survey on Recommended Changes to Educator Evaluation Systems

Can't attend a regional meeting to discuss Illinois' recommended changes to educator evaluation systems? Teachers and school leaders can still learn about and help shape the Performance Evaluation Advisory Council's

draft recommendations to the Illinois State Board of Education for revamping educator evaluations. View the presentation on potential changes to teacher and principal evaluations; this is the same presentation used in regional meetings. Then, share your opinions on the proposed evaluation systems by taking the online survey. Both are available at <http://bit.ly/pxL96K>.

Hundreds of educators from across the state have attended meetings to learn about developing new evaluation systems, voice questions and concerns and take in this survey. Additional forums are scheduled for Oct. 25 in Marion, Oct. 26 in Rock Island and Oct. 27 in Bloomington.

Your input is critical to create a system that will improve educators' professional development, provide meaningful feedback, and give teachers the tools to help every child achieve. Have a question or comment? Email peacinfo@isbe.net.

Data Analysis and Progress Reporting

2011-12 Immunization/Health Examination Data Collection

The Student Health Data – Immunization system is now available in IWAS for school year 2011-2012 data submission. Completed reports must be received by ISBE no later than Nov. 15, 2011. Below are links to important related documents. Please use them for assistance with submitting your data.

- **User Guide:**
http://www.isbe.net/research/pdfs/Immunization_user_guide.pdf
- **Immunization and Compliance with State Law:**
http://www.isbe.net/research/pdfs/immunization_requirements.pdf
- **How to Calculate Unduplicated Count:**
http://www.isbe.net/research/pdfs/Unduplicated_Count.pdf
- **Data Entry Worksheet:**
http://www.isbe.net/research/xls/immunization_worksheet.xlsx
- **Health and Immunization Questions and answers:**
<http://www.dhs.state.il.us/page.aspx?item=32907>

A report must be submitted for every eligible school, without exception. Schools that are not the home school

for any student should submit the report by selecting the option which allows them to declare they have no data to report.

Please share this information with the school nurse or health technician and those submitting the Immunization/Health Examination data to the Illinois State Board of Education. Questions can be directed to the Data Analysis and Progress Reporting Division at (217) 782-3950.

2011-12 Eye Examination Data Collection

The Student Health Data – Vision system is now available in IWAS for school year 2011-2012 data submission. Completed reports must be received by ISBE no later than June 30, 2012.

Below are links to important related documents. Please use them for assistance with submitting your data.

- **User Guide:**
http://www.isbe.net/research/pdfs/vision_iwas_guide.pdf
- **Data Entry Worksheet:**
http://www.isbe.net/research/xls/eye_exam_wksht.xls
- **Information Sheet:**
http://www.isbe.net/research/pdfs/eye_examinations.pdf

A report must be submitted for every eligible school, without exception. Schools that are not the home school for any student should submit the report by selecting the option which allows them to declare they have no data to report.

Please share this information with the school nurse or health technician and those submitting the Eye Examination data to the Illinois State Board of Education. Questions can be directed to the Data Analysis and Progress Reporting Division at (217) 782-3950.

2011-12 Teacher Service Record Open in IWAS

The 2011-2012 Teacher Service Record is now open for districts and other reporting entities to provide data on full- and part-time employees working as of Oct. 1, 2011, in a position that requires a teaching, administrative or school service personnel certificate issued by the Illinois State Board of Education. This includes any retiree working in a position requiring certification, performing duties other than as a substitute.

The deadline for submitting these data is Dec. 15, 2011.

Questions about completing the Teacher Service Record can be directed to the ISBE Data Analysis and Progress Reporting Division at tsr@isbe.net or (217) 782-3950.

Nutrition

School Meal Service Procurement – The Invitation for Bid and Contract Process

This training is designed to assist school food authorities (SFAs) who currently contract or are seeking to contract for school meal services with a food service management company or meal vendor in meeting all requirements associated with the Invitation for Bid and Contract process. Participants will better understand the three-step document submission and review process and receive training in developing Invitation for Bid and contract documents that meet federal and state regulations and statutes.

The training is presented in three separate webinar sessions and participants should try to “attend” all three sessions. All SFAs conducting a new procurement or considering contracting for school meal services are highly encouraged to participate in the training. Participants must be employees of the school food authority (school or district).

Pre-registration is required and is available on the Nutrition Programs Division website at <http://www.isbe.net/nutrition>.

Session 1: The “Appetizer” — Introduction and General Requirements, 1-3 p.m. Tuesday, Nov. 29, 2011

Session 2: The “Entree” — Invitation for Bid and Contract Prototype, 1-3 p.m., Tuesday, Dec. 6, 2011

Session 3: The “Side Dishes” — Attachments and Exhibits, 1-3 p.m. Tuesday, Dec. 13, 2011

Special Education

Registration Deadline Oct. 31 for the Fifth Annual Conference on Best Practices for NonPublic Special Education Programs

Registration closes Oct. 31 for the fifth annual Conference on Best Practices for Nonpublic Special

Education Programs, which will be held Nov. 15-16 at the Oak Lawn Hilton.

Go to <http://webapps.isbe.net/ISBEConference/> to register. Click on “Schedule at a Glance” for an overview of the conference. The hotel has a block of rooms reserved for the conference. That information can be found in the brochure on the registration page.

Questions? Contact Paul Nijensohn at pnijenso@isbe.net or Sarah Sebert at ssebert@isbe.net.

Rules and Waivers

Invitation to Comment on Rules

Four proposed rulemakings recently reviewed by the Illinois State Board of Education are available for public comment. The proposals have been posted on the agency’s website at <http://www.isbe.net/rules>; choose “Proposed Rules and Amendments.” Please submit any comments or suggestions to rules@isbe.net.

Part 1 (Public Schools Evaluation, Recognition and Supervision)

Responds to several recently enacted statutes, particularly proposing a process to approve entities that will provide training for school board members, as is required under P.A. 97-8, effective June 13, 2011.

Deadline for Public Comment: December 19

Part 151 (School Construction Program)

Adds special education cooperatives to the entities eligible to apply for energy efficient grants under the School Construction Program, a change made by P.A. 97-205, effective July 28, 2011.

Deadline for Public Comment: December 19

Part 1 (Public Schools Evaluation, Recognition and Supervision)

Proposes that starting in the 2014-15 school year, any school district that offers kindergarten (whether full or half day) be required to administer the Kindergarten Individual Development Survey, or KIDS, and to participate in pilot administrations of the survey in the two years previous to full implementation (if chosen), unless a school district can provide evidence of capacity issues that would prevent participation.

Deadline for Public Comment: January 30

Part 235 (Early Childhood Block Grant)

Addresses numerous requirements related to coordinating the administration of the programs funded under the

block grant with those early childhood initiatives offered through other state agencies, including participation in a quality rating system and an electronic personnel registry.

Deadline for Public Comment: January 30

Invitation to Comment on Rules

Two proposed rulemakings recently reviewed by the Illinois State Board of Education are available for public comment. The proposals have been posted on the agency’s website at <http://www.isbe.net/rules>; choose “Proposed Rules and Amendments.” Please submit any comments or suggestions to rules@isbe.net.

Part 25 (Certification)

Addresses approval of speech-language pathology programs, requires educator preparation programs to address the State Board’s social and emotional learning standards, and implements several pieces of recently enacted legislation.

Deadline for Public Comment: November 28

Part 375 (Student Records)

Clarifies school district and nonpublic schools’ requirements under the Illinois Student School Records Act (105 ILCS 10) relative to the retention, maintenance, and transfer of student records.

Deadline for Public Comment: November 28

U.S. Departments of Education and State

Annual International Education Week Kicks Off on Nov. 14

The 12th annual International Education Week starts Nov. 14. This year’s theme is International Education: Inspiring Students Locally to Succeed Globally. International Education Week is a joint initiative of the U.S. Departments of Education and State. This annual initiative aims to promote international understanding and build support for international educational exchange by encouraging the development of programs that prepare Americans to live and work in a global environment and attract future leaders from abroad to study in the United States.

“President Obama and I are passionate about providing all of our children with an education that will enable them to succeed in a globally competitive economy where knowledge and innovation are more important than ever,” stated U.S. Secretary of Education Arne

Duncan in a recent letter. “And, with the world's economies and societies becoming more and more interdependent, it is almost impossible to distinguish between domestic and international issues.” Visit <http://www2.ed.gov/about/inits/ed/internationaled/iew.html> to read it in its entirety.

Additional information, including a list of ways to get involved and more, is available on the Department of State’s website at <http://iew.state.gov/index.cfm#nogo>.

Illinois Service Resource Center

Support Available for Deaf and Hard of Hearing Students

ISBE’s Illinois Statewide Technical Assistance Center (ISTAC) is comprised of several projects that provide onsite support and training for educators. The Illinois Service Resource Center is the ISTAC component that provides behavioral support at all three tiers of the RTI model for students who are deaf and hard of hearing. Free services include data collection coaching, support in developing classroom-wide behavior support programs, training and follow-up coaching on FBA/BIP, classroom observation and facilitation of home-school teams for students needing intensive level support, home visits with families, free online CPDUs, and a library by mail that includes return postage.

For more information on ISRC, visit <http://www.isrc.us>.

Classroom Opportunities

Illinois First Amendment Center Offers Free Materials for Educators

The Illinois First Amendment Center in Springfield has free materials available for all grades that teach awareness, understanding and appreciation for the First Amendment. Many of the materials are paired with curriculum guides vetted by educators. Available materials include posters (including student-designed posters), videos (for both high school and lower grades), coloring books, flash cards, curriculum guides and more. All of the materials are free and many can be downloaded online at <http://www.ifac.us>.

For items that must be mailed, the Illinois First Amendment Center charges a nominal postage fee to cover actual postage. There are no shipping/handling charges. All of the materials may be previewed online at www.ifac.us and either downloaded or ordered from the

website. For additional information, contact David Porter at dporter@illinoispress.org.

Student Opportunities

Entries Sought for Illinois Work Zone Safety Calendar Contest

The Illinois Department of Transportation is asking elementary students in kindergarten through sixth grade to help promote work zone safety through art. IDOT, the Illinois State Board of Education, the American Traffic Safety Services Foundation and the Illinois Chapter of the American Traffic Safety Services Association are sponsoring the seventh annual Illinois Work Zone Safety Calendar Contest.

This year’s theme is “See Orange. Slow Down. Save Lives.” There are three categories for the competition divided by grades: K-1, 2-4 and 5-6 grades. Each school must select the top four posters from each category (12 posters total) and submit them to IDOT by Nov. 30. Children are eligible to participate in the contest even if their school chooses not to participate. The child’s parent or guardian can submit the drawings to IDOT.

The top 30 entries, 10 from each category, will move on to a judging panel who will determine the 12 finalists to be displayed in the 2013 Illinois Work Zone Safety Calendar. The top two finalists in each category will move on to compete in a national calendar contest.

For more information, go to <http://www.dot.state.il.us/trafficsafety/WZS/WZScontest.html> or contact IDOT’s contest coordinator, Jessica Keldermans, at (217) 785-3062.

Professional Development

Discussion on Dyslexia Set for Nov. 1 in Joliet

An informational discussion on dyslexia will be held 6:30 to 9 p.m. Tuesday, Nov. 1, at the University of St. Francis Recreation Center, 500 Wilcox St., Joliet. Registration is under way. The free event, titled “Dyslexia: Translating Scientific Practice Into Legislative Action – It’s Time!,” is presented by the University of St. Francis and state Reps. Pam Roth and Linda Chapa LaVia. CPDUs are available. The discussion features Dr. Sally Shaywitz and Dr. Bennett Shaywitz, both of the Yale Center for Dyslexia and Creativity.

For more information, visit Dyslexia in Illinois at <http://dyslexiail.wordpress.com>, the Yale Center for Dyslexia and Creativity at <http://dyslexia.yale.edu>, the Illinois branch of the International Dyslexia Association at <http://www.readibida.org> and the Learning Ally at <http://learningally.org>.

In the News

Weekly News Clips

ISBE has posted highlights from last week's education news clips at <http://www.isbe.net/news/2011/newsclips/111024.htm>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at <http://www.isbe.net/hr/Default.htm>.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

November 7, 2011

The Honorable Robert Daiber
Madison County #41
Suite 438, PO Box 600
157 North main Street
Edwardsville, IL 62025

Dear The Honorable Daiber,

Late last month President Obama announced his plans to allow states to apply for waivers from the federal No Child Left Behind Act, also known as the Elementary and Secondary Education Act. Illinois Leadership supports the waiver opportunity and is committed to working with our stakeholders to develop and submit a strong waiver request early next year. It is critical that we engage stakeholders early in the process and hear from a diverse group of citizens to inform our waiver request and develop the system that puts Illinois children first. Our waiver request will be based upon the Board's goals to better prepare every student for success in college and careers. It will raise expectations for all students and will be focused on closing achievement gaps. Illinois is a diverse state and we know prescriptive solutions simply don't work. Our waiver request will include flexibilities in spending, supports and reforms to best meet the local needs, while at the same time raising expectations for students and educators through implementation of higher learning standards and an evaluation system based on measured progress. **You have been identified as a key stakeholder and I hope you will accept this invitation to participate in a meeting designed to obtain your input.**

Date: Tuesday, November 29, 2011
Time: 9:00 A.M. – 3:00 P.M. (Continental Breakfast and Lunch provided)
Location: Marriott Hotel & Conference Center
201 Broadway Avenue
Normal, Illinois 61761
1-309-862-9000

The meeting goals include eliciting feedback from stakeholders on the various components of the Illinois ESEA Flexibility Waiver Request and determining the level of stakeholder support for the components of the Waiver Request.

Please complete your registration at <http://tinyurl.com/ISBEESEAflex> no later than Wednesday, November 23, 2011.

Sincerely,

A handwritten signature in cursive script that reads "Susie Morrison".

Susie Morrison
Deputy Superintendent

CC: Jason Leahy
Brent Clark
Audrey Soglin
Dan Montgomery



Illinois State Board of Education

Gery J. Chico, Chairman
Dr. Christopher Koch, State Superintendent

Elementary and Secondary Education Act (ESEA) Flexibility Waiver Stakeholders Meeting

November 29, 2011

Marriott Hotel and Conference Center, Bloomington-Normal, Illinois

9:00 AM – 3:00 PM

Meeting Purpose

- To elicit feedback from stakeholders about the Illinois Elementary and Secondary Education Act flexibility waiver request
- To identify the level of stakeholder support for components of the waiver request
- To identify changes that may need to be made to the waiver request

Meeting Anticipated Outcomes

Participants will:

- Review the current accountability system and the flexibility provided by the waiver
- Develop an understanding of the process for requesting the flexibility waiver and current ideas for the next generation accountability system
- Provide critical feedback on the components of the flexibility request and make recommendations for developing a comprehensive and cohesive next-generation accountability system

Agenda

8:30 a.m. Registration and continental breakfast

9:00 a.m. Opening

- Welcome and introductions
- Agenda overview

9:10 a.m. ESEA Flexibility

- An overview
- Vision For the Next Generation Accountability System



Illinois State Board of Education

Gery J. Chico, Chairman

Dr. Christopher Koch, State Superintendent

- 9:45 a.m. Breakout Sessions with Intense Focus on Guiding Principles (Round 1)**
- College and Career Readiness Expectations for all Students
 - Differentiated Accountability
 - Differentiated Recognition and Supports
 - Supporting Effective Instruction and Leadership
- 10:30 a.m. Break**
- 10:45 a.m. Breakout Sessions Continued (Round 2)**
- College and Career Readiness Expectations for all Students
 - Differentiated Accountability
 - Differentiated Recognition and Supports
 - Supporting Effective Instruction and Leadership
- 11:35 a.m. Breakout Sessions Continued (Round 3)**
- College and Career Readiness Expectations for all Students
 - Differentiated Accountability
 - Differentiated Recognition and Supports
 - Supporting Effective Instruction and Leadership
- 12:20 p.m. Lunch**
- 1:00 p.m. Breakout Sessions Continued (Round 4)**
- College and Career Readiness Expectations for all Students
 - Accountability
 - Differentiated Recognition and Supports
 - Supporting Effective Instruction and Leadership
- 1:45 p.m. Break**
- 2:00 p.m. Report Out**
- 2:30 a.m. Wrap Up**
- 3:00 p.m. Adjourn**



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

November 22, 2011

In Illinois, we believe that strong standards can and do help our schools achieve. However, we need a system that also recognizes and encourages growth. This year, the rigid benchmarks of the federal No Child Left Behind Act (NCLB) have deemed that only eight Illinois high schools made “adequate progress”, while 656 failed. While no one questions the need for educational improvement in Illinois and the nation as a whole, this stark statistic does not paint a true picture of Illinois’ schools, nor the progress many of our schools have made toward closing achievement gaps. In fact, aspects of the law have put ‘success’ so far out of reach so as to be counterproductive – actually deterring our administrators, teachers and children from making realistic advances in student learning.

Earlier this fall President Obama announced his plans to allow states to apply for waivers from NCLB, also known as the Elementary and Secondary Education Act. Increasing student achievement is Illinois’ number one educational priority, and, as such, our state intends to pursue a waiver from NCLB, allowing us to create our own accountability system. In the coming months, the State Board of Education will work with Governor Quinn and his administration on Illinois’ proposal, with plans to submit early next year. We intend to enlist a diverse group of citizens to help us shape our request and develop the system that puts Illinois children first.

The best long-term economic development tool a state can have is a solid education system. Successful graduates attract business and jobs. The State Board of Education is committed to making Illinois’ Pre-K to 12 system the strongest in the nation. Developing our own stringent accountability system will allow our state to pursue objectives and accountability standards that will ensure our schools’ progress, while also recognizing and encouraging advances in student learning.

In Illinois we have already embarked on the following initiatives to substantially strengthen our education system:

- The implementation of the Common Core State Standards, which are new, more rigorous learning standards to challenge students and educators alike to increase our global competitiveness;
- The development of new assessments based on these higher learning standards, which will be more rigorous, including using multiple measures and providing better data to teachers to drive instruction;
- The promotion and utilization of technology to drive student achievement;

- The development of a kindergarten survey to ensure our youngest learners are on track in the earliest grades;
- The coordination of a statewide inter-agency partnership that will provide better coordinated early childhood services and performance ratings;
- New, higher standards for teacher and principal recruitment and preparation, aimed at improving classroom instruction and educational leadership;
- The development of a new principal and teacher performance evaluation system that takes into account student academic growth; and,
- A targeted, intensive effort to turnaround our state's lowest achieving schools, which involves the provision of additional resources and oversight, while expecting significant gains for students and better possibilities for their future.

It is within this context of positive change that we must design a new accountability program for our education system. Under NCLB, 65 percent of our schools and 80 percent of our districts are deemed failures, with little hope of climbing out from under the program's unrealistic performance targets. Is there room for improvement in our schools? Of course – it is what our Board and schools across the state work toward every day. At the same time, we do not believe that a constant message of failure breeds the creative thinking and enthusiasm that creates success; it's not how you help children learn, so it stands to reason that it is not the best tool for a school's success either. Illinois' accountability system needs to be balanced between encouragement and consequences, and opting out of NCLB will allow us to implement such a system.

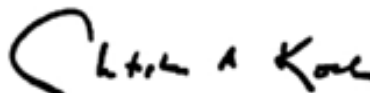
The accountability system we envision will still expect continuous improvement and success from our students, schools and districts, but the goals we set will be both high and attainable. We need to create smart, nuanced tools to accurately measure the progress our schools make and also identify areas in which achievement gaps exist so that they can be addressed. School districts and schools will have the ability to demonstrate improvement and success in differentiated, appropriate and measurable ways, so that progress is based upon growth and lasting achievements.

Our waiver request will be based upon the goals of the Governor and the State Board of Education to better prepare every Illinois student for college and career success. There is no question that our schools can and must improve. As part of opting out of NCLB, our state will build an accountability system to raise the bar for all students and focus on closing achievement gaps. To truly help our children grow and prepare for the future, Illinois needs a common sense accountability system, supported by our recent reforms, that not only tracks success and high academic performance, but also inspires it.

Sincerely,



Gery J. Chico
Chairman



Christopher A. Koch, Ed.D.
State Superintendent of Education

Waiver may ease burden of NCLB Act/Morris Daily Herald

Jessica Cohea

It is "very likely" Illinois will apply for a waiver from requirements of the federal No Child Left Behind Act by Jan. 1, 2012.

If granted, that waiver will mean flexibility from NCLB, but Illinois State Superintendent Chris Koch is unsure for what type of flexibility the state will be eligible.

"I believe that Illinois is well-positioned to receive a waiver," Koch wrote in his weekly message dated Sept. 26, 2011. "(The United States Department of Education) has said that waivers will be available in several areas, but most notably we would have the ability to seek flexibility from: the 2013-2014 requirement of 100 percent of students meeting and exceeding state standards; district and school improvement requirements; and additional uses of federal funds."

NCLB was signed into law in January 2002, with the purpose of ensuring students in America are able to meet the high learning standards of the state in which he or she lives, according to the Illinois State Board of Education.

Major concerns with NCLB have continued to fester in the education world since the legislation's expiration in 2007, and because Congress has not acted on it since then, President Barack Obama has now made waivers available to states that meet the requirements.

There would be advantages to gaining flexibility in any of the three areas Koch listed, but there has been a growing dilemma with the 2013-2014 deadline in particular, according to ISBE spokesman Matt Vanover.

He said many people are realizing the deadline may not be attainable.

"One problem with the original No Child Left Behind was the completely unrealistic expectations," said Dr. Kent Bugg, superintendent of Coal City Community Unit School District 1.

He knows his district is not a failing one, but they are being listed as such because of those expectations.

As are many other Grundy County school districts.

"We're tired of hearing the word 'failing,'" said Dr. Pat Halloran, superintendent Morris Community High School District 101.

In Illinois, according to Vanover, 1,999 schools are listed as "failing" this year because they did not meet the Adequate Yearly Progress requirements set by the state. Only 1,808 schools did meet AYP this year.

A list of Grundy County schools that did not meet AYP this year will be available at the end of October on the Illinois Interactive Report Card website, iirc.niu.edu, according to Paul Nordstrom, regional superintendent for Kendall and Grundy counties.

“(In 2014), 100 percent of schools will probably be failing,” said Teri Shaw, superintendent of Morris Elementary School District 54, when discussing her district’s AYP results.

President Obama realizes that NCLB “has some serious flaws,” and that is why the waivers were created, the president said in his Sept. 23 speech about NCLB flexibility.

In order to qualify for the waiver, states need to adopt college- and career-ready standards and assessments; develop a new generation of accountability, recognition and support systems; and improve evaluation of principal and teacher effectiveness.

Illinois has already adopted college- and career-ready standards and assessments, and has made efforts to improve evaluation of principal and teacher effectiveness.

The Performance Evaluation Reform Act (PERA), which was signed into law by Illinois Gov. Pat Quinn in January 2010, “requires that teachers and principals be evaluated in a new way that incorporates student growth measures as a significant factor in performance ratings.”

Rather than being rated on a scale of “excellent, satisfactory or unsatisfactory,” Halloran explains teachers and principals in Illinois are now rated as “excellent,” “proficient,” “needs improvement” or “unsatisfactory.”

All schools in Illinois will use the new system by 2016.

If granted, the waiver will affect each school district differently.

“To me, the waiver will mean our district being able to focus our improvement efforts using the Rising Star framework that we’ve been working on the last year and a half,” Halloran said.

Rising Star gives participating schools the opportunity to use research-based evidence for improvement on leadership skills to instruction in the classroom. The program is a school improvement plan based on education research of what successful schools nationwide are doing or have done.

To Shaw, the waiver will alleviate the burden set on Dist. 54 for being a “failing” district for the second year now.

“There’s a negative connotation that goes with not making AYP,” she said. “In reality, our district does really well.”

Bugg explained he will appreciate the change from a nationally-led to a state-led education system.

“One thing I really like about the changes being made is that they put the power back in the state’s hands, rather than the federal government’s, which is where it was supposed to be in the first place,” he said.

[Top of page](#)

No Child' waivers could mean fewer headaches for schools/Beacon News

Jenette Sturges

At the beginning of the 2010-11 school year, Jeff Schafermeyer had to do something every educator dreads.

The principal of Boulder Hill Elementary School in Montgomery sent home letters informing parents their neighborhood school was failing and that they had the choice to send their students to other schools.

"That was the worst," said Schafermeyer. "Families across the street had to choose what was best for their child — sending them to their neighborhood school, or busing them across town — and it caused a lot of unnecessary anxiety for families."

But Boulder Hill's predicament — which, unlike most schools, ultimately has a happy ending — was hardly unique.

More than 1,300 elementary schools across Illinois were failing by 2010, under federal No Child Left Behind standards, and that number is expected to jump at the end of this school year.

Which is why Illinois — and most other states — likely will apply for a waiver of No Child Left Behind requirements offered by President Barack Obama last month.

If granted, states could scrap the law's most onerous requirements — such as ensuring 100 percent of students reach proficiency in math and English on standardized tests, providing after-school tutoring, and offering free bus transportation to better schools nearby — if they adopt new standards and plans for achievement.

Boulder Hill's story

"It's a Band-Aid," said Kathy Dineen, assistant principal at Boulder Hill Elementary, on the administration's waiver proposal. "And I think it shows that there's a flaw in the system right now."

Dineen would know. In 2009, those flaws became apparent when the school received its ISAT scores and school report card. A subgroup of 45 students with learning disabilities at Boulder Hill failed to meet standards — in education lingo, it's called making "adequate yearly progress," or AYP — in reading. At the time, there were about 600 students total in the school.

"That's a real challenge. They're being measured the same way as other kids, even though we can demonstrate growth from year to year — under No Child rules, that's failing," Schafermeyer said. "It can bring an entire school down."

The 2001 No Child Left Behind Act laid out lofty goals for performance on math and reading tests for school children all over the country. In the first year of the law, for a school to be considered "passing," just 40 percent of students overall, and in various subgroups such as race, disability and language, had to make Average Yearly Progress. But each year, the marker moves, and by spring 2012, at least 92.5 percent of students will need to make AYP for a school to be considered passing. In 2014, that standard is 100 percent.

Which is part of the reason Education Secretary Arne Duncan has warned that, nationally, more than 80 percent of schools at all levels across the country could be labeled as failing by the end of this school year.

Locally, the statistics also look grim.

Between the East and West Aurora school districts, only one school — Fearn Elementary in North Aurora — was scoring “passing” grades, based on 2010 scores, the most recent publicly available.

Indian Prairie schools are faring better, but even that district has watch-listed schools, and the district as a whole has failed to make annual yearly progress. So, too, have the Geneva, Batavia, Kaneland, Yorkville, Plano and Sandwich school districts.

The challenge

Boulder Hill Elementary’s administrators and teachers saw their scores as a challenge and got to work. As a Title I school, Boulder Hill became eligible for extra funds. They targeted their students with reading issues, set up an after-school tutoring club, and brought in a staff development programs.

The result in 2010?

“We failed to make AYP a second time,” Schafermeyer said.

Boulder Hill’s strong emphasis on reading in the 2009-10 school year had paid off — reading scores among students with disabilities jumped dramatically, surpassing state benchmarks.

But math scores for those same students didn’t improve enough. At the same time, Oswego’s English Language Learners program was moved to the school, and those students — who had to take their ISAT tests in English — also failed. Hispanic and low-income subgroups also failed to meet their benchmarks.

The provision of No Child Left Behind that required schools to monitor subgroups was meant to ensure that those children most vulnerable excelled along with their peers. But the subgroups have had the unintended consequence of skewing data. A school or district must report subgroup data only if there are at least 45 students in the group.

Which is part of the reason one district, Somonauk, has managed to mostly stay off the watch lists.

“If you fail in a subgroup, the whole school fails,” Somonauk Superintendent Dawn Green said.

The small size of the mostly white district has put it at a statistical advantage — it’s only required to report on low-income students and students with disabilities.

Still, like every other district, Somonauk has struggled to meet the ever-increasing benchmarks.

“Are we doing anything differently? Yes, I think a lot of schools are trying whatever they can,” Green said.

Finding success

That's certainly been the case at Boulder Hill. After the school failed to make Average Yearly Progress a second year in a row, 48 students chose to attend other schools in the Oswego School District.

So school administrators doubled down their efforts in the 2010-11 school year, performing math assessments and remediation, hiring reading specialists, expanding the after-school tutoring program and even serving breakfast to 140 students.

When Schafermeyer talks about it, a smile spreads over his face. Students in nearly every category, in both math and reading, scored double-digit gains.

This spring, if they can repeat their success and get 92.5 percent of their students — subgroups and all — passing, Boulder Hill no longer will have to send out the letters to parents and offer school choice.

Which is good, because the number of “passing” elementary schools that parents can choose from in the Oswego School District has shrunk to just five in the last year.

Across the state

“It is very likely we’ll seek a waiver (on the No Child standards),” said Matt Vanover, a spokesman for the Illinois State Board of Education. “However, we still need to see what the details are. We would like to get a little more detail as to what types of flexibilities and waivers would be out there.”

Vanover said the State Board favors “a different accountability system.”

“Instead of looking at that unrealistic target, maybe we look at schools having growth on a year-by-year basis,” Vanover said.

Fox Valley educators are hopeful and confident that if the waivers are made available, Illinois would secure one.

“Illinois has been very aggressive in looking at principal and teacher evaluation, and I think that will help us qualify,” Indian Prairie School District Superintendent Kathryn Birkett said.

In June, Gov. Pat Quinn signed into law SB7, an education reform bill that tied teacher tenure and layoffs to student achievement, and which made it easier for school districts to dismiss tenured teachers deemed ineffective. Illinois has also adopted the Common Core Standards, a common curriculum across most of the country, to be rolled out in the next few years.

Those changes are all in line with Obama and Duncan’s plan — students still will have to take yearly tests in math and reading, but the administration says the emphasis will be more on measuring growth over time.

The biggest advantage of the waivers will be the ability for schools and districts to use those federal dollars in different ways — including redirecting money spent on transporting kids to other schools back into the schools that need help.

“Right now, we spend our federal dollars in a very prescriptive way, and I think what (the waivers) will allow us to do is for districts to spend that money in the way that will best benefit our students locally,” Birkett said. “No one knows how to do that better than the people teaching the students.”

Chicken or egg?

The No Child Left Behind effort “has benefited the kids from Boulder Hill School, absolutely,” Schafermeyer said.

But that’s not to say he’s not looking forward to the day when a better education plan comes along, one based more on student growth and less on a single test.

“No Child Left Behind, for a school that’s willing and eager to focus, it helped us. It made us a better school. But it’s very frustrating, and it’s really not going to be realistic,” he said.

Especially come 2014, when every student will have to pass their ISAT. Another frustration, he said, was learning all the ins and outs of the legislation, then explaining them to more than 400 families who couldn’t understand how their good neighborhood school suddenly was failing.

“We take those test scores with a grain of salt,” Schafermeyer said. “It’s just a snapshot of how they do on one test, on one day. Maybe a student didn’t have breakfast; maybe they didn’t get a good night’s sleep the night before.”

Whether the waivers are approved, the requirements dropped, and the letters to parents shredded, Boulder Hill’s administrators are still proud and happy with their results.

“We at Boulder Hill worked really hard,” Schafermeyer said. “It was the efforts of this staff and our community volunteering and the kids being focused that allowed us to achieve. Would we have done that otherwise? I think we would have ... But we were forced to because of No Child Left Behind.”

[Top of page](#)

State to Seek No Child Left Behind Waiver/Chicago News Cooperative

REBECCA VEVEA

With more than 80 percent of Illinois school districts considered failing under the federal accountability law, No Child Left Behind, the Illinois State Board of Education announced plans Thursday to seek a waiver from some of the law's provisions.

Last month, the Obama administration announced that it would allow states to seek exemptions from key portions of the law if they commit to certain reform efforts. State superintendents and educators have complained for years that the measure relies too heavily on testing and sets unrealistic expectations by mandating that all students meet the strict standards set by the law.

"We need a realistic, measurable accountability system based on growth and individual student progress rather than an absolute, unattainable goal handed down from Washington," State Board of Education Chairman Gery J. Chico said in a statement.

Under No Child Left Behind, states are required to test students in certain grades on basic math and reading skills, which are then used to determine whether schools are making adequate yearly progress. If a school does not meet that standard, it can face a variety of sanctions, including an overhaul of staff.

State board officials released state assessment data Thursday that showed 2,548 schools in Illinois—65 percent—were identified as needing improvement and 80 percent of districts had not made adequate yearly progress.

Assessment data also showed a widening gap between the test scores at the elementary level and the secondary level. The statewide composite score for the Illinois Standards Achievement Test (ISAT) given to elementary students increased from 80.9 percent in 2010 to 82 percent in 2011. However, the statewide composite score for the Prairie State Achievement Exam (PSAE) given to 11th graders decreased from 53 percent in 2010 to 50.5 percent in 2011.

In a telephone conference, State Superintendent Chris Koch said the state board of education will assemble a committee to develop a waiver application and present it to board officials in early November. The U.S. Department of Education will begin accepting applications in November, but Koch said Illinois intends to submit their application in February.

In order to be granted a waiver, states must set more rigorous curriculum standards, focus on turning around 15 percent of their most-troubled schools and establish teacher and principal evaluations that are tied in some way to student performance.

Koch said Illinois is well positioned to receive a waiver. The state recently adopted the Common Core standards, a set of curriculum requirements aimed at preparing students for college, and will be switching to a new state test that aligns with those standards rather than the Illinois Standards Achievement Test, which many critics say has been dumbed down over the years. The recent passage of education-reform legislation that redefines how teachers are evaluated and earn tenure is also likely to help Illinois' application for a waiver.

[Top of page](#)

Illinois set to seek waiver from No Child Left Behind/Sun-Times, Beacon News, Tribune, Daily Herald, Southtown Star, The Southern

The Associated Press

SPRINGFIELD — Illinois will request a waiver in February from certain requirements of No Child Left Behind, state education officials said Thursday as they announced the state is falling behind in meeting the increasingly strict performance targets set by the federal law.

“We need a realistic, measurable accountability system based on growth and individual student progress rather than an absolute, unattainable goal handed down from Washington,” Illinois State Board of Education chairman Gery Chico said.

President Barack Obama announced last month that states will be allowed to ask the federal Education Department to be exempted from some of the law’s requirements if they meet certain conditions. They include enacting standards to prepare students for college and careers and making teachers and principals more accountable.

Results of assessment data for 2011 in Illinois show that more than 2,500 schools, or 65 percent, didn’t meet the progress standards that No Child Left Behind requires. Data show the same for 695, or 80 percent, of Illinois school districts.

Just eight of 656 Illinois high schools met the standards based on 2011 test results, state education officials said.

“That’s just crazy,” Chico said. “We know that there are more than eight high schools doing a fine job educating their students.”

Illinois needs a flexible system of accountability that has attainable goals, Chico said.

“We’re not going to have goals that are out of reach,” he said.

In 2010, to make the Adequate Yearly Progress goal, more than 77.5 percent of a school’s students had to meet or exceed state standards on testing. This year, that bar was raised to 85 percent.

Elementary school students who took the Illinois Standards Achievement Test saw increased scores, from 80.9 in 2010 to 82.0 in 2011.

However, high school juniors who took the Prairie State Achievement Exam saw scores fall from 53 in 2010 to 50.5 in 2011. State education officials attributed the drop to new state rules that require all 11th-graders to take the test, meaning there were 12,500 more test takers in 2011.

The No Child Left Behind law passed in 2001 with widespread bipartisan support and much fanfare. It sought to hold schools more accountable for student performance and get better qualified teachers in classrooms. It also offers school choice and extra tutoring to students attending schools deemed failing.

The Obama administration said it was offering the waivers because Congress has been slow to address the issues by rewriting the law.

[Top of page](#)

State Wants to Get Out of Some No Child Left Behind Rules/LaGrange Patch

Illinois is not faring well—with 80 percent of school districts and 65 percent of schools—failing to meet federal standards.

A growing number of schools are failing under the federal accountability law, No Child Left Behind, according to the 2011 State Assessment data that the Illinois State Board of Education has released. In light of these results, state education officials are planning to seek a waiver from some of the law's provisions.

Results show 695 or 80 percent of Illinois districts and 2,548 or 65 percent of schools, up from 51 percent last year, failed to make Adequate Yearly Progress (AYP) under No Child Left Behind. Only eight high schools made AYP based on this year's test results.

The statewide results were announced Thursday, Oct. 20 as part of the state board's analysis of the new State Report Card and more than a month after the U.S. Department of Education announced it would consider granting No Child Left Behind waivers to states that agree to certain reform provisions such as adopting more rigorous college and career-ready standards and assessments that measure student growth over time.

Local school districts have their test results and may choose to release them before the state does on Oct. 31.

"We need a realistic, measurable accountability system based on growth and individual student progress rather than an absolute, unattainable goal handed down from Washington," said State Board of Education Chairman Gery J. Chico in a prepared statement. "Illinois will request a waiver that builds upon the board's goals to better prepare every student for success in college and careers, raising expectations for all students and closing achievement gaps."

State Superintendent Chris Koch told the Chicago News Cooperative that the state board will assemble a committee to develop a waiver application and present it to board officials in early November. The U.S. Department of Education will begin accepting applications in November, but Koch said Illinois intends to submit its application in February.

In order to be granted a waiver, states must set more rigorous curriculum standards, focus on turning around 15 percent of their most-troubled schools and establish teacher and principal evaluations that are tied in some way to student performance, the Chicago News Cooperative reported.

Koch told the Chicago News Cooperative that Illinois is well positioned to receive a waiver. The state recently adopted the Common Core standards, a set of curriculum requirements aimed at preparing students for college, and will be switching to a new state test that aligns with those standards rather than the Illinois Standards Achievement Test (ISAT), which many critics say has been dumbed down over the years. The recent passage of education-reform legislation that redefines how teachers are evaluated and earn tenure is also likely to help Illinois' application for a waiver.

A State Board of Education news release said that the statewide composite score for students meeting and exceeding on the ISAT given to elementary students saw an increase, going to 82.0 percent in 2011 from 80.9 in 2010. The achievement gap also shows signs of closing with an 11 percent increase in

performance for black students at the elementary level since 2006 and a 2.6 percent increase for Hispanic students during that same time.

The composite score for the Prairie State Achievement Exam (PSAE), given to high school juniors, decreased to 50.5 in 2011 from 53 in 2010. One explanation for this year's decline, according to the state board, may be the increase of about 12,500 PSAE test takers in 2011, per new state rules emphasizing that all high school juniors must take the exam, which includes the ACT.

"It is great to see improvements being made at the elementary level in closing the achievement gap," said State Superintendent of Education Christopher A. Koch in a prepared statement. "This progress is essential as we implement the common core standards and will help to ensure students enter high school performing at grade level and leave ready for college and careers."

Students in third through eighth grades in March took the ISAT in reading and mathematics. Fourth and seventh graders also were tested in science. High school juniors last April took the PSAE, which tests students in math, reading, science and writing. Only reading and mathematics results are used in calculating AYP.

In 2011, schools were expected to show 85 percent of students meeting or exceeding proficiency standards, up from 77.5 percent in 2010. The target high school graduation rate increased to 82 percent in 2011 from 80 percent in 2010. Attendance rate targets for elementary and middle schools in 2011 remained the same as the previous year at 91 percent.

The State Board of Education has produced the School Report Card since 1986 for every public school and district in Illinois. State report cards have been produced since 2002 and are required under No Child Left Behind. Click [here](#), then scroll down for charts of statewide scores.

[Top of page](#)



Illinois State Board of Education

Weekly Message

Gery J. Chico, Chairman
 Dr. Christopher J. Ward, Vice Chair
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
 Dr. Andrea S. Brown
 Dr. David L. Fields
 Steven R. Gilford
 Lanita J. Koster
 Melinda A. LaBarre

Christopher A. Koch, Ed.D.
 State Superintendent

Dec. 6, 2011

Message From State Superintendent Christopher A. Koch

Illinois is committed to seeking a waiver from No Child Left Behind and we are working to develop a proposal that will provide flexibility to districts while still maintaining a stringent accountability system. Last week, we gathered educators from around the state to discuss the waiver and to get their feedback on our initial ideas. This group included teachers, principals and superintendents chosen by statewide education groups. Their feedback was excellent, but we want to hear from as many voices as possible as we shape our waiver application.

Earlier this year, before President Obama announced that he would solicit waivers to NCLB from the states, we surveyed educators about general themes. We received feedback from more than 500 individuals and that dialogue is helping to shape our initial thoughts. We have developed a page on our website specifically for information about the NCLB waiver process: http://www.isbe.net/nclb_waivers. We'll utilize this page as a clearinghouse for information, and once we have a draft application we will post it for your review. You can also provide us with feedback and your ideas by sending an email to nclbwaiver@isbe.net, and we will have additional opportunities for input.

I know the changes that are coming with the Performance Evaluation Reform Act and SB 7 have many of you asking questions. We have worked with a number of stakeholder groups to develop a new, non-regulatory guidance document that will assist you in your implementation. You may access this helpful tool on our website at http://www.isbe.net/PERA/pdf/pera_guidance.pdf. As indicated in the Introduction to that document, if you do have questions about PERA, SB 7 and/or the non-regulatory guidance, you can send an email to edreform@isbe.net.

I also want to make you aware that we formally submitted Part I of our Race to the Top Phase III (Race 3) application last week. Illinois secured our place in Race 3 by our strong showing as a finalist in each of the first two Race to the Top competitions. We will receive \$42 million to implement parts of our Phase II application, including funds to support implementation of the Common Core standards and training for the new evaluation systems. We'll have more information later this month when we submit our final proposal.

Finally, I wanted to make you aware that Illinois has joined with 25 other states to develop new science standards that will clearly define what students need to learn from kindergarten through grade 12. The Next Generation Science Standards are the next step in the common standards process, following English Language Arts and Mathematics. As a partner in this process, Illinois will help guide the standards writing during the next year. Drafts of the NGSS will be available for public input at least twice during the development process and the standards should be complete by the end of 2012.

Have a great week!

Chris

Table of Contents

Educator Certification	2
U.S. Presidential Scholars Program.....	2
Title I SIG Program	3
Data Analysis and Progress Reporting	3
Assessment.....	4
Senate Bill 7	4
Early Childhood	4
Innovation and Improvement.....	5
School Opportunities	5
Student Opportunities.....	5
Employment Opportunities.....	6

Upcoming Dates and Deadlines

- **Annual Statement of Affairs (ISBE Form 50-37) Submission:** Posted in newspaper by Dec. 1 and submitted to ISBE by Dec. 15
- **2011-2012 Teacher Service Record data deadline** – Dec. 15
- **Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 151 (School Construction Program)** – Public comment period ends Dec. 19
- **Certificate of Tax Levy (ISBE Form 50-02)** – Must certified and submitted to the county clerk by Dec. 26
- **Deadline for Request for Proposals for Child Find Public Awareness Project** – Dec. 29
- **Nonpublic Registration, Enrollment, and Staff Report deadline** – Dec. 31
- **Postmark deadline for waiver applications to be considered by General Assembly in Spring '12** – Jan. 13
- **Deadline to submit written opt-out petition to regional superintendent of schools for Summer Food Service Program mandate (Public Act 096-0734)** – Jan. 15
- **Part 50 (Evaluation of Certified Employees under Article 24A of the School Code)** – Public comment period ends Jan. 17
- **Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 235 (Early Childhood Block Grant)** – Public comment period ends Jan. 30
- **2011-12 Teacher Salary Study data form deadline** – Feb. 1
- **2011-12 Noncertified Staff Salary Study survey** – Feb. 1
- **2011-12 Eye Examination Data Collection deadline** – June 30

Educator Certification

Certification Fees Set to Increase at the Start of the New Year

Please be advised that pursuant to PA 97-0607, signed on Aug. 26, 2011, that educator certification fees will increase on Jan. 1, 2012. The new fees are as follows:

- \$75 application fee for each educator certificate
- \$50 for each subsequent endorsement application
- \$10 per year registration fee for the course of the validity cycle*

*The registration fee must be paid in its entirety. For example, the registration fee for a certificate with a five-year validity cycle would be \$50. Any application that ISBE receives on or after Jan. 1, 2012, will be held to the new fee structure. If you are unsure as to whether or not an application and fee will reach the Illinois State Board of Education by Dec. 29, 2011, please utilize the Educator Certification System (ECS).

Applicants may apply online for most certificates through midnight of Dec. 31, 2011. Note that all fees continue to be non-refundable and non-transferable. Please contact Educator Certification at (217) 557-6763 with any questions.

U.S. Presidential Scholars Program

ISBE Seeks Nominations From Principals for Award Program to Honor Top Seniors

The Illinois State Board of Education is asking high school principals for help nominating the state's top seniors for the U.S. Presidential Scholars Program, which is administered by the U.S. Department of Education's Commission on Presidential Scholars. The program has honored more than 6,000 outstanding high school seniors since being established by President Lyndon Johnson in 1964.

Students are selected on the basis of outstanding scholarship and promise of future success. Except for the first dozen or so years of the program's existence, nominees have been invited to apply for Presidential Scholars recognition based solely upon SAT and ACT scores. In part to address this "identification gap," starting in 1979, students who demonstrated ability and accomplishment in the visual and performing arts or creative writing have also been included in the Presidential Scholar pool. This year, two additional students from Illinois will be nominated:

Illinois high school principals are encouraged to nominate one student from their school who, while demonstrating outstanding scholarship, might not

otherwise be nominated through the current SAT/ACT or arts recognition processes. All high school seniors graduating between January and June of 2012 who are U.S. citizens or legal permanent residents, who attend public, parochial or independent schools, as well as those who are homeschooled are eligible.

Please send a nominating letter to Ann Muraro of the Illinois State Board of Education's Public Information Division at amuraro@isbe.net. **The deadline is Dec. 19.** For questions, call (217) 782-4648. All nominations will be reviewed and two students will be selected for possible national recognition. As in the past, the 2012 U.S. Presidential Scholars will be selected by the Commission on Presidential Scholars and will receive the Presidential Scholars Medallion and an expense paid trip to Washington, D.C., in June.

To learn more about the U.S. Presidential Scholars Program and the Commission on Presidential Scholars, visit <http://www2.ed.gov/programs/psp/index.html>.

Title I SIG Program

Notice Inviting Public Comment on School Improvement Grant Waiver Request

As part of the Title I School Improvement Grant (SIG) program authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965, the U.S. Department of Education (DOE) has provided states with the opportunity to apply for a waiver of certain Title I requirements.

The Illinois State Board of Education (ISBE) intends to apply to DOE for a waiver from Section I.A.2(d)(1)(i)(B) of the final requirements of the SIG, which requires a local educational agency (LEA) to develop and implement teacher and principal evaluation systems that meet certain standards during the first year a school is implementing the transformation model. Those systems must be rigorous, transparent and equitable and take into account data on student academic growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance, ongoing collections of information on professional practice reflective of student achievement and increased high school graduation rates. The systems must comply with Article 24A of the School Code and ISBE's administrative rules promulgated under Article 24A [See proposed Rules for Part 50 (Evaluation of Certified

Employees under Article 24A of the School Code), at <http://www.isbe.net/rules/proposed/default.htm>.]

This waiver would permit ISBE, in accordance with criteria Illinois develops, to permit an LEA that is implementing the transformation model in one or more schools to take additional time to develop and implement high-quality teacher evaluation systems that meet these requirements.

This waiver would apply only to teacher evaluation systems for cohort 1 and cohort 2 SIG schools as follows:

- A school that began implementing the transformation model during the 2010-2011 school year (cohort 1) and that was not able to complete the development and implementation of its teacher evaluation systems during that year must develop them during the 2011-2012 school year and, at a minimum, pilot them for all teachers at the school no later than the 2012-2013 school year. The piloted systems should be capable of being used for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.
- A school that begins implementing the transformation model in the 2011-2012 school year (cohort 2) must develop its teacher evaluation systems during that year, pilot them for all teachers during the 2012-2013 school year, and use the system in the school, including for decisions regarding, for example, retention, promotion, compensation, and rewards, no later than the 2013-2014 school year.

For both cohorts, the pilot would include administration of both the teacher practice and student growth components of the evaluation system, although only the teacher practice component would be used for the final summative evaluation during the pilot year.

You are invited to provide comments to ISBE that will be forwarded to DOE along with Illinois' waiver application.

Please submit comments or questions by Dec. 7, 2011, to Robin Staudenmier at estauden@isbe.net.

Data Analysis and Progress Reporting

Department of Public Health Adopts Changes for Immunization Requirement

Recently, the Illinois Department of Public Health (IDPH) amended its rules to comply with recommendations of the Advisory Committee on Immunization Practices (ACIP) for providing increased protection for infants against pertussis disease. Specifically, the ACIP recommends that a dose of combined Tetanus/Diphtheria/acellular Pertussis vaccine (Tdap) be administered at 11 to 12 years of age. To that end, the Illinois Department of Public Health proposed adding the following language to 77 Illinois Administrative Code 665.240(a):

5) Beginning with school year 2011-12, any child entering sixth grade shall show proof (see Section 665.250(b) of receiving one dose of Tdap (defined as tetanus, diphtheria, acellular pertussis) vaccine regardless of the interval since the last DTaP, DT or Td does.

6) Students entering grades seven through 12 who have not already received Tdap are required to receive 1 Tdap dose regardless of the interval since last DTaP, DT or Td dose.

The rules were adopted and became effective on Sept. 27, 2011. Because this was after the start of school year 2011-12, IDPH requested that the Illinois State Board of Education (ISBE) allow schools flexibility in implementing the changes this year. ISBE has determined that the rules should be enforced starting school year 2012-13, and the Illinois Department of Public Health agrees this is a reasonable approach.

Questions can be directed to the ISBE Data Analysis and Progress Reporting Division at (217) 782-3950 or the IDPH Immunization Program at (217) 785-1455.

To view the full text of current language in Section 665.240 of the IDPH rules, go to <http://www.ilga.gov/commission/jcar/admincode/077/077006650B02400R.html>.

Assessment

PARCC Model Content Frameworks and Webinars Now Available

PARCC Model Content Frameworks in Math and English/Language Arts were recently released. In addition, Achieve recently produced two Webinars about the Content Frameworks.

To view the PARCC Model Content Frameworks and Webinars, please visit <http://www.parcconline.org/parcc-content-frameworks>.

Senate Bill 7

Reminder Regarding Establishment of a Reduction in Force Joint Committee

Section 24-12(c) of Senate Bill 7 (Public Act 97-8, effective June 13, 2011) requires that each school district and special education joint agreement use a joint committee composed of equal representation selected by the school board and its teachers (or if applicable the exclusive bargaining representative of its teachers) to address certain matters related to reductions in force. The RIF Joint Committee must be established and the first meeting must occur on or before Dec. 1, 2011. The number of individuals on the Joint Committee is to be determined by the school district and union, if one exists, or teachers, provided that there must be an equal number selected by each party.

A copy of Senate Bill 7 can be seen at <http://www.ilga.gov/legislation/97/SB/PDF/09700SB0007lv.pdf>. The Illinois State Board of Education will post an updated Frequently Asked Question on Senate Bill 7 and the Performance Evaluation Reform Act later this week at <http://www.isbe.net/peac/> along with additional resources.

Early Childhood

RFP Issued for Child Find Public Awareness Project

ISBE has issued a Request for Proposals (RFP) titled “Child Find Public Awareness Project.” As detailed in the RFP (see link below), the Child Find Project provides resources and materials for local education agencies (LEAs) and other child referral sources to assist them in meeting their requirements for Child Find. Child Find is a component of the Individuals with Disabilities

Education Act (IDEA) that requires states to identify, locate and evaluate all children with disabilities, from birth through age 22, who are in need of early intervention or special education services.

The RFP and application forms are posted at <http://www.isbe.net/earlychi/html/spec-ed.htm>. Applications must be received by ISBE no later than Dec. 29, 2011. For questions about the RFP, contact Pamela Reising Rechner at (217) 524-4835 or preising@isbe.net.

Building Stronger Connections With Local Head Start Agencies

Every school district in Illinois is supported by a local Head Start program. To find the Head Start agencies in your area, go to the Illinois Head Start Association website at <http://ilheadstart.org>. Head Start agencies provide comprehensive (social services, health and parent engagement) and educational services to pregnant moms, babies, toddlers, preschoolers and their families, who live in poverty. Federal regulations require Head Start agencies to coordinate with school districts to promote the effective movement of children into the school system and increase continuity of pedagogy and support services. The school readiness agenda focuses on the importance of creating better continuity across Head Start and the early years of elementary school.

The emphasis on school readiness requires Head Start to establish school readiness goals with their local school district(s) to help prepare children to be successful when they enter school. Thus, Head Start will be working with their local school district(s) to jointly develop a school readiness plan that defines expectations for children entering school. Ongoing communication between local schools and Head Start that exchanges information about children and programs and aligns services for early learning, health and family engagement will create more continuity for children and families. Research and experience have taught us that when children's experiences build on what has come before and connect to what comes next, they are more likely to be successful long-term learners.

This national effort recognizes the importance of creating more comprehensive systems of education that are linked from one stage of learning to the next — reducing the chances that children will be lost along the way and increasing opportunities for positive academic, social, and economic outcomes. We hope that you will support this national effort by engaging with local Head Start

agencies to positively impact the school readiness and long-term success of children in your community.

Innovation and Improvement

Promote and Support the Illinois Youth Survey 2012

Please be sure that all schools in your district are aware of the time-limited opportunity to participate in the 2012 Illinois Youth Survey (IYS). All schools are encouraged to take advantage of this resource to support data-driven decision-making. Schools and their community partners have used their IYS data to inform plans and secure additional funding for Social and Emotional Learning, PBIS, bullying prevention and other efforts to support positive conditions for learning.

The Illinois Youth Survey (IYS) is a statewide self-reported adolescent survey administered every other year in Illinois schools and is designed to gather information about a variety of health and social indicators including alcohol and other drug use, nutrition and fitness, violence, bullying, gambling, depression, perceptions of school climate and more. Funded entirely by the Illinois Department of Human Services since 1990, the IYS is free in 2012 to all schools in the state when surveying sixth, eighth, 10th and/or 12th grade students. The IYS contract is now administered through the University of Illinois' Center for Prevention Research and Development (CPRD).

Schools can register to participate in the Illinois Youth Survey 2012 at <http://iys.cprd.illinois.edu/register> before this opportunity passes. Because survey administration is funded by the state only every two years, the next opportunity to use the IYS at no cost will be 2014. If you have any questions or would like assistance with registration, please contact the IYS coordinator, Jessica Thomas, at (888) 333-5612 or email jthomas0@uillinois.edu.

An individual school report is sent to each participating school within 4-6 weeks in an easy-to-read format. A district summary can be provided if more than one school participates. No individual school or district results are released publicly without written permission from the school/district administrator.

Benefits:

- Schools and communities can use IYS to assess needs, track progress toward youth physical,

social and mental health goals, and evaluate student support services.

- Training and technical assistance is available to help schools interpret and use their data.
- Statewide results, based on a random sample of Illinois youth, are available. Schools and communities can therefore review their own local results and answer the question: “Compared to Illinois youth overall, should this issue/behavior be a priority for our school or community to address?”
- Schools have the option of adding up to 30 questions to get data on local issues not included in the pre-printed survey form.
- No names or personal identifiers (e.g. IDs) are collected from students in order to protect confidentiality and promote truthful responses.
- Schools, districts and their community partners have used IYS data to support grant writing and justify budget allocations for student support services during these economically uncertain times.

Each school chooses a date to administer surveys any time between Jan. 15 and April 30; based on timing that is least disruptive to the school’s calendar. The IYS is available in a traditional paper/pencil format as well as online, in both English and Spanish, and can be completed in one 40-50 minute class period. While instruction time is of highest priority, devoting one class period every two years to this effort will benefit schools, students and families in multiple ways.

School Opportunities

Applications Available for TECH 2012 at the Illinois State Capitol Building

TECH 2012, an annual student showcase at the Illinois State Capitol building, will be held Wednesday, May 2, 2012. At TECH 2012 schools from throughout the state will share classroom technology projects with state legislators and the general public. The purpose of the event is to raise awareness of the role technology plays in preparing students to succeed in today’s world and to show the need for increased funding for classroom technology.

For more information about the event, go to http://www.iceberg.org/tech_2012. Schools selected to participate in TECH 2012 will send a team of four (two or three students and one or two teachers) to Springfield

to share a school project with state legislators from approximately 12:30 to 3 p.m.

School interested in participating should submit an application at http://www.iceberg.org/tech_2012_by_Jan_13. Applications will be reviewed in mid-January and notification of selection status will be shared at the end of January. Selected teams will represent a balanced distribution between legislative districts, grade levels and curricular areas. The goal of TECH 2012 is to have school representation from every legislative district throughout the state.

Student Opportunities

Annual National Radon Poster Contest Under Way

Students ages 9 to 14 are eligible to enter the annual National Radon Poster Contest. Radon is a naturally occurring radioactive gas that can reach dangerous levels in buildings. The contest aims to raise awareness so that families can protect themselves from lung cancer caused by radon gas.

The American Lung Association in Illinois, the Ecology Action Center, the Illinois Emergency Management Agency Radon Program, Respiratory Health Association of Metropolitan Chicago, Southern Illinois Radon Awareness Task Force and University of Illinois Extension are partnering with the U.S. Environmental Protection Agency to sponsor the Illinois portion of the contest.

The winning poster will be distributed during National Radon Action Month in January 2013. The first-place winner in the nation will receive \$1,000. There are additional cash prizes for national and Illinois winners.

Posters are due to Cindy Ladage at the Illinois Emergency Management Agency on or before March 1, 2012. For more information, visit <http://takeactiononradon.illinois.edu/resources/contest>, email cindy.ladage@illinois.gov or call (800) 325-1245. The web site includes rules, submission forms and fact sheets on radon to educate students.

Entries Sought for National STEM Video Game Challenge

The 2012 National STEM Video Game Challenge is under way. The challenge is in partnership with Digital Promise, a new initiative created by President Barack

Obama and Congress, supported through the U.S. Department of Education.

Entrants have until March 12, 2012, to submit their ideas and games. The contest is open to students and game designers in four levels: middle school, high school, college and graduate students, and educators.

Inspired by the Educate to Innovate Campaign, President Obama's initiative to promote a renewed focus on Science, Technology, Engineering and Math (STEM) education, the National STEM Video Game Challenge is a multi-year competition whose goal is to motivate interest in STEM learning among America's youth by tapping into students' passion for playing and making video games.

For more information, visit
<http://stemchallenge.org/about/Default.aspx>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at
<http://www.isbe.net/hr/Default.htm>.



Illinois State
Board of Education

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Last September President Obama announced his plans to allow states to apply for waivers from the federal No Child Left Behind Act, also known as the Elementary and Secondary Education Act (ESEA). Illinois Leadership supports the waiver opportunity and is committed to working with our stakeholders to develop and submit a strong waiver request in February 2012. It is critical that we engage stakeholders in the process and hear from a diverse group of citizens to inform our waiver request and develop the system that puts Illinois children first. Our waiver request will be based upon the Board's goals to better prepare every student for success in college and careers. It will raise expectations for all students and will be focused on closing achievement gaps. Illinois is a diverse state and we know prescriptive solutions simply don't work. Our waiver request will include flexibilities in spending, supports and reforms to best meet the local needs, while at the same time raising expectations for students and educators through implementation of higher learning standards and an evaluation system based on measured progress. On January 9, 2012 The Illinois State Board of Education will host a meeting to elicit feedback from stakeholders that represent diverse student groups including: English language learners, low-income students, and students with a disability. You have been identified as a key stakeholder and I hope you will accept this invitation to participate in a meeting designed to obtain your input.

Date: Monday, January 9, 2012
Time: 10:00 A.M. - 3:00 P.M. (lunch provided)
Location: Northern Illinois University (NIU)
 1120 East Diehl Road
 Naperville, Illinois


Please complete your registration at <http://registration.airprojects.org/ISBEStakeholderMeeting> no later than Thursday, January 5, 2012.

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Illinois State Board of Education

ESEA FLEXIBILITY WAIVER REQUEST

Stakeholders' Meeting
January 9, 2012




ESEA Waiver Request 1

Illinois State Board of Education

ISBE Mission Statement

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.




ESEA Waiver Request 2

Illinois State Board of Education

Agenda

- 10:00 a.m. Welcome
- 10:30 a.m. Panel Overview of Principles
- 12:30 p.m. Lunch
- 1:00 p.m. Principle Breakout Sessions
- 2:30 p.m. Adjourn




ESEA Waiver Request 3

Illinois State Board of Education

Meeting Purpose


- To elicit feedback from stakeholders about the Illinois Elementary and Secondary Education Act flexibility waiver request
- To identify the level of stakeholder support for components of the waiver request



ESEA Waiver Request

Illinois State Board of Education

CURRENT LANDSCAPE



ESEA Waiver Request 5

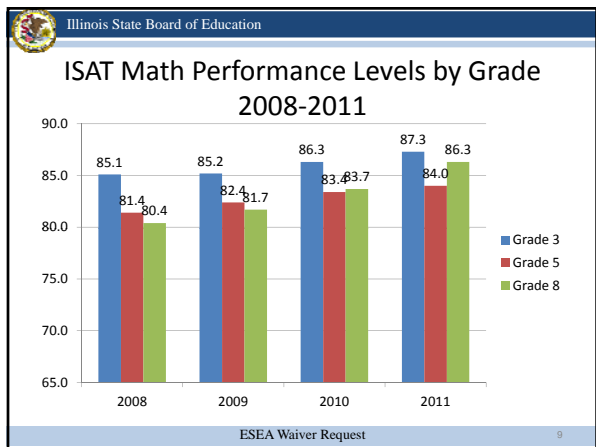
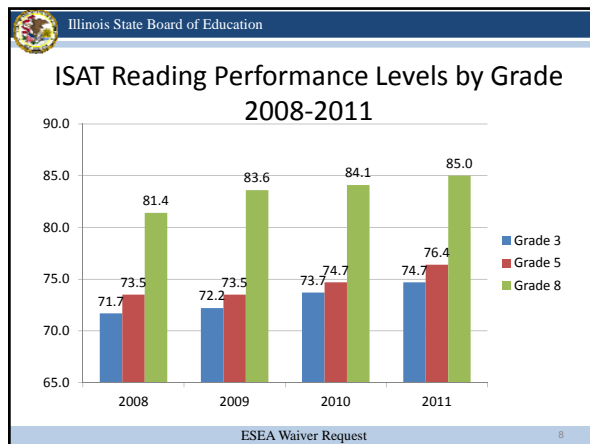
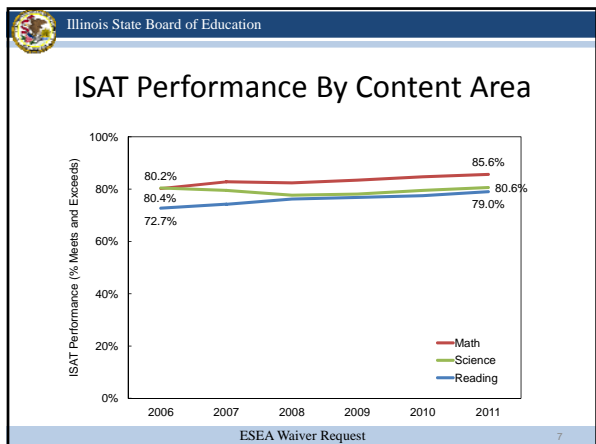
Illinois State Board of Education

Summary of Findings

ISAT Performance by Content Area (Various Years)

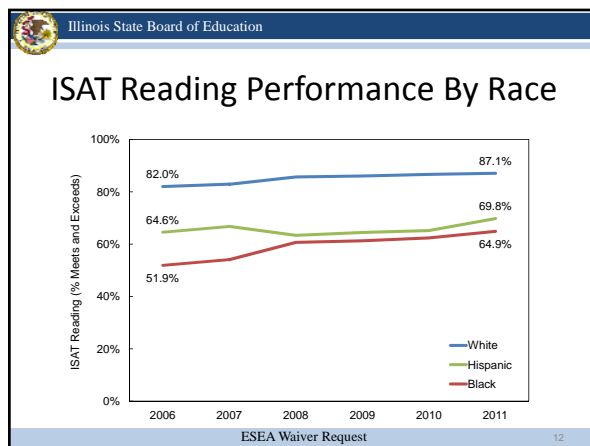
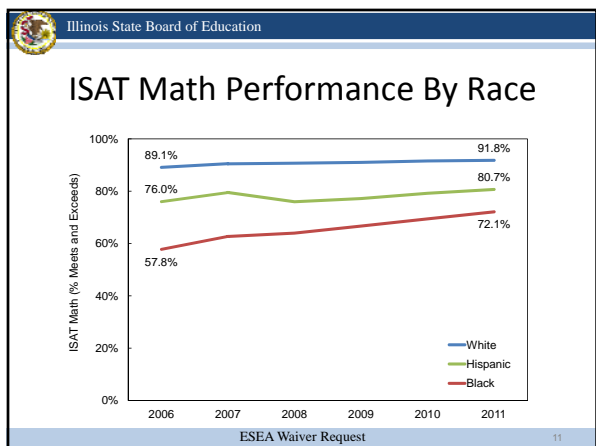
- 2006-2011: Overall increase in ISAT performance

ESEA Waiver Request 6



Summary of Findings
Racial/Ethnic Achievement Gaps (2006-2011)

- Illinois is reducing the Black/White achievement gaps
- 14.3% increase in ISAT Math performance for Black students from 2006-2011
- 13.0% increase in ISAT Reading performance for Black students from 2006-2011
- However significant achievement gaps are still present. The Black/White gap was 19.7 points in Math and 22.2 points in Reading in 2011



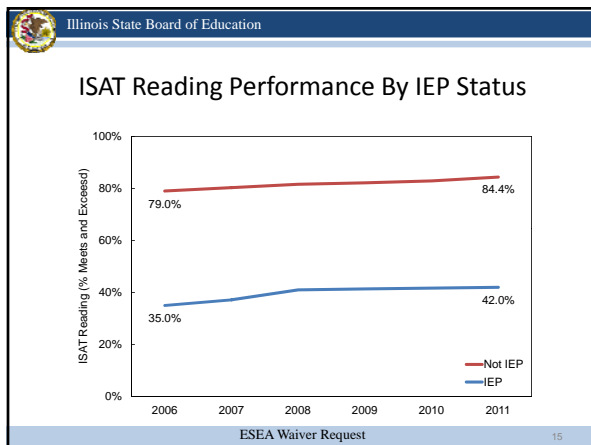
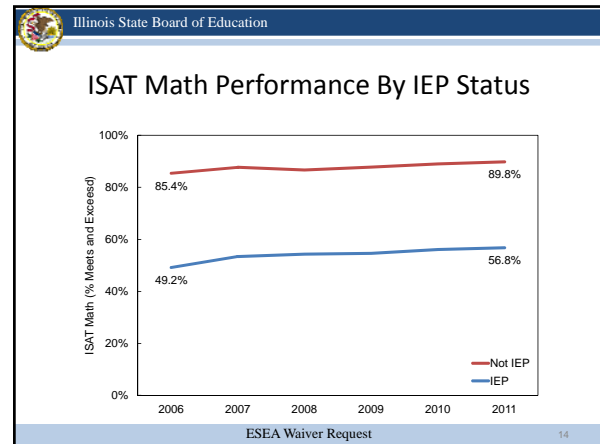
Illinois State Board of Education

Summary of Findings

Students with Disabilities Achievement Gaps (2006-2011)

- Illinois is closing the achievement gap for students with disabilities
- 7.6% increase in ISAT Math performance for students with an IEP
- 7.0% increase in ISAT Reading performance for students with an IEP
- However significant achievement gaps are still present. The IEP/Non-IEP gap was 33 points in Math and 42.4 points in Reading in 2011

ESEA Waiver Request 13



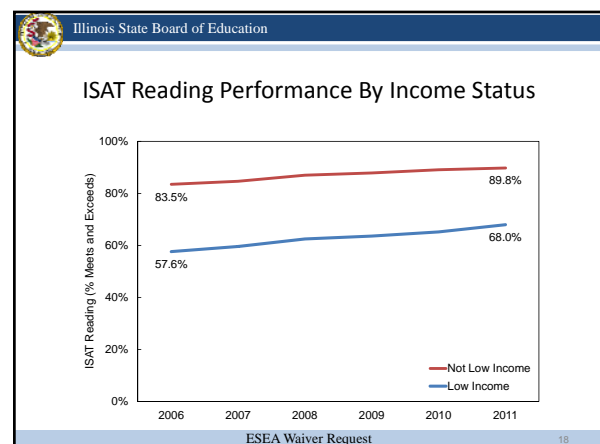
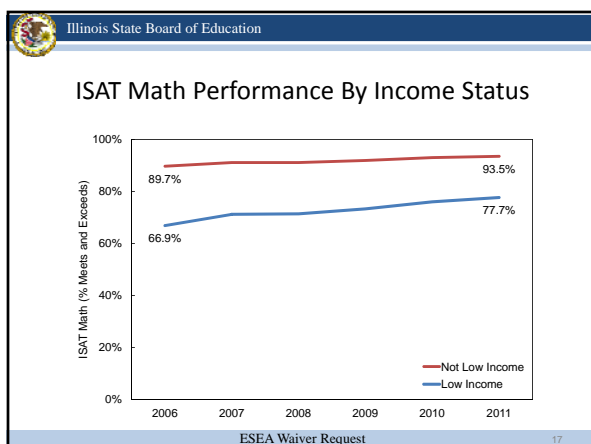
Illinois State Board of Education

Summary of Findings

Income Achievement Gaps (2006-2011)

- Illinois is closing the income achievement gap
- 10.8% increase in ISAT Math performance for Low Income students
- 10.4% increase in ISAT Reading performance for Low Income students
- However significant achievement gaps are still present. The low/not-low gap was 15.8 points in Math and 21.8 points in Reading in 2011

ESEA Waiver Request 16



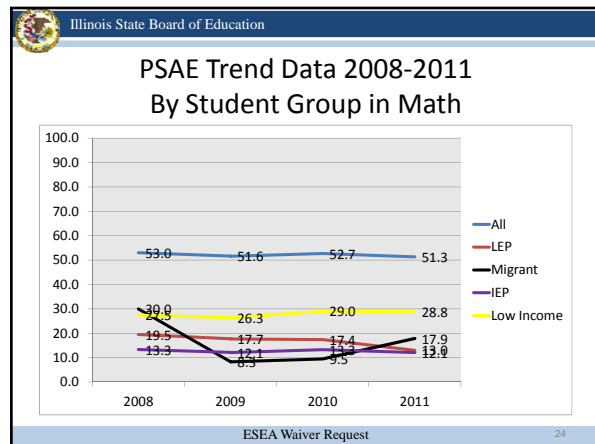
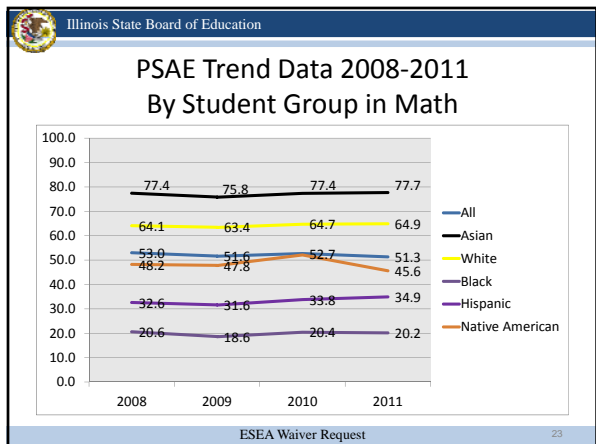
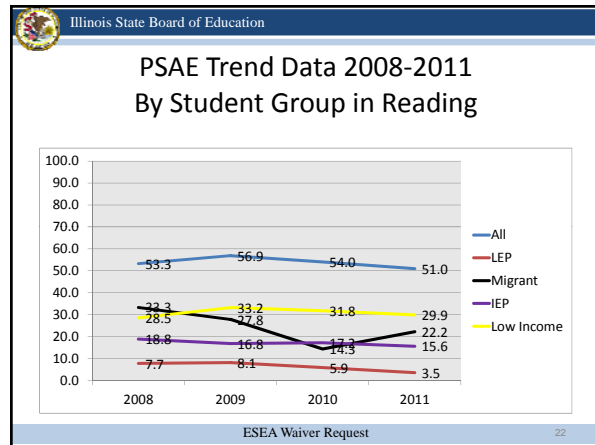
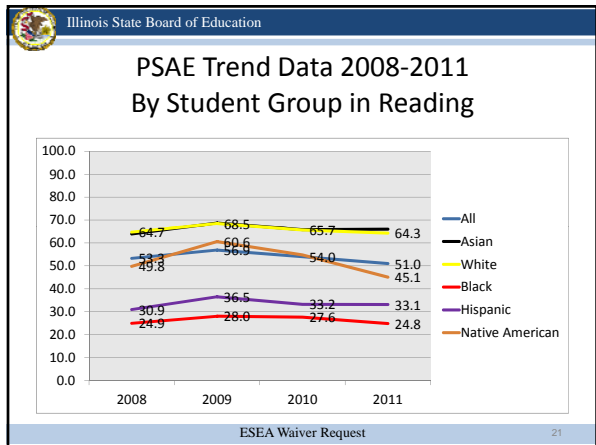
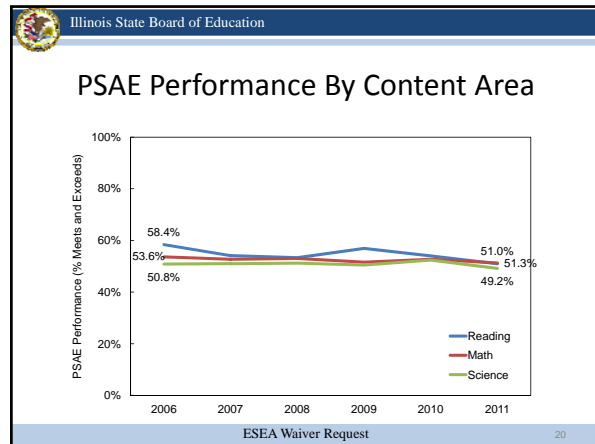
Illinois State Board of Education

Summary of Findings

Student Performance (Various Years)

- 2006-2011: Overall decrease in PSAE performance
- 2008-2011: Overall performance has virtually flat lined for most student groups in both Reading and Math

ESEA Waiver Request 19



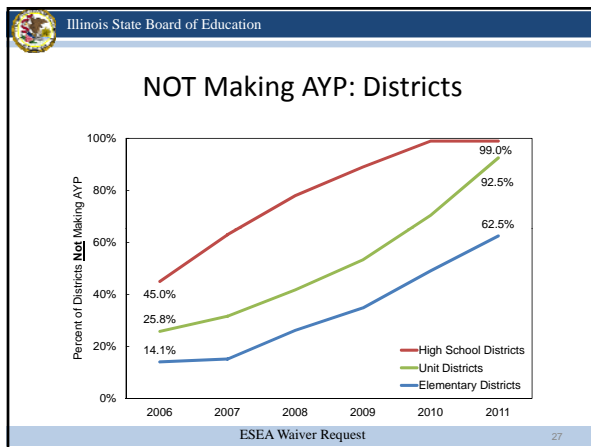
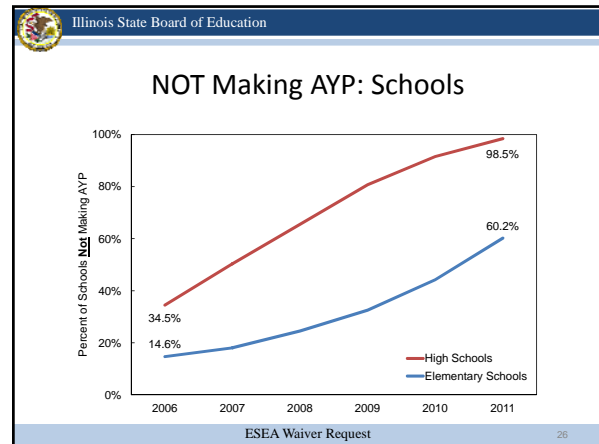
Illinois State Board of Education

Summary of Findings

Adequate Yearly Progress (2006-2011)

- Percent of schools and districts not making Adequate Yearly Progress (AYP) continues to increase as NCLB targets increase
- Illinois needs a flexible accountability system based on growth and other indicators**

ESEA Waiver Request 25



Illinois State Board of Education

Why Apply for A Waiver?

- States and districts have initiated groundbreaking reforms and innovations to increase the quality of instruction and improve academic achievement for all students.
- NCLB requirements have unintentionally become barriers to State and local implementation of forward-looking reforms.
- 2014 Timeline:** The waiver will give States flexibility around how they set their annual targets for schools and student subgroups.

ESEA Waiver Request 28

Illinois State Board of Education

Why Apply for the Waiver?

- Federal Labels and Federally-Mandated Interventions:** Waive requirement that schools be labeled as failing for not making all of their AYP targets. Provide flexibility around federally-mandated "one-size-fits-all" interventions to give States and districts more flexibility to improve their schools.
- Limitations on Use of Funds:** More flexibility to use funds in ways that make sense by transferring funds between funding streams, while still protecting funds for the neediest students.

ESEA Waiver Request 29

Illinois State Board of Education

OVERVIEW OF THE FLEXIBILITY WAIVER

ESEA Waiver Request 30

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

1. 2013–2014 Timeline for Adequate Yearly Progress (AYP)
 - Flexibility to develop new ambitious but achievable Annual Measurable Objectives in reading/language arts and mathematics
2. Implementation of School Improvement Requirements
 - Flexibility from requirement for LEAs to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
3. Implementation of LEA Improvement Requirements
 - Flexibility from requirement for SEAs to identify or take improvement actions for LEAs identified for improvement or corrective action

ESEA Waiver Request 31

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

4. Rural LEAs
 - Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose regardless of AYP status
5. Schoolwide Programs
 - Flexibility to operate a schoolwide program in a Title I school that does not meet the 40 percent poverty threshold if the SEA has identified the school as a priority school or a focus school, and the LEA is implementing interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school

ESEA Waiver Request 32

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

6. Support School Improvement
 - Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any focus or priority school
7. Reward Schools
 - Flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school
8. Highly Qualified Teacher (HQT) Improvement Plans
 - Flexibility from the requirements regarding HQT improvement plans

ESEA Waiver Request 33

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

9. Transfer of Certain Funds
 - Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A
10. Use of School Improvement Grant (SIG) Funds to Support Priority Schools
 - Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school

ESEA Waiver Request 34


Illinois State Board of Education

Optional flexibility


A state may wish to request an additional flexibility

Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds

- Flexibility of 21st CCLC program funds to support expanded learning time in addition to activities during non-school hours or periods when school is not in session



ESEA Waiver Request 35



THE PRINCIPLES

ESEA Waiver Request 36

Illinois State Board of Education

Principle 1: College-and Career-Ready Expectations for All Students

- Adopt college-and **career-ready (CCR) standards** in at least reading/language arts and mathematics
- Transition to and implement CCR standards
- Develop and administer Statewide, aligned, **high-quality assessments** that measure student growth
- Adopt ELP standards corresponding to the State's new CCR standards and develop aligned assessments

ESEA Waiver Request 37

Illinois State Board of Education

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools & implement interventions aligned with **turnaround principles**
- **Focus schools:** Close achievement gaps by identifying and implementing interventions in schools with the greatest achievement gaps or low graduation rates
- Provide incentives and supports for other Title I schools
- Build SEA, LEA, and school capacity to improve student learning in all schools

ESEA Waiver Request 38

Illinois State Board of Education

Principle 3: Supporting Effective Instruction and Leadership

- Develop and adopt SEA guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems that are consistent with SEA guidelines

ESEA Waiver Request 39

Illinois State Board of Education

Principle 4: Reducing Duplication and Unnecessary Burden


- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes
- Evaluate and revise SEA administrative requirements to reduce duplication and unnecessary burden on LEAs and schools

ESEA Waiver Request 40

Illinois State Board of Education

ESEA FLEXIBILITY WAIVER REQUEST

Panel Discussion



ESEA Waiver Request 41

Illinois State Board of Education

PRINCIPLE 1

College-and Career-Ready Expectations for All Students

ESEA Waiver Request 42

Illinois State Board of Education

Principle 1: College- and Career-Ready Expectations for All Students

Common Core

- Phase I: Adoption, Communication & Outreach
- Phase II: Transition to Implementation by 2013-2014
- Professional Development
- Accelerated Learning Opportunities
- Collaboration with Higher Education

PARCC Assessment

ESEA Waiver Request 43

Illinois State Board of Education

Principle 1: College- and Career-Ready Expectations for All Students

Special Education Services

- System of General Supervision
- State Performance Plan indicators and measurable targets
- IL Statewide Technical Assistance Center (ISTAC) projects
- Focused Monitoring and the Least Restrictive Environment (LRE) Data Cohort
- LEA Determinations

ESEA Waiver Request 44

Illinois State Board of Education

Principle 1: College- and Career-Ready Expectations for All Students

English Language Learners

- Amendment to the School Code to allow the use of State Transitional Bilingual Education funds for professional development
- January 2012 – Professional Development Vendor to provide Statewide Support
- New edition of the WIDA English Language Proficiency Standards to ensure the connections between content and language standards

ESEA Waiver Request 45

Illinois State Board of Education

Principle 1: College- and Career-Ready Expectations for All Students

English Language Learners Continued

- English Language Development Standards (ELDS) materials and resources available online and professional development will be delivered through the Statewide ELL Professional Development contract and/or the WIDA consortia professional development days awarded under the master Illinois WIDA Assessment contract.

ESEA Waiver Request 46

Illinois State Board of Education

PRINCIPLE 2

State-Developed Differentiated Accountability Systems

ESEA Waiver Request 47

Illinois State Board of Education

Proposed Accountability System

- Strive for College & Career Readiness
- Use a Value Table Growth Model
- Carefully constructed Multiple Measures Index
- More appropriate Annual Measurable Objectives (Targets)
- Include Achievement Gap Measure

ESEA Waiver Request 48

Illinois State Board of Education

College & Career Readiness

- Re-instate ACT Writing
- Add 3rd WorkKeys and National Career Readiness Certificate
- Align cut scores between the ISAT and ACT

ESEA Waiver Request 49

Illinois State Board of Education

College & Career Readiness

College Ready Scores (According to ACT)

	Explore (Grade 9)	Plan (Grade 10)	ACT (Grade 11)
Reading	16	17	21
Mathematics	18	19	22

ESEA Waiver Request 50

Illinois State Board of Education

College & Career Readiness

Proposed Cut Scores For ISAT

- Exceeding (College Ready): > 75% probability of receiving a college ready score on the ACT
- Meeting (Proficient): 50-75% probability of receiving a college ready score on the ACT
- Below Proficient: 25-50% probability of receiving a college ready score on the ACT
- Academic Warning: 0-25% probability of receiving a college ready score on the ACT

ESEA Waiver Request 51

Illinois State Board of Education

Proposed Accountability System

- Strive for College & Career Readiness
- Use a Value Table Growth Model
- Carefully constructed Multiple Measures Index
- More appropriate Annual Measurable Objectives (Targets)
- Include Achievement Gap Measure

ESEA Waiver Request 52

Illinois State Board of Education

Illinois Considered Three Models

1. Student Growth Percentile Rankings
2. Value Added Models
3. Value Table Models (Recommended)

Growth model reports produced by
Illinois Growth Model Working Group,
Assessment Technical Advisory Committee,
and ISBE Assessment Staff

ESEA Waiver Request 53

Illinois State Board of Education

Student Growth Percentile Rankings

- Method: Rank students relative to other students
- Pro: Easy to understand and explain
- Con: There will always be students and schools in the bottom 50%

ESEA Waiver Request 54

Illinois State Board of Education

Value Added Models

- Method: Predict/project student growth while controlling for non-school factors
- Pro: Can isolate the impact of school factors on student achievement
- Con: Difficult to explain, doesn't provide teachers/students with a goal to work toward

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Illinois State Board of Education

Value Table Models

- Method: Assign points based on growth from previous year to current year
- Pro: Easy to explain, provides a goal
- Con: Assignment of point values requires careful consideration

Recommended for Illinois
Used by Delaware, Iowa, Michigan, & Minnesota

ESEA Waiver Request 56

Illinois State Board of Education

Goals for Value Table Model

- Reward schools that raise low-achieving students to high levels
- Reward schools that maintain highly proficient students at high levels
- Minimize consequences for schools with high proficiency that cannot grow further

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Illinois State Board of Education

Value Table Model

		Year 2 Performance					
		1	2	3	4	5	6
Year 1 Performance	1	50	100	140	170	190	200
	2	40	60	100	130	150	160
	3	30	50	70	100	120	130
	4	20	40	60	80	100	110
	5	10	30	50	70	90	100
	6	0	20	40	60	80	100

Proposed Value Table Model uses weighted point values

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Illinois State Board of Education

Points to Consider

- All three models are highly correlated with each other
- Reliability for all three models is drastically reduced for schools with less than 100 students
- Use caution when using these models at the classroom level

ESEA Waiver Request 59

Illinois State Board of Education

Proposed Accountability System

- Strive for College & Career Readiness
- Use a Value Table Growth Model
- Carefully constructed Multiple Measures Index
- More appropriate Annual Measurable Objectives (Targets)
- Include Achievement Gap Measure

ESEA Waiver Request 60

Illinois State Board of Education

Current AYP Calculation

- Adequate Yearly Progress (AYP) is currently calculated as follows:
 - Attendance/Graduation Rate (91% for elementary/middle schools, 82% for high schools)
 - Participation Rate (95% of students assessed)
 - Assessment Performance Target (85% meeting or exceeding standards)

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Illinois State Board of Education

Goals for Multiple Measures Index

- Reward student achievement
- Close achievement gaps
- Improve instructional quality
- Provide a holistic view of school and district performance
- Aligned with new report card initiative

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Illinois State Board of Education

Proposed Multiple Measures Index

- Outcomes (50%)
 - Attendance/Graduation Rate
 - Participation Rate
 - Assessment Performance
- Progress (50%)
- Environment (Bonus)

Current AYP Calculation, Included in Proposed Accountability Model

NEW for Proposed Accountability Model

ESEA Waiver Request 63

Illinois State Board of Education

Multiple Measures Index: Outcomes

- Participation Rate (remains at 95%)
- Attendance/Graduation Rate
 - Using 4-year and 5-year cohort rates
- Assessment Performance (Readiness)
 - Spring 2012: ISAT and PSAE Scores
 - Spring 2013-14: ISAT and ACT/WorkKeys Scores
 - Spring 2015+: PARCC Scores

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Illinois State Board of Education

Multiple Measures Index: Progress

- Growth Measure
 - Using ISAT and Explore/Plan/ACT scores
- Growth for Students with Disabilities
 - Using IAA scores?
- Growth for English Language Learners
 - Using ACCESS scores?
- Achievement Gap Measure

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Illinois State Board of Education

Multiple Measures Index: Environment

- College and Career Climate
 - AP/IB courses, Dual Credit courses
- Learning Climate
 - Teacher/student/parent survey (TBD)
- Instructional Climate
 - Measure?

ESEA Waiver Request 66

Illinois State Board of Education

Multiple Measures: Elementary Schools & Districts

Leading Category	Sub-Category	Winter, Spring 2012	Winter, Spring 2013 and Spring 2014	AMO/Target	% of Schools Meeting
Outcome	Attendance	% of school days students are in attendance	% of school days students are in attendance	TBD	50%
	Participation	% of students participating in state assessment	% of students participating in state assessment	90%	
	Assessment Performance/Readiness	% of students reaching proficiency on ISAT	% of students reaching proficiency on ISAT	Varies	
Progress	Growth for Students	Growth using ISAT scores (grades 3-6)	Growth using ISAT scores (grades 3-6)	Varies	50%
	Students with Disabilities	Growth using IAA scores	Growth using IAA scores	Varies	
	English Language Learners	Growth using ACCESS scores	Growth using ACCESS Scores	Varies	
	Achievement Gap	% reduction in the achievement gap	% reduction in the achievement gap	TBD	
Environment	Learning Climate (Teacher-Student Survey)	% of students/teachers reporting X school climate	% of students/teachers reporting X school climate	TBD	Bonus Points
	Instructional Climate	% of students/teachers reporting X community climate	% of students/teachers reporting X community climate	TBD	

ESEA Waiver Request 67

Illinois State Board of Education

Proposed Accountability System

- Strive for College & Career Readiness
- Use a Value Table Growth Model
- Carefully constructed Multiple Measures Index
- More appropriate Annual Measurable Objectives (Targets)
- Include Achievement Gap Measure

ESEA Waiver Request 68

Illinois State Board of Education

Annual Measurable Objective (AMO) Targets

- Need to set assessment performance targets
- Options:
 - Within 6 years, reduce by half the % of students who are not proficient
 - Reach 100% proficiency by 2019-2020
 - Develop a different method for AMOs/targets

ESEA Waiver Request 69

Illinois State Board of Education

AMO Target Example: Reduce by Half Over 6 Years

	Grades 3-8 Reading in 2011	Six Year Goal (By 2017)	Target Increase Per Year
All Students	79.0	89.5	1.75
Male	75.5	87.8	2.04
Female	82.6	91.3	1.45
White	87.1	93.6	1.08
Black	64.9	82.5	2.90
Hispanic	69.8	84.9	2.52
Asian	91.2	95.6	0.73
Hawaiian/Pacific Islander	85.9	93.0	1.18
Native American	72.9	86.5	2.26
English Language Learners	37.3	68.7	5.23
Students with Disabilities (IEP)	42.0	71.0	4.83
Migrant	46.7	73.4	4.44
Low Income	68.0	84.0	2.66

ESEA Waiver Request 70

Illinois State Board of Education

Proposed Accountability System

- Strive for College & Career Readiness
- Use a Value Table Growth Model
- Carefully constructed Multiple Measures Index
- More appropriate Annual Measurable Objectives (Targets)
- Include Achievement Gap Measure

ESEA Waiver Request 71

Illinois State Board of Education

Achievement Gap Example

- Difference between the highest achieving subgroup and the other subgroups
- Compare two different sets of subgroups
 - ELL, Students with an IEP, and Low Income
 - Race/Ethnicity Subgroups (e.g., Asian, White, Black, Hispanic, and Native American)
- Target: 10% reduction? Cut in half?

ESEA Waiver Request 72

Illinois State Board of Education

Achievement Gap Example

- Asian subgroup scored 91.2% proficient
- Hispanic subgroup scored 69.8% proficient
- That's an achievement gap of 21.4% between the subgroups
- A district would need to reduce the gap by 2.1% (to meet 10% target)

ESEA Waiver Request 73

Illinois State Board of Education

Proposed Accountability System

- Strive for College & Career Readiness
- Use a Value Table Growth Model
- Carefully constructed Multiple Measures Index
- More appropriate Annual Measurable Objectives (Targets)
- Include Achievement Gap Measure

ESEA Waiver Request 74

Illinois State Board of Education

PRINCIPLE 2

Interventions, Supports and Rewards

ESEA Waiver Request 75

Illinois State Board of Education

Statewide System of Support

Illinois State Board of Education

The Center for School Improvement

Regional Coordinators Content Area Experts Turnaround Specialist
Special Education Cooperatives RII Network ISTAC

Areas I-IX I-B-C I-B-D	CPS	Area I-C	Area I	Area II	Area IV	Area V	Area VI	WA ISIA
Districts and Schools	Districts and Schools	Districts and Schools	Districts and Schools	Districts and Schools	Districts and Schools	Districts and Schools	Districts and Schools	Districts and Schools

ESEA Waiver Request 76

Illinois State Board of Education

Time, Intensity, and Duration of Services

Level 4 - State Takeover

Level 3 - Intensive Support • Priority Schools

Level 2 - Targeted Assistance • Focus Schools

Level 1 - Continuous Improvement • Reward Schools

ESEA Waiver Request 77

Illinois State Board of Education

Principle 2: State-Developed Interventions, Supports, and Rewards

- Reward Schools
 - Spotlight
 - Academic Excellence
 - Academic Improvement

ESEA Waiver Request 78

Illinois State Board of Education

Principle 2: State-Developed Interventions, Supports, and Rewards

- Priority Schools
 - Tier I and Tier II
 - SIG Grantees
 - Rapid Response Teams
 - State Takeover

ESEA Waiver Request 79

Illinois State Board of Education

ISBE Timeline for Intervention in Priority Schools

	2010-2011	2011-2012	2012-2013	2013-2014	Total Schools Served by 2014-2015
SIG Funded Schools	Year 1 Implementation for 7 schools	Year 1 Implementation for 13 schools	Year 1 Implementation for 6 schools		26 schools
SSOS Schools		<ul style="list-style-type: none"> • ISBE announces priority schools and districts • ISBE assess district level capacity • ISBE support LEA stakeholder engagement and outreach 	<ul style="list-style-type: none"> • Comprehensive Audit • Transformation Plan approved • ISBE assigns Rapid Response Team based on Identified need 	<ul style="list-style-type: none"> • Year 1 Implementation for 70 schools • ISBE Support through SSOS Rapid Response Team • ISBE Monitoring through Division of Innovation and Improvement 	72 school
State Takeover	North Chicago	East St. Louis			2 Districts

ESEA Waiver Request 80

Illinois State Board of Education

Principle 2: Focus Schools

- Focus Schools
 - The role of The Center for School Improvement
 - District Audit
 - Transformation Plan
 - District Assistance Teams
 - District Coach
 - Interventionist based on areas of need.

2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Identification • Outreach 	<ul style="list-style-type: none"> • Audit • Transformation Plan • ISBE Assignment of DAT 	<ul style="list-style-type: none"> • Implementation • Monitoring

ESEA Waiver Request 81

Illinois State Board of Education

PRINCIPLE 3

Supporting Effective Instruction and Leadership

ESEA Waiver Request 82

Illinois State Board of Education

PERA: The Basics

- 2010 PERA law mandated major changes
- New evaluations address both practice *and* student growth
- Two choices for districts: Use General Rules to create your own systems or use State Model (all or parts)
- Teachers: If no local agreement on student growth after 180 days, must default to growth part of State Model
- Chicago: Slightly different process and timelines.

ESEA Waiver Request 83

Illinois State Board of Education

PERA: Key Dates

- ☐ September 1, 2012
 - All principals evaluated with new system
 - 300 CPS schools use the new system for teachers
 - SIG schools use the new system for teachers
 - All teachers and principals rated as:
 - Excellent
 - Proficient
 - Needs Improvement
 - Unsatisfactory
- ☐ ISBE technical assistance and development of support systems

ESEA Waiver Request 84

Illinois State Board of Education

PERA: Key Dates

- September 1, 2013
 - All CPS teachers use the new system
- September 1, 2014
 - ISBE research-based study measuring the reliability and validity of systems is released
- September 1, 2015
 - Lowest 20% of districts use the new system
- September 1, 2016
 - All districts use the new system

ESEA Waiver Request 85

Illinois State Board of Education

PERA: Teachers

- Districts must adopt instructional framework with four levels (unsatisfactory, needs improvement, proficient, excellent)
- Formal and informal classroom observations
- Pre-observation meeting to review lesson plan
- Post-observation meeting with self-reflection and evaluator feedback, with relevant evidence

ESEA Waiver Request 86

Illinois State Board of Education

PERA: Teachers

- Non-probationary teachers: at least 2 observations (1 formal) every other year
 - However, if an unsatisfactory or needs improvement rating was received, they must be evaluated the following next year.
- Probationary teachers: at least 3 observations (2 formal)
- Professional development must align to National Staff Development Council standards

ESEA Waiver Request 87

Illinois State Board of Education

PERA: Teachers

- “Demonstrable change in a student’s learning between two or more points in time”
- Need data from at least 2 assessments:
 - At least one Type III assessment
 - And at least one Type I or II assessment (not ISAT or PSAE)
 - Or two Type III assessments
- Local joint committees will decide metrics and targets, including for different student groups (ELL, etc.)
- Must comprise at least 25% of final rating in 2012-13 and 2013-2014, 30% thereafter

ESEA Waiver Request 88

Illinois State Board of Education

PERA: Assessment Types

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course’s curriculum, and that the evaluator and teacher determine measures student learning
<i>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</i>	<i>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</i>	<i>Examples: teacher-created assessments, assessments of student performance</i>

ESEA Waiver Request 89

Illinois State Board of Education

PERA: Teachers

- Generally the same as General Rules, except:
 - Student Growth: Counts for 50% of final rating

ESEA Waiver Request 90

Illinois State Board of Education

PERA: PRINCIPALS

- Annual evaluations required
- Final, written summative evaluation by March 1 (July 1 in Chicago)
- Rate in one of 4 levels, with clear indicators and written evidence that identifies specific strengths/weaknesses
- Districts can use General Rules to develop own systems or use State Model but no mandated default to State Model
- Same rules for assistant principals

ESEA Waiver Request 91

Illinois State Board of Education

PERA: PRINCIPALS

- Practice framework must align to new state Standards for Principal Evaluation
- At least 2 formal site observations
 - Observing school and/or principal practice, scheduled in advance, written feedback within 10 days
- Plus as many informal observations as needed
- Mandatory self-assessment

ESEA Waiver Request 92

Illinois State Board of Education

PERA: PRINCIPALS

- ▣ “Measurable change in a student’s or group of students’ knowledge or skills between two or more points in time”
- ▣ Growth: Counts for at least 25% of final evaluation in 2012-13 and 2013-14, 30% thereafter
- ▣ Use standardized tests (including ISAT and PSAT) and district-developed tests; in most cases can’t use Type III tests developed by teachers/evaluators
- ▣ District or evaluator will decide how to account for certain student characteristics (ELL, SPED, etc.)

ESEA Waiver Request 93

Illinois State Board of Education

Assessments for Principals

Assessments shall be defined according to three distinct types:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course’s curriculum, and that the evaluator and teacher determine measures student learning
<i>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</i>	<i>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</i>	<i>Examples: teacher-created assessments, assessments of student performance</i>

ESEA Waiver Request 94

Illinois State Board of Education

PERA: PRINCIPALS (State Model)

- ▣ No requirement to adopt as default
- ▣ Generally same as General Rules
- ▣ 4 rating levels:
 - Distinguished: Meet at least 4 standards, none rated as “basic”
 - Proficient: Meet at least 4 standards
 - Basic: Meet at least 3 standards
 - Unsatisfactory: If any standard rated as unsatisfactory
- ▣ Growth = 50% of overall evaluation
 - 30% on academic measures
 - 20% on other indicators such as attendance, grad rates, student surveys

ESEA Waiver Request 95

Illinois State Board of Education

Senate Bill 007

- Broadens districts employment authority
- Broadens the State Superintendent’s authority to issue certificate sanctions based on performance
- Dismiss teachers on the basis of performance
- Set additional specifications for processes to dismiss teachers for cause

ESEA Waiver Request 96

Illinois State Board of Education

Senate Bill 007: Attaining Tenure Status

- 4 consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the last school term and at least "Proficient" in either the second or third school term; or
- 3 consecutive school terms of service in which the teacher receives 3 overall annual evaluations of "Excellent"; or

ESEA Waiver Request 97

Illinois State Board of Education

Senate Bill 007: Attaining Tenure Status

- 2 consecutive school terms of service in which the teacher receives 2 overall annual evaluations of "Excellent" service, but only if the teacher
 - (i) previously attained contractual continued service in a different school district or program in this State,
 - (ii) voluntarily departed or was honorably dismissed from that school district or program in the school term immediately prior to the teacher's first school term of service applicable to the attainment of contractual continued service under this subdivision (3), and
 - (iii) received, in his or her 2 most recent overall annual or biannual evaluations from the prior school district or program, ratings of "Proficient", with both such ratings occurring after the school district's or program's PERA implementation date.

ESEA Waiver Request 98

Illinois State Board of Education

Senate Bill 007: Reductions in Force

- (1) Grouping one shall consist of each teacher not in contractual continued service who has not received a performance evaluation rating.
- (2) Grouping 2 shall consist of each teacher with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

ESEA Waiver Request 99

Illinois State Board of Education

Senate Bill 007: Reductions in Force

- (3) Grouping 3 shall consist of each teacher with a performance evaluation rating of at least Satisfactory or Proficient on both of the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or on the teacher's last performance evaluation rating, if only one rating is available, unless the teacher qualifies for placement into grouping 4.
- (4) Grouping 4 shall consist of each teacher whose last 2 performance evaluation ratings are Excellent and each teacher with 2 Excellent performance evaluation ratings out of the teacher's last 3 performance evaluation ratings with a third rating of Satisfactory or Proficient.

ESEA Waiver Request 100

Illinois State Board of Education

Senate Bill 007: State Action

- Action against certification is possible if the teacher receives two or more unsatisfactory ratings within a 7 year period. Defined as "incompetency".
 - Additional professional development
 - Suspension of certification for up to five (5) years
 - Revocation of certification

ESEA Waiver Request 101

Illinois State Board of Education

Principle 3: Supporting Effective Instruction and Leadership

- ☐ Allow for greater district flexibility in employment matters (dismissals, reductions in force etc.);
- ☐ Allow for increased improvement of instruction by targeting professional development in areas most needed by teachers;
- ☐ Allow for greater state control over quality of instruction by allowing the State Superintendent to take sanctions against under-performing teachers;
- ☐ Allow for tremendous public input and stake holder guidance.

ESEA Waiver Request 102



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Date: January 13, 2012

To: Select Education Leaders:

From: Illinois State Board of Education

Re: Invitation to Participate in the Illinois State Board of Education's Elementary and Secondary Education Act Flexibility Waiver Stakeholder Meeting

ISBE is committed to getting feedback from stakeholders on the ESEA Flexibility Waiver announced by President Obama last September. This waiver allows states to apply for waivers from certain provisions of the federal No Child Left Behind Act, also known as the Elementary and Secondary Education Act (ESEA). Illinois Leadership supports the waiver opportunity and is committed to working with our stakeholders to develop and submit a strong waiver request in February 2012. It is critical that we engage stakeholders in the process and hear from a diverse group of citizens to inform our waiver request and develop the system that puts Illinois children first. Our waiver request will be based upon the Board's goals to better prepare every student for success in college and careers. It will raise expectations for all students and will be focused on closing achievement gaps. Illinois is a diverse state and we know prescriptive solutions simply don't work. Our waiver request will include flexibilities in spending, supports and reforms to best meet the local needs, while at the same time raising expectations for students and educators through implementation of higher learning standards and an evaluation system based on measured progress. The Illinois State Board of Education will host a series of meetings across the state to elicit feedback from stakeholders. We hope you take advantage of these opportunities to participate and provide your input.

Date: Tuesday, January 31, 2012
Time: 9:30 A.M. – 12:30 P.M.
Location: John A. Logan College and Conference Center
 Batteau Room (Room F103)
 700 Logan College Road
 Carterville, IL 62918
 Phone – 618-985-3741

Date: Thursday, February 2, 2012
Time: 9:30 A.M. – 12:30 P.M.
Location: Abraham Lincoln Hotel and Conference Center
 701 East Adams, Springfield, IL 62701
 Main Floor Ballroom
 Phone - 217-544-8800

Date: Friday, February 3, 2012
Time: 9:30 A.M. – 12:30 P.M.
Location: Rock Falls Hotel
2105 First Avenue South, Rock Falls, IL 61071
“E” Hennepin Room
Phone – 815-626-5500

Please complete your registration at <http://registration.airprojects.org/ISBEStakeholderMeeting> no later than Tuesday, January 24, 2012.

Best regards,

Susie Morrison
Deputy Superintendent

The Illinois PTA
in cooperation with the
Illinois State Board of Education
cordially invites you to attend

**No Child Left Behind/Elementary Secondary Education Act
STAKEHOLDERS MEETING
ON FLEXIBILITY WAIVER
7:00 to 8:30 P. M.**

WEDNESDAY, FEBRUARY 15, 2012
JANE ADDAMS JUNIOR HIGH SCHOOL
700 S. Springinguth Road
Schaumburg, IL

THURSDAY, FEBRUARY 16, 2012
MORTON WEST HIGH SCHOOL
2400 S. Home Avenue
Berwyn, IL

Doors will open at 6:30 p.m. Presentation will begin promptly at 7:00 p.m.

In September, 2011, the Flexibility Waiver for the Elementary Secondary Education Act , commonly referred to as No Child Left Behind, was announced.

The Illinois State Board of Education is committed to developing a strong waiver request that addresses:

- putting children first
- preparing every student for success in college or a career, and
- raising expectations by closing the achievement gap while still meeting local needs.

Who should attend:

- parents
- students
- community leaders
- school personnel
-

Why attend:


- to learn what the Flexibility Waiver is and is not
- to share your concerns
- to ask questions
- to provide information and feedback to the State Board of Education

To reserve space, please visit the Illinois PTA website, www.illinoispta.org, and complete the registration form.

Illinois State Board of Education

ESEA FLEXIBILITY WAIVER REQUEST

Stakeholders' Meeting




Co-hosted with the Illinois PTA

ESEA Waiver Request 1

Illinois State Board of Education

ISBE Mission Statement

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.




ESEA Waiver Request 2

Illinois State Board of Education

Agenda

- Welcome & Overview
- Implementing the Common Core
- Changes to existing assessment, accountability and support system
- Principal and teacher evaluation
- Questions & Comments
- Adjourn




ESEA Waiver Request 3

Illinois State Board of Education

Meeting Purpose

- To elicit feedback from stakeholders about the Illinois Elementary and Secondary Education Act flexibility waiver request
- To identify the level of stakeholder support for components of the waiver request



ESEA Waiver Request

Illinois State Board of Education

What is No Child Left Behind (NCLB)?

- NCLB is the 2001 version of the Elementary and Secondary Education Act (ESEA), originally passed in 1964.
- NCLB has 5 goals and many Title Programs.
- Title I Part A is the largest and oldest of the United States Department of Education Programs
- NCLB has been scheduled for reauthorization since 2007

ESEA Waiver Request 2/23/12

Illinois State Board of Education

Components of No Child Left Behind

- Standards based accountability system
- State assessments in grades 3-8 and at least once in high school (ISAT, PSAE, ACCESS).
- Adequate Yearly Progress (AYP) explains if your child's school has met state reading and math goals.
- School in Need of Improvement - a designation that schools receive if they have not met AYP (Choice/SES/Corrective Action/Restructuring).

ESEA Waiver Request 6

Illinois State Board of Education

Components of No Child Left Behind

- Public School Choice-If your child attends a Title I school that has not made AYP for two years or longer your child might be eligible to transfer to another public school with the transportation paid for by the district.
- Supplemental Educational Services (SES) –tutoring and extra help with schoolwork.
- Teachers must be “highly-qualified,” meaning that they must possess a bachelor’s degree and full state certification and demonstrate knowledge of the subject area taught.

ESEA Waiver Request 7

Illinois State Board of Education

Existing Testing & Accountability

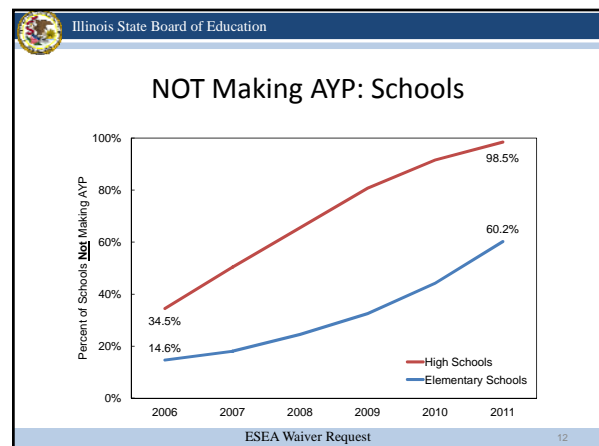
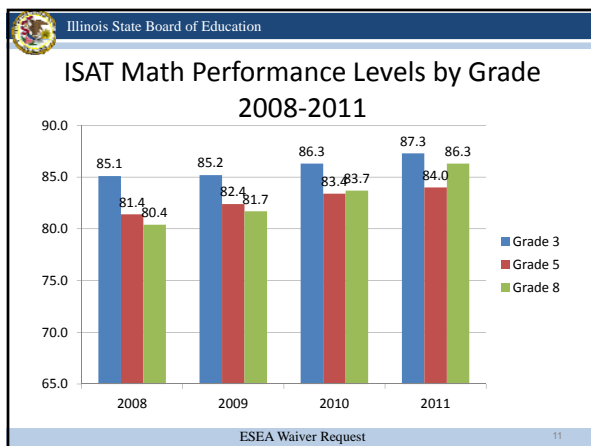
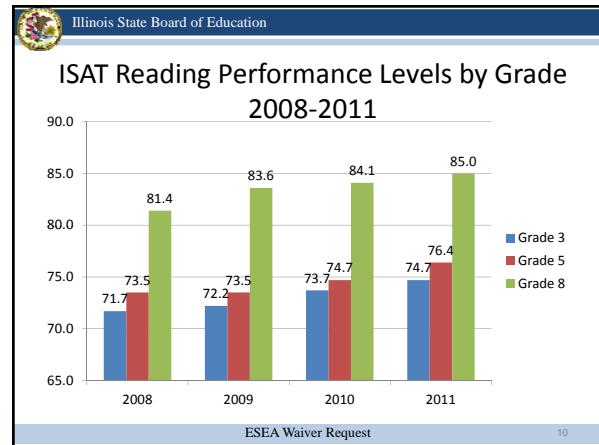
- EVERYONE** must make annual % increase
 - EACH subgroup
 - EACH grade
 - EACH subject (not science)
- Failure of **ANY** of above to meet % increase for **2 years** = the **WHOLE** school “improvement” plan
- Disaggregated Subgroups:**
 - Race
 - Ethnicity
 - Gender
 - Disability
 - Migrant Students
 - LEP
 - Economically Disadvantaged

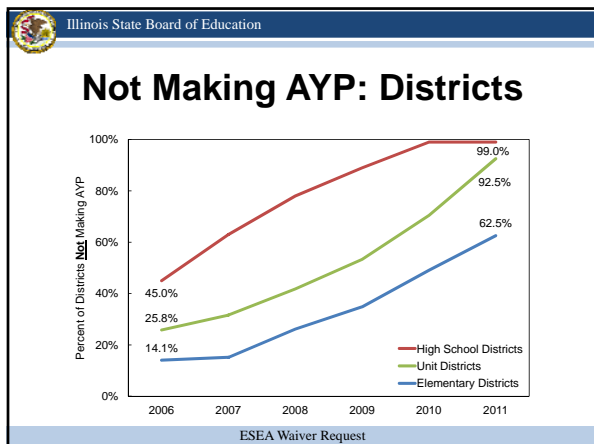
ESEA Waiver Request

Illinois State Board of Education

CURRENT LANDSCAPE

ESEA Waiver Request 9



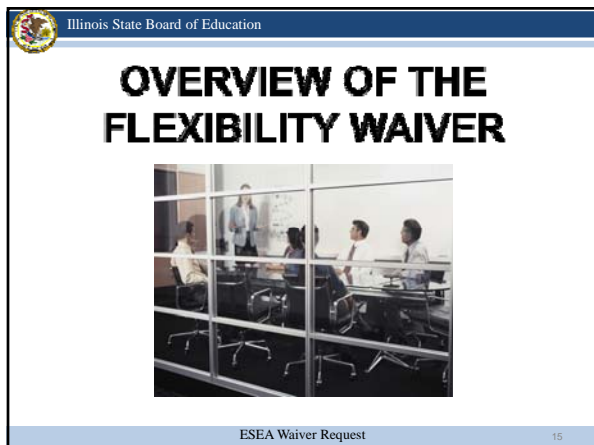


Illinois State Board of Education

Why Apply for the Flexibility Waiver?

- States and districts have initiated groundbreaking reforms and innovations to increase the quality of instruction and improve academic achievement for all students.
- NCLB requirements have unintentionally become barriers to State and local implementation of forward-looking reforms.
- Protect student populations, especially those most at risk, including low-income, those with disabilities, and English Learners
- Set a High Bar: heading toward the 2020 goal that the U.S. once again lead the world in the proportion of college graduates

ESEA Waiver Request



Illinois State Board of Education

What Does Flexibility Mean for Students?

- Setting **college-and career-readiness standards** will challenge students to make progress toward a goal that will prepare them for success in the 21st century.
- New **assessments** will inspire better teaching and greater student engagement across a well-rounded curriculum.
- New **systems of differentiated recognition, accountability, and support** will ensure accountability for all students.

ESEA Waiver Request

Illinois State Board of Education

What Does Flexibility Mean for Teachers?

- ESEA flexibility will let States make accountability decisions based on student growth and progress, as well as other measures of student learning and school performance.
- Flexibility will support states in fixing the broken teacher evaluation system, which will include multiple measures: peer reviews, observations, portfolios, student growth.

ESEA Waiver Request

Illinois State Board of Education

What Does Flexibility Mean for Parents?

- Parents will get a more objective report of students progress toward a goal that is based on college-and career-ready standards.
- Flexibility allows states to create more informative accountability and support systems that require change in the lowest performing schools and allows for tailored solutions based on need.
- Accountability system will put less emphasis on a single test, and more emphasis on preparing students for college and careers

ESEA Waiver Request

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

- 2013–2014 Timeline for Adequate Yearly Progress (AYP)**
 - Flexibility to develop new ambitious but achievable Annual Measurable Objectives in reading/language arts and mathematics
- Implementation of School Improvement Requirements**
 - Flexibility from requirement for LEAs to identify or take improvement actions for schools identified for improvement, corrective action, or restructuring
- Implementation of LEA Improvement Requirements**
 - Flexibility from requirement for SEAs to identify or take improvement actions for LEAs identified for improvement or corrective action

ESEA Waiver Request 19

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

- Rural LEAs**
 - Flexibility to use Rural and Low-Income School Program funds or Small, Rural School Achievement Program for any authorized purpose regardless of AYP status
- Schoolwide Programs**
 - Flexibility to operate a schoolwide program in a Title I school that does not meet the 40 percent poverty threshold if the SEA has identified the school as a priority school or a focus school, and the LEA is implementing interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school

ESEA Waiver Request 20

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

- Support School Improvement**
 - Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any focus or priority school
- Reward Schools**
 - Flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any reward school
- Highly Qualified Teacher (HQT) Improvement Plans**
 - Flexibility from the requirements regarding HQT improvement plans

ESEA Waiver Request 21

Illinois State Board of Education

Flexibility to Improve Student Achievement and Increase the Quality of Instruction

- Transfer of Certain Funds**
 - Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A
- Use of School Improvement Grant (SIG) Funds to Support Priority Schools**
 - Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school

ESEA Waiver Request 22


Illinois State Board of Education

Optional Flexibility


A state may wish to request an additional flexibility

Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds

- Flexibility of 21st CCLC program funds to support expanded learning time in addition to activities during non-school hours or periods when school is not in session



ESEA Waiver Request 23



THE PRINCIPLES

ESEA Waiver Request 24

Illinois State Board of Education

Principle 1: College-and Career-Ready Expectations for All Students

- Adopt college-and career-ready (CCR) standards in at least reading/language arts and mathematics
- Transition to and implement CCR standards
- Develop and administer Statewide, aligned, high-quality assessments that measure student growth
- Adopt ELP standards corresponding to the State's new CCR standards and develop aligned assessments

ESEA Waiver Request 25

Illinois State Board of Education

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Set ambitious but achievable AMOs
- **Reward schools:** Provide incentives and recognition for high-progress and highest-performing Title I schools
- **Priority schools:** Identify lowest-performing schools & implement interventions aligned with **turnaround principles**
- **Focus schools:** Close achievement gaps by identifying and implementing interventions in schools with the greatest achievement gaps or low graduation rates
- Provide incentives and supports for other Title I schools
- Build SEA, LEA, and school capacity to improve student learning in all schools

ESEA Waiver Request 26

Illinois State Board of Education

Principle 3: Supporting Effective Instruction and Leadership

- Develop and adopt SEA guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems that are consistent with SEA guidelines

ESEA Waiver Request 27

Illinois State Board of Education

Principle 4: Reducing Duplication and Unnecessary Burden

- Remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes
- Evaluate and revise SEA administrative requirements to reduce duplication and unnecessary burden on LEAs and schools

ESEA Waiver Request 28

Illinois State Board of Education

PRINCIPLE 1

College-and Career-Ready Expectations for All Students

ESEA Waiver Request 29

Illinois State Board of Education

Principle 1: College-and Career-Ready Expectations for All Students

All Students:

- Common Core
- PARCC Assessment

Special Education:

- Focused Monitoring and the Least Restrictive Environment (LRE) Data Cohort
- LEA Determinations

English Language Learners:

- Amendment to the School Code to allow the use of State Transitional Bilingual Education funds for professional development

ESEA Waiver Request 30

Illinois State Board of Education

PRINCIPLE 2

State-Developed Differentiated Accountability Systems

ESEA Waiver Request 31

Illinois State Board of Education

Assessments

<p>Previous System</p> <ul style="list-style-type: none"> ISAT grades 3-8 PSAE grade 11 2 WorkKeys assessments as part of PSAE Science 4, 7, 11 not included for accountability Misalignment between ISAT and PSAE 	<p>Proposed System</p> <ul style="list-style-type: none"> ISAT grades 3-7 EXPLORE grades 8 and 9 PLAN grade 10 PSAE grade 11 3 WorkKeys assessments Science 4,7,11 included for accountability Raise the cut scores for ISAT grades 3-7
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ESEA Waiver Request 32

Illinois State Board of Education

Goals for Multiple Measures Index

- Reward student achievement
- Close achievement gaps
- Improve instructional quality
- Provide a holistic view of school and district performance
- Aligned with new report card initiative

ESEA Waiver Request 33

Illinois State Board of Education

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Multiple Measure Category	Multiple Measure Name	Multiple Measure Definition	Multiple Measure Target/Goal
Outcomes	College & Career Bound (High Schools & Districts)	% of students graduating within 4 years	Reduce by 1% the difference from 50% within 6 years
		% of students graduating within 5 years	Reduce by 1% the difference from 50% within 6 years
Achievement	College & Career Proficiency	% proficient on ISAT, IAA, EXPLORE, PLAN, and PSAE in math, reading, and science	Reduce by 1% the % not exceeding (yet proficient) within 6 years
	College & Career Mastery	% exceeding on ISAT, IAA, EXPLORE, PLAN, and PSAE in math, reading, and science	Reduce by 1% the % not exceeding (yet proficient) within 6 years
	Career Preparedness	% receiving WorkKeys National Career Readiness Certificate	Reduce by 1% the % not receiving a certificate within 6 years
Progress	Growth in Content Proficiency	Growth on ISAT/EXPLORE (grades 4-8), IAA (grades 4-8), and PLAN/PSAE (grades 10-11) in math and reading	Reduce by 1% the % not attaining expected growth within 6 years
	Progress in English Proficiency	% making progress (5 increase or more score of 60) on ACCESS	Reduce by 1% the % not making progress within 6 years
Context	Climate Survey	“Schooling of an ‘excellent’ climate for learning”	Reduce by 1% the % schools not excellent within 6 years
	College Preparedness	% of students scoring a 2 or higher on AP/IB courses % of students taking dual credit courses	Increase by 5% each year or attain 25% overall Increase by 1% each year or attain 25% overall

ESEA Waiver Request 34

Illinois State Board of Education

AMO Target Example: Reduce by Half Over 6 Years

	Grades 3-8 Reading in 2011	Six Year Goal (By 2017)	Target Increase Per Year
All Students	79.0	89.5	1.75
Male	75.5	87.8	2.04
Female	82.6	91.3	1.45
White	87.1	93.6	1.08
Black	64.9	82.5	2.90
Hispanic	69.8	84.9	2.52
Asian	91.2	95.6	0.73
Hawaiian/Pacific Islander	85.9	93.0	1.18
Native American	72.9	86.5	2.26
English Language Learners	37.3	68.7	5.23
Students with Disabilities (IEP)	42.0	71.0	4.83
Migrant	46.7	73.4	4.44
Low Income	68.0	84.0	2.66

ESEA Waiver Request 35

Illinois State Board of Education

Achievement Gap Methodology

Four groups

- Racial/ethnic minorities
- Economically disadvantaged
- Limited English proficient
- Special education

Or

Super Group

- (Race/ethnicity; economically disadvantaged; LEP, SWD)

ESEA Waiver Request 36

Illinois State Board of Education

PRINCIPLE 2

Interventions, Supports and Rewards

ESEA Waiver Request 37

Illinois State Board of Education

Principle 2: Interventions, Supports & Rewards

<p>Previous System</p> <ul style="list-style-type: none"> • Choice and Supplemental Educational Services (SES) mandatory • Corrective Action • Restructuring 	<p>Proposed System</p> <ul style="list-style-type: none"> • Choice and SES Optional • Focus schools – District Assistance Team and up to 20% set-aside. • Priority schools – Rapid Response Team and up to 20% set-aside. • Reward schools – Promising Practice Grants.
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ESEA Waiver Request 38

Illinois State Board of Education

PRINCIPLE 3

Supporting Effective Instruction and Leadership

ESEA Waiver Request 39

Illinois State Board of Education

PERA

- Performance Evaluation Reform Act (PERA) (January 2010)
- Requires student growth as a significant factor in evaluations
- Districts must adopt instructional framework with four levels (unsatisfactory, needs improvement, proficient, excellent)
- Begin implementation in 2012; full implementation by 2016

ESEA Waiver Request 40

Illinois State Board of Education

Senate Bill 007

- Provides alternative routes toward tenure
- Broadens districts employment authority
- Broadens the State Superintendent’s authority to issue certificate sanctions based on performance
- Dismiss teachers on the basis of performance
- Set additional specifications for processes to dismiss teachers for cause


ESEA Waiver Request 41

Illinois State Board of Education

Peer Review and Approval Process

- SEA requests will be evaluated by expert peer reviewers.
- An SEA will have multiple opportunities to clarify its plans for reviewers and to answer any questions reviewers may have.
- If necessary, the Department of Education will provide feedback to an SEA about components of the SEA’s request that need additional development (average = 5 revisions).
- Peer reviewer evaluations will inform the Secretary’s decisions to grant flexibility to SEA’s (notification of approval approximately 4 months).


ESEA Waiver Request 42

 Illinois State Board of Education

Implementation Timelines

- The Secretary intends to grant waivers included in this flexibility through the end of the 2013-2014 school year.
- An SEA may request an extension of the initial period of this flexibility to the start of the 2014-2015 school year

ESEA Waiver Request 43

 Illinois State Board of Education

THANK YOU

- www.isbe.net/nclb_waivers/default.htm
- Questions/comments:
 - Nclbwaivers@isbe.net

ESEA Waiver Request 44

APPROVED

**Illinois State Board of Education Meeting
June 24, 2010
Illinois State Board of Education
100 North First Street
Springfield, Illinois**

ROLL CALL

Jesse Ruiz, Chairman, called the meeting to order at 10:10 a.m. Chairman Ruiz asked Ms. Jean Ladage to call the roll. A quorum was present.

Members Present:

Mr. Jesse Ruiz, Chairman
Dr. Christopher Ward, Vice Chairman
Dr. Vinni Hall, Secretary
Mr. James Baumann
Dr. Andrea Brown
Dr. David Fields
Mr. Steven Gilford
Ms. Lanita Koster
Ms. Melinda LaBarre

Members Absent:

None

PUBLIC PARTICIPATION

Tom Frazier, Director of Bloomington Area Career Center and the McLean-DeWitt Regional Vocation System was accompanied by **Tim Morrell**, Director of the Decatur Area Technical Academy and the Heartland Region Education for Employment System. Mr. Frazier and Mr. Morrell stated that they were representing the 24 career centers, the regional systems and the hundreds of thousands career and technical education students throughout the State of Illinois. They thanked the Board on behalf of the students, parents, career and technical educators and the communities for the recommendation that career and technical education maintain level funding for next fiscal year.

Diane Robertson, Superintendent of Community Unit School District #4 in Mendon and a representative of the Illinois Association of School Administrators (IASA) asked for the Board's consideration for a modification of the State Board of Education rule on the definition of a general education classroom as it relates to a student's IEP, more commonly referred to as the 70/30 rule. Ms. Robertson is concerned that as the budget crisis grows, it will be harder to be in compliance with the 70/30 rule. Ms. Robertson asked that students with an IEP for "speech only" be exempt from the rules, as well as students who have an IEP and are on "monitor only" status.

John Corrigan from the Association of American Publishers and **Zach Wichman** from the Catholic Conference urged the Board to restore funding for the textbook loan program. Mr. Wichman noted that if the budget that was presented yesterday is approved, taxpayers who send their children to private schools would be outside the state system of support for education. Every program that has benefitted these families will have been zeroed out. Mr. Wichman asked that anything that can be done to keep the line item in the budget would be appreciated.

Bill Schreck a volunteer member of the Illinois Leadership Council for Agricultural Education clarified misconceptions from yesterday's discussion on the agricultural education line item. Mr. Schreck explained that the agricultural line item supports a variety of educational students, Pre-K through adult. The agriculture line item allows for generation of funds to support the state's biggest industry, agriculture. Mr. Schreck stated that we would be hard pressed to identify other programs which match the efficiency and effectiveness in utilization of funds. Mr. Schreck thanked the Board and asked if they had any questions.

Chairman Ruiz welcomed the following representatives from the Illinois Association of Regional Superintendents of Schools (IARSS): **Matt Donkin** from ROE #21, Franklin-Williamson Counties, **Janet Ulrich** from ROE #2, Alexander-Johnson-Massac-Pulaski and Union Counties and **Jane Quinlan** from ROE #9, Champaign-Ford Counties.

RESOLUTIONS & RECOGNITION

Student Advisory Council Special Report

Co-Chairs Kojo Fletcher and Sarah Chapman thanked the Board on behalf of the Student Advisory Council (SAC) members for the opportunity to serve on the Council. Kojo Fletcher stated that this year's report from the SAC focuses on the school dropout problem. Mr. Fletcher noted that nearly 46,000 students did not graduate from high school last year. These students deprived the government of nearly \$12 billion dollars. The student dropout rate is not a small crisis; it is nationwide. A student gives up on school every 26 seconds which translates to 1 million dropouts this year.

Sarah Chapman stated that the SAC teamed up with State Farm and America's Promise to plan and facilitate the Illinois Youth Dropout Prevention Summit which was held in October. The focus of the project centered on the need to establish mentoring programs in schools in order to provide the motivation and encouragement for students to stay in school. Sarah noted that through the research and information the SAC collected from their survey; they believe there is a strong foundation for schools to establish mentoring programs as a critical service to help students stay in school.

Kojo stated that individuals in mentoring programs are 53% less likely to skip school, and a Northern Virginia study indicated that students who participate in a mentoring program were 10.6% more likely to graduate from high school than students who did not participate. Kojo and Sarah listed the SAC recommendations for an effective mentoring program that would address the dropout crisis.

- During the school year, the mentee will meet with his or her mentor for one hour per week.
- There will be one-on-one sessions as well as group sessions.
- Group sessions will consist of mentor-mentee pairs.
- A successful mentoring program would include parental support and involvement.
- Mentees: middle school students; the program is targeted toward but not limited to at-risk students (At-risk defined by the school's discretion)
- Mentors: high school students
- Supervisors: school or district faculty members
- Community Involvement: community leaders and speakers will lead activities
- One-on-one Sessions: Every week is geared towards developing a different set of skills decided upon by the supervisor; academic help would also be provided every session.
- During group sessions mentees will:
 - Learn how to incorporate America's Promise's Five Promises into their daily lives
 - Hear from community members
 - Experience community service opportunities

The Co-Chairs closed by recommending that the Illinois State Board of Education encourage schools to implement a tailored mentoring program for the purposes of increasing student achievement and graduation rates. The Power Point presentation can be found on the Student Advisory Council's website: <http://isbe.net/SAC/default.htm>

Recognition of Student Advisory Council Members

Chairman Ruiz presented the following graduating Student Advisory Council members with

Certificates of Appreciation: Sarah Chapman, Kojo Fletcher, Linda Ly, Jordon Ping. These seniors each shared their plans for the future. Seniors who were absent, but will receive certificates include: Chinelo Agnuncha, Alexis Maxwell, Courtney McGill, Christopher Parks, Hannah Rhoades and Shelby Wills.

Recognition of Calumet Park Oversight Board Members

Dr. Ward moved that the State Board of Education adopt the resolution recognizing Dr. Gary Lieder and the Calumet Oversight Board Members: Rob Grossi, Yvonne Williams, John Byrne, Poly Swoops, Ron Denson, Deborah Beasley, and Alfrieda Jamison for the hard work and dedication that they have given to the children of Calumet Park and to the entire community. Dr. Hall seconded the motion and it passed with a unanimous voice vote.

**SUPERINTENDENT
REPORT**

Superintendent Koch and Darren Reisberg, General Counsel, noted that the Southland College Prep Charter High School Agreement has been modified to address the concerns that were proposed during Wednesday's Education Policy Planning Committee Meeting.

CONSENT AGENDA

Consent Agenda Motion:

Dr. Fields moved that the State Board of Education hereby approves the consent agenda items, including the revisions to the Southland College Prep Charter High School Agreement. Mr. Gilford seconded the motion and it passed with a roll call vote.

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

Approval of Minutes

Approval of Minutes

The State Board of Education hereby approves the minutes for the May 21, 2010, Board Meeting.

**Rules for Initial
Review**

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition and Supervision)

The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for: Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

Part 22 (new) (Codes of Ethics for Illinois Educators)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for: Code of Ethics for Illinois Educators (23 Illinois Administrative Code 22) including publication of the proposed amendments in the Illinois Register.

Part 226 (Special Education)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for: Special Education (23 Illinois Administrative Code 226) including publication of the proposed amendments in the Illinois Register.

Rules for Adoption

Rules for Adoption

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

The State Board of Education hereby adopts the emergency rulemaking for: Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

Part 24 (Standards for All Illinois Teachers)

The State Board of Education hereby adopts the proposed rulemaking for: Standards for All Illinois Teachers (23 Illinois Administrative Code 24). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 210 (Illinois Hope and Opportunity Pathways through Education Programs)

The State Board of Education hereby adopts the proposed rulemaking for: Illinois Hope and Opportunity Pathways through Education Programs (23 Illinois Administrative Code 210), Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Part 228 (Transitional Bilingual Education) and
Part 235 (Early Childhood Education Block Grant)**

The State Board of Education hereby adopts the proposed rulemaking for: Transitional Bilingual Education (23 Illinois Administrative Code 228), and Early Childhood Block Grant (23 Illinois Administrative Code 235), Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Grants over \$1
Million****Grants over \$1 Millions****IDEA Part B, 619 Pre-K Discretionary Grant**

The State Board of Education hereby authorizes the State Superintendent to enter into continuing grant agreements with the entities identified in the *Financial Information* section of the memo for the receipt of IDEA. Part B-619 federal grants in the amounts identified above for FY2011 for the provision of continued services.

Illinois Service Resource Center

The State Board hereby authorizes the State Superintendent to enter into a continuing grant agreement with the Illinois Service Resource Center for the receipt of an IDEA, Part B discretionary grant in the amount of \$507,000 for Fiscal Year 2011 for the purpose of providing technical assistance and resources for parents and educators of students who have hearing loss and behavioral/emotional challenges.

ISTAC – Training & Technical Assistance

The State Board hereby authorizes the State Superintendent to enter into a continuing grant agreement with the School Association for Special Education in DuPage County (SASED) for receipt of an IDEA, Part B discretionary grant in an amount not to exceed \$6,164,500 for FY 2011 for the purpose of providing a fully coordinated statewide approach to technical assistance and support for the implementation of research based practices.

Illinois Assistive Technology Program

The State Board hereby authorizes the State Superintendent to enter into a continuation grant agreement with Illinois Assistive Technology Program for receipt of an IDEA, Part B discretionary grant in amounts not to exceed \$400,000 in FY 2011 and \$1,100,000 cumulatively over the term of the grant.

**UCP of Greater Chicago – Infinetec and the Assistive Technology Exchange
Network**

The State Board hereby authorizes the State Superintendent to enter into a continuation grant agreement with United Cerebral Palsy of Greater Chicago for receipt of an IDEA, Part B discretionary grant in amounts not to exceed \$480,000 in FY 2011 and \$2,435,000 cumulatively over the term of the grant.

Contracts over \$1 M**Contracts over \$1 Million****Contract Renewal: Hupp Information Technologies**

The State Board hereby authorizes the renewal of the Hupp Information Technologies

contract through June 30, 2011 with an increase of the contract's maximum amount not to exceed \$1,378,143.

Contract Renewal: Peoria ROE – Illinois Virtual School

The Illinois State Board of Education hereby authorizes agency staff to extend the contract for the purposes of refining and maintaining the Illinois Virtual School with the Peoria Regional Office of Education through June 30, 2011, and to increase the contract's maximum amount not to exceed \$3,444,822.00.

Teacher Cert. Board Recommendations

Teacher Certification Board Recommendations

Motion 1

In accordance with Section 25.145 (d) (1) of the State Board's administrative rules on review of new programs, the State Board of Education provisionally approves **Judson University's Early Childhood Special Education** program, Type 04, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution's next accreditation review.

Motion 2

In accordance with Section 25.145 (d) (1) of the State Board's administrative rules on review of new programs, the State Board of Education provisionally approves **Rockford College's Early Childhood** program, Type 04, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution's next accreditation review.

Motion 3

In accordance with Section 25.145 (d) (1) of the State Board's administrative rules on review of new programs, the State Board of Education provisionally approves **Bradley University's Early Childhood/Elementary** program, Type 04 and Type 03, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution's next accreditation review.

Motion 4

In accordance with Section 25.145 (d) (1) of the State Board's administrative rules on review of new programs, the State Board of Education provisionally approves **Lewis University's Early Childhood Special Education** program, Type 04, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution's next accreditation review.

Motion 5

In accordance with Section 25.125 (j) (1) of the State Board's administrative rules on accreditation of educational units, the State Board of Education assigns Millikin University continuing accreditation.

The State Board of Education recommends that the specific professional education preparation programs listed above for Millikin University be awarded continuing approval as they meet the applicable Illinois content area standards. This action is in accordance with Section 25.127 (j) (1) (A) of the State Board's administrative rules on review of individual programs.

International Teacher Exchange Efforts

International Teacher Exchange Efforts

The State Board of Education authorizes the State Superintendent to finalize the MOU with the Ministry of Education, Bureau of International Cultural and Educational Relations of the Republic of China (Taiwan) and develop a visiting international teachers program.

**Strategic Plan
Progress Report**

Approval of Draft Strategic Plan Progress

The State Board of Education hereby approves the Draft 2010 Strategic Plan Report as revised per discussion in the Education Policy Planning Committee meeting.

**Southland College
Prep Charter H.S.**

Southland College Prep Charter High School

The State Board of Education approves the charter contract between the Southland College Prep Charter High School and the State Board of Education and authorizes the State Superintendent to execute such contract on behalf of the State Board.

**NASBE Dues
Renewal**

NASBE Dues – Membership Renewal

The State Board of Education authorizes renewal of NASBE membership for 2011, including the middle-range professional development account for use by Illinois members.

2011 Board Calendar

2011 Board Calendar

The State Board of Education hereby approves the 2011 Calendar of Board Meetings.

2011 CALENDAR OF BOARD MEETINGS

January 12-13	Springfield
February 17	one-day meeting via video-conference (10:30 a.m.)
March 16-17	Springfield
April 14	one-day meeting via video-conference (10:30 a.m.)
May 18-19	Springfield
June 15-16	Springfield
August 18	one-day meeting via video-conference (10:30 a.m.)
September 14-15	Board Strategic Planning Session - Bloomington
October 19-20	Springfield
November 17	one-day video-conference meeting (10:30 a.m.)
December 14-15	Springfield

END OF THE CONSENT AGENDA

**FY11 STATE BOARD
OF EDUCATION
BUDGET**

Chairman Ruiz commented that the Board is planning to move forward on the draft budget that the staff has prepared for them. However, they wish to acknowledge there are not the resources to complete the job and we would like to make the General Assembly and the Governor's Office aware of this. The Board will provide them with a list of programs and line items that we would like to see funded if there is a way to find additional resources. (Below is a list of those line items.)

[The following programs were those identified in the list forwarded to the Governor and General Assembly.]

- Advance Placement Programs,
- After School Matters,
- Agricultural Education,
- Arts and Foreign Language,
- National Board Certification,
- Teach for America ,
- Re-Enrolling Students - Alternative Schools Network, and
- Textbook Loans.

Motion

Mr. James Baumann moved that the State Board of Education assign the lump sums appropriated to the State Board by the General Assembly for the FY 2011 Budget as recommended by the State Superintendent. In addition, based on input presented during the June 24 plenary meeting, the State Superintendent shall develop a recommendation for additional funding requests to be forwarded to the Governor and General Assembly. The complete FY 2011 Budget, as approved by the State Board, shall be posted on the ISBE website. Dr. Ward seconded the motion and it passed with a unanimous roll call vote.

**CLOSED SESSION
MINUTES**

Action to be taken after closed session.

NEW BUSINESS

None

**ANNOUNCEMENTS
& REPORTS**

Chairman Ruiz stated that Dr. Proshanta Nandi from the Illinois Board of Higher Education (IBHE) was not present today and that Dr. Hall would be reporting on the IBHE meeting. Dr. Hall stated that the IBHE held its last meeting on June 21, 2010 at Roosevelt University in Chicago. **Highlights of the IBHE meeting included the following:**

**IBHE LIAISON
REPORT**

Dr. Hightman's update included the dire budget conditions exemplified by low to no cash flow; some borrowing possibilities but not preferred; and Illinois bond rating exacerbating problems.

IBHE's next goal is to work on implementing the Public Agenda which has been adopted.

The IBHE is the new home for Grow Your Own, as well as the professional and business schools. Grow Your Own formerly resided at the Illinois State Board of Education.

The P-20 Council has been up and running and Joyce Karon will update you further on their meetings.

Dewayne Matthews from the Lumina Foundation spoke to IBHE about Structural Deficits in Education. Lumina's goal is to increase the number of college graduates by 60% by 2025. Mr. Matthews believes we are currently in a knowledge industry and that technology may be at its apex.

Compared to other countries we have the most graduates, but not all have the competitive skill sets needed to function in the 21st Century or in an international arena. European countries do not require as many general education courses as the United States. He added that wage data should not determine a college's course of action in determining what a student's career should be.

Mr. Matthews' proposed solution is to recommend that colleges move learners quickly into their skill set faster. Our students spend two years completing general education courses while students in other countries move right into the skill set that is needed.

Dr. Hall stated that the next IBHE Meeting will be held on August 8, 2010 and will be attended by ISBE board member Lanita Koster.

**P-20 COUNCIL
REPORT**

Ms. Joyce Karon, a member of the Governor's P-20 Council, stated that the P-20 Council will meet every other month and held its last meeting on May 26, 2010, at the James R. Thompson Center in Chicago. **Highlights of the P-20 Council Meeting included the following:**

The P-20 Council has received funding from the Chicago Community Trust.

The P-20 Council has received updates from Linda Tomlinson on Teacher Certification, Susie Morrison on Common Core Standards and has had updates from the Illinois Board of Higher Education, Illinois Community College Board, Illinois Student Assistance Commission and various other education entities.

Ms. Karon stated that, as a P-20 Liaison, she has been attending the Data Advisory Committee which is being facilitated by Dr. Connie Wise. The Committee is discussing the process of sharing K-12 information with public and private universities. This is a great undertaking and a giant step for following students throughout their education from P-20.

Ms. Karon asked that we share the ISBE Strategic Plan Progress Report with all of the P-20 Council members. (Jean Ladage forwarded this information to P-20 Council Members.)

SUPERINTENDENT'S ANNOUNCEMENTS

Dr. Koch commented that in his role as State Superintendent he is continually inspired when he sees superintendents and communities working together during a crisis, no matter what that crisis might be. Superintendent Koch acknowledged and introduced several local superintendents in the audience: Les Stevens, Superintendent of North Greene Unit District #03 in White Hall, Diane Robertson, Superintendent of Community Unit School District #4 in Mendon, Debra Rust, Superintendent of Waverly School District, and Adam Ehrman, Franklin School District. Dr. Koch thanked them for their efforts in such difficult times.

Superintendent Koch thanked ISBE Senior Staff, Division Administrators and many other employees who have been involved in working on FY11 budget issues. He acknowledged the time that has gone in to listening to many constituencies throughout the year and the effort which put those thoughts and the Board's priorities into a recommendation that has been brought forth today.

Dr. Koch pointed out that although it was not mentioned yesterday there has been a recommendation for a reduction in ISBE administration in the amount of 8% overall and 10% on personal services and benefits. If we are asking local districts to tighten their belts we need to demonstrate that we are doing the same. Dr. Koch noted that he knows how difficult this can be when we are already understaffed.

Superintendent Koch stated that we are receiving more questions as we get closer to our federal review of the Race to the Top application. He shared a brief review of this process; 525 Illinois districts signed on to participate. We will soon find out if we are a finalist and, if so, the week of August 9th will be the time in which the 5-member team would travel to Washington to be interviewed. Dr. Koch emphasized that the money for this grant competition cannot be used to stabilize or to plug holes in the state budget. We cannot use it to fund a general state aid or mandated categorical holes. Its purpose is for reforms, such as the common core standards, which the Board adopted today.

Dr. Koch wanted the Board to know that he has engaged in a more rigorous process to appoint the various members of a number of advisory councils. Last year Superintendent Koch and Linda Tomlinson interviewed all candidates for the Teacher Certification Board and he will continue to do the same with all his advisory council appointments. Dr. Koch pointed out how important these groups are; they advise the State Board and many other groups and he feels we need to know that they are qualified to make these very important policy recommendations.

SENIOR STAFF ANNOUNCEMENTS

Linda Mitchell announced that Toni Waggoner of the budget staff will be retiring at the end of the month. Ms. Mitchell thanked Toni for her help with all the elements of the budget

over the years, and her assistance in responding to questions from districts and legislators.

Ms. Mitchell also shared that yesterday (June 23) the Comptroller's Office released \$124 million dollars of payments; we are no longer at nearly \$1.5 billion; it's about \$1.3 billion. Ms. Mitchell said they intend to track the lapse payments and will get a copy of the summary to the Board. She added that payments were released today for the special education personnel line item and regular transportation, and the Comptroller's Office still intends to work toward the other 4th quarter payments in the next week, or so. Dr. Koch stated that there are not enough funds to release the mandated categoricals, as the law states, so they are parceling off components.

Matt Vanover announced that Becky Gideon of the Public Information staff will be retiring at the end of July. Mr. Vanover thanked Becky for her 36 years of service.

Darren Reisberg announced that Carol Markko of the Chicago ISBE Office will also be retiring at the end of June, with 30 years of service. Darren wished Carol well and she will be missed.

Susie Morrison thanked the Student Advisory Council for their input and the touch of reality they bring to the Board. She also thanked ISBE staff that provide support to the Student Advisory Council; Gil Downey, Sarah McCusker and Sally Veach.

CHAIRMAN'S REPORT

Chairman Ruiz stated that Dr. Andrea Brown and Ms. Lanita Koster will be attending the ECS National Policy Forum in Portland, Oregon on August 18-20, 2010. (Ms. Koster will be attending on behalf of Superintendent Koch and ECS is providing travel assistance for both members.)

Chairman Ruiz reported that he participated in the following events since the last Board meeting:

- Attended the National Association of Latino Elected and Appointed Officials (NALEO) Educational Task Force Meeting with US Senate Staff In Washington, D.C. (Flight was paid for by NALEO)
- Attended that NASBE Governmental Affairs Committee in Arlington, Virginia on June 11-12, 2010.
- Was Graduation Keynote Speaker at three commencement ceremonies: Carson Elementary School, Richard Edwards Elementary School and Walter Christopher Elementary School.

MEMBER REPORTS

Chairman Ruiz asked Joyce Karon if she had any comments she would like to add. Ms. Karon said she has spoke to several groups and it seems that most people are interested in hearing about Common Core Standards.

Dr. Fields and Ms. LaBarre thanked the Student Advisory Council members for their service. Dr. Fields would be interested in contacting some former members and follow up on their careers.

Dr. Fields indicated he has spoken to Jane Angelis and he agreed to serve on the NGA Illinois Policy Academy. He is looking forward to seeing what the group can do to share their experiences with young people in the schools.

Ms. LaBarre said she is looking forward to attending the NASBE Conference for new board members at the end of July.

Ms. Koster noted that the Commission on the Elimination of Extreme Poverty will have their final draft report available in September. Ms. Koster thanked her fellow board members and staff for all their work on the budget, and said she has high regard for the integrity of all of them. It has not been an easy job.

Dr. Ward stated that he and Chairman Ruiz were in Washington, D.C. for two days and that he will share the documents from the NASBE Study Group that he attended with the rest of the Board when they are available.

Dr. Hall attended the Illinois Board of Higher Education Meeting and the Early Learning Council Meeting, as well as the NASBE Structure of Schools Study Group. Dr. Hall said she was a judge for the Metra Safety Poster Contest and Graduation Speaker for the Illinois Center for Education and Rehabilitation. Dr. Hall introduced her daughter, a recent graduate of the University of Michigan, Dr. Grace Hall, Ph.D. She is proud to say that her daughter was educated in the Chicago Public Schools. Dr. Hall also commented that Robert Eugene Abbott passed away on June 13, 2010. Mr. Abbott was a good friend and strong advocate for Special Education.

Dr. Brown thanked the Student Advisory Council for the very informative report and thanked Susie Morrison for speaking to the P-20 Council of Southern Illinois.

**SAC FINAL
COMMENTS**

The Members of the Student Advisory Council each commented on their appreciation for the opportunity to serve and to serve as the voice for all students in Illinois.

**INFORMATION
ITEMS**

Chairman Ruiz asked that the Board members read the Financial and Administrative Monthly Reports printed in the Board meeting materials.

**PRIOR TO CLOSED
SESSION**

Chairman Ruiz announced that following lunch and closed session, the Board will reconvene to take action on the closed session minutes and to adjourn the meeting. We will disconnect the phone immediately following the next motion.

CLOSED SESSION

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

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and

Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board, and

Section c 21 for the purpose of discussing minutes of meetings lawfully closed under the Open Meeting Act.

Dr. Hall further moved that the Board may invite anyone they wish to have included in this closed session. Mr. Gilford seconded the motion and it passed with a unanimous roll call vote. The Board entered into closed session at 11:40 a.m.

RECONVENE

The Board reconvened from closed session at 1:00 p.m.

**CLOSED SESSION
MINUTES**

Dr. Hall moved that whereas pursuant to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions for December, 2009, January, March and May of 2010; and

Whereas no closed session was held in February 2010.

Therefore, the State Board of Education hereby releases the minutes of December 2009 and January 2010 for public inspection. I further move that the State Board of Education

certifies that the need for confidentiality still exists for the remainder of the closed session minutes for the time period reviewed. Further, the State Board of Education approves the destruction of all closed session verbatim recordings prior to December 19, 2008.

Mr. Gilford seconded that motion and it passed with a unanimous voice vote.

**MOTION FOR
ADJOURNMENT**

Ms. Koster moved that the meeting be adjourned. Dr. Fields seconded the motion and it passed with a unanimous voice vote. The meeting adjourned a 1:03 p.m.

Respectfully Submitted,

**Dr. Vinni Hall
Board Secretary**

**Mr. Jesse Ruiz
Chairman**

APPROVED

Ad Hoc Rules Committee of the Whole

Thursday, June 24, 2010

8:45 a.m.

State Board of Education Office

100 North First Street

Springfield, Illinois

Committee Members Present

Jesse Ruiz
James Baumann
Andrea Brown
David Fields
Steven Gilford
Vinni Hall
Lanita Koster
Melinda LaBarre
Chris Ward

Absent

None

Others

Chris Koch
Darren Reisberg
Don Evans
Beth Hanselman
Linda Riley Mitchell
Susie Morrison
Linda Tomlinson
Matt Vanover
Connie Wise
Joyce Karon

I. **ROLL CALL**

Chairman Jesse Ruiz called the meeting to order at 8:50 a.m. He noted that all Board members were present.

II. **BOARD MEMBER PARTICIPATION BY OTHER MEANS**

There was no need for Board member participation by other means.

III. **PUBLIC PARTICIPATION**

Six individuals provided comments and their remarks are incorporated under item 4, Part 228 (Transitional Bilingual Education).

IV. **APPROVAL OF MINUTES**

Board Secretary Vinni Hall moved the approval of the minutes of the Committee's meeting of May 21, 2010, and Board member Melinda LaBarre seconded the motion. The motion was adopted unanimously, and the minutes were approved as presented.

V. **RULES FOR INITIAL REVIEW**

The Chairman turned the meeting over to General Counsel Darren Reisberg to summarize briefly the proposals that the Board would be considering.

Part 1 (Public Schools Evaluation, Recognition and Supervision): Mr. Reisberg explained that these rules are being amended to incorporate the "common core standards" for English language arts and mathematics. The common core standards will replace the current State Goals for Learning and Illinois Learning Standards in these areas. The common core standards resulted from an initiative of the National Governors Association and the Council of Chief State School Officers as a way to define learning standards across all 50 states. Mr. Reisberg also noted that adoption of the standards by August 2, 2010, is central to consideration of Illinois' Race to the Top grant application, and as such, the amendments will be adopted on an emergency basis to take effect immediately and remain in effect for 150 days. A regular rulemaking also will be initiated to allow for public comment and to replace the emergency amendments before they expire.

State Superintendent Christopher Koch pointed out that many individuals in Illinois participated in and influenced the development of the common core standards, noting that there is strong support statewide for the new standards. He referred to the adoption of a common set of standards as a "historical event" that will result in more fair comparison of student achievement

between states as well as cost savings for assessment development and materials. Dr. Koch also acknowledged that there would be a period of transition for school districts to review and adapt curriculum to align to the standards but that Illinois was well-positioned to move forward with the common core standards

Deputy Superintendent/Chief of Staff Susie Morrison gave a brief overview of the common core's development. Ms. Morrison noted that the common core standards differ from the Illinois Learning Standards in that they state the knowledge and skills that students will need to be successful in college (without remediation) or in the workforce or other postsecondary training and education. As such, they are presented as kindergarten through grade 12 benchmarks and as college and work-ready standards. Ms. Morrison also indicated that the common core standards align with many of the standards set forth in the Illinois Learning Standards, calling adoption of the common core standards an "evolution not a revolution".

Ms. Morrison then outlined the next steps in the process of incorporating the standards at the local level. She said that staff have already met with the teacher unions, and that Illinois has been selected to pilot-test a "gap analysis" tool for use in comparing alignment between the common core and the current standards. This pilot-test will occur in July with teams of teachers conducting the test, so that the tool will be ready by the start of the school year. Ms. Morrison also said that agency staff have encouraged school districts to begin now to align their standards to the new standards. The agency also will be providing technical assistance for teachers that may include curricular frameworks and other supports that will be developed in conjunction with other states.

Chairman Ruiz and Board members David Fields and Steven Gilford asked about the cost to districts to implement the new standards, noting the current fiscal climate and the need to be "mindful of equity issues". Board member Andrea Brown also noted that it might be difficult for smaller and rural districts to offer opportunities for students to apply the standards, such as during internships, which may also become an equity issue. Both Ms. Morrison and Mr. Reisberg responded that the agency's Race to the Top application contains funding to help districts align to the new standards and for regional offices of education and intermediate services centers to provide local and regional professional development. Dr. Koch added that the funding will help, in particular, to assist elementary school districts and high school districts align their efforts so that there is not a disconnection between what students are learning in kindergarten through grade 8 and being prepared for high school.

Dr. Hall shared that she has heard concerns from the special education community regarding the common core standards and the need for accommodations or modifications for students with disabilities, as well as from the early childhood community about how the standards relate to very young learners. Dr. Koch assured the Committee that modifications and accommodations will be available, both in teaching and for assessments, and Ms. Morrison said application of the standards for both special education students and English language learners was a consideration during the standards' development. As for early childhood, Dr. Koch said staff recognized the developmental focus of early childhood education and acknowledged that it will be a challenge to get everyone in education at the same comfort level in using the new standards for both assessing knowledge and assessing the application of knowledge, the latter of which he said may be a "big jump" for many.

Part 22 (Code of Ethics for Illinois Educators): Mr. Reisberg explained that new Part 22 is an effort led by Assistant Superintendent Linda Tomlinson and Division Administrator Patrick Murphy, in conjunction with representatives of teacher unions, school management and higher education. The code will be used by approved educator preparation programs to ensure that candidates are prepared to meet the general standards of ethics. Mr. Reisberg stressed that Part 22 will not be used as part of determining educator misconduct that could lead to the suspension or revocation of certificates, although it may be integrated into that process in the future.

Dr. Tomlinson noted that staff reviewed the code of ethics developed by other states and used the Rhode Island code as a model for the Illinois standards (and received permission to do so). Dr. Tomlinson said the code could be used by preparation programs to evaluate and track the dispositions of candidates, which has been difficult. The code will add support to programs' efforts in this regard. Finally, the code will help educators view their jobs as a profession, recognize that they do have responsibilities as professionals, and learn early in their training what is expected of them as professionals, Dr. Tomlinson said.

Part 226 (Special Education): Mr. Reisberg reminded the Committee that this rulemaking was postponed from the May agenda to allow for the proposal to go to the Illinois State Advisory Council (ISAC) on the Education of Children with Disabilities. The amendments are being proposed primarily to align the rules with changes in state law or federal regulations. He said that staff also met with concerned individuals and that staff modified the proposal to address many of the concerns raised. The individuals can communicate any remaining concerns to the State Board during the public comment period.

VI. RULES FOR ADOPTION: Mr. Reisberg summarized three sets of amendments for the Board's adoption.

Part 1 (Public Schools Evaluation, Recognition and Supervision), *Emergency Amendment*: Mr. Reisberg noted that the Board would need to adopt Part 1 amendments to incorporate the common core standards on an emergency basis in order for the standards to become effective immediately.

Part 24 (Standards for All Illinois Teachers): Mr. Reisberg concurred with Board member Andrea Brown, who noted earlier that Part 24 dovetails with Part 22, the code of ethics. He reminded the Committee that the Board considered the proposal rules in March. Based on comments received, a number of modifications have been made in the original proposal. Ms. Brown also said that although one change was to provide an additional year before educator preparation programs must implement the standards, she believed that many institutions are already making progress to align their programs with the new standards.

Dr. Tomlinson noted that the timeframe for implementation also was affected by the need to ensure alignment of the Assessment of Professional Teaching to the new standards, a process that could take up to a year to complete.

Part 210 (Illinois Hope and Opportunity Pathways through Education Program [IHOPE]): Staff received no public comment concerning these new rules, and the version presented for the Board's adoption is identical to the one that it initially considered in March. The purpose of the IHOPE program, established by legislation in July 2009, is to re-enroll high school dropouts so that they can meet both state and local graduation requirements and receive a high school diploma from their resident high school.

While no grant funds were appropriated for the program in FY 2010 or FY 2011, Mr. Reisberg informed the Committee that the Race to the Top Application includes \$12.5 million for the IHOPE program. In order to compete for this funding, an ROE or the City of Chicago School District 299 must receive approval under the rules to operate an IHOPE program.

Part 228 and 235 (Transitional Bilingual Education and Early Childhood Block Grant): The amendments to these sets of rules incorporate a change in Article 14C of the School Code to require that bilingual education services be provided to students in early childhood programs. The proposed amendments detail the provision of transitional bilingual education programs or transitional programs of instruction for preschool students.

Mr. Reisberg noted that the rules, published for public comment in October 2009, received a substantial amount of public comment, which primarily addressed the screening process for

preschool students. Adoption of the Part 228 was delayed from May in order to reconsider the criteria that a school district would use in developing procedures to screen preschool students for English language proficiency. Mr. Reisberg said that staff revised the criteria, providing more detail and consistency regarding the screening process. Six individuals representing the early childhood and bilingual communities urged the Board to adopt the revised amendments.

VII. INFORMATION ITEM: ANNUAL REPORT ON THE STATUS OF AGENCY RULEMAKING

This annual report was available in hard copy in the June Ad Hoc Rules Committee materials.

VIII. COMMITTEE AGENDA PLANNING/ADDITIONAL ITEMS

Mr. Reisberg noted that the Committee's agenda for August and September would be "rules heavy" due to the end of legislative session and the need to conform rules to new laws. Of particular interest in August will be new Part 30 (Programs for the Preparation of Principals in Illinois) that resulted from P.A. 96-903, which will require principal preparation programs to conform to new requirements by 2014.

IX. ADJOURNMENT

Dr. Hall moved that the meeting be adjourned. Dr. Fields seconded the motion, and the meeting adjourned at 10:05 a.m.

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 10th day of June 2010, (the “Effective Date”) by and between the State of Illinois and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state’s overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor’s office and appropriate legislative leaders and committees informed of the consortium’s activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
 - Participate in the management of the assessment development process on behalf of the Consortium;
 - Represent the chief state school officer when necessary in Governing Board meetings and calls;
 - Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.
2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.
- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
 - (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
 - (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
 - (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
 - (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
 - (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

- a. The eligibility criteria for a Participating State are as follows:
 - (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
 - (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.
- b. The rights and responsibilities of a Participating State are as follows:
 - (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
 - (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
 8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
 9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
 10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Christopher A. Koch, Ed. D., State Superintendent of Education

Mailing Address: Illinois State Board of Education, 100 N. First Street, Springfield, IL 62777

Telephone: (217) 782-2223

Fax: (217) 785-3972

E-mail: Chris.koch@isbe.net

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Illinois hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of Illinois agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

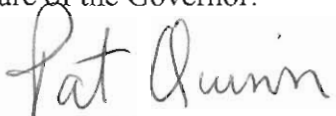
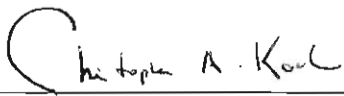
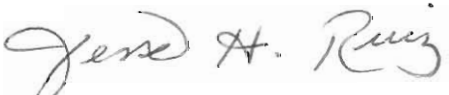
Signatures required:

- Each State’s Governor;
- Each State’s chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: Illinois	
Signature of the Governor: 	
Printed Name: PAT QUINN	Date: 6/7/10
Signature of the Chief State School Officer: 	
Printed Name: Christopher A. Koch	Date: 6/10/10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Jesse H. Ruiz	Date: 6/8/10

ADDENDUM 2:
ILLINOIS' ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING
PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of the State of Illinois

In accordance with Assurance 6 in Section X of the MOU, Illinois will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers through standard practices and protocols in order to implement the full summative assessment system as required under ESEA by 2014-15. This will include, but not be limited to, promulgating changes to existing codes and regulations and requesting required adjustments to existing budget appropriations.

ADDENDUM 3:
ILLINOIS' ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of the Illinois State Board of Education on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that the Illinois State Board of Education may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

ADDENDUM 3:
**ILLINOIS' ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
 PROCUREMENT PROCESS**

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.
5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
- a. Issue the Request for Proposal;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.
6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
- a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.
 - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

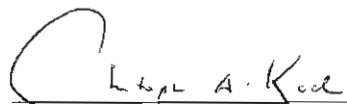
ADDENDUM 3:
ILLINOIS' ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Christopher A. Koch, Ed.D., in my capacity as the chief procurement official for the Illinois State Board of Education, confirm by my signature below that the Illinois State Board of Education may, consistent with the procurement laws and regulations of Illinois, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.


 Christopher A. Koch, Ed.D.
 State Superintendent of Education
 Illinois State Board of Education

6/8/10

 DATE

UNIVERSITY OF ILLINOIS

Urbana-Champaign • Chicago • Springfield

Office of the President
 364 Henry Administration Building
 506 South Wright Street
 Urbana, IL 61801-3689

Stanley O. Ikenberry
President

June 9, 2010

The Honorable Arne Duncan
 Secretary of the U.S. Department of Education
 LBJ Education Building, 7W311
 400 Maryland Avenue, SW
 Washington, DC 20202

Dear Secretary Duncan:

As the current and incoming Presidents of the University of Illinois, we would like to express support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our Illinois K-12 state counterparts and higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common, college-ready assessment.

We recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

Our goal remains increased student success and college attainment so it is critical that K-12 and higher education work together to ensure Common Core State Standards. We are committed to working with PARCC toward ensuring that students who score college-ready on high school assessments can enter credit-bearing coursework without remediation at the institution to which they have been admitted.

We are prepared to participate with the PARCC in the following next steps:

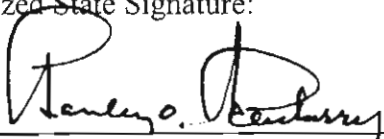

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

The Honorable Arne Duncan
 June 9, 2010
 Page 2

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further efforts to establish a better aligned P-20 education system. Our goal is to help all Illinois students graduate from high school ready for college and careers by providing students, their parents and teachers with clear and consistent information about what it means and what it takes to be ready for college. We commit ourselves to work collaboratively with our K-12 counterparts to improve the critical student outreach, intervention, and academic preparation programs which will ensure that all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of: Illinois	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
 	
Name: Stanley O. Ikenberry, President Michael J. Hogan, President Designate	Date: June 9, 2010

ILLINOIS STATE UNIVERSITY



June 11, 2010

Dear Secretary Duncan:

As the President of Illinois State University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Illinois State University included 3,406 direct matriculation students. Of these direct matriculation students, 21 percent required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.

- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Al Bowman". The signature is fluid and cursive, with the first name "Al" being the most prominent.

Al Bowman, President
Illinois State University



SOUTHERN ILLINOIS UNIVERSITY

June 11, 2010

The Honorable Arne Duncan
 U.S. Secretary of Education
 LBJ Education Building, 7W311
 400 Maryland Avenue, SW
 Washington, D.C. 20202

Dear Mr. Secretary:

As the President of Southern Illinois University and as the Executive Director of the Illinois Board of Higher Education, we would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard-setting process of the Partnership, with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Southern Illinois University included 4,608 direct matriculation students. We are committed to working with PARCC toward ensuring that students who score college-ready on their end-of-high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry-level, credit-bearing coursework.

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

The Honorable Arne Duncan
Page 2
June 11, 2010

- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better-aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents, and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Glenn Poshard
President
Southern Illinois University

Judy Erwin
Executive Director
Illinois Board of Higher Education



June 9, 2010

Mr. Arne Duncan
 Secretary of Education
 US Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

Dear Secretary Duncan:

As the President of Northeastern Illinois University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

In the 2008-09 school year, Northeastern Illinois University included 1221 direct matriculation students (fall, spring and summer FY09). Of these direct matriculation students, 75% required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
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We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Sharon K. Hahs
President

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: []	
Authorized State Signature:	
	
Name: Sharon K. Hahs	Date: June 9, 2010
Title: President, Northeastern Illinois University	

BROWN DANIEL

From: Blair Lord [blord@eiu.edu]
Sent: Friday, June 11, 2010 1:05 AM
To: BROWN DANIEL
Subject: Re: ISBE -- RACE TO THE TOP--Thursday

Categories: purple

Mr. Brown,

I'm out-of-town currently and only saw this email tonight. While this may be too late, Eastern has every intention of supporting the Race to the Top initiative. We already are a participant in the American Diploma Project initiative which is connected with this effort. We remain ready to work on this with ISBE.

--Blair Lord

Provost & VPAA

Eastern Illinois University

BROWN DANIEL

From: Groves, Jay [jrgrove@ilstu.edu]
Sent: Thursday, June 10, 2010 1:31 PM
To: BROWN DANIEL
Subject: RE: ISBE -- RACE TO THE TOP--Thursday

ILLINOIS STATE

Dan,

Don't know if we'll have the letter ready tomorrow, but we plan on being supportive.

-J

Jay Groves
 Assistant to the President
 Director, Media Relations
 (309) 438-5727

From: BROWN DANIEL [mailto:dabrown@isbe.net]
Sent: Wednesday, June 09, 2010 3:01 PM
To: blord@eiu.edu; Groves, Jay; akaplan@niu.edu; pkeith@siu.edu; bn-digrino@wiu.edu
Cc: ZURKOWSKI JOYCE
Subject: ISBE -- RACE TO THE TOP--Thursday

Hello,

I am asking again to have your letters of support by tomorrow. I will pass along whatever you can provide—email support, a letter of intent to support, or a heartfelt handshake in support. I can send the official documents later next week.

Thanks again,
 dan

Daniel L. Brown
 Division Supervisor
 Student Assessment
 Illinois State Board of Education
 217-782-4823

BROWN DANIEL

From: Raymond Alden [ralden@niu.edu]
Sent: Friday, June 11, 2010 9:29 AM
To: BROWN DANIEL; Anne Kaplan
Cc: ZURKOWSKI JOYCE
Subject: RE: ISBE -- RACE TO THE TOP--Thursday

Categories: purple

Dear Mr. Brown -

I can indicate that NIU supports the concept of the program and is very interested in learning more about the effort. In fact, we have several similar efforts that are underway with local school districts through the P-20 Initiative of the NIU Strategic Plan. While NIU has a strong tradition of shared governance and faculty/staff support is key to the success of any of our efforts, the fact that the campus has embraced a similar concept with our local school districts indicates that they would be very interested in this effort. Thus, I can indicate that NIU believes in the principles of the program and should be interested in joining the program officially when our administrators and faculty/staff learn more about the details of the program.

Please keep us updated on the program as it evolves.

Sincerely,

Ray Alden

Dr. Raymond W. Alden III
Executive Vice President and Provost
Northern Illinois University
Altgeld Hall 215
DeKalb, IL 60115-2886
Office: (815)753-0493
FAX: (815)753-0701
email: ralden@niu.edu

BROWN DANIEL

From: B N Digrino [BN-Digrino@wiu.edu]
Sent: Thursday, June 10, 2010 1:20 PM
To: BROWN DANIEL
Subject: WIU & ISBE

Dan,
Western Illinois University's College of Education and Human Services enthusiastically supports collaboration between our university and the Illinois State Board of Education. We welcome qualified freshmen and community college transfer students, particularly those representing under-served segments of our population. We are also interested in attracting talented "first generation" university students. We share many of the positions taken by Secretary Duncan and ISBE and look forward to contributing to efforts aimed at under-performing schools. ND

Nick DiGrino
Dean
College of Education and Human Services
117 Horrabin Hall
Western Illinois University
Macomb, IL 61455
(309)298-1690

Illinois Community College Board



Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

proudly serving the

Illinois Community College System

June 9, 2010

Dear Secretary Duncan:

As the President/CEO of the Illinois Community College Board in Illinois, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

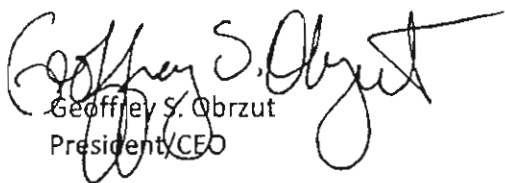
We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
- A thorough, research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework.
- Use of the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Geoffrey S. Obrzut
President/CEO



ILLINOIS BOARD OF HIGHER EDUCATION

431 EAST ADAMS STREET, 2ND FLOOR
SPRINGFIELD, ILLINOIS 62701-1404

Pat Quinn
Governor

May 19, 2010

Carrie J. Hightman
Chicago
Chairwoman

Members
Guy Alongi
DuQuoin

Jay D. Bergman
Joliet

Frances G. Carroll
Chicago

Heba Harmouda
Chicago

Alice B. Hayes
Chicago

Donald J. McNeil
Chicago

John P. Minogue
Chicago

Proshanta K. Nandi
Springfield

Santos Rivera
Chicago

Robert J. Ruiz
Oak Lawn

Elmer L. Washington
Park Forest

Addison E. Woodward, Jr.
Palos Park

Student Members
Dimitri Karnetas
Oak Lawn

William Obuchowski
Oak Lawn

Executive Director
Judy Erwin

Arne Duncan
United States Secretary of Education
US Department of Education
Investing in Innovation Fund
Office of Elementary and Secondary Education

Dear Secretary Duncan:

As the Executive Director of the Illinois Board of Higher Education, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

The Illinois Board of Higher Education is committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation.

We are prepared to participate with the PARCC in the following next steps:

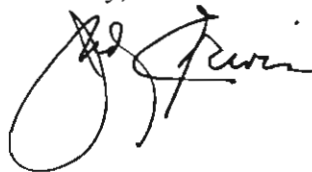
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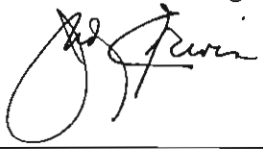
We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Sincerely,



Judy Erwin
Executive Director

Authorized State Signature for Illinois:	
	
Name: Judy Erwin	Date: May 19, 2010
Title: Executive Director, Illinois Board of Higher Education	

Name of Public IHE or IHE System (2- and 4-year)	Number of Direct Matriculation Students* in IHE in 2008-09
Chicago State University	321
Eastern Illinois University	1796
Illinois State University	3406
Northeastern Ill University	908
Northern Illinois University	2675
SIU - Carbondale	2554
SIU - Edwardsville	1652
U of I - Chicago	2932
U of I - Springfield	272
U of I - Urbana/Champaign	7251
Western Illinois University	1792
STATEWIDE TOTAL	25559

Data Source: Illinois Shared Enrollment and Graduation Database

Illinois Community College Board

**High School Graduates (FY2007 & 2008) Transitioning to an
Illinois Public Community College in Fiscal Year 2009
Includes First Time Degree and Certificate Seeking
Direct Matriculation Students**

Dist. <u>No.</u>	<u>College Name</u>	Transitioned to an Illinois Public <u>Community College</u>
503	Black Hawk	671
508	Chicago	(7,877)
508	Daley	930
508	Kennedy-King	994
508	Malcolm X	755
508	Olive-Harvey	557
508	Truman	862
508	Washington	1,696
508	Wilbur Wright	2,083
507	Danville	472
502	DuPage	2,990
509	Elgin	1,061
512	Harper	1,937
540	Heartland	88
519	Highland	97
514	Illinois Central	1,411
529	Illinois Eastern	(131)
529	Frontier	12
529	Lincoln Trail	42
529	Olney Central	42
529	Wabash Valley	35
513	Illinois Valley	22
525	Joliet	4,918
520	Kankakee	298
501	Kaskaskia	121
523	Kishwaukee	549
532	Lake County	571
517	Lake Land	237
536	Lewis & Clark	188
526	Lincoln Land	476
530	Logan	1,216
528	McHenry	748
524	Moraine Valley	1,856
527	Morton	104
535	Oakton	1,134
505	Parkland	1,447

515	Prairie State	232
521	Rend Lake	550
537	Richland	379
511	Rock Valley	811
518	Sandburg	113
506	Sauk Valley	143
531	Shawnee	135
510	South Suburban	779
533	Southeastern	28
522	Southwestern IL	1,126
534	Spoon River	353
504	Triton	922
516	Waubonsee	207
539	Wood	<u>178</u>
	Total	36,576

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1) submission.

Wayne Watson, Ph.D.
President



Telephone: 773 / 995-2400
Fax: 773 / 995-3849
E-mail: wwatson@csu.edu

9501 S. King Drive - ADM 313
Chicago, Illinois 60628-1598

Dear Secretary Duncan:

As the President of Chicago State University, I would like to express strong support for the Partnership for the Assessment of Readiness for College and Career (PARCC) and pledge to work collaboratively with our K-12 state counterparts and our higher education colleagues across the partnership states to develop high school assessments that can serve as an indicator of readiness for non-remedial, credit-bearing, college-level coursework in mathematics and English. We value the promise of the new Common Core State Standards to improve college readiness rates of direct matriculation high school students and the vision outlined for developing a common college-ready assessment.

We further recognize that the diverse missions of postsecondary systems and institutions in PARCC will determine the specific ways in which this new assessment will be used. We are, however, prepared to participate in the design, development, and standard setting process of the Partnership with the goal of using the new measure(s) as part of our course placement system once the Partnership has set the college readiness standards for the assessment(s).

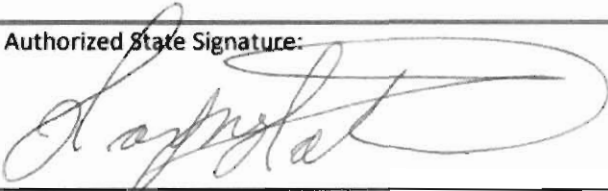
In the 2008-09 school year, Chicago State University included 633 (589 full-time) direct matriculation students. Of these direct matriculation students, approximately 85% required at least one postsecondary remedial course. We are committed to working with PARCC toward ensuring that students who score college-ready on its end of high school assessments can enter credit-bearing coursework without remediation at this institution.

We are prepared to participate with the PARCC in the following next steps:

- A collaborative and comprehensive effort by K-12 and higher education faculty and leaders across the PARCC on test design and development.
- A coordinated effort across the consortium to design and participate in validity studies and comparisons with current placement instruments to ensure that the assessments developed are an accurate measure of college readiness.
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We strongly support further work to establish a better aligned P-20 education system that will help all of Illinois' students graduate from high school ready for college and careers, by providing students, their parents and their teachers with clear and consistent information about what it means and what it takes to be ready for college. We further commit ourselves to work collaboratively with our K-12 counterparts to improve associated student outreach, intervention, and academic preparation programs to ensure all students have the opportunity to successfully transition into our postsecondary system.

Thank you for providing the students in our state with the opportunity to benefit from such an important collaboration.

Signature(s) for the State of:	
Authorized State Signature:	
Name:	Date:
Title: [State's higher education executive officer]	
Authorized State Signature:	
	
Name: Wayne Watson, Ph.D.	Date: June 11, 2010
Title: [President or Head of Participating IHE or IHE system]	President

Name:Date:
 Title: [President or Head of Participating IHE or IHE system]



ILLINOIS STATE REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

Total Enrollment is based on [Home School](#).

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STAFF-TO-STUDENT RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
	96.0	18.8	18.9	13.6	211.3

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9-12
	20.9	21.6	21.8	22.3	22.9	23.3	22.0	21.3	21.3	19.2

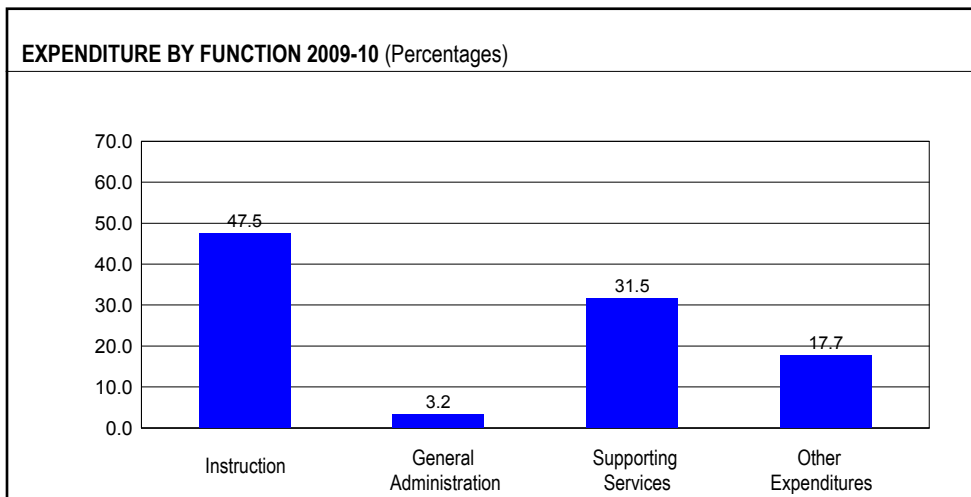
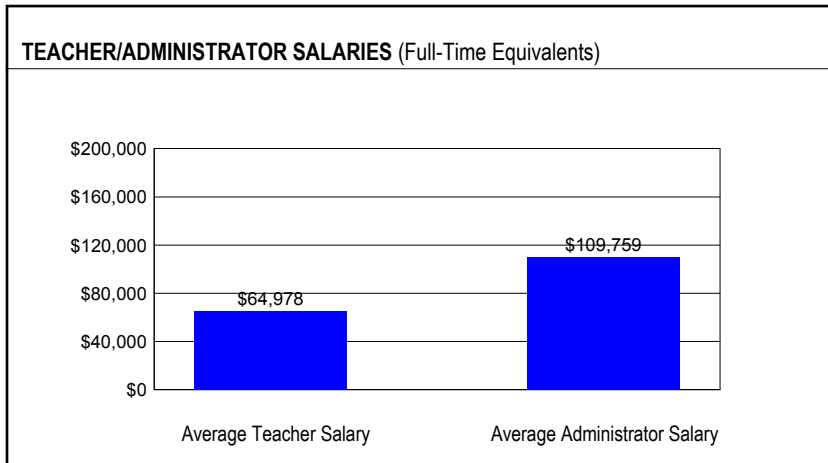
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
	60	55	52	30	43	44	143	103	91	30	43	44

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
		82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
All Schools	13.2	39.5	60.4	0.6	0.8
High Poverty Schools	13.0	41.4	58.5	1.4	3.3
Low Poverty Schools	12.9	31.5	68.4	0.2	0.0

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

SCHOOL DISTRICT FINANCES



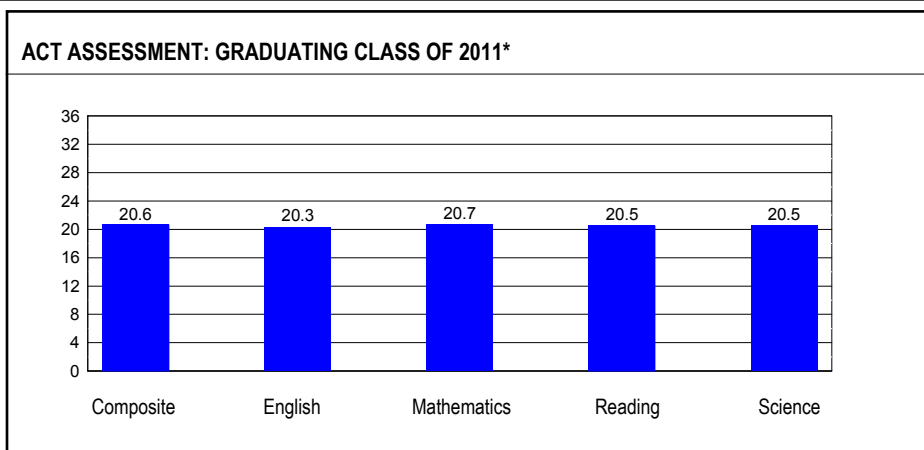
REVENUE BY SOURCE 2009-10		EXPENDITURE BY FUND 2009-10	
	Percent		Percent
Local Property Taxes	58.9	Education	72.9
Other Local Funding	6.4	Operations & Maintenance	6.0
General State Aid	14.9	Transportation	3.8
Other State Funding	7.5	Debt Service	7.2
Federal Funding	12.4	Tort	1.2
		Municipal Retirement/ Social Security	1.9
		Fire Prevention & Safety	0.7
		Site & Construction/ Capital Improvement	6.4

OTHER FINANCIAL INDICATORS		
	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
	\$6,773	\$11,537

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
All	Gender		Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
83.8	80.9	86.7	89.1	74.0	76.8	92.3	95.7	77.7	81.4	67.7	48.7	66.2	75.1

2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively.

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	35.3	32.4	23.7	8.6	20.4	41.9	30.9	6.7

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.0	34.2	31.8	12.0	9.5	38.9	42.1	9.5
Black	59.8	28.8	10.1	1.4	45.8	43.3	10.3	0.6
Hispanic	52.0	32.4	13.5	2.1	28.0	51.7	18.8	1.5
Asian	9.2	27.4	36.2	27.1	3.0	23.9	48.0	25.1
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	70.3	22.3	6.6	0.8	47.2	42.2	9.8	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.2	18.1	10.6	4.1	38.2	38.6	19.3	3.9

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	53.4	31.7	13.0	1.8	34.2	47.9	16.8	1.1

Grade 4

NAEP PARTICIPATION RATES	Reading	Mathematics
Limited English Proficient Students	79.5	85.3
Student with Disabilities	81.6	88.2

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.5	43.8	30.4	2.3	27.4	39.5	25.9	7.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	13.9	43.8	39.2	3.1	14.6	41.6	33.6	10.2
Black	46.2	43.6	10.0	0.2	58.6	32.6	8.1	0.7
Hispanic	34.9	46.7	18.1	0.3	40.6	42.4	15.9	1.1
Asian	7.6	32.5	52.1	7.8	10.8	29.6	40.6	19.0
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	72.0	23.5	4.5	0.0	68.3	24.3	7.1	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	62.9	27.2	9.6	0.3	62.2	29.9	6.9	1.1

Grade 8 - Economically Disadvantaged

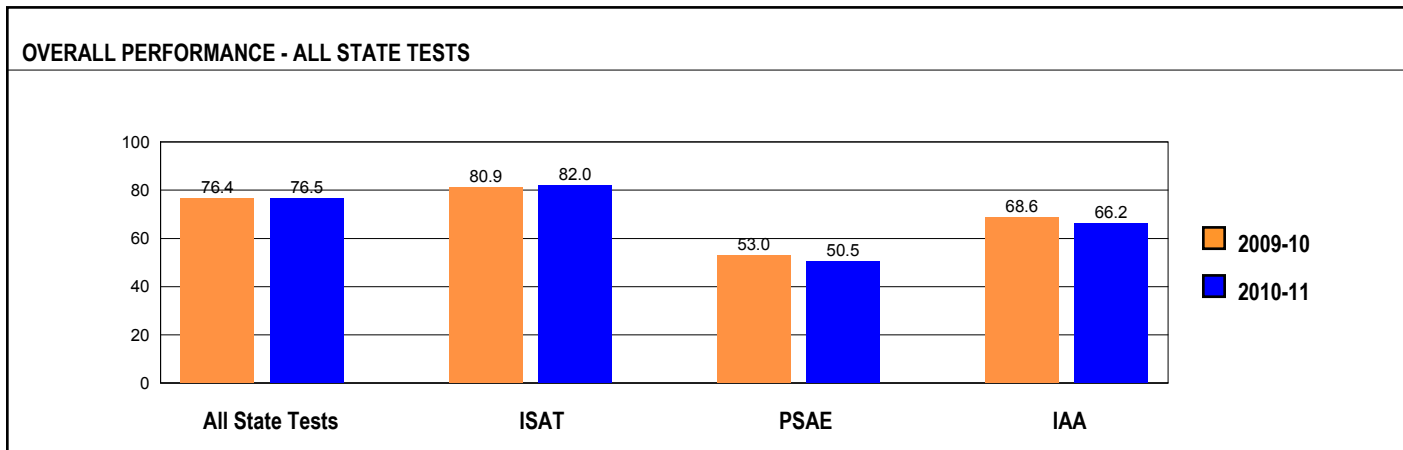
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	40.2	43.6	15.7	0.5	46.9	38.6	12.8	1.7

Grade 8

NAEP PARTICIPATION RATES	Reading	Mathematics
Limited English Proficient Students	76.0	81.4
Student with Disabilities	78.0	80.3

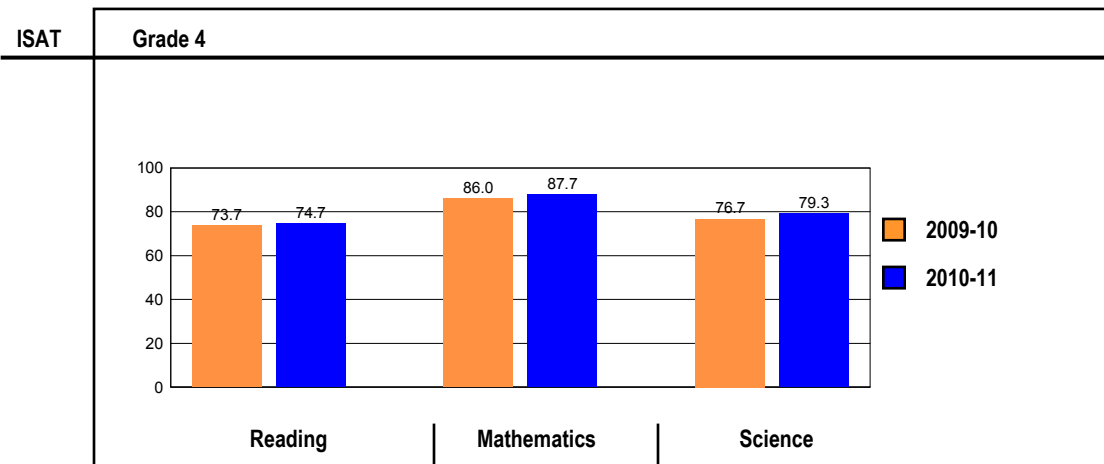
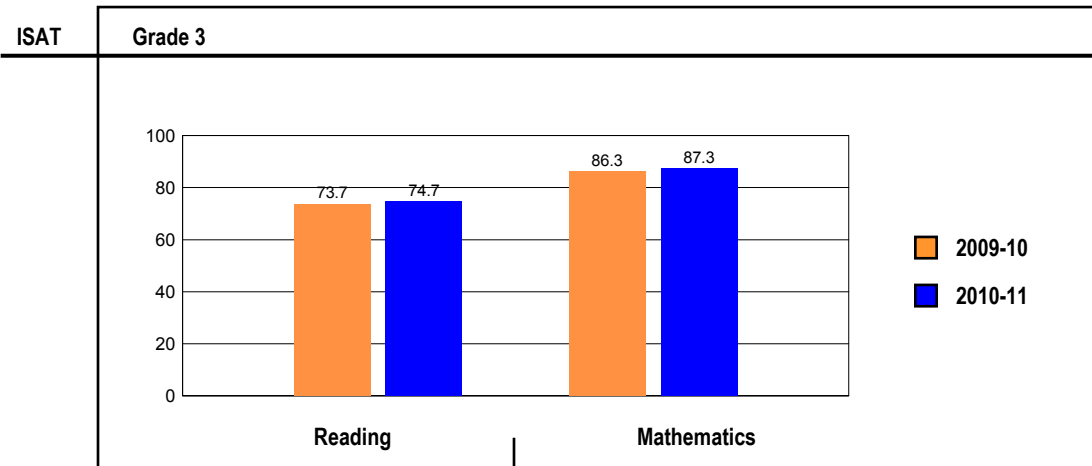
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for the state. They represent performance in reading, mathematics and science.



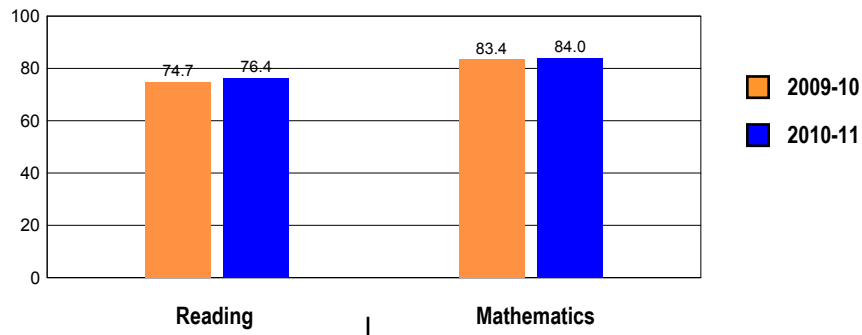
ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



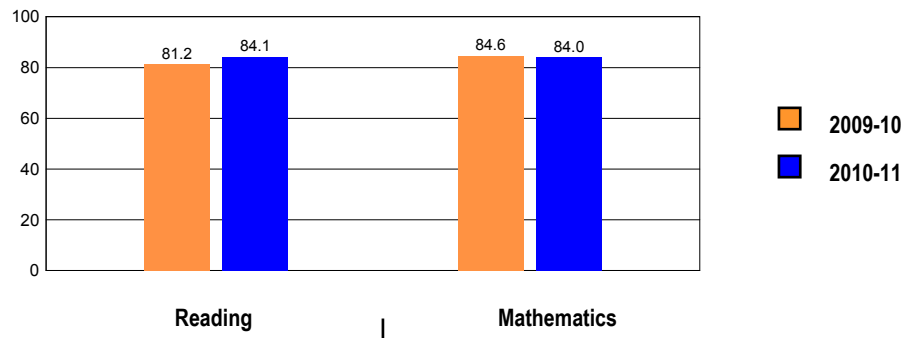
ISAT

Grade 5



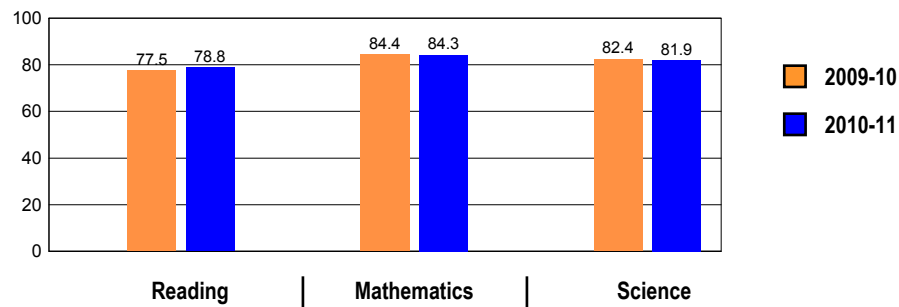
ISAT

Grade 6



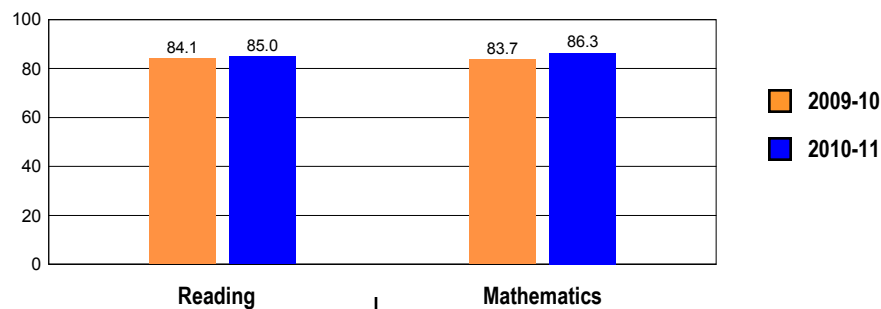
ISAT

Grade 7



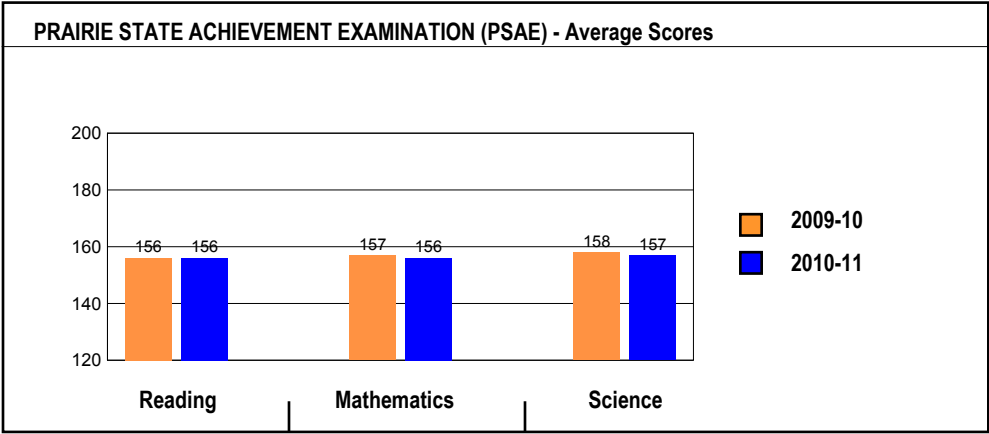
ISAT

Grade 8

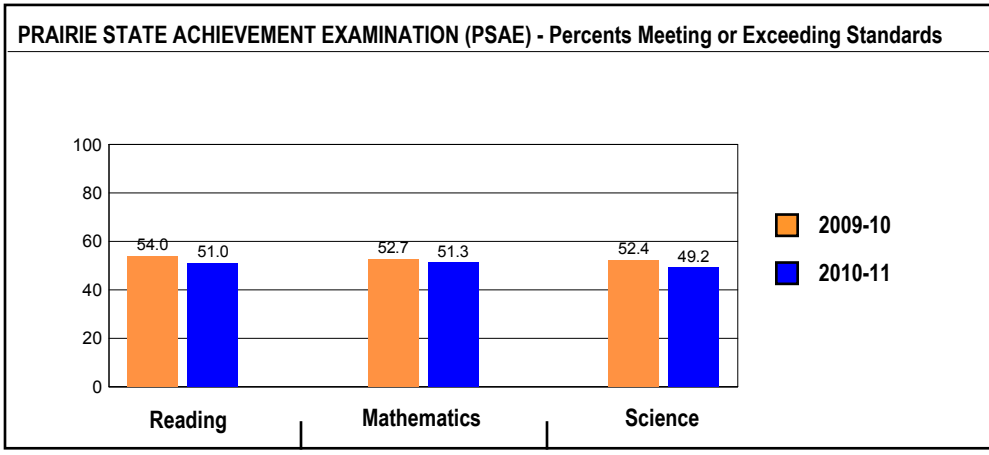


PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.



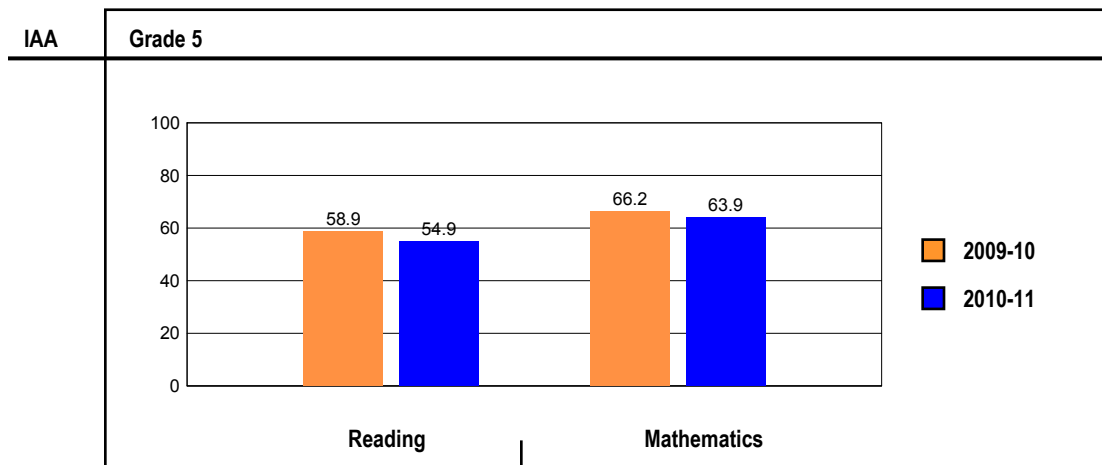
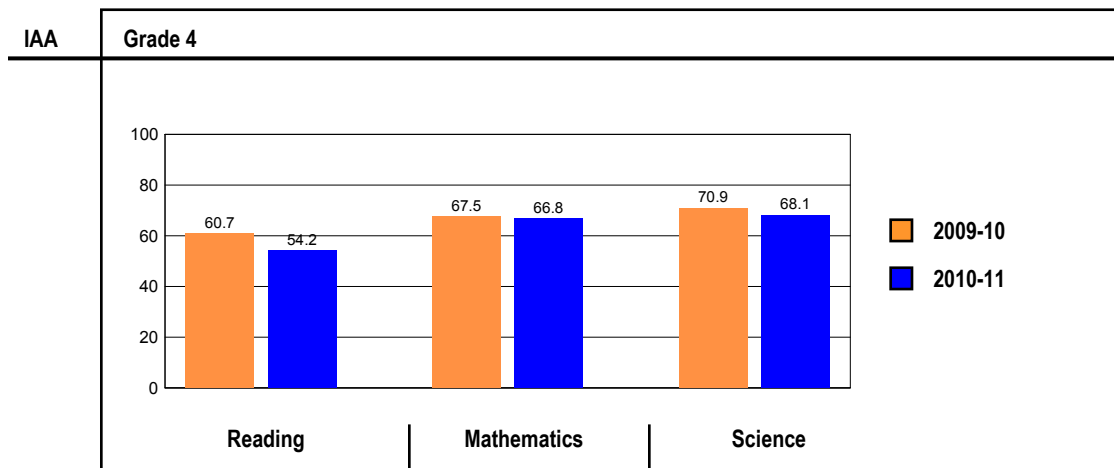
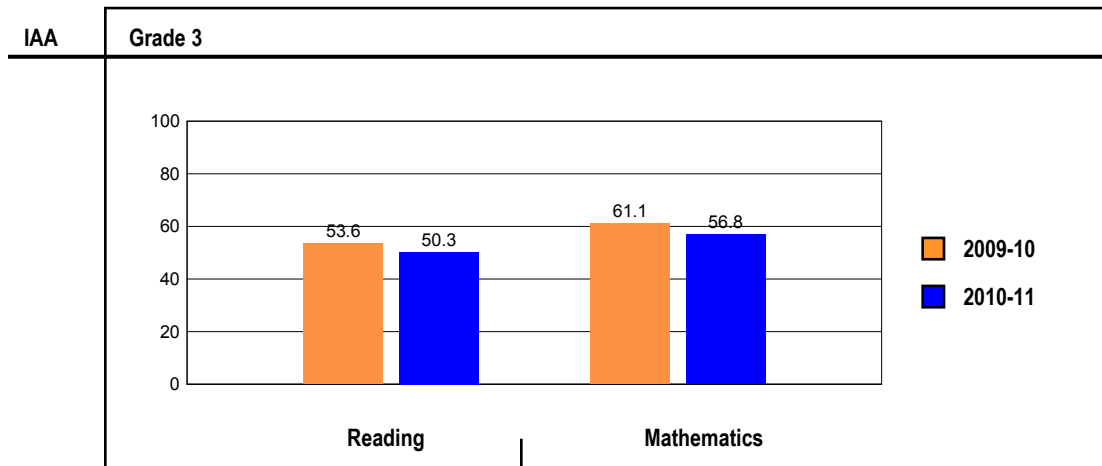
PSAE scores range from 120 to 200.



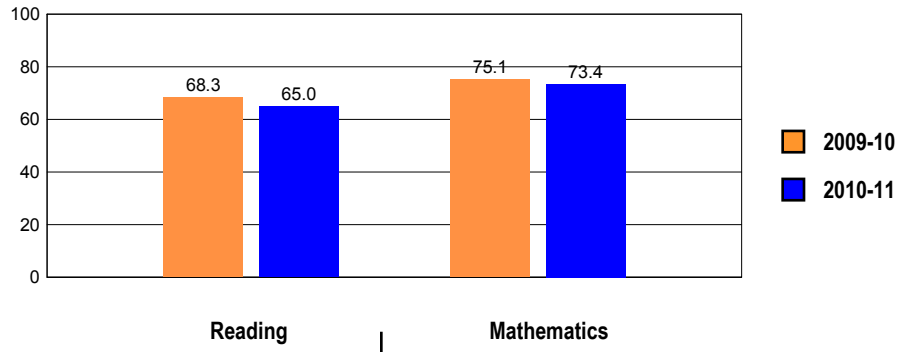
Number of students in the State with PSAE scores in 2011: 145,616

ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

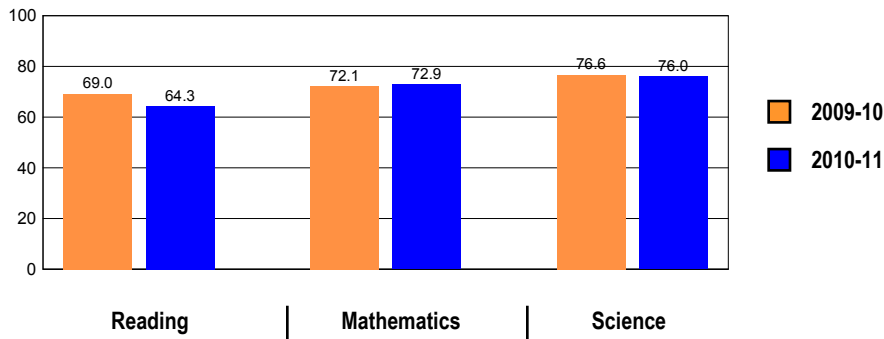
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on IAA.



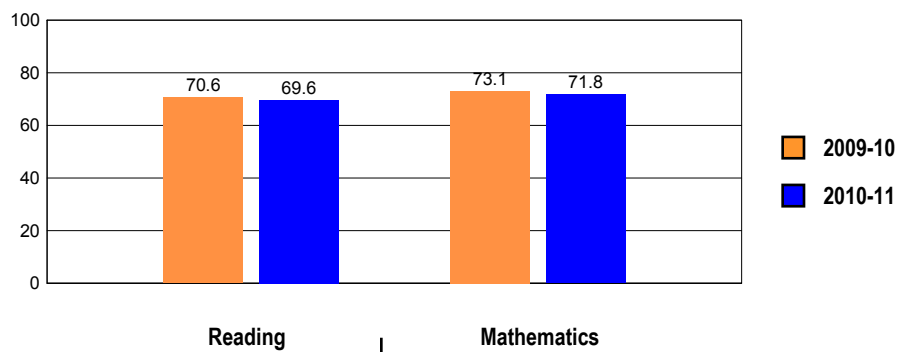
IAA Grade 6



IAA Grade 7

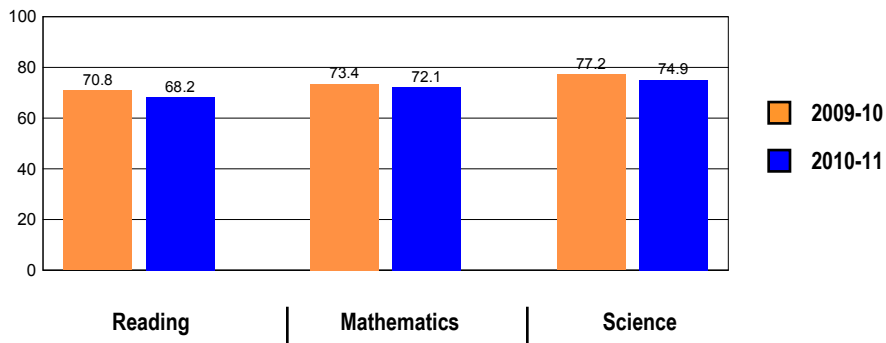


IAA Grade 8



IAA

Grade 11



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 1700

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	15.4	42.1	37.7	4.8	6.0	20.6	55.5	18.0

Grade 3 - Migrant

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	18.4	42.9	34.7	4.1	10.0	26.0	48.0	16.0

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
Not Eligible	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

Grade 4

Grade 4 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	0.9	24.3	44.5	30.2	1.2	11.1	60.1	27.6	3.5	17.2	58.4	21.0

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	1.2	27.6	44.1	27.1	1.5	11.6	58.3	28.6	3.8	16.9	56.6	22.6
Female	0.6	21.0	44.9	33.5	0.9	10.5	61.9	26.7	3.1	17.5	60.2	19.2

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	0.4	14.7	44.3	40.5	0.6	5.8	56.6	37.0	1.1	8.5	60.2	30.2
Black	1.9	40.5	44.3	13.3	2.7	20.9	65.4	11.0	8.2	33.4	52.6	5.7
Hispanic	1.3	35.3	46.4	16.9	1.6	16.1	67.1	15.3	5.4	25.3	59.7	9.7
Asian	0.4	10.4	37.3	52.0	0.6	3.8	41.2	54.3	2.0	7.8	53.1	37.2
Native Hawaiian/Pacific Islander	0.0	21.3	42.5	36.2	3.1	7.1	55.9	33.9	4.7	13.3	53.9	28.1
American Indian	1.1	32.7	43.7	22.4	1.4	13.0	66.4	19.2	3.7	22.2	58.8	15.3
Two or More Races	0.9	19.6	44.2	35.3	0.9	10.5	57.1	31.5	1.9	14.6	58.8	24.6

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	3.2	62.9	30.6	3.2	3.7	29.7	61.2	5.4	13.3	41.5	43.2	2.0

Grade 4 - Migrant

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	1.9	46.3	42.6	9.3	3.6	16.1	75.0	5.4	10.7	26.8	62.5	0.0

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	1.8	70.0	25.9	2.2	2.0	43.0	52.3	2.6

Grade 5 - Migrant

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	2.3	62.8	34.9	0.0	0.0	44.4	55.6	0.0

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.9	57.6	39.3	2.2	2.5	46.6	47.4	3.6

Grade 6 - Migrant

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	2.7	37.8	56.8	2.7	2.7	37.8	54.1	5.4

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

Grade 7 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	2.3	66.0	30.6	1.1	8.1	40.5	47.0	4.3	22.8	37.2	38.8	1.3

Grade 7 - Migrant

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	2.8	47.2	47.2	2.8	10.8	24.3	56.8	8.1	35.1	16.2	43.2	5.4

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	0.8	55.5	43.4	0.2	1.4	39.5	53.8	5.3

Grade 8 - Migrant

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	4.3	47.8	47.8	0.0	7.7	38.5	38.5	15.4

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP	1.0	51.5	46.2	1.3	2.4	46.6	45.3	5.7
Non-IEP	0.1	9.4	79.1	11.4	0.1	8.5	55.8	35.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	55.5	41.0	3.3	0.3	35.8	51.3	11.8	1.2	35.9	57.7	6.2	0.2

Grade 11 - Migrant

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	25.9	51.9	14.8	7.4	14.3	67.9	17.9	0.0	21.4	60.7	17.9	0.0

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 --Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	19.8	29.9	37.2	13.1	23.1	20.0	29.2	27.6

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	19.4	30.8	36.5	13.4	22.9	20.6	28.1	28.3
Female	20.7	27.6	39.0	12.7	23.6	18.5	31.5	26.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	18.6	28.8	35.8	16.8	21.4	19.6	30.6	28.3
Black	23.1	29.4	36.7	10.9	26.8	19.7	27.3	26.3
Hispanic	17.5	31.2	42.1	9.2	22.3	21.0	28.0	28.8
Asian	32.8	31.3	32.8	3.0	27.9	27.9	26.5	17.6
Native Hawaiian/Pacific Islander								
American Indian								
Two or More Races	18.0	29.5	39.3	13.1	21.3	9.8	32.8	36.1

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	18.0	28.8	44.1	9.0	21.1	22.0	30.0	26.9

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	17.7	28.5	38.9	14.9	21.6	17.9	29.7	30.7
Not Eligible	22.4	31.5	35.2	10.9	25.0	22.7	28.5	23.9

Grade 4

Grade 4 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	21.2	24.6	38.3	15.9	14.8	18.5	50.1	16.6	12.8	19.1	27.6	40.5

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	21.8	24.4	38.0	15.8	15.1	17.9	49.6	17.4	12.2	19.7	27.4	40.7
Female	20.3	24.6	39.1	16.0	14.3	19.2	51.2	15.3	14.0	18.1	27.8	40.1

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	18.2	22.8	41.9	17.1	11.8	17.2	52.2	18.8	10.1	17.6	27.6	44.7
Black	23.9	25.6	35.0	15.5	18.3	18.5	47.8	15.5	17.8	17.8	28.2	36.2
Hispanic	22.3	26.2	36.5	15.0	17.0	18.9	49.6	14.5	13.3	21.1	27.0	38.6
Asian	28.2	33.8	28.2	9.9	16.9	26.8	46.5	9.9	12.7	26.8	33.8	26.8
Native Hawaiian/Pacific Islander												
American Indian												
Two or More Races	29.3	19.0	36.2	15.5	17.2	19.0	44.8	19.0	13.8	29.3	19.0	37.9

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	18.7	30.9	38.3	12.2	13.5	18.3	53.9	14.3	12.2	17.8	30.4	39.6

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	17.5	23.6	40.1	18.9	13.1	15.6	53.1	18.2	11.3	17.0	26.5	45.2
Not Eligible	26.1	25.8	35.9	12.1	17.0	22.3	46.1	14.6	14.8	21.8	29.1	34.3

Grade 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.7	21.3	21.8	33.1	13.5	22.6	43.5	20.4

Grade 5 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	23.1	22.2	22.6	32.1	13.1	23.0	42.8	21.1
Female	25.1	19.5	20.1	35.3	14.2	21.9	44.9	18.9

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	22.4	20.9	21.4	35.3	12.0	22.9	43.7	21.4
Black	23.9	21.1	24.5	30.4	15.4	20.5	43.8	20.3
Hispanic	25.3	22.7	19.9	32.0	14.2	23.6	42.7	19.4
Asian	39.2	20.3	13.5	27.0	17.8	28.8	41.1	12.3
Native Hawaiian/Pacific Islander								
American Indian								
Two or More Races	17.5	19.3	28.1	35.1	12.3	21.1	43.9	22.8

Grade 5 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	21.8	24.0	22.3	31.8	11.8	21.9	43.8	22.5

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	20.8	20.6	21.6	37.0	12.2	18.9	45.5	23.3
Not Eligible	27.3	22.2	22.1	28.4	14.9	27.1	41.1	16.9

Grade 6

Grade 6 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	13.9	21.1	34.4	30.6	11.9	14.7	36.3	37.1

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	14.1	21.1	34.3	30.5	11.4	14.7	35.1	38.7
Female	13.8	21.0	34.3	31.0	12.8	14.7	38.3	34.2

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	11.4	21.5	34.8	32.3	8.6	16.4	38.4	36.7
Black	17.3	17.9	35.6	29.3	15.6	11.4	34.8	38.2
Hispanic	15.8	22.1	31.9	30.2	15.6	14.8	32.9	36.7
Asian	16.4	32.7	38.2	12.7	10.9	14.5	38.2	36.4
Native Hawaiian/Pacific Islander								
American Indian								
Two or More Races	11.3	22.6	26.4	39.6	9.4	15.1	35.8	39.6

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	17.6	21.6	33.0	27.8	17.0	13.6	36.4	33.0

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	11.4	20.2	34.7	33.7	10.1	11.9	36.7	41.2
Not Eligible	16.8	22.1	34.0	27.1	13.9	17.9	35.9	32.4

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	15.1	20.5	39.3	25.0	15.2	11.9	45.5	27.4	8.3	15.7	28.8	47.2

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	14.8	20.2	38.9	26.1	15.3	11.0	44.6	29.0	8.0	15.0	28.5	48.5
Female	15.8	21.3	40.0	22.9	15.0	13.5	47.0	24.5	8.8	17.0	29.3	44.8

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	14.2	18.6	39.5	27.6	14.7	11.4	45.9	28.1	7.9	14.0	28.3	49.7
Black	15.0	20.3	40.2	24.5	14.6	11.5	45.3	28.7	8.1	16.2	29.1	46.5
Hispanic	16.2	24.3	38.8	20.8	16.2	14.0	43.9	25.9	7.5	18.3	30.5	43.7
Asian	21.0	32.3	38.7	8.1	22.6	14.5	51.6	11.3	16.1	17.7	35.5	30.6
Native Hawaiian/Pacific Islander												
American Indian												
Two or More Races	17.0	19.1	29.8	34.0	14.9	6.4	42.6	36.2	10.6	17.0	17.0	55.3

Grade 7 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	19.0	24.7	39.7	16.7	15.5	17.8	44.8	21.8	10.3	17.8	33.9	37.9

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	11.4	19.3	42.0	27.3	11.0	12.0	46.1	30.8	5.5	13.2	29.4	51.9
Not Eligible	19.8	22.0	36.0	22.2	20.4	11.6	44.8	23.2	11.6	18.9	28.0	41.4

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	15.5	15.0	35.5	34.1	10.6	17.6	37.4	34.4

Grade 8 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male	14.3	15.8	35.9	34.1	9.5	17.4	38.0	35.0
Female	17.3	13.6	34.9	34.3	12.3	17.8	36.5	33.4

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	12.9	14.3	34.6	38.2	9.0	16.8	38.7	35.5
Black	17.8	15.4	35.9	30.9	11.8	18.2	36.5	33.5
Hispanic	15.5	17.3	38.5	28.8	9.7	20.0	37.6	32.7
Asian	31.9	13.0	33.3	21.7	27.5	13.0	29.0	30.4
Native Hawaiian/Pacific Islander								
American Indian								
Two or More Races	11.1	8.3	33.3	47.2	11.4	5.7	37.1	45.7

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	18.9	15.9	36.4	28.8	13.6	16.7	34.8	34.8

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	13.5	12.5	36.9	37.0	9.0	14.7	38.6	37.6
Not Eligible	17.9	17.9	33.7	30.6	12.4	21.1	36.0	30.5

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	12.6	19.2	39.4	28.8	14.2	13.7	49.8	22.3	12.8	12.3	25.4	49.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	12.3	20.0	37.6	30.0	15.2	12.7	47.7	24.4	13.3	12.5	22.7	51.4
Female	12.7	17.3	42.1	27.8	12.8	14.6	52.9	19.8	11.9	11.5	29.0	47.6

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	11.6	18.7	38.6	31.0	13.1	13.8	50.7	22.3	11.2	13.2	23.6	52.0
Black	11.0	18.9	42.5	27.6	15.2	12.7	50.8	21.2	13.3	10.8	26.8	49.0
Hispanic	16.0	19.5	38.2	26.3	13.9	13.1	48.7	24.3	14.5	11.9	26.7	46.9
Asian	22.2	17.8	31.1	28.9	24.4	11.1	40.0	24.4	22.7	9.1	31.8	36.4
Native Hawaiian/Pacific Islander												
American Indian	8.3	16.7	58.3	16.7	8.3	8.3	50.0	33.3	8.3	0.0	25.0	66.7
Two or More Races	16.7	20.0	30.0	33.3	13.3	26.7	36.7	23.3	16.7	10.0	26.7	46.7

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
	21.7	22.6	34.9	20.8	17.0	11.3	52.8	18.9	16.0	15.1	25.5	43.4

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	9.2	15.7	42.2	32.8	9.8	10.1	54.4	25.7	9.2	9.0	26.3	55.5
Not Eligible	16.1	22.7	36.6	24.6	18.8	17.4	45.0	18.7	16.5	15.7	24.5	43.4

2011 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT - STATE

Is the state making Adequate Yearly Progress (AYP)?	No
Is the state making AYP in Reading?	No
Is the state making AYP in Mathematics?	No

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	99.5	Yes	99.6	Yes	75.0		No	80.8		No	94.0	Yes	83.8	Yes
White	99.6	Yes	99.6	Yes	83.4		No	87.6		Yes				
Black	99.3	Yes	99.3	Yes	59.4	62.7	No	65.0	67.5	No	93.3		74.0	
Hispanic	99.7	Yes	99.7	Yes	65.6	65.9	No	75.5	77.2	No	95.2		76.8	
Asian	99.1	Yes	99.3	Yes	87.6		Yes	92.9		Yes				
Native Hawaiian/ Pacific Islander	99.5	Yes	99.6	Yes	80.6		Yes	85.9		Yes				
American Indian	99.5	Yes	99.5	Yes	69.0	77.6	No	76.3	83.1	No	94.5		77.7	
Two or More Races	99.6	Yes	99.6	Yes	79.1	80.4	No	83.4	84.9	No	94.8		81.4	
LEP	99.3	Yes	99.6	Yes	49.3	52.9	No	68.8	72.8	No	95.1		67.7	
Students with Disabilities	99.1	Yes	99.1	Yes	40.7	47.4	No	52.7	57.9	No	93.9		66.2	
Economically Disadvantaged	99.5	Yes	99.5	Yes	63.8	65.9	No	72.3	74.4	No	94.2		75.1	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 91% attendance rate and at least 82% graduation rate.

* The Full Academic Year provision does not apply at the state level.

** Safe Harbor Targets of 85% or above are not printed.

***Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the State that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001. Out of 3,904 schools statewide, 2,525 are Title I schools of which 1,240 schools or 31.8 percent (of all the schools) are in Federal School Improvement Status.

District Name	School ID	School Name	Years in School Improvement
Addison SD 4	190220040021009	Indian Trail Jr High School	1
	190220040022002	Army Trail Elem School	3
	190220040022003	Fullerton Elem School	2
	190220040022004	Lake Park Elem School	1
	190220040022005	Lincoln Elem School	1
Alton CUSD 11	410570110260001	Alton High School	2
	410570110261006	Alton Middle School	4
	410570110262007	Eunice Smith Elem School	1
	410570110262015	Lewis & Clark Elem School	1
	410570110262024	Lovejoy Elem School	2
	410570110262028	West Elementary School	1
	410570110262029	East Elementary School	2
	410570110262030	North Elementary School	2
Anna CCSD 37	020910370042003	Lincoln Elem School	1
Anna Jonesboro CHSD 81	020910810160001	Anna-Jonesboro High School	4
Arbor Park SD 145	070161450022003	Scarlet Oak Elem School	3
Arcola CUSD 306	110213060262002	Arcola Elementary School	2
Argo CHSD 217	070162170160001	Argo Community High School	4
Armstrong Twp HSD 225	540922250170001	Armstrong High School	4
Arthur CUSD 305	110213050260001	Arthur Sr High School	1
Aurora East USD 131	310451310220001	East High School	9
	310451310221002	C F Simmons Middle School	11
	310451310221003	K D Waldo Middle School	11
	310451310221004	Henry W Cowherd Middle School	11
	310451310222004	Olney C Allen Elem School	4
	310451310222005	C M Bardwell Elem School	4
	310451310222006	W S Beaupre Elem School	3
	310451310222007	L D Brady Elem School	3
	310451310222008	G N Dieterich Elem School	3
	310451310222009	John Gates Elem School	3
	310451310222010	Nicholas A Hermes Elem School	3
310451310222011	C I Johnson Elem School	3	

	310451310222012	Rose E Krug Elem School	2
	310451310222013	Oak Park Elem School	3
	310451310222014	Mabel O Donnell Elem School	3
	310451310222015	Edna Rollins Elem School	3
Aurora West USD 129			
	310451290222007	Greenman Elem School	3
	310451290222008	Hall Elem School	3
	310451290222009	Hill Elem School	3
	310451290222011	McCleery Elem School	2
	310451290222012	Nicholson Elem School	2
	310451290222014	Schneider Elem School	2
	310451290222015	Smith Elem School	3
Avon CUSD 176			
	220291760262003	Avon Grade School	1
Barrington CUSD 220			
	340492200262003	Sunny Hill Elem School	3
Batavia USD 101			
	310451010221002	Sam Rotolo Middle Sch of Batavia	1
Beach Park CCSD 3			
	340490030041006	Beach Park Middle School	2
	340490030042002	Oak Crest School	2
	340490030042004	Howe Elementary School	1
	340490030042006	Kenneth Murphy School	1
Beardstown CUSD 15			
	460090150262002	Brick Elementary School	2
	460090150262003	Gard Elementary School	3
Belle Valley SD 119			
	500821190022001	Belle Valley Elem School-North	1
Belleville SD 118			
	500821180022001	Abraham Lincoln Elem School	1
Belleville Twp HSD 201			
	500822010170001	Belleville High School-East	3
	500822010170002	Belleville High School-West	4
Bellwood SD 88			
	060160880021007	Roosevelt Middle School	2
	060160880022001	Grant Elem School	3
	060160880022003	Lincoln Elementary School	2
	060160880022005	McKinley Elem School	2
	060160880022006	Thurgood Marshall Elem School	1
Belvidere CUSD 100			
	040041000262005	Lincoln Elem School	3
	040041000262008	Washington Elem School	3
Benton CCSD 47			
	210280470041002	Benton Grade Sch 5-8	3
	210280470042001	Benton Grade Sch K-4	3
Benton Cons HSD 103			
	210281030130001	Benton Cons High School	3
Berkeley SD 87			

	060160870021005	MacArthur Middle School	1
	060160870022003	Jefferson Elementary School	1
	060160870022007	J W Riley Elem School	3
	060160870022008	Sunnyside Elementary School	1
Berwyn North SD 98			
	060160980021004	Lincoln Middle School	5
	060160980022001	Prairie Oak School	3
	060160980022002	Karel Havlicek Elem School	3
Berwyn South SD 100			
	060161000021002	Heritage Middle School	3
	060161000021003	Freedom Middle School	3
	060161000022004	Komensky Elem School	1
	060161000022006	Pershing Elem School	3
Bethalto CUSD 8			
	410570080262004	Bethalto West Intermediate Sch	1
Bloom Twp HSD 206			
	070162060170001	Bloom High School	9
	070162060170002	Bloom Trail High School	9
Bloomington SD 87			
	170640870252003	Bent Elem School	1
	170640870252006	Irving Elementary School	1
	170640870252011	Sheridan Elem School	1
Bond County CUSD 2			
	030030020262003	Greenville Elem School	2
Bradley Bourbonnais CHSD 307			
	320463070160001	Bradley-Bourbonnais C High School	3
Bradley SD 61			
	320460610022002	Bradley East Elem School	2
Bremen CHSD 228			
	070162280160003	Hillcrest High School	9
Brooklyn UD 188			
	500821880220001	Lovejoy Technology Academy	9
	500821880221001	Lovejoy Middle School	11
	500821880222001	Lovejoy Elementary School	3
Brookwood SD 167			
	070161670022001	Brookwood Middle School	2
	070161670022003	Longwood Elem School	1
Burbank SD 111			
	070161110021001	Liberty Junior High School	1
	070161110022006	Maddock Elementary School	1
Bureau Valley CUSD 340			
	280063400261001	Bureau Valley South	1
Burnham SD 154-5			
	070161545022001	Burnham Elem School	2
Bushnell Prairie City CUSD 170			
	260621700260001	Bushnell-Prairie City High Sch	3
	260621700262003	Bushnell-Prairie City Elem Sch	1

Cahokia CUSD 187	500821870260011	Cahokia High School	7
	500821870260012	Estelle Sauget Academic Center	1
	500821870262002	Centerville Elem School	3
	500821870262005	Huffman Elem School	1
	500821870262007	Lalumier Elem School	1
	500821870262008	Maplewood Elem School	1
	500821870262009	Elizabeth Morris Elem School	1
	500821870262010	Penniman Elem School	1
500821870262015	Wirth School of Choice	1	
Cairo USD 1	020020010220001	Cairo Jr/Sr High School	9
	020020010222004	Cairo Elementary School	1
Calumet City SD 155	070161550021001	Wentworth Jr High School	11
	070161550022002	Wilson Elementary School	1
	070161550022004	Wentworth Intermediate School	3
Calumet Public SD 132	070161320022001	Burr Oak Elem School	6
	070161320022002	Calumet Elem School	3
	070161320022003	Burr Oak Academy	4
Canton Union SD 66	220290660251002	Ingersoll Middle School	1
Carbon Cliff-Barstow SD 36	490810360022002	Eagle Ridge School	2
Carbondale CHSD 165	300391650160001	Carbondale Comm H S	8
Carbondale ESD 95	300390950021004	Carbondale Middle School	8
	300390950022003	Thomas Elementary School	1
	300390950022008	Lewis School	1
Carmi-White County CUSD 5	200970050262007	Crossville Attendance Center	1
Carrier Mills-Stonefort CUSD 2	200830020262002	Carrier Mills-Stonefort Elem Sch	3
Carrollton CUSD 1	400310010260003	Carrollton High School	1
Cartersville CUSD 5	211000050262001	Tri-C Elementary K-4 Grade School	1
CCSD 168	070161680041003	Rickover Jr High School	2
	070161680042001	Strassburg Elem	2
	070161680042002	Wagoner Elem	4
CCSD 180	190221800041001	Burr Ridge Middle School	1
	190221800042002	Anne M Jeans Elem School	1
CCSD 62			

	050160620041001	Algonquin Middle School	1
	050160620042008	North Elementary School	2
	050160620042009	Orchard Place Elem School	1
	050160620042011	South Elem School	3
CCSD 93			
	190220930042007	Elsie C Johnson Elem Sch	1
Central CHSD 71			
	130140710160001	Central Comm High School	2
Central CUSD 3			
	010010030262008	Central 3-4 Middle School	1
Centralia HSD 200			
	130582000170001	Centralia High School	8
Century CUSD 100			
	020771000262004	Century Elementary School	1
Champaign CUSD 4			
	090100040262008	Carrie Busey Elem School	1
	090100040262010	Dr Howard Elem School	2
	090100040262011	Garden Hills Elem School	1
	090100040262017	Robeson Elem School	1
	090100040262020	Washington Elem School	3
	090100040262021	Westview Elem School	1
	090100040262026	Stratton Elementary School	2
Chaney-Monge SD 88			
	560990880022002	Chaney Elementary School	2
Chester CUSD 139			
	450791390262002	Chester Elem School	4
Chicago Heights SD 170			
	070161700022001	Washington-McKinley Elem Sch	4
	070161700022002	Roosevelt Elem School	2
	070161700022005	Wilson Elem School	11
	070161700022007	Garfield Elem School	2
	070161700022008	U S Grant Elem School	1
	070161700022011	Jefferson Elem School	2
	070161700022012	Kennedy Elem School	1
	070161700022013	Lincoln Elem School	10
Chicago Ridge SD 127-5			
	070161275021001	Elden D Finley Jr High School	1
	070161275022004	Ridge Lawn Elementary School	1
Christopher USD 99			
	210280990261001	Christopher Jr High School	1
	210280990262001	Christopher Elem School	1
CHSD 117			
	340491170160001	Antioch Comm High School	3
	340491170160002	Lakes Community High School	2
CHSD 218			
	070162180160001	DD Eisenhower High Sch (Campus)	9
CHSD 94			
	190220940160001	Community High School	4

Cicero SD 99

060160990021002	Unity Jr High School	5
060160990022001	Daniel Burnham Elem School	11
060160990022002	Cicero East Elem School	11
060160990022003	Columbus East Elem School	3
060160990022004	Drexel Elem School	6
060160990022005	Goodwin Elementary School	3
060160990022006	Abe Lincoln Elem School	3
060160990022008	T Roosevelt Elem School	11
060160990022010	Woodrow Wilson Elem School	3
060160990022011	Woodbine Elem School	2
060160990022012	Warren Park School	1
060160990022013	Liberty Elem School	11
060160990022014	Cicero West Elementary School	11
060160990022015	Columbus West Elementary School	11

City of Chicago SD 299

150162990250001	Amundsen High School	9
150162990250003	Bogan High School	6
150162990250006	Carver Military Academy HS	12
150162990250008	Crane Technical Prep High School	12
150162990250011	Farragut Career Academy HS	12
150162990250012	Fenger Academy High School	9
150162990250013	Foreman High School	9
150162990250015	Gage Park High School	9
150162990250016	Harlan Community Academy HS	9
150162990250017	Harper High School	12
150162990250019	Hirsch Metropolitan High School	9
150162990250020	Hubbard High School	9
150162990250021	Hyde Park Academy High School	9
150162990250022	Kelly High School	9
150162990250023	Kelvyn Park High School	9
150162990250024	Kennedy High School	6
150162990250025	Kenwood Academy High School	2
150162990250026	Lake View High School	9
150162990250029	Marshall Metropolitan High School	12
150162990250030	Mather High School	6
150162990250031	Morgan Park High School	1
150162990250034	Phillips Academy High School	9
150162990250035	Roosevelt High School	6
150162990250036	Schurz High School	9
150162990250037	Senn High School	9
150162990250039	King College Prep High School	2
15016299025003C	Perspectives Charter High School	3
150162990250041	Steinmetz Academic Centre HS	6
150162990250042	Sullivan High School	9
150162990250044	Tilden Career Community Academy HS	12
150162990250046	Von Steuben Metro Science HS	1
150162990250048	Washington G High School	6
150162990250049	Wells Community Academy HS	12
15016299025004C	Youth Connections Charter HS	9
15016299025005C	North Lawndale Charter HS	9
15016299025006C	Noble Street Charter High School	4
15016299025007C	Young Womens Leadership Chartr HS	5
15016299025008C	Aspira Charter High School	5
15016299025009C	Ace Technical Charter High School	4
15016299025010C	Urban Prep Academy Charter HS	2
150162990250526	Chicago Vocational Career Acad HS	9

150162990250529	Best Practice High School	9
150162990250531	Dunbar Vocational Career Acad HS	6
150162990250534	Prosser Career Academy HS	9
150162990250536	Richards Career Academy HS	12
150162990250537	Simeon Career Academy High School	9
150162990250543	Corliss High School	8
150162990250545	Clemente Community Academy HS	9
150162990250616	Manley Career Academy High School	12
150162990250617	Curie Metropolitan High School	9
150162990250763	Julian High School	9
150162990250766	Robeson High School	9
150162990250767	Juarez Community Academy HS	9
150162990250779	Hancock College Preparatory HS	9
150162990250788	Brooks College Prep Academy HS	2
150162990250795	Chicago Military Academy HS	5
150162990250798	Dyett High School	8
150162990250799	Hope College Prep High School	6
150162990250800	Bowen Environmental Studies HS	6
150162990250801	Chicago Discovery Academy HS	7
150162990250803	Phoenix Military Academy HS	7
150162990250806	School of Leadership High School	6
150162990250809	Global Visions High School	5
150162990250816	Chicago Voc Achievement Acad HS	1
150162990250818	Spry Community Links High School	2
150162990250820	Chicago Academy High School	4
150162990250824	New Millenium Health High School	4
150162990250825	North-Grand High School	4
150162990250826	Raby High School	4
150162990250827	Clark Acad Prep Magnet High Schl	3
150162990250828	Rickover Naval Academy High Schl	3
150162990250829	Uplift Community High School	4
150162990250830	World Language High School	3
150162990250831	Douglass Academy High School	4
150162990250834	Bronzeville Scholastic HS	3
150162990250835	School of Social Justice HS	3
150162990250836	Multicultural Arts High School	3
150162990250837	Infinity Math Science & Tech HS	3
150162990250839	Austin Bus & Entrepreneurship HS	2
150162990250840	Austin Polytechnical Academy HS	1
150162990250841	Collins Academy High School	1
150162990250842	Marine Military Academy HS	1
150162990250843	Team Englewood Comm Acad HS	1
150162990250847	Orr Academy High School	1
15016299025201C	Chicago International Charter	9
15016299025203C	Shabazz International Chrtr Schls	2
150162990252046	Jackson M Elem School	11
150162990252047	Morgan Elem School	11
150162990252048	Green W Elem School	1
15016299025204C	Univ of Chicago Elem Charter Schl	3
150162990252051	Addams Elem School	5
150162990252054	Aldridge Elem School	2
150162990252055	Altgeld Elem School	11
150162990252056	Andersen H C Elem Community Acad	11
150162990252058	Armour Elem School	11
150162990252059	Armstrong G Elem Intl Studies	8
15016299025205C	UNO Network Elementary School	3
150162990252061	Attucks Elem School	12
150162990252063	Avalon Park Elem School	8

150162990252064	Avondale Elem School	3
150162990252065	Banneker Elem School	11
150162990252066	Barnard Elem Comp Math & Sci Ctr	2
150162990252067	Barry Elem School	5
150162990252068	Barton Elem School	11
150162990252069	Bass Elem School	11
150162990252070	Bateman Elem School	3
150162990252072	Nicholson Elem Math & Science	11
150162990252079	Beethoven Elem School	1
150162990252080	Beidler Elem School	11
150162990252083	Bennett Elem School	1
150162990252084	Bethune Elem School	12
150162990252088	Bond Elem School	11
150162990252089	Boone Elem School	5
150162990252090	Bradwell Comm Arts & Sci Elem Sch	11
150162990252092	Haley Elem Academy	11
150162990252093	Brennemann Elem School	2
150162990252094	Brentano Elem Math & Science Acad	1
150162990252095	Bridge Elem School	4
150162990252096	Bright Elem School	1
150162990252097	Brown W Elem School	3
150162990252098	Brownell Elem School	11
150162990252100	Bouchet Elem Math & Science Acad	11
150162990252102	Burbank Elem School	11
150162990252103	Burke Elem School	11
150162990252106	Castellanos Elem School	11
150162990252107	Burnside Elem Scholastic Academy	3
150162990252109	Burroughs Elem School	1
150162990252110	Brunson Math & Sci Specialty Elem	8
150162990252113	Caldwell Elem Acad of Math & Sci	2
150162990252118	Cameron Elem School	11
150162990252121	Carpenter Elem School	1
150162990252122	Carroll Elem School	6
150162990252123	Carter Elem School	3
150162990252127	Cather Elem School	12
150162990252128	Chalmers Elem Specialty School	11
150162990252130	Chase Elem School	11
150162990252132	Clay Elem School	4
150162990252134	Clinton Elem School	5
150162990252136	Coles Elem Language Academy	2
150162990252139	Cook Elem School	11
150162990252142	Cooper Elem Dual Language Academy	3
150162990252145	Corkery Elem School	9
150162990252147	Crown Elem Comm Acd Fine Arts Ctr	11
150162990252148	Darwin Elem School	11
150162990252149	Davis N Elem School	11
15016299025214C	Passages Elem Charter School	1
150162990252150	Dawes Elem School	8
150162990252152	Delano Elem School	11
150162990252153	Deneen Elem School	11
150162990252159	Dewey Elem Academy of Fine Arts	2
15016299025215C	Kipp Ascend Elem Charter School	1
150162990252161	Dixon Elem School	1
150162990252169	Drake Elem School	1
150162990252173	Dubois Elem School	2
150162990252175	Dulles Elem School	11
150162990252176	Dumas Elem School	11
150162990252177	Dunne Elem Math Sci & Tech Acad	2

150162990252179	Dvorak Elem Specialty Academy	7
15016299025217C	Chicago Math & Sci Elem Charter	2
150162990252180	Earle Elem School	11
150162990252181	Eberhart Elem School	11
150162990252185	Edwards Elem School	5
150162990252187	Ellington Elem School	11
150162990252188	Armstrong L Elem Math & Sci	4
150162990252189	Emmet Elem School	11
15016299025218C	Namaste Elem Charter School	2
150162990252190	Ericson Elem Scholastic Academy	1
150162990252191	Esmond Elem School	11
150162990252192	Everett Elem School	2
150162990252194	Falconer Elem School	8
150162990252195	Faraday Elem School	12
15016299025219C	Erie Elem Charter School	2
150162990252201	Fermi Elem School	11
150162990252203	Field Elem School	11
150162990252204	Fiske Elem School	11
150162990252206	Fort Dearborn Elem School	1
150162990252209	Fuller Elem School	11
15016299025220C	Galapagos Elem Charter School	1
150162990252210	Fulton Elem School	11
150162990252211	Funston Elem School	3
150162990252212	Gale Elem Community Academy	11
150162990252213	Gallistel Elem Language Academy	11
150162990252215	Gary Elem School	11
150162990252216	Woods Elem Math & Science Academy	11
150162990252221	Goldblatt Elem School	11
150162990252222	Gompers Elem Fine Arts Opt School	11
150162990252223	Goudy Elem School	2
150162990252224	Graham A Elem School	11
150162990252226	Gray Elem School	4
150162990252229	Greene N Elem School	4
15016299025222C	Bronzeville Lighthouse Elem Chrtr	3
150162990252231	Gresham Elem School	11
150162990252233	Guggenheim Elem School	11
150162990252235	Haines Elem School	3
150162990252236	Gillespie Elem School	11
150162990252239	Hale Elem School	3
15016299025223C	Catalyst Elem Charter School	3
150162990252240	Hamilton Elem School	1
150162990252241	Hamline Elem School	12
150162990252242	Hammond Elem School	3
150162990252246	Harvard Elem School	11
150162990252247	Haugan Elem School	4
15016299025224C	Providence-Englewood Elem Charter	1
150162990252252	Hayt Elem School	6
150162990252254	Healy Elem School	5
150162990252255	Hearst Elem School	11
150162990252256	Hedges Elem School	11
150162990252258	Henderson Elem School	11
150162990252259	Hendricks Elem Community Academy	1
150162990252260	Henry Elem School	11
150162990252261	Henson Elem School	11
150162990252262	Herbert Elem School	11
150162990252263	Herzl Elem School	11
150162990252265	Hibbard Elem School	5
150162990252266	Higgins Elem Community Academy	2

150162990252267	Hinton Elem School	11
150162990252268	Hitch Elem School	1
150162990252269	Holden Elem School	3
15016299025226C	Polaris Elem Charter Academy	2
150162990252270	Holmes Elem School	11
150162990252273	Howe Elem School	11
150162990252276	Hughes C Elem School	2
150162990252280	Hurley Elem School	6
150162990252281	Irving Elem School	2
150162990252287	Jenner Elem Academy of The Arts	11
150162990252288	Jensen Elem Scholastic Academy	1
150162990252289	Pilsen Elem Community Academy	3
15016299025228C	Catalyst Circle Rock Elem School	1
150162990252290	Johnson Elem School	11
150162990252292	Jungman Elem School	3
150162990252294	Kershaw Elem School	11
150162990252295	Key Elem School	11
150162990252296	Kilmer Elem School	11
150162990252297	King Elem School	11
150162990252301	Kohn Elem School	11
150162990252303	Lozano Elem Bilingual & Intl Ctr	2
150162990252304	Kozminski Elem Community Academy	2
150162990252305	Lafayette Elem School	11
150162990252307	Lathrop Elem School	11
150162990252309	Lawndale Elem Community Academy	11
150162990252311	Lewis Elem School	11
150162990252313	Libby Elem School	11
150162990252315	Linne Elem School	11
150162990252316	Lloyd Elem School	11
150162990252317	Locke J Elem School	6
150162990252319	Lovett Elem School	11
150162990252321	Lowell Elem School	11
150162990252322	Lawrence Elem School	11
150162990252323	Lyon Elem School	2
150162990252324	Madison Elem School	11
150162990252326	Manierre Elem School	11
150162990252328	Mann Elem School	11
150162990252329	Marconi Elem Community Academy	11
150162990252330	Marquette Elem School	11
150162990252331	Marsh Elem School	4
150162990252334	Mason Elem School	11
150162990252336	May Elem Community Academy	11
150162990252338	Mayo Elem School	2
150162990252339	Mcclellan Elem School	1
150162990252341	Mccormick Elem School	3
150162990252344	Mccutcheon Elem School	2
150162990252346	Mckay Elem School	11
150162990252349	Mcperson Elem School	11
150162990252352	Melody Elem School	11
150162990252354	Mollison Elem School	3
150162990252355	Monroe Elem School	11
150162990252356	Moos Elem School	11
150162990252357	Morrill Elem Math & Sci School	11
150162990252362	Mount Vernon Elem School	11
150162990252363	Mozart Elem School	11
150162990252367	Brown R Elem Community Acad	2
150162990252368	Nash Elem School	11
150162990252369	Neil Elem School	6

150162990252372	Carver Primary School	2
150162990252373	Nightingale Elem School	11
150162990252374	Nixon Elem School	3
150162990252375	Nobel Elem School	11
150162990252381	Oglesby Elem School	11
150162990252382	OKeeffe Elem School	11
150162990252385	Piccolo Elem Specialty School	11
150162990252386	Otis Elem School	1
150162990252387	OToole Elem School	11
150162990252388	Overton Elem School	7
150162990252390	Paderewski Elem Learning Academy	11
150162990252391	Palmer Elem School	4
150162990252392	Parker Elem Community Academy	11
150162990252393	Parkman Elem School	11
150162990252394	Park Manor Elem School	11
150162990252395	Parkside Elem Community Academy	8
150162990252396	Pasteur Elem School	3
150162990252397	Peabody Elem School	1
150162990252398	Peck Elem School	9
150162990252399	Peirce Elem Intl Studies School	8
150162990252400	Penn Elem School	11
150162990252401	Washington H Elem School	6
150162990252403	Peterson Elem School	1
150162990252404	Pickard Elem School	11
150162990252406	Plamondon Elem School	1
150162990252408	Pope Elem School	2
150162990252409	Portage Park Elem School	6
150162990252411	Price Lit & Writing Elem School	11
150162990252413	Pulaski Elem Fine Arts Academy	11
150162990252414	Pullman Elem School	11
150162990252416	Ravenswood Elem School	3
150162990252419	Reavis Elem Math & Sci Spec Schl	11
150162990252420	Reed Elem School	11
150162990252421	Reilly Elem School	11
150162990252422	Reinberg Elem School	3
150162990252423	Revere Elem School	11
150162990252426	Rogers Elem School	1
150162990252427	Ross Elem School	11
150162990252428	Ruggles Elem School	3
150162990252429	Ryder Elem Math & Sci Spec School	11
150162990252432	Ryerson Elem School	11
150162990252435	Sawyer Elem School	8
150162990252436	Sayre Elem Language Academy	1
150162990252437	Ashe Elem School	11
150162990252438	Scammon Elem School	8
150162990252439	Songhai Elem Learning Institute	11
150162990252442	Schmid Elem School	2
150162990252443	Schneider Elem School	11
150162990252444	Schubert Elem School	3
150162990252446	Seward Elem Communication Arts Ac	4
150162990252447	Sexton Elem School	11
150162990252452	Mireles Elem Academy	11
150162990252453	Sherman Elem School	11
150162990252454	Sherwood Elem School	3
150162990252455	Shields Elem School	11
150162990252456	Shoosmith Elem School	2
150162990252457	Shoop Math-Sci Tech Elem Academy	11
150162990252459	Smyser Elem School	2

150162990252460	Smyth J Elem School	11
150162990252462	Spencer Elem Math & Sci Academy	11
150162990252464	Stagg Elem School	11
150162990252465	Stevenson Elem School	5
150162990252466	Stewart Elem School	11
150162990252469	Spry Elem Community School	11
150162990252470	Stockton Elem School	1
150162990252472	Stowe Elem School	8
150162990252474	Sullivan Elem School	11
150162990252475	Sumner Elem Math & Sci Comm Acad	1
150162990252477	Swift Elem Specialty School	1
150162990252478	Talcott Elem School	1
150162990252479	Tanner Elem School	2
150162990252480	Taylor Elem School	3
150162990252484	Thorp J N Elem School	2
150162990252487	Tilton Elem School	12
150162990252488	Tonti Elem School	7
150162990252489	Trumbull Elem School	1
150162990252490	Twain Elem School	2
150162990252492	Lavizzo Elem School	11
150162990252494	Volta Elem School	6
150162990252495	Von Humboldt Elem School	11
150162990252497	Wacker Elem School	1
150162990252498	Wadsworth Elem School	11
150162990252500	Walsh Elem School	4
150162990252502	Warren Elem School	2
150162990252504	Waters Elem School	11
150162990252505	Webster Elem School	11
150162990252506	Wentworth Elem School	11
150162990252507	Westcott Elem School	11
150162990252509	West Pullman Elem School	11
150162990252512	Whistler Elem School	11
150162990252513	Whitney Elem School	11
150162990252514	Whittier Elem School	11
150162990252521	Woodson South Elem School	3
150162990252522	Yale Elem School	11
150162990252525	Young Elem School	8
150162990252542	Yates Elem School	11
150162990252605	Depriest Elem School	11
150162990252618	Foster Park Elem School	11
150162990252634	Mcnair Elem School	8
150162990252636	Hay Elem Community Academy	11
150162990252700	Clark G R Elem School	1
150162990252703	Lee Elem School	6
150162990252704	Copernicus Elem School	11
150162990252706	Salazar Elem Bilingual Center	1
150162990252714	Leland Elem School	1
150162990252724	Robinson Elem School	2
150162990252726	Hanson Park Elem School	4
150162990252729	White Elem Career Academy	2
150162990252766	Till Elem Math & Science Academy	8
150162990252768	Smith W Elem School	11
150162990252771	Bontemps Elem School	7
150162990252775	Joplin Elem School	1
150162990252783	Cardenas Elem School	11
150162990252785	Powell Elem Paideia Comm Academy	11
150162990252799	Curtis Elem School	11
150162990252802	Mays Elem Academy	1

150162990252804	Metcalfe Elem Community Academy	5
150162990252806	Kanoon Elem Magnet School	11
150162990252807	Randolph Elem School	11
150162990252811	Gunsaulus Elem Scholastic Academy	2
150162990252812	Goodlow Elem Magnet School	11
150162990252823	Ninos Heroes Elem Academic Ctr	11
150162990252825	De Diego Elem Community Academy	8
150162990252828	Sabin Elem Magnet School	1
150162990252829	Saucedo Elem Scholastic Academy	5
150162990252837	Daley Elem Academy	3
150162990252838	Madero Middle School	11
150162990252842	Orozco Elem Fine Arts & Sciences	2
150162990252844	Morton Elem Career Academy	12
150162990252845	Canter Middle School	2
150162990252862	Casals Elem School	11
150162990252864	Perez Elem School	3
150162990252867	Ruiz Elem School	3
150162990252869	Roque De Duprey Elem School	11
150162990252870	Brighton Park Elem School	11
150162990252873	Evergreen Academy Elem School	11
150162990252876	Carson Elem School	5
150162990252877	Mcauliffe Elem School	5
150162990252881	Logandale Middle School	1
150162990252882	Marshall Middle School	11
150162990252886	Chavez Elem Multicultural Acad Ct	11
150162990252889	Jordan Elem Community School	11
150162990252893	Finkl Elem School	3
150162990252896	Little Village Elem School	11
150162990252897	Zapata Elem Academy	4
150162990252898	Ortiz De Dominguez Elem School	3
150162990252900	Lara Elem Academy	11
150162990252901	Telpochcalli Elem School	11
150162990252904	Christopher Elem School	11
150162990252908	West Park Elem Academy	11
150162990252912	Ames Middle School	11
150162990252913	Fairfield Elem Academy	11
150162990252914	Sandoval Elem School	3
150162990252915	Northwest Middle School	11
150162990252916	Hampton Elem Fine & Perf Arts Sch	9
150162990252918	Colemon J Elem Academy	1
150162990252919	Columbia Explorers Elem Academy	6
150162990252922	Ashburn Community Elem School	2
150162990252923	Belmont-Cragin Elem School	3
150162990252924	National Teachers Elem Academy	7
150162990252926	Talman Elem School	3
150162990252928	Williams Multiplex Elem School	3
150162990252930	New Field Elem School	5
150162990252932	Williams Middle Prep Academy	1
150162990252933	Durkin Park Elem School	3
150162990252935	North River Elem School	1
150162990252936	Claremont Academy Elem School	5
150162990252937	Doolittle Elem School	3
150162990252943	Tarkington Elem School	4
150162990252946	Frazier Prep Acad Elem School	2
150162990252954	Davis, M Magnet Elem School	1

Clinton CUSD 15	170200150262004	Lincoln Elem School	1
Cobden SUD 17	020910170221001	Cobden Jr High School	1
	020910170222002	Cobden Elem School	1
Collinsville CUSD 10	410570100262006	Caseyville Elementary School	1
	410570100262011	Kreitner Elem School	3
Colona SD 190	280371900022001	Colona Grade School	1
Comm Cons SD 59	050160590042014	John Jay Elem School	3
	050160590042018	Rupley Elem School	1
Cons SD 158	440631580222004	Leggee Elementary School	1
Cook County SD 130	070161300021001	Everett F Kerr Middle School	7
	070161300021002	Nathan Hale Middle School	8
	070161300022008	Paul Revere Intermediate School	4
	070161300022010	Whittier Elementary School	5
	070161300022011	Lincoln Elem School	3
	070161300022012	Nathan Hale Primary School	1
	070161300022018	Paul Revere Primary School	2
	070161300022019	George Washington Elementary Sch	1
Coulterville USD 1	450790010220001	Coulterville High School	1
	450790010222001	Coulterville Elementary School	1
Country Club Hills SD 160	070161600021001	Southwood Middle School	7
	070161600022003	Zenon J Sykuta School	3
	070161600022004	Meadowview School	2
County of Woodford School	431021220170001	Metamora High School	1
Crete Monee CUSD 201U	56099201U262003	Balmoral Elem Sch	2
	56099201U262004	Crete Elementary School	2
	56099201U262007	Talala Elementary School	1
Creve Coeur SD 76	530900760021005	Parkview Jr High School	1
	530900760022004	LaSalle Elem School	1
Crystal Lake CCSD 47	440630470042001	Canterbury Elem School	3
	440630470042005	North Elem School	2
CUSD 200	190222000262018	Clifford Johnson School	1
CUSD 3 Fulton County	220290030262003	Cuba Elem School	2

CUSD 300	310453000261001	Carpentersville Middle School	11
	310453000262012	Golfview Elem School	3
	310453000262016	Meadowdale Elem School	3
	310453000262018	Parkview Elementary School	1
	310453000262021	Perry Elementary School	3
	310453000262022	Lakewood School	8
CUSD 4	010010040261001	Unity Middle School	1
Dallas ESD 327	260343270042002	Dallas City Elem School	1
Danville CCSD 118	540921180241021	South View Middle School	1
	540921180242001	Cannon Elem School	1
	540921180242008	Garfield Elem School	1
	540921180242010	Liberty Elem School	1
	540921180242019	Meade Park Elem School	3
	540921180242020	East Park Elementary School	2
	540921180242021	Southwest Elem School	1
Darien SD 61	190220610022002	Lace Elem School	1
Decatur SD 61	390550610251030	Thomas Jefferson Middle School	10
	390550610251034	Stephen Decatur Middle School	9
	390550610252002	Brush College Elem School	1
	390550610252004	Dennis Elem School	1
	390550610252005	Durfee Elem School	2
	390550610252007	Enterprise Elem School	1
	390550610252009	Benjamin Franklin Elem School	2
	390550610252014	William Harris Elem School	1
	390550610252019	Parsons Accelerated School	3
	390550610252023	South Shores Elem School	2
	390550610252032	Johns Hill Magnet School	1
	390550610252034	Hope Academy	2
	DeKalb CUSD 428	160194280262004	Chesebro Elem School
160194280262005		Jefferson Elem School	3
160194280262007		Littlejohn Elem School	1
160194280262008		Tyler Elementary School	1
DePue USD 103	280061030222001	DePue Elem School	3
Diamond Lake SD 76	340490760022003	Diamond Lake Elem School	2
Dolton SD 148	070161480021004	Washington Junior High	2
	070161480022002	Riverdale School	3
	070161480022003	Lincoln Elementary School	1
	070161480022006	Washington Elem School	10
	070161480022007	Franklin Elementary School	1
	070161480022010	Park Elementary School	2
Dolton SD 149			

	070161490021003	Dirksen Middle School	11
	070161490022002	Diekman Elem School	1
	070161490022005	Caroline Sibley Elem School	3
	070161490022006	Berger-Vandenberg Elem School	4
	070161490022009	Carol Moseley Braun School	3
	070161490022010	New Beginnings Learning Academy	2
Dongola USD 66			
	020910660220001	Dongola High School	6
	020910660221001	Dongola Jr High School	3
DuPage HSD 88			
	190220880160001	Addison Trail High School	1
	190220880160002	Willowbrook High School	8
Duquoin CUSD 300			
	300733000262002	Duquoin Middle School	5
	300733000262003	Duquoin Elementary School	2
East Alton-Wood River CHSD 14			
	410570140160001	East Alton-Wood River High Sch	9
East Dubuque USD 119			
	080431190222002	East Dubuque Elem School	2
East Maine SD 63			
	050160630022008	Stevenson School	3
	050160630022009	Mark Twain Elem School	1
	050160630022012	Apollo Elem School	3
East Moline SD 37			
	490810370022009	Wells Elem School	1
East Peoria CHSD 309			
	530903090160001	East Peoria High School	5
East Richland CUSD 1			
	120800010262008	East Richland Elementary School	1
East St Louis SD 189			
	50082189022001C	SIU Charter Sch of East St Louis	4
	50082189022002C	Tomorrows Builders Charter Schl	2
	500821890220043	East St Louis Senior High School	9
	500821890221007	Mason/Clark Middle Sch	11
	500821890221025	Wyvetter Younge Middle Sch	8
	500821890221036	East St Louis-Lincoln Middle Sch	11
	500821890222051	Miles D Davis Elementary School	1
	500821890222054	Katie Harper-Wright Elem	4
	500821890222055	Gordon Bush Elementary	4
	500821890222056	James Avant Elementary School	1
Egyptian CUSD 5			
	020020050260001	Egyptian Sr High School	7
Eldorado CUSD 4			
	200830040262004	Eldorado Elem School	3
Elmwood Park CUSD 401			
	060164010262004	John Mills Elem School	1
Elverado CUSD 196			
	300391960260001	Elverado High School	1

ESD 159	070161590021001	Colin Powell Middle Sch	3
	070161590022004	Neil Armstrong Elem School	1
Evanston CCSD 65	050160650041002	Chute Middle School	1
	050160650042014	Oakton Elem School	1
	050160650042020	Washington Elem School	3
Evanston Twp HSD 202	050162020170001	Evanston Twp High School	8
Evergreen Park CHSD 231	070162310160001	Evergreen Park High School	2
Evergreen Park ESD 124	070161240022002	Northeast Elem School	2
	070161240022004	Southeast Elem School	1
Fairfield Comm H S Dist 225	200962250160001	Fairfield Comm High School	3
Fairmont SD 89	560990890022002	Fairmont School	3
Farmington Central CUSD 265	480722650262002	Farmington Central Elem Sch	1
Fenton CHSD 100	190221000160001	Fenton High School	8
Fisher CUSD 1	090100010262002	Fisher Grade School	1
Ford Heights SD 169	070161690021001	Cottage Grove Upper Grade Center	11
Frankfort CUSD 168	210281680262003	Denning Elementary School	1
	210281680262004	Frankfort Intermediate School	3
Franklin Park SD 84	060160840022004	Dan H Pietrini Elem School	1
Freeburg CHSD 77	500820770160001	Freeburg Community High Sch	1
Freeport SD 145	080891450222004	Center Elem School	2
	080891450222012	Taylor Park Elem School	1
	080891450222015	Carl Sandburg Middle Sch	2
Fremont SD 79	340490790022002	Fremont Intermediate School	1
Gallatin CUSD 7	200300070260001	Gallatin High School	2
	200300070261001	Gallatin Junior High School	1
Gardner S Wilmington Twp HSD 73	240320730170001	Gardner-South Wilmington Twp H S	2

Gavin SD 37	340490370022003	Gavin Central School	3
Gen George Patton SD 133	070161330022001	Gen George Patton Elem School	11
Georgetown-Ridge Farm CUD 4	540920040261003	Mary Miller Junior High School	2
	540920040262003	Ridge Farm Elementary School	1
Gillespie CUSD 7	400560070262003	Benld Elementary School	2
Glen Ellyn SD 41	190220410022003	Churchill Elem School	1
Glenbard Twp HSD 87	190220870170001	Glenbard East High School	8
Glenview CCSD 34	050160340042003	Hoffman Elem School	2
Granite City CUSD 9	410570090262007	Frohardt Elem School	1
	410570090262012	Maryville Elem School	2
	410570090262013	Mitchell Elementary School	1
	410570090262020	Wilson Elem School	2
	410570090262022	Prather Elementary School	3
Grant CHSD 124	340491240160001	Grant Community High School	3
Greenview CUSD 200	380652000262001	Greenview Elementary School	1
Griggsville-Perry CUSD 4	010750040261002	Griggsville-Perry Middle School	1
Gurnee SD 56	340490560022001	O Plaine School	3
Hall HSD 502	280065020170001	Hall High School	4
Hardin County CUSD 1	200350010261001	Hardin County Jr High School	1
	200350010262001	Hardin County Elem School	2
Harlem UD 122	041011220222006	Maple Elem School	1
	041011220222008	Rock Cut Elem School	2
Harrisburg CUSD 3	200830030262009	East Side Intermediate School	2
Harvey SD 152	070161520021001	Brooks Middle School	11
	070161520022001	Bryant Elem School	1
	070161520022002	Maya Angelou Elem Sch	1
	070161520022004	Holmes Elem School	1
	070161520022005	Lowell-Longfellow Elem School	3
Hawthorn CCSD 73			

	340490730042002	Hawthorn Elem School North	2
	340490730042004	Hawthorn Elem School South	1
Hazel Crest SD 152-5			
	070161525021002	Robert Frost Middle School	2
	070161525022004	Warren Palm School	1
Henry-Senachwine CUSD 5			
	430590050262001	Henry-Senachwine Grade School	1
Herrin CUSD 4			
	211000040261001	Herrin Middle School	1
	211000040262010	Herrin C U S D 4 Elem School	3
Hillsboro CUSD 3			
	100680030262003	Beckemeyer Elem School	1
	100680030262006	Coffeen Elem School	1
Hillside SD 93			
	060160930022001	Hillside Elem School	5
Hinsdale Twp HSD 86			
	190220860170002	Hinsdale South High School	8
Hononegah CHD 207			
	041012070160001	Hononegah High School	2
Hoopeston Area CUSD 11			
	540920110262001	Honeywell Elem School	1
	540920110262003	Maple Elem School	1
Hoover-Schrum Memorial SD 157			
	070161570021001	Schrum Memorial School	1
	070161570022001	Hoover Elem School	2
Illini Central CUSD 189			
	380601890262001	Illini Central Grade School	2
Illini West H S Dist 307			
	260343070160001	Illini West High School	2
Ina CCSD 8			
	250410080042001	Ina Community Cons School	1
Indian Prairie CUSD 204			
	190222040262002	Longwood Elem School	1
	190222040262007	Georgetown Elementary School	1
Indian Springs SD 109			
	070161090022002	Frank A Brodnicki Elem School	1
	070161090022006	George T Wilkins Elem School	2
J S Morton HSD 201			
	060162010170001	J Sterling Morton East High Sch	2
	060162010170002	J Sterling Morton West High Sch	5
Jacksonville SD 117			
	460691170222006	Lincoln Elem School	1
Jersey CUSD 100			
	400421000262007	Jerseyville East Elem School	1
Johnston City CUSD 1			

	211000010262002	Washington Elem School	1
Joliet PSD 86			
	560990860051001	Dirksen Junior High School	1
	560990860051002	Gompers Junior High School	11
	560990860051003	Hufford Junior High School	11
	560990860051004	Washington Jr High & Academy Prgm	11
	560990860052001	T E Culbertson Elem School	2
	560990860052002	M J Cunningham Elem Sch	3
	560990860052004	Farragut Elem School	2
	560990860052005	Forest Park Individual Ed School	1
	560990860052007	Edna Keith Elem School	3
	560990860052011	A O Marshall Elem School	5
	560990860052013	Carl Sandburg Elementary	2
	560990860052014	Parks Cultural Studies Academy	1
	560990860052022	Woodland Elem School	4
	560990860052024	Sator Sanchez Elem School	1
	560990860052025	Lynne Thigpen Elem School	3
Joliet Twp HSD 204			
	560992040170001	Joliet Central High School	9
	560992040170003	Joliet West High School	9
Kankakee SD 111			
	320461110251008	Kankakee Junior High School	11
	320461110252003	Edison Primary School	1
	320461110252005	Lafayette Primary School	1
	320461110252009	Steuben Elementary School	1
	320461110252015	John Kennedy Middle Grade School	7
	320461110252016	King Middle Grade School	11
Keeneyville SD 20			
	190220200021001	Spring Wood Middle School	4
	190220200022003	Greenbrook Elem School	5
Kewanee CUSD 229			
	280372290261001	Central Junior High	1
	280372290262002	Central Elem	2
	280372290262005	Irving Elem School	1
La Moille CUSD 303			
	280063030262004	Allen Junior High School	1
La Salle ESD 122			
	350501220022005	Northwest Elem School	2
La Salle-Peru Twp HSD 120			
	350501200170001	La Salle-Peru Twp High School	5
Lake Park CHSD 108			
	190221080160001	Lake Park High School	8
Lake Zurich CUSD 95			
	340490950261002	Lake Zurich Middle - N Campus	1
	340490950262005	May Whitney Elem School	1
Lansing SD 158			
	070161580022001	Coolidge Elementary School	2
	070161580022005	Oak Glen Elem School	2
	070161580022006	Reavis Elem School	2

Laraway CCSD 70C	56099070C042001	Laraway Elem School	2
Lebanon CUSD 9	500820090262002	Lebanon Elem School	1
Lemont Twp HSD 210	070162100170001	Lemont Twp High School	1
LeRoy CUSD 2	170640020260003	LeRoy High School	1
Leyden CHSD 212	060162120160001	East Leyden High School	7
	060162120160002	West Leyden High School	7
Limestone CHSD 310	480723100160001	Limestone Community High School	4
Lincoln CHSD 404	380544040160001	Lincoln Comm High School	2
Lincoln ESD 156	070161560022001	Lincoln Elem School	1
Lindop SD 92	060160920022001	Lindop Elem School	1
Lockport Twp HSD 205	560992050170001	Lockport Township High Sch East	1
Lyons SD 103	060161030022006	J W Robinson Jr Elem School	1
	060161030022007	Washington Middle School	7
Lyons Twp HSD 204	060162040170001	Lyons Twp High Sch	1
Macomb CUSD 185	260621850262004	Lincoln Elem School	1
Madison CUSD 12	410570120262004	Harris Elem School	5
	410570120262006	Bernard Long Elem School	10
	410570120262007	Madison Middle School	11
Maine Township HSD 207	050162070170001	Maine East High School	8
Mannheim SD 83	060160830021003	Mannheim Middle School	8
	060160830022002	Scott Elementary School	1
	060160830022004	Roy Elem School	4
	060160830022005	Westdale Elem School	1
Marengo CHSD 154	440631540160001	Marengo High School	3
Marion CUSD 2	211000020262007	Longfellow Elem School	1
Marissa CUSD 40	500820400262002	Marissa Elem School	1

Marquardt SD 15	190220150021004	Marquardt Middle School	3
	190220150022001	G Stanley Hall Elem School	2
	190220150022003	Reskin Elem School	2
Massac UD 1	020610010262010	Brookport Elementary School	1
Mattoon CUSD 2	110150020262015	Arland D Williams Jr Elem Sch	2
	110150020262016	Riddle Elementary School	2
Maywood-Melrose Park-Broadview 89	060160890022002	Emerson Elem School	1
	060160890022003	Garfield Elem School	11
	060160890022004	Irving Elem School	11
	060160890022005	Lexington Elem School	11
	060160890022006	Lincoln Elem School	3
	060160890022007	Melrose Park Elem School	11
	060160890022008	Roosevelt Elem School	2
	060160890022010	Stevenson Elem School	4
	060160890022012	Washington Elem School	1
McHenry CCSD 15	440630150041008	Chauncey H Duker School	1
	440630150042004	Valley View Elem School	1
	440630150042005	Riverwood Elementary School	3
McHenry CHSD 156	440631560160001	McHenry High School-West Campus	2
McLean County USD 5	170640050262005	Fairview Elem School	2
Mendota CCSD 289	350502890042002	Lincoln Elem School	1
Mendota Twp HSD 280	350502800170001	Mendota Twp High School	3
Meredosia-Chambersburg CUSD 11	460690110262003	Meredosia-Chambersburg Elem Sch	1
Meridian CUSD 101	020771010260001	Meridian High School	9
	020771010262005	Meridian Elementary School	7
Meridian CUSD 223	470712230262004	Monroe Center Grade School	1
Midlothian SD 143	070161430022001	Central Park Elem School	8
Midwest Central CUSD 191	380601910262003	Midwest Central Primary School	1
Moline USD 40	490810400222010	Ericsson Elem School	2
	490810400222016	Lincoln-Irving Elem School	2
	490810400222017	Logan Elem School	1
	490810400222022	George Washington Elem School	2

Monmouth-Roseville CUSD 238	270942380262001	Harding Primary School	1
Morris CHSD 101	240321010160001	Morris Community High School	3
Morris SD 54	240320540022004	White Oak Elementary	2
Mount Vernon SD 80	250410800021001	Zadok Casey Middle School	1
	250410800022002	J L Buford Intermediate Ed Ctr	4
	250410800022008	Mt Vernon Dist 80 Primary Center	4
Mt Vernon Twp HSD 201	250412010170001	Mount Vernon High School	5
Mt Zion CUSD 3	390550030262006	Mt Zion Intermediate School	1
Mulberry Grove CUSD 1	030030010262001	Mulberry Grove Elem School	1
Mundelein Cons HSD 120	340491200130001	Mundelein Cons High School	5
Murphysboro CUSD 186	300391860260001	Murphysboro High School	4
	300391860261002	Murphysboro Middle School	8
Naperville CUSD 203	190222030261010	Jefferson Jr High School	1
Nashville CHSD 99	130950990160001	Nashville Comm High School	2
Niles Twp CHSD 219	050162190170002	Niles North High School	8
	050162190170003	Niles West High School	1
Nokomis CUSD 22	100680220262003	North Elem School	1
Norris City-Omaha-Enfield CUSD 3	200970030262003	Booth Elementary School	1
North Chicago SD 187	340491870261003	Neal Math Science Academy	3
	340491870262002	Forrestal Elem School	2
	340491870262003	Greenbay Elem School	4
	340491870262006	South Elementary School	2
	340491870262008	A J Katzenmaier Elem School	7
	340491870262009	North Elementary School	7
	340491870262010	Novak-King Sixth Grade Center	1
North Clay CUSD 25	120130250262004	North Clay Elem/Jr High Sch	1
North Shore SD 112	340491120022007	Oak Terrace Elem School	3
Northfield Twp HSD 225			

	050162250170002	Glenbrook South High School	3
O Fallon Twp HSD 203			
	500822030170001	O Fallon High School	4
Oak Lawn CHSD 229			
	070162290160001	Oak Lawn Comm High School	4
Oak Lawn-Hometown SD 123			
	070161230022007	Hometown Elem School	1
Oak Park - River Forest SD 200			
	060162000130001	Oak Park & River Forest High Sch	8
Oblong CUSD 4			
	120170040262002	Oblong Elem School	5
Odin SD 122			
	130581220022001	Odin Elem School	1
Oglesby ESD 125			
	350501250022002	Lincoln Elem School	1
Oregon CUSD 220			
	470712200262006	Oregon Elem Sch - Etnyre Wing	1
Oswego CUSD 308			
	240473080260002	Oswego East High School	2
	240473080261003	Thompson Jr High School	1
	240473080261005	Plank Junior High	1
	240473080262004	Boulder Hill Elem School	2
Ottawa ESD 141			
	350501410022004	Jefferson Elem School	1
	350501410022009	Central Elem School	2
Ottawa Twp HSD 140			
	350501400170001	Ottawa Township High School	5
Palatine CCSD 15			
	050160150042001	Jane Addams Elem School	3
	050160150042005	Kimball Hill Elem School	1
Palestine CUSD 3			
	120170030262002	Palestine Grade School	1
Palos CCSD 118			
	070161180042002	Palos East Elementary School	1
Paris-Union SD 95			
	110230950251001	Mayo Middle School	1
Park Forest SD 163			
	070161630021010	Forest Trail Middle School	1
Pekin CSD 303			
	530903030160002	Pekin Community High School	7
Pekin PSD 108			
	530901080022013	Wilson Intermediate School	1
Peoria SD 150			
	480721500250023	Manual High School	9

	480721500250024	Peoria High School	1
	480721500251001	Rolling Acres Edison Jr Academy	1
	480721500251002	Sterling Middle School	11
	480721500251003	Von Steuben Middle School	1
	480721500251012	Trewyn Middle School	11
	480721500251014	Lincoln Middle School	11
	480721500252032	Franklin-Edison Primary School	2
	480721500252034	Glen Oak Primary School	4
	480721500252036	Harrison Primary School	6
	480721500252038	Irving Primary School	4
	480721500252039	Thomas Jefferson Primary School	1
Peru ESD 124			
	350501240021001	Parkside Middle School	1
Pikeland CUSD 10			
	010750100262010	Pikeland Community School	8
Pinckneyville CHSD 101			
	300731010160001	Pinckneyville Comm High School	2
Pinckneyville SD 50			
	300730500022002	Pinckneyville Middle School	1
Plainfield SD 202			
	560992020221003	Timber Ridge Middle School	1
	560992020222003	Central Elem School	1
	560992020222004	Crystal Lawns Elem School	1
	560992020222011	Creekside Elementary School	1
Plano CUSD 88			
	240470880262003	Centennial Elem School	1
	240470880262004	Emily G Johns School	1
Pleasant Hill CUSD 3			
	010750030262001	Pleasant Hill Elem School	1
Pleasant Hill SD 69			
	480720690022001	Pleasant Hill Elem School	1
Pontiac CCSD 429			
	170534290042005	Washington Elem School	1
Pontiac Twp HSD 90			
	170530900170001	Pontiac High School	4
Pope Co CUD 1			
	200760010262002	Pope County Elementary School	2
Porta CUSD 202			
	380652020262006	Porta Central	2
Posen-Robbins ESD 143-5			
	070161435021003	Kellar School	11
	070161435022006	Posen Elem School	8
	070161435022010	Gordon School	2
Prairie-Hills ESD 144			
	070161440021002	Prairie-Hills Junior High School	11
	070161440022004	Highlands Elem School	1
	070161440022005	Markham Park Elem School	2
	070161440022007	Nob Hill Elem School	1

	070161440022009	Chateaux School	1
	070161440022010	Mae Jemison School	2
Princeton HSD 500			
	280065000150001	Princeton High School	3
Proviso Twp HSD 209			
	060162090170001	Proviso East High School	9
	060162090170002	Proviso West High School	3
Queen Bee SD 16			
	190220160021004	Glenside Middle School	5
Quincy SD 172			
	010011720222008	Berrian School	1
	010011720222019	Baldwin Intermediate	1
Raccoon Cons SD 1			
	130580010032001	Raccoon Cons Elem School	1
Ramsey CUSD 204			
	030262040260002	Ramsey High School	2
	030262040262001	Ramsey Elem School	4
Rantoul City SD 137			
	090101370022001	Broadmeadow Elem School	3
	090101370022002	Eastlawn Elem School	1
	090101370022006	Northview Elem School	2
	090101370022007	Pleasant Acres Elem School	1
Reavis Twp HSD 220			
	070162200170001	Reavis High School	3
Rhodes SD 84-5			
	060160845022001	Rhodes Elem School	3
Rich Twp HSD 227			
	070162270170001	Rich East Campus High School	9
	070162270170002	Rich Central Campus High School	6
	070162270170003	Rich South Campus High School	9
Richland GSD 88A			
	56099088A021001	Richland Jr High	1
Ridgeland SD 122			
	070161220021005	Simmons Middle School	2
	070161220022001	Columbus Manor Elem School	1
	070161220022003	Harnew Elem School	1
Ridgewood CHSD 234			
	060162340160001	Ridgewood Comm High School	4
Riverdale CUSD 100			
	490811000262007	Riverdale Elem School	1
Riverside-Brookfield Twp SD 208			
	060162080170001	Riverside Brookfield Twp HS	1
Riverton CUSD 14			
	510840140262003	Riverton Elem School	1
Robinson CUSD 2			
	120170020262004	Lincoln Elementary School	1

Rochelle CCSD 231	470712310042001	Central Elem School	1	
	470712310042003	Lincoln Elem School	3	
Rochelle Twp HSD 212	470712120170001	Rochelle Twp High School	5	
Rock Falls Twp HSD 301	550983010170001	Rock Falls Township High School	4	
Rock Island SD 41	490810410251003	Edison Jr High School	5	
	490810410251005	Washington Jr High School	5	
	490810410252008	Earl H Hanson Elem School	3	
	490810410252010	Frances Willard Elem School	2	
	490810410252015	Longfellow Liberal Arts Elem Schl	1	
	490810410252016	Ridgewood Elem School	2	
	490810410252017	Thomas Jefferson Elem School	1	
	490810410252020	Rock Island Academy	2	
Rockford SD 205	041012050251001	West Middle School	1	
	041012050251009	Abraham Lincoln Middle School	4	
	041012050251010	Kennedy Middle School	5	
	041012050252014	Barbour Two-Way Lang Immersion	3	
	041012050252016	Beyer Elem School	4	
	041012050252022	Conklin Elem School	4	
	041012050252024	Ellis Arts Academy	11	
	041012050252034	Haskell Academy	2	
	041012050252037	Swan Hillman Elem School	3	
	041012050252040	Kishwaukee Elem School	3	
	041012050252041	Julia Lathrop Elem School	11	
	041012050252043	McIntosh Science and Tech Magnet	7	
	041012050252046	Wm Nashold Elem School	11	
	041012050252047	John Nelson Elem School	3	
	041012050252051	Riverdahl Elem School	3	
	041012050252054	Rolling Green	1	
	041012050252056	Spring Creek Elem School	1	
	041012050252062	Walker Elem School	3	
	041012050252063	R K Welsh Elem School	2	
	041012050252064	West View Elem School	4	
	041012050252066	Whitehead Elem School	4	
	041012050252080	King Elementary School	1	
	041012050252082	Marsh Elementary School	3	
	041012050252084	Lewis Lemon Elementary	5	
	041012050252086	Rockford Envrnmntl Science Acad	5	
	Round Lake CUSD 116	340491160262001	Raymond Ellis Elem School	3
		340491160262002	Indian Hill Elem School	3
		340491160262004	Round Lake Beach Elem School	3
340491160262005		W J Murphy Elem School	2	
340491160262006		Village Elementary School	2	
Roxana CUSD 1	410570010261001	Roxana Junior High School	5	
Salem CHSD 600	130586000160001	Salem Community High School	3	

Salem SD 111	130581110022005	Franklin Park Middle School	1
Sandoval CUSD 501	130585010262002	Sandoval Elem School	2
Sandridge SD 172	070161720022001	Sandridge Elem School	2
Sandwich CUSD 430	160194300262007	Herman E Dummer	1
Saratoga CCSD 60C	24032060C042001	Saratoga Elem School	1
Schaumburg CCSD 54	050160540042018	Lakeview Elem School	2
Schiller Park SD 81	060160810022001	John F Kennedy Elem School	1
SD 45 DuPage County	190220450022010	North Elem School	3
	190220450022011	Schafer Elem School	3
	190220450022016	Stevenson School	1
SD U-46	310450460220001	Elgin High School	1
	310450460220002	Larkin High School	1
	310450460220003	Streamwood High School	1
	310450460221003	Abbott Middle School	1
	310450460221005	Ellis Middle School	1
	310450460221006	Kimball Middle School	1
	310450460221007	Larsen Middle School	1
	310450460221045	Canton Middle School	1
	310450460222006	Lincoln Elementary School	1
	310450460222010	Century Oaks Elem School	1
	310450460222011	Channing Memorial Elem School	3
	310450460222013	Coleman Elem School	1
	310450460222015	Garfield Elem School	3
	310450460222016	Harriet Gifford Elem School	1
	310450460222020	Highland Elem School	3
	310450460222021	Hillcrest Elem School	3
	310450460222022	Huff Elem School	3
	310450460222024	Laurel Hill Elem School	3
	310450460222025	Lowrie Elem School	2
	310450460222026	McKinley Elem School	1
	310450460222027	Oakhill Elem School	1
	310450460222028	Ontarioville Elem School	1
	310450460222029	Parkwood Elem School	3
	310450460222031	Ridge Circle Elem School	1
	310450460222032	Sheridan Elem School	3
	310450460222034	Sunnydale Elem School	1
	310450460222036	Washington Elem School	3
	310450460222042	Heritage Elem School	1
	310450460222044	Lords Park Elem School	3
Seneca Twp HSD 160	350501600170001	Seneca High School	2
Shiloh CUSD 1			

	110230010262002	Shiloh Elementary School	1
Silvis SD 34			
	490810340022003	George O Barr School	2
Skokie SD 68			
	050160680021002	Old Orchard Jr High School	2
Skokie SD 69			
	050160690022001	Thomas Edison Elem School	2
	050160690022004	Madison Elem School	3
South Central CUD 401			
	130584010261001	South Central Middle School	3
South Holland SD 150			
	070161500022002	McKinley Elem School	1
South Holland SD 151			
	070161510021001	Coolidge Middle School	11
	070161510022002	Eisenhower School	2
	070161510022004	Madison School	5
South Pekin SD 137			
	530901370022001	South Pekin Elem School	1
Sparta CUSD 140			
	450791400262002	Sparta-Lincoln Middle School	2
	450791400262007	Sparta Primary Attendance Center	1
	450791400262008	Evansville Attendance Center	1
Spring Valley CCSD 99			
	280060990042002	John F Kennedy Elem School	2
Springfield SD 186			
	510841860251009	Washington Middle School	5
	510841860252013	Black Hawk Elem School	3
	510841860252015	Dubois Elem School	2
	510841860252016	Enos Elem School	11
	510841860252017	Fairview Elem School	2
	510841860252022	Laketown Elem School	1
	510841860252027	Matheny-Withrow Elem Sch	2
	510841860252028	McClelland Elem School	4
	510841860252031	Pleasant Hill Elem School	1
	510841860252032	Ridgely Elem School	2
	510841860252035	Southern View Elem School	2
	510841860252037	Wanless Elem School	1
	510841860252042	Jefferson Middle School	1
	510841860252043	Feitshans Academy	3
	510841860252044	Harvard Park Elem School	3
	510841860252045	Edwin A Lee Elementary School	3
	510841860252046	Elizabeth Graham Elem School	2
St Anne CHSD 302			
	320463020160001	St Anne Comm High School	12
St Elmo CUSD 202			
	030262020262001	St Elmo Elem School	1
St Joseph Ogden CHSD 305			
	090103050160001	St Joseph-Ogden High School	1

Steger SD 194	070161940022002	Eastview Elem School	1
	070161940022004	Parkview Elem School	1
	070161940022005	Saukview Elem School	1
Streator ESD 44	350500440022006	Oakland Park Elem School	1
Streator Twp HSD 40	350500400170001	Streator Twp High School	4
Summit SD 104	070161040021001	Heritage Middle School	2
	070161040022001	Dr Donald Wharton Elem School	2
	070161040022003	Otis P Graves Elem School	3
	070161040022004	W W Walker Elem School	1
Sunnybrook SD 171	070161710021001	Heritage Middle School	6
	070161710022001	Nathan Hale Elem School	2
Sycamore CUSD 427	160194270261002	Sycamore Middle School	1
Tamaroa School Dist 5	300730050022001	Tamaroa Elem School	1
Taylorville CUSD 3	100110030262001	Memorial Elem School	1
Thompsonville CUSD 174	210281740260001	Thompsonville High School	2
Thornton Fractional Twp HSD 215	070162150170001	Thornton Fractnl No High School	6
	070162150170002	Thornton Fractnl So High School	2
Thornton Twp HSD 205	070162050170001	Thornton Township High School	9
	070162050170002	Thornridge High School	9
	070162050170003	Thornwood High School	9
Township HSD 211	050162110170003	Palatine High School	1
	050162110170006	Hoffman Estates High School	1
Township HSD 214	050162140170002	Elk Grove High School	1
	050162140170006	Wheeling High School	1
	050162140170007	Rolling Meadows High School	1
Trico CUSD 176	300391760262008	Trico Elementary School	2
Twp HSD 113	340491130170002	Highland Park High School	8
United Twp HSD 30	490810300170001	United Twp High School	9
Urbana SD 116	090101160222005	Leal Elem School	2

	090101160222007	Prairie Elem School	1
Valley View CUSD 365U			
	56099365U261006	Hubert H Humphrey Middle School	3
	56099365U262002	Irene King Elem School	4
	56099365U262003	Bernard J Ward Elem School	3
	56099365U262006	John R Tibbott Elem School	3
	56099365U262008	Wood View Elem School	1
	56099365U262009	Independence Elem School	2
	56099365U262010	Jonas E Salk Elem School	1
	56099365U262012	Oak View Elem School	1
	56099365U262016	Skoff Elementary	2
Valmeyer CUSD 3			
	450670030260001	Valmeyer High School	1
Vandalia CUSD 203			
	030262030261002	Vandalia Junior High School	5
	030262030262008	Vandalia Elementary School	3
Venice CUSD 3			
	410570030262002	Venice Elem School	11
Vienna HSD 133			
	020441330170001	Vienna High School	3
W Harvey-Dixmoor PSD 147			
	070161470021001	Rosa L Parks Middle School	11
	070161470022004	Lincoln Elem School	4
Wabash CUSD 348			
	200933480261003	Mt Carmel Middle School	1
	200933480262005	North Intermediate Ctr of Educ	4
Waltonville CUSD 1			
	250410010262002	Waltonville Grade School	1
Warren Twp HSD 121			
	340491210170001	Warren Township High School	7
Washington CHSD 308			
	530903080160001	Washington Comm High School	2
Wauconda CUSD 118			
	340491180262001	Wauconda Grade School	3
Waukegan CUSD 60			
	340490600261001	Jack Benny Middle School	11
	340490600261002	Thomas Jefferson Middle School	8
	340490600261003	Daniel Webster Middle School	11
	340490600261004	Robert E Abbott Middle School	11
	340490600261005	Miguel Juarez Middle School	11
	340490600262004	Carman-Buckner Elem School	3
	340490600262007	Clearview Elem School	11
	340490600262008	Glen Flora Elem School	11
	340490600262009	Glenwood Elementary School	2
	340490600262010	Greenwood Elem School	1
	340490600262011	Hyde Park Elem School	3
	340490600262013	Little Fort Elem School	8
	340490600262014	Lyon Magnet Elementary School	3
	340490600262015	H R McCall Elem School	2

	340490600262016	North Elem School	3
	340490600262017	Oakdale Elem School	3
	340490600262018	Washington Elem School	2
	340490600262021	Whittier Elem School	1
Webber Twp HSD 204			
	250412040170001	Webber Twp High School	4
West Carroll CUSD 314			
	080083140262001	West Carroll Intermediate Sch	2
West Chicago ESD 33			
	190220330022001	Gary Elementary School	3
	190220330022002	Indian Knoll Elem School	1
	190220330022004	Pioneer Elem School	3
	190220330022005	Turner Elem School	3
	190220330022006	Currier Elementary School	3
	190220330022007	Wegner Elementary School	2
Westchester SD 92-5			
	060160925022002	Westchester Intermediate School	1
Westville CUSD 2			
	540920020262001	Judith Giacoma Elem School	2
Wheeling CCSD 21			
	050160210041006	Oliver W Holmes Middle School	1
	050160210042003	Eugene Field Elem School	1
	050160210042004	Robert Frost Elem School	1
	050160210042014	Mark Twain Elem School	1
	050160210042015	Walt Whitman Elem School	1
Whiteside SD 115			
	500821150022001	Whiteside Elem School	2
Winchester CUSD 1			
	460860010262002	Winchester Elem School	1
Wood Dale SD 7			
	190220070022002	Oakbrook Elem School	1
Woodlawn CHSD 205			
	250412050160001	Woodlawn Comm High School	2
Woodstock CUSD 200			
	440632000262003	Dean Street Elem School	2
	440632000262007	Olson Elementary School	1
	440632000262008	Mary Endres Elementary School	3
	440632000262010	Prairiewood Elem Sch	2
Zeigler-Royalton CUSD 188			
	210281880260001	Zeigler-Royalton High School	4
	210281880262003	Zeigler-Royalton Elem School	1
Zion ESD 6			
	340490060021001	Zion Central Middle School	3
	340490060022002	East Elementary School	2
	340490060022006	West Elementary School	2
	340490060022008	Elmwood Elem School	3
Zion-Benton Twp HSD 126			
	340491260170001	Zion-Benton Twnshp Hi Sch	8

FEDERAL DISTRICT IMPROVEMENT STATUS

Below is a list of the Title I funded districts in the State that are in Federal Improvement Status as defined by the federal No Child Left Behind Act of 2001. Out of 868 districts statewide, 823 are Title I districts of which 302 districts or 34.8 percent (of all the districts) are in Federal Improvement Status.

District Name	District ID	Years in Improvement
Addison SD 4	190220040	8
Alsip-Hazlgrn-Oaklwn SD 126	070161260	1
Alton CUSD 11	410570110	8
Anna Jonesboro CHSD 81	020910810	4
Argo CHSD 217	070162170	4
Armstrong Twp HSD 225	540922250	4
Auburn CUSD 10	510840100	8
Aurora East USD 131	310451310	8
Aurora West USD 129	310451290	8
Barrington CUSD 220	340492200	1
Batavia USD 101	310451010	1
Beach Park CCSD 3	340490030	2
Beardstown CUSD 15	460090150	8
Belleville Twp HSD 201	500822010	8
Bellwood SD 88	060160880	8
Belvidere CUSD 100	040041000	8
Benton CCSD 47	210280470	1
Benton Cons HSD 103	210281030	3
Berkeley SD 87	060160870	8
Berwyn North SD 98	060160980	5
Bethalto CUSD 8	410570080	3
Bloom Twp HSD 206	070162060	8
Bloomington SD 87	170640870	8
Bourbonnais SD 53	320460530	1
Bradley Bourbonnais CHSD 307	320463070	3
Bradley SD 61	320460610	2
Bremen CHSD 228	070162280	8
Brooklyn UD 188	500821880	8
Brookwood SD 167	070161670	8
Burbank SD 111	070161110	1
Bureau Valley CUSD 340	280063400	1
Burnham SD 154-5	070161545	2
Bushnell Prairie City CUSD 170	260621700	3
Cahokia CUSD 187	500821870	8
Cairo USD 1	020020010	8
Calumet City SD 155	070161550	8

Calumet Public SD 132	070161320	1
Canton Union SD 66	220290660	3
Carbon Cliff-Barstow SD 36	490810360	2
Carbondale CHSD 165	300391650	8
Carbondale ESD 95	300390950	2
Carmi-White County CUSD 5	200970050	8
Carrier Mills-Stonefort CUSD 2	200830020	2
CCSD 168	070161680	4
CCSD 180	190221800	1
CCSD 62	050160620	2
CCSD 89	190220890	1
Central CHSD 71	130140710	2
Central CUSD 301	310453010	1
Central CUSD 4	320380040	8
Centralia HSD 200	130582000	8
Champaign CUSD 4	090100040	8
Chaney-Monge SD 88	560990880	1
Chester CUSD 139	450791390	8
Chicago Heights SD 170	070161700	8
Chicago Ridge SD 127-5	070161275	1
Christopher USD 99	210280990	1
CHSD 117	340491170	8
CHSD 128	340491280	1
CHSD 218	070162180	8
CHSD 94	190220940	4
Cicero SD 99	060160990	8
City of Chicago SD 299	150162990	8
Collinsville CUSD 10	410570100	8
Colona SD 190	280371900	1
Comm Cons SD 59	050160590	1
Cook County SD 130	070161300	8
Country Club Hills SD 160	070161600	8
County of Woodford School	431021220	1
Crete Monee CUSD 201U	56099201U	8
Creve Coeur SD 76	530900760	1
Crystal Lake CCSD 47	440630470	2
CUSD 200	190222000	1
CUSD 300	310453000	3
Dallas ESD 327	260343270	1
Danville CCSD 118	540921180	8
Decatur SD 61	390550610	8
DeKalb CUSD 428	160194280	3
DePue USD 103	280061030	2
Dixon USD 170	470521700	3

Dolton SD 148	070161480	8
Dolton SD 149	070161490	8
DuPage HSD 88	190220880	8
Duquoin CUSD 300	300733000	1
East Alton SD 13	410570130	8
East Alton-Wood River CHSD 14	410570140	8
East Maine SD 63	050160630	2
East Moline SD 37	490810370	3
East Peoria CHSD 309	530903090	5
East Richland CUSD 1	120800010	1
East St Louis SD 189	500821890	8
Edwardsville CUSD 7	410570070	1
Effingham CUSD 40	030250400	1
Egyptian CUSD 5	020020050	8
Eldorado CUSD 4	200830040	8
Evanston CCSD 65	050160650	3
Evanston Twp HSD 202	050162020	8
Evergreen Park CHSD 231	070162310	2
Evergreen Park ESD 124	070161240	1
Fairfield Comm H S Dist 225	200962250	3
Fairmont SD 89	560990890	3
Fenton CHSD 100	190221000	8
Flossmoor SD 161	070161610	8
Ford Heights SD 169	070161690	2
Frankfort CUSD 168	210281680	2
Franklin Park SD 84	060160840	1
Freeburg CHSD 77	500820770	1
Freeport SD 145	080891450	2
Galesburg CUSD 205	330482050	8
Gardner S Wilmington Twp HSD 73	240320730	2
Gen George Patton SD 133	070161330	8
Geneseo CUSD 228	280372280	8
Georgetown-Ridge Farm CUD 4	540920040	8
Gillespie CUSD 7	400560070	8
Glenbard Twp HSD 87	190220870	8
Granite City CUSD 9	410570090	8
Grant CHSD 124	340491240	3
Hall HSD 502	280065020	4
Hamilton Co CUSD 10	250330100	3
Hardin County CUSD 1	200350010	1
Harlem UD 122	041011220	8
Harrisburg CUSD 3	200830030	2
Harvard CUSD 50	440630500	8
Harvey SD 152	070161520	8

Havana CUSD 126	380601260	8
Hawthorn CCSD 73	340490730	1
Herrin CUSD 4	211000040	1
Highland CUSD 5	410570050	8
Hillsboro CUSD 3	100680030	2
Hillside SD 93	060160930	5
Hinsdale Twp HSD 86	190220860	8
Hononegah CHD 207	041012070	2
Hoopeston Area CUSD 11	540920110	3
Hoover-Schrum Memorial SD 157	070161570	1
Illini Central CUSD 189	380601890	8
Illini West H S Dist 307	260343070	2
Ina CCSD 8	250410080	1
Indian Prairie CUSD 204	190222040	1
Indian Springs SD 109	070161090	8
Iroquois West CUSD 10	320380100	1
J S Morton HSD 201	060162010	8
Jacksonville SD 117	460691170	2
Jasper County CUD 1	120400010	8
Jersey CUSD 100	400421000	1
Johnston City CUSD 1	211000010	8
Joliet PSD 86	560990860	8
Joliet Twp HSD 204	560992040	8
Kankakee SD 111	320461110	8
Keeneyville SD 20	190220200	8
Kewanee CUSD 229	280372290	1
La Salle-Peru Twp HSD 120	350501200	5
Lake Park CHSD 108	190221080	8
Lansing SD 158	070161580	8
Laraway CCSD 70C	56099070C	2
Lemont Twp HSD 210	070162100	1
Leyden CHSD 212	060162120	6
Limestone CHSD 310	480723100	4
Lincoln CHSD 404	380544040	2
Lincoln ESD 156	070161560	1
Lincoln Way CHSD 210	560992100	8
Lincolnwood SD 74	050160740	1
Lindop SD 92	060160920	1
Lockport Twp HSD 205	560992050	1
Lombard SD 44	190220440	1
Lyons SD 103	060161030	2
Lyons Twp HSD 204	060162040	1
Madison CUSD 12	410570120	8
Maine Township HSD 207	050162070	8

Mannheim SD 83	060160830	8
Marengo CHSD 154	440631540	3
Marion CUSD 2	211000020	1
Marissa CUSD 40	500820400	1
Marquardt SD 15	190220150	3
Massac UD 1	020610010	8
Matteson ESD 162	070161620	1
Maywood-Melrose Park-Broadview 89	060160890	8
McHenry CCSD 15	440630150	3
McHenry CHSD 156	440631560	8
McLean County USD 5	170640050	2
Mendota CCSD 289	350502890	1
Mendota Twp HSD 280	350502800	3
Meridian CUSD 101	020771010	3
Midlothian SD 143	070161430	8
Midwest Central CUSD 191	380601910	8
Moline USD 40	490810400	8
Monmouth-Roseville CUSD 238	270942380	2
Morris CHSD 101	240321010	3
Mount Vernon SD 80	250410800	8
Mt Vernon Twp HSD 201	250412010	5
Mundelein Cons HSD 120	340491200	5
Murphysboro CUSD 186	300391860	8
Naperville CUSD 203	190222030	1
Nashville CHSD 99	130950990	2
Niles Twp CHSD 219	050162190	8
Nokomis CUSD 22	100680220	1
North Boone CUSD 200	040042000	1
North Chicago SD 187	340491870	6
North Greene CUSD 3	400310030	8
Northfield Twp HSD 225	050162250	4
O Fallon Twp HSD 203	500822030	4
Oak Lawn CHSD 229	070162290	4
Oak Park - River Forest SD 200	060162000	5
Odin SD 122	130581220	1
Oswego CUSD 308	240473080	8
Ottawa ESD 141	350501410	8
Ottawa Twp HSD 140	350501400	6
Palatine CCSD 15	050160150	3
Pana CUSD 8	100110080	1
Park Forest SD 163	070161630	1
Paxton-Buckley-Loda CUD 10	090270100	8
Pekin CSD 303	530903030	6
Peoria Heights CUSD 325	480723250	8

Peoria SD 150	480721500	8
Pinckneyville CHSD 101	300731010	2
Plainfield SD 202	560992020	1
Plano CUSD 88	240470880	8
Pleasant Hill SD 69	480720690	1
Pontiac Twp HSD 90	170530900	4
Pope Co CUD 1	200760010	1
Posen-Robbins ESD 143-5	070161435	8
Prairie-Hills ESD 144	070161440	8
Princeton ESD 115	280061150	8
Princeton HSD 500	280065000	3
Prophetstown-Lyndon-Tampico CUSD3	550980030	8
Proviso Twp HSD 209	060162090	8
Putnam County CUSD 535	430785350	8
Queen Bee SD 16	190220160	8
Quincy SD 172	010011720	2
Raccoon Cons SD 1	130580010	1
Rantoul City SD 137	090101370	6
Reavis Twp HSD 220	070162200	3
Rhodes SD 84-5	060160845	3
Rich Twp HSD 227	070162270	8
Richland GSD 88A	56099088A	1
Ridgeland SD 122	070161220	2
Ridgewood CHSD 234	060162340	4
River Bend CUSD 2	550980020	8
Riverside-Brookfield Twp SD 208	060162080	1
Riverton CUSD 14	510840140	1
Rochelle Twp HSD 212	470712120	5
Rock Falls Twp HSD 301	550983010	4
Rock Island SD 41	490810410	8
Rockford SD 205	041012050	8
Round Lake CUSD 116	340491160	8
Roxana CUSD 1	410570010	8
Salem CHSD 600	130586000	3
Sandridge SD 172	070161720	2
Sandwich CUSD 430	160194300	1
Saratoga CCSD 60C	24032060C	1
SD 45 DuPage County	190220450	1
SD U-46	310450460	8
Seneca Twp HSD 160	350501600	3
Sesser-Valier CUSD 196	210281960	8
Sherrard CUSD 200	490812000	8
Skokie SD 69	050160690	2
South Holland SD 151	070161510	8

South Pekin SD 137	530901370	1
Southwestern CUSD 9	400560090	1
Sparta CUSD 140	450791400	8
Spring Valley CCSD 99	280060990	1
Springfield SD 186	510841860	8
St Anne CHSD 302	320463020	8
St Charles CUSD 303	310453030	1
St Joseph Ogden CHSD 305	090103050	1
Steger SD 194	070161940	1
Sterling CUSD 5	550980050	1
Streator Twp HSD 40	350500400	4
Summit SD 104	070161040	2
Sunnybrook SD 171	070161710	1
Sycamore CUSD 427	160194270	1
Tamaroa School Dist 5	300730050	1
Thornton Fractional Twp HSD 215	070162150	6
Thornton Twp HSD 205	070162050	8
Township HSD 211	050162110	1
Township HSD 214	050162140	1
Trico CUSD 176	300391760	8
Troy CCSD 30C	56099030C	1
Twp HSD 113	340491130	8
United Twp HSD 30	490810300	8
Urbana SD 116	090101160	8
Valley View CUSD 365U	56099365U	8
Vandalia CUSD 203	030262030	8
Venice CUSD 3	410570030	8
Vienna HSD 133	020441330	3
W Harvey-Dixmoor PSD 147	070161470	8
Wabash CUSD 348	200933480	1
Warren Twp HSD 121	340491210	6
Washington CHSD 308	530903080	2
Wauconda CUSD 118	340491180	2
Waukegan CUSD 60	340490600	8
Webber Twp HSD 204	250412040	4
West Chicago ESD 33	190220330	8
Westville CUSD 2	540920020	1
Wheeling CCSD 21	050160210	1
Whiteside SD 115	500821150	1
Wood River-Hartford ESD 15	410570150	8
Woodland CCSD 50	340490500	2
Woodlawn CHSD 205	250412050	2
Woodstock CUSD 200	440632000	4
Zeigler-Royalton CUSD 188	210281880	1

Zion ESD 6	340490060	3
Zion-Benton Twp HSD 126	340491260	8

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
			X			B
				X		C
				X		C
			X			B
					X	F
					X	F
				X		C
					X	F
					X	F
			X			B
					X	F
				X		C
				X	X	C H F
				X		C
				X		C
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
			X			B
			X			B
					X	F
					X	F
					X	F

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
					X	F
			X			B
			X			B
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
				X		C
			X			B
			X			B
					X	F
					X	F
			X			B
			X			B
			X			B
			X			B
			X			A
			X			B
					X	F
			X			A
				X		C
				X	X	C H
				X		C
				X		C
				X	X	C H
				X		C D-1
				X		C
				X	X	C H
				X	X	C H
				X	X	C H
				X	X	C H

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
				X		C
				X	X	C H
				X	X	C H
				X		C
				X	X	C H
				X		C
				X		C D-1
				X	X	C H
				X		C D-1
				X		C
				X	X	C H
			X	X		C D-1
			X			A
				X	X	C H
				X	X	C H
				X	X	C H
				X		C
				X	X	C H
				X		C
				X		C
				X		C
				X		C
				X		C
				X		C
				X		C
				X		C
				X		C
				X		C
				X		C
				X	X	C H
				X		C
				X		C D-1
				X		C D-1
				X		C
				X		C
				X		C
				X		C
				X	X	C H

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
				X		C
				X	X	C H
			X			A B
				X		C
				X		C D-1
				X		C
				X		C
				X		C
				X		C
				X	X	C H
				X		C
				X		C D-1
				X	X	C H
				X		C
				X		C
				X		C
				X		C
				X		C
				X	X	C H
			X		X	A H
				X		C
				X		C
				X	X	C H
				X		C
				X		C
				X		C
					X	F
					X	F
					X	F
					X	F
			X			B
				X		C
					X	F

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
					X	F
				X		C
				X		C
			X			B
					X	F
			X			A B
					X	F
					X	F
					X	F
			X			A B
			X			B
				X		C
					X	H
					X	F
			X			B
			X			A B
					X	F
			X			B
					X	F
				X		C
				X		C
					X	F
				X	X	C F
				X		C
				X		C
					X	F
					X	F
					X	F

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
					X	F
					X	F
					X	F
				X	X	C H
					X	F
			X			B
					X	F
				X		C
					X	F
					X	F
					X	F
			X			B
					X	F
					X	F
					X	F
					X	F
				X		C
				X		C
					X	F
					X	F
			X			B
			X			B
					X	F
			X		X	B F
			X			B
			X			B
			X			B
					X	F
					X	F
					X	F
				X		C
			X			B
					X	F
					X	F

Table 10. Reward, Priority, and Focus Schools

District Name	School Name	NCES_ID	Reward School	Priority School	Focus School	Key
					X	F
					X	F
					X	F
				X		C
				X		C
			X			B
					X	F
					X	F
					X	F
					X	F
			X			B
					X	F
			X			B
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			X			A B
			X			B
			X			B
				X		C
				X		C
					X	F
					X	F
					X	F
					X	F
					X	F
				X		C
				X		C
				X		D-1
				X		C
			X			A
			X			A
				X		C
					X	F

 ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 50

EVALUATION OF CERTIFIED EMPLOYEES
UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

SUBPART A: GENERAL REQUIREMENTS

Section

50.10	Purpose
50.20	Applicability
50.30	Definitions

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section

50.100	Plan Components Required for the Evaluation of Teachers
50.110	Student Growth Components
50.120	Professional Practice Components for Teachers
50.140	Reporting

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section

50.200	Implementation Requirements
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SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS
AND ASSISTANT PRINCIPALS

Section

50.300	Plan Components Required for the Evaluation of Principals and Assistant Principals
50.310	Student Growth Components
50.320	Professional Practice Components for Principals and Assistant Principals
50.330	Reporting

 ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

SUBPART E: TRAINING FOR EVALUATORS

Section

50.400	School District-Developed Prequalification Process or Retraining Program
50.410	Minimum Requirements for Prequalification Process and Retraining Program
50.420	Competencies of Qualified Evaluators

50.Appendix A Illinois Standards for Principal Evaluation

AUTHORITY: Implementing and authorized by Section 24A-7 of the School Code [105 ILCS 5/24A-7].

SOURCE: Old Part repealed at 29 Ill. Reg. 15902, effective October 3, 2005; new Part adopted at 36 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL REQUIREMENTS

Section 50.10 Purpose

This Part establishes the minimum requirements for the establishment of valid and reliable performance evaluation systems for certified employees, pursuant to Article 24A of the School Code [105 ILCS 5/Art. 24A], that assess both professional competence or practice and student growth. The purposes of this Part are to:

- a) identify the minimum components, including those that address student growth, of a teacher performance evaluation system and of a principal and, as applicable, assistant principal performance evaluation system that each school district must implement;
- b) provide a State model for the evaluation of teachers that addresses *the use of data and indicators on student growth as a significant factor in rating teacher performance*, some or all of which shall be required of a school district under certain circumstances outlined in Section 24A-4 of the School Code [105 ILCS 5/24A-4]; and
- c) establish criteria for locally developed programs to prequalify and retrain evaluators, pursuant to Section 24A-3 of the School Code [105 ILCS 5/24A-3].

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Section 50.20 Applicability

Sections 24A-2.5 and 24A-15 of the School Code establish the dates for specific groups of school districts (or for schools within certain districts) to implement performance evaluation systems, including both professional practice and data and indicators of student growth, for teachers, principals, and assistant principals that meet the requirements of this Part and Article 24A of the School Code and, for City of Chicago School District 299 (CPS), Sections 34-8 and 34-85c of the School Code. [105 ILCS 5/24A-2.5, 24A-15, 34-8 and 34-85c]

- a) Each school district shall implement a performance evaluation system for principals by September 1, 2012. (Section 24A-15 of the School Code)
- b) Each school district located outside of the city of Chicago shall implement a performance evaluation system for assistant principals by September 1, 2012. (Section 24A-15 of the School Code)
- c) CPS shall implement a performance evaluation system for teachers *in at least 300 schools by September 1, 2012 and in the remaining schools by September 1, 2013.* (Section 24A-2.5 of the School Code)
- d) School districts that have received a grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (PL 107-110), shall implement a performance evaluation system for teachers in those schools that are covered by Section 1003(g) funds by the date set forth in the approved grants. (Section 24A-2.5 of the School Code)
- e) School districts located outside of the city of Chicago whose student performance ranks in the lowest 20 percent among school districts of their type (i.e., unit, elementary or high school) shall implement a performance evaluation system for teachers by September 1, 2015. (Section 24A-2.5 of the School Code) For purposes of this subsection (e), “student performance” shall be determined based upon a school district’s overall performance on the spring 2014 administration of the State assessments authorized under Section 2-3.64 of the School Code. [105 ILCS 5/2-3.64]
- f) Any school district not subject to subsection (c) or (e) of this Section and schools located in school districts subject to subsection (d) of this Section that are not

 ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

covered by a grant under Section 1003(g) of Title I of ESEA shall implement a performance evaluation system for teachers by September 1, 2016. (Section 24A-2.5 of the School Code)

- g) In accordance with the provisions of Section 24A-2.5 of the School Code, a school district and its teachers, or exclusive bargaining representative of teachers, if applicable, may jointly agree to an implementation date that is earlier than the date specified in this Section for their district type. When an earlier implementation date is agreed upon, the school district shall provide to the State Board of Education, within 30 days of an agreement's being executed, a dated copy of the written agreement specifying the agreed upon implementation date and signed by the district superintendent and teachers or the exclusive bargaining representative.

Section 50.30 Definitions

As used in this Part:

“Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D). For the purposes of this Part, assessments will be defined as the following types.

“Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, or the Star Reading Enterprise, the College Board’s SAT, or Advanced Placement or International Baccalaureate examinations, or ACT's EPAS[®] (i.e., Educational Planning and Assessment System).

“Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

“Type III assessment” means any assessment that is rigorous, aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2) of this Part).

“Assistant principal” means an administrative employee of the school district who is required to hold an administrative certificate issued in accordance with Article 21 of the School Code [105 ILCS 5/Art. 21] or a professional educator’s license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administration or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

“Formal observation” means a specific period of time that is scheduled with the teacher, principal, or assistant principal to directly observe professional practices in the classroom or in the school.

“Joint Committee” means a committee *composed of equal representation selected by the district and its teachers or, where applicable, the exclusive bargaining representative of its teachers*, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that *incorporates data and indicators of student growth as a significant factor in rating teacher performance* and addresses professional practice. (Section 24A-4 of the School Code)

“Informal observation” means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

“Metric” means the manner in which two or more assessment scores are compared for the purpose of identifying a change in a student’s knowledge or skills over time.

“Performance evaluation plan” means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual’s professional practice, and meets the requirements of Article 24A of the School Code and this Part.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

“Performance evaluation rating” means the final rating of a teacher’s, principal’s, or assistant principal’s performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both student growth and professional practice.

“Qualified Evaluator” shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

“Student growth” means a demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

“Teacher” means professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator’s license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, “teacher” shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section 50.100 Plan Components Required for the Evaluation of Teachers

Each school district shall implement a performance evaluation plan for its teachers no later than the applicable date outlined in Section 50.20 of this Part. The plan shall address each of the components contained in this Section.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- a) The plan shall provide for an evaluation at least once every two years of each teacher in contractual continued service (i.e., tenured); however, a tenured teacher who has obtained a “needs improvement” or “unsatisfactory” rating on the previous year’s evaluation shall be evaluated in the next school year after receiving that rating. (Section 24A-5 of the School Code)
- b) The plan shall provide for an evaluation at least once every year of each teacher not in contractual continued service (i.e., nontenured). (Section 24A-5 of the School Code)
- c) At the start of the school term, the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
 - 1) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
 - 2) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory” as set forth in Sections 24A-5(e) and 34-85c of the School Code; and
 - 3) a summary of the district’s procedures related to the provision of professional development or remediation in the event a teacher receives a “needs improvement” or “unsatisfactory” rating, respectively, to include evaluation tools to be used during the remediation period.
- d) Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Learning Forward’s Standards for Professional Learning (2011) posted at <http://www.nsdc.org/standards/index.cfm>. No later amendments to or editions of these standards are incorporated by this Section.

Section 50.110 Student Growth Components

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Each school district, when applicable (see Section 50.20 of this Part), shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating teacher performance*. (Section 24A-4(b) of the School Code) For the purpose of this Subpart B, “significant factor” shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section. In situations where a joint committee cannot reach agreement on one or more aspects of student growth within the timeline established under Section 24A-4(b) of the School Code, the school district shall adopt the State model plan contained in Subpart C of this Part with respect to those aspects of student growth upon which no agreement was reached.

- a) For a school district implementing a performance evaluation plan incorporating student growth in school year 2012-13 or 2013-14, student growth shall represent at least 25 percent of a teacher’s performance evaluation rating in the first and second years of implementation (for example, 2012-13 and 2013-14 schools years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) The performance evaluation plan shall identify at least two assessments for evaluating each type of teacher and one or more metrics to be used to determine student growth that are specific to each assessment chosen . The assessments and metrics identified shall align to the school’s and district’s school improvement goals.
 - 1) The joint committee shall identify a measurement model for each assessment employing multiple data points from at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
 - 2) If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the joint committee shall identify at least two Type III assessments to be used.
 - 3) The plan shall identify student growth expectations consistent with the assessments and metrics to be used, where appropriate.
 - 4) Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect interim data specific to student learning. The interim data shall not be used to

 ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

determine the performance evaluation rating and should allow for a teacher to assess his or her progress and adjust instruction, if necessary.

- c) The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each metric chosen to ensure that they *best measure the impact that a teacher, school and school district have on students' academic achievement*. [105 ILCS 5/24A-7]
- d) If the rating scale to be used for student growth does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the plan shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings.
- e) School districts located outside of the city of Chicago shall not use data from any State assessment administered under Section 2-3.64 of the School Code in determining student growth.
- f) CPS may adopt, when applicable, one or more State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student growth for purposes of teacher evaluations*. (Section 24A-7 of the School Code)

Section 50.120 Professional Practice Components for Teachers

Each school district, when applicable (see Section 50.20 of this Part), shall implement the requirements of this Section regarding the evaluation of a teacher's professional practice.

- a) In order to assess the quality of the teacher's professional practice, the evaluation plan shall include an instructional framework developed or adopted by the school district that is based upon research regarding effective instruction; addresses at least planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24).
 - 1) The instructional framework shall align to the roles and responsibilities of each teacher who is being evaluated.
 - 2) The evaluation plan shall contain a rubric to be used in rating professional practice that aligns to the instructional framework developed or adopted under this subsection (a).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- 3) If the rating scale to be used for each component of professional practice does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the framework shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings. In addition, the district shall quantify the relative importance of each portion of the framework to the final professional practice rating.
- b) As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance and competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.
- c) Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations. For the purpose of this subsection (c), a formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or an observation during a complete lesson; or an observation during an entire class period. The qualified evaluator may designate another person to conduct the observation in situations where he or she cannot complete all of the observations, or the observations cannot be completed in a timely manner, provided the individual so designated is a qualified evaluator, thus having completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code.
 - 1) For each tenured teacher who received either an "excellent" or "proficient" performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the two-year cycle in which the current evaluation is conducted, one of which must be a formal observation.
 - 2) For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

“needs improvement” or “unsatisfactory” rating was assigned, of which two must be formal observations.

- 3) For each nontenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.
- 4) Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.
 - A) In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson plan and/or other evidence of planning for the instruction that will be conducted on the day of the formal observation and make recommendations for areas on which the qualified evaluator should focus during the observation.
 - B) The qualified evaluator and the teacher shall discuss the lesson plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.
- 5) Following either a formal or informal observation, the qualified evaluator shall discuss with the teacher the evidence collected about the teacher’s professional practice.
 - A) The teacher shall consider (that is, reflect upon) his or her instruction and if applicable, provide to the qualified evaluator additional information or explanations about the presentation.
 - B) The qualified evaluator shall provide feedback to the teacher about the individual’s professional practice, including data and evidence specific to areas of focus designated during the conference preceding the observation (see subsection (c)(4) of this Section).
 - C) If the qualified evaluator determines that the data and evidence collected to date may result in the teacher receiving either a “needs improvement” or “unsatisfactory” performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- D) The teacher shall work with the qualified evaluator or others (e.g., professional learning team, department head), as determined in the plan, to identify areas for improvement.
- d) Evidence of Professional Practice
- 1) Any evidence collected during an observation shall be consistent with the rubric developed under subsection (a) of this Section.
 - 2) The qualified evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation (see subsection (c)(5) of this Section).
 - 3) The evaluation plan shall define how the evidence to be collected will be used to determine a final professional practice rating.

Section 50.140 Reporting

- a) By no later than June 30 of each year, the State Board of Education shall identify the manner and timeline for the submission of data and other information relative to performance evaluations that each school district must submit. These data and information shall include, but not be limited to, data regarding the performance evaluation rating given to each tenured and nontenured teacher and data about teacher retention, as well as other information specific to the locally adopted performance evaluation plan that will assist the State Board of Education in determining whether performance evaluation systems are reliable and valid, improve student achievement, and contribute to the development of staff. [105 ILCS 5/24A-20]
- b) A school district shall not be required to submit its performance evaluation plan for teachers to the State Board of Education for review, comment, or approval, unless specifically requested by the State Board of Education.

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section 50.200 Implementation Requirements

- a) A school district, in conjunction with the joint committee established under Section 24A-4(b) of the School Code, shall be required to adopt those aspects of

 ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

the State model contained in this Subpart C regarding data and indicators of student growth about which the joint committee is unable to agree within 180 calendar days of the date on which the joint committee held its first meeting.

- b) The first meeting of a joint committee shall occur no later than November 1 of the school year immediately preceding the school district's implementation date specified in Section 24A-2.5 of the School Code (see Section 50.20 of this Part). For purposes of this subsection (b), the 180-day deadline set forth in subsection (a) of this Section does not preclude the members of the joint committee from meeting, either as a committee or with other administrators and teachers, provided that the district representatives and the union representatives on the joint committee formally agree to the date on which the 180-day clock will begin.
- c) The student growth component of the plan shall conform to the requirements of Section 50.110 of this Part and shall comprise 50 percent of the performance evaluation rating assigned (Section 24A-7 of the School Code).
- d) The requirements of this Subpart C do not apply to CPS.

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS
AND ASSISTANT PRINCIPALS

Section 50.300 Plan Components Required for the Evaluation of Principals and Assistant Principals

Each school district shall implement a performance evaluation plan for its principals and assistant principals no later than September 1, 2012. (Sections 24A-15 and 34-8 of the School Code [105 ILCS 5/24A-15 and 34-8]) Assistant principals employed by CPS shall not be subject to the performance evaluations system established under Article 24A of the School Code and this Part.

- a) A school district may choose to develop its own performance evaluation plan or adopt or adapt the State model authorized under Section 24A-7 of the School Code.
 - 1) The plan shall *consider the principal's or, as applicable, assistant principal's specific duties, responsibilities, management and competence as a principal or assistant principal.* (Sections 24A-15(c)(1), (c-5)(1), and 34-8 of the School Code)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- 2) The plan shall consider *the principal's or, as applicable, assistant principal's strengths and weaknesses, with supporting reasons*. (Sections 24A-15(c)(2), (c-5)(2), and 34-8 of the School Code)
 - 3) The plan shall consider the performance goals developed pursuant to Sections 10-23.8a and 34-8.1 of the School Code [105 ILCS 5/10-23.8a and 34-8.1] for any principal or, as applicable, assistant principal who has a performance-based contract.
- b) The plan shall identify the person who will evaluate the principal or assistant principal. For a principal who also serves as the district superintendent, the evaluator shall be appointed by the local board of education. The evaluator so appointed shall hold a current and valid administrative certificate or professional educator license endorsed for superintendent issued under Article 21 or Article 21B of the School Code, respectively, and have completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code or Subpart E of this Part.
 - c) The plan shall provide for the completion of the evaluation (i.e., collection of data and information on student growth and conducting observations) no later than March 1 annually for a principal or assistant principal (Section 24A-15 of the School Code) for school districts located outside of the city of Chicago, or by July 1 annually for a principal employed by CPS (Section 34-8 of the School Code).
 - d) A written notice (either electronic or paper) of the evaluation shall be provided to each principal and, as applicable, assistant principal at the start of the school year, or if the principal or assistant principal is hired or assigned to the position after the start of the school term, then no later than 30 days after the contract is signed or the assignment is made. The written notice shall include:
 - 1) a copy of the rubric to be used to rate student growth and professional practice of the principal or assistant principal; and
 - 2) a summary of the manner in which student growth and professional practice measures to be used in the evaluation relate to the performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- e) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall meet to set student growth metrics and targets to be used. If the qualified evaluator and principal or assistant principal fail to agree on the student growth measures and targets to be included, then the qualified evaluator shall determine the goals to be considered.
- f) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall establish professional growth goals, which shall be based on the results of the performance evaluation conducted in the previous school year, if any. If the qualified evaluator and principal or assistant principal fail to agree on the professional growth goals to be included, then the qualified evaluator shall determine the goals to be considered.
- g) When the performance evaluation is completed, the qualified evaluator shall meet with the principal or assistant principal to inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The qualified evaluator shall discuss the strengths demonstrated by the principal or assistant principal and identify specific areas of growth.

Section 50.310 Student Growth Components

Each school district shall provide for the use in the performance evaluation plan *of data and indicators on student growth as a significant factor in rating principal or, as applicable, assistant principal performance.* (Sections 24A-15 and 34-8 of the School Code) For the purpose of this Subpart D, “significant factor” shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section.

- a) For a school district implementing a performance evaluation plan incorporating student growth in school year 2012-13 or 2013-14, student growth shall represent at least 25 percent of a principal’s or assistant principal’s performance evaluation rating in the first and second years of implementation (for example, 2012-13 and 2013-14 schools years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.
- b) No later than October 1 of each school year, the qualified evaluator shall inform the principal or assistant principal of the assessments and, for the assessments

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

identified, the metrics and targets to be used. The qualified evaluator shall specify the weights of each assessment and target to be used.

- 1) The school district shall identify at least two assessments either from Type I or Type II, which are able to provide data that meets the definition of student growth as set forth in Section 50.30 of this Part.
 - A) A State assessment administered under Section 2-3.64 of the School Code may be one of the assessments to be used for determining student growth and shall be considered to be a Type I assessment.
 - B) Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and principal may identify at least two Type III assessments to be used to determine student growth.
 - C) CPS may adopt the State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student growth for purposes of principal evaluations*. (Section 24A-7 of the School Code)
 - 2) Individual assessment results of any student shall be included in the student growth metric, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment. For instance, a student would be included if he or she had results from the two most recently administered State assessments or results from an assessment administered at the beginning of a school term and again at mid-year.
 - 3) The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated.
- c) For an assistant principal, a qualified evaluator may select student growth measures that align to the individual's specific duties (e.g., improvements in attendance, decrease in disciplinary referrals).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- d) The school district shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each assessment and target chosen to ensure that they *best measure the impact that a principal, school and school district have on students' academic achievement*. (Section 24A-7 of the School Code)

Section 50.320 Professional Practice Components for Principals and Assistant Principals

Consideration of the professional practice of a principal and, as applicable, assistant principal shall comprise a minimum of 50 percent of the performance evaluation rating and include each of the following elements.

- a) Any instruments and rubric used to evaluate the professional practice of a principal's or assistant principal's professional practice shall align to the Illinois Standards for Principal Evaluation (see Appendix A of this Part).
- 1) The rubric shall state the indicators for each standard and provide a clear description of at least four performance levels to be considered for each indicator.
 - 2) A school district may choose to adopt the rubric contained in the State performance evaluation model for principals, developed pursuant to Section 24A-7 of the School Code, or it may develop its own rubric. Any school district that uses a rubric other than the rubric contained in the State model shall establish a process to ensure that all principals, assistant principals, and principal evaluators are familiar with and understand the content of the rubric, the different levels of performance used for professional practice, and how the overall professional practice rating will be determined.
- b) No later than February 1 of each year, or June 1 of each year for schools located in CPS, each principal or, as applicable, assistant principal shall complete a self-assessment that is aligned to the rubric to be used to evaluate professional practice. The self-assessment shall be used as one input in determining a principal's or assistant principal's professional practice rating.
- c) Observations

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- 1) The plan shall provide for a minimum of two formal observations at the school in which the principal or assistant principal is employed.
 - A) The qualified evaluator shall observe school practices and may directly observe the principal's or assistant principal's interactions and activities during his or her work day.
 - B) The formal observation shall be scheduled in advance and shall include at least one objective for the observation (e.g., reviewing classrooms, observing leadership team meetings).
 - C) Feedback from the formal observations shall be provided in writing (electronic or paper) to the principal or assistant principal no later than 10 principal work days after the day on which the observation occurred. For the purpose of this subsection (c)(1)(C), a "principal work day" is any day in which the principal or assistant principal is contractually obligated to work, regardless of whether students are present.
 - D) Other evidence and information received by the qualified evaluator that would have a negative impact on the evaluator's rating of the principal (e.g., parent complaints) shall be shared with the principal within the timeline established in subsection (c)(1)(C) of this Section.
 - 2) There is no limit on the number of informal observations that a qualified evaluator may conduct, provided that he or she deems the informal evaluations necessary to fully assess the performance of the principal or assistant principal being evaluated. Evidence gathered during informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.
- d) If a district chooses to use professional practice ratings that do not correspond to the performance evaluation ratings required to be used under Section 24A-15 or 34-8 of the School Code, then it shall ensure that the four levels chosen align to the required performance evaluation ratings.

 ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- e) The school district or qualified evaluator shall inform the principal or assistant principal how evidence of professional practice collected will be used to determine a professional practice rating.

Section 50.330 Reporting

- a) By no later than June 30 of each year, the State Board of Education shall identify the manner and timeline for the submission of data and other information relative to performance evaluations that each school district must submit. These data and information shall include, but not be limited to, data regarding the performance evaluation ratings given to each principal and, as applicable, assistant principal, as well as other information specific to the locally adopted model that will assist the State Board of Education in determining whether performance evaluation systems are reliable and valid, improve student achievement, and contribute to the development of staff (Section 24A-20 of the School Code).
- b) A school district shall not be required to submit its performance evaluation plan for principals or assistant principals to the State Board of Education for review, comment, or approval, unless specifically requested by the State Board of Education.

SUBPART E: TRAINING FOR EVALUATORS

Section 50.400 School District-Developed Prequalification Process or Retraining Program

Section 24A-3 of the School Code requires that an individual who conducts evaluations of teachers, principals, or assistant principals after September 1, 2012 be prequalified before undertaking any evaluations and participates in a regularly scheduled retraining program, either of which must be developed or approved by the State Board of Education. In order to ensure that a school district-developed prequalification process or retraining program meets the rigor of the State Board of Education-developed trainings, any prequalification process or retraining program developed and used by a school district shall, at a minimum, meet the requirements of this Subpart E.

- a) Prequalification Process
 - 1) Beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal unless he or she has successfully completed the prequalification process and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

passed the State-developed assessment specific to rating professional practice.

- 2) Beginning on a school district's applicable implementation date, as set forth in Section 50.20 of this Part, or by an earlier implementation date as determined by the school district and its teachers, or exclusive bargaining representative, as applicable (see Section 50.20(g) of this Part), an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal that addresses student growth unless he or she has successfully completed the prequalification process for student growth and passed the State-developed assessment specific to the consideration of data and indicators of student growth.
- b) A school district offering its own retraining program shall ensure that each qualified evaluator completes the program at least once during each five-year certificate or licensure renewal cycle. (Section 24A-3 of the School Code)
- 1) An individual who has not completed the retraining program, as required, during any applicable five-year cycle shall be ineligible to conduct evaluations until the retraining program is completed.
 - 2) An individual who will be evaluating teachers in a school district that implements a performance evaluation system beginning September 1, 2015 or later shall be required to successfully complete a retraining program specific to professional practice of teachers before conducting any performance evaluations of teachers.
- c) A school district developing its own prequalification process or retraining program shall notify the State Board of Education no later than July 1 immediately preceding the school year in which the process or program will be implemented. The notification shall at least include the type of training to be offered, names of the individuals to present the training, and date upon which each school district-designated trainer completed the "train-the-trainers" program offered by, or on behalf of, the State Board of Education.

Section 50.410 Minimum Requirements for Prequalification Process and Retraining Program

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

A school district-developed prequalification process or retaining program shall contain each of the following elements. A school district is not required to develop both a prequalification process and retraining program nor is it required to address both teachers and principals. Similarly, a locally developed prequalification process or retaining program may address professional practice only, student growth only, or both. Any school district not offering a unified course of study (i.e., professional practice and student growth) either for teachers or principals shall ensure that those individuals successfully complete the State-developed prequalification process or retraining program in those areas not being covered by the locally developed process or program.

- a) Each individual who will present a prequalification process or retraining program shall complete the “train the trainer” program offered by, or on behalf of, the State Board of Education.
- b) Individual course modules shall address each of the following areas:
 - 1) Use of student growth data and indicators to evaluate teachers;
 - 2) Use of student growth data and indicators to evaluate principals.
 - 3) Methods and strategies for evaluating the professional practice of teachers; and/or
 - 4) Methods and strategies for evaluating the professional practice of principals.
- c) Each course module shall outline course goals, objectives, and participant outcomes and include training materials that align to the school district’s evaluation plan.
- d) Each course module shall include “field practice” in a variety of virtual, simulated, or live contexts in order to allow evaluators to apply their understanding to actual situations.
- e) Standards
 - 1) Course modules for teachers shall be aligned to the Illinois Professional Teaching Standards referenced in Section 50.120 of this Part; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

- 2) Course modules for principals shall be aligned to the Illinois Standards for Principal Evaluation contained in Section 50. Appendix A of this Part.

f) Course Content

Course modules shall address the following content.

- 1) State statutory and regulatory requirements for evaluating certified staff, including the use of the required performance evaluation ratings of “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”;
 - 2) Protocols and best practices for conducting classroom observations for teachers or observations of school practices for principals;
 - 3) Case studies that exemplify collaborative learning environments;
 - 4) Skills for engaging teachers or principals in high-quality opening conferences, feedback sessions, and end-of-year evaluation discussions;
 - 5) Methods for developing and supporting individualized professional development plans for tenured teachers rated as “needs improvement”;
 - 6) Methods for developing and supporting individualized remediation plans for tenured teachers rated as “unsatisfactory”;
 - 7) Methods for developing and supporting individual and school-level growth and development goals and plans for principals;
 - 8) Methods for analyzing multiple measures of student growth;
 - 9) Methods for constructing performance evaluation ratings from disparate, variously subjective indicators; and
 - 10) Strategies for evaluating certified staff in specialized disciplines (e.g., special education; bilingual education; career and technical education; skill-based subject areas, such as art and music).
- g) Any individual who completes the school district-developed prequalification process but who fails the State-developed assessment shall be required to

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

participate in the State-developed prequalification program before retaking the assessment.

- h) A school district shall include remediation for individuals who did not successfully complete one or more courses of the retraining program. The remediation shall include content or approaches that are different than what was provided in the initial course module to assist the individual in mastering the material.
- i) Course modules may be presented in-person or through distance-learning or video-conferencing technology or through a configuration that best accommodates the content.

Section 50.420 Competencies of Qualified Evaluators

Any prequalification process or retraining program shall ensure that a qualified evaluator demonstrates the competencies set forth in this Section.

- a) Evaluating Student Growth for Teachers

Each qualified evaluator:

- 1) Uses assessments and metrics identified by the joint committee in determining the student growth attributable to individual teachers and understands how different types of assessments are used for measuring growth;
- 2) Uses data from the evaluation rubric, other evidence collected, and best practices relative to evaluating student growth to link teacher and school-level professional development plans to evaluation results;
- 3) Creates, in collaboration with teachers, supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals; and
- 4) Communicates evaluation outcomes and findings in constructive and supportive ways that enable teachers to set goals and improve practice.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

b) Evaluating Professional Practice of Teachers

Each qualified evaluator:

- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);
- 2) Observes instruction competently in multiple subject areas provided to varied and multiple student populations (e.g., English language learners, students with Individualized Education Programs, students in career and technical education programs);
- 3) Uses data from the evaluation rubric, other evidence collected, and best practices relative to evaluating professional practice to link teacher and school-level professional development plans to evaluation results;
- 4) Creates, in collaboration with teachers, supportive, targeted professional development plans that consider past results, contribute to professional growth, and assist teachers in aligning professional development and goal-setting to school improvement goals;
- 5) Communicates evaluation outcomes and findings in constructive and supportive ways that enable teachers to set goals and improve professional practice; and
- 6) Understands sources of personal bias and is able to recognize and control for bias when conducting an evaluation and determining results.

c) Evaluating Principals and Assistant Principals

Each qualified evaluator:

- 1) Demonstrates a high rate of inter-rater reliability using the required performance evaluation ratings (i.e., “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”);
- 2) Uses student growth measures effectively in evaluating both principals and assistant principals, including the use of multiple measures of student

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

growth (e.g., assessments, attendance, graduation rates) and understands how different types of assessments are used for measuring growth;

- 3) Understands the Illinois Standards for Principal Evaluation (see Section 50.Appendix A of this Part), including the review of evidence and its use to determine professional competence relative to each of the standards' indicators;
- 4) Uses data from the evaluation rubric, other information collected, and best practices for evaluating principals or assistant principals effectively to link administrative and school-level professional development plans to evaluation results;
- 5) Creates, in collaboration with principals or assistant principals, supportive, targeted professional development plans that consider past results, contribute to professional and personal growth, and assist principals or assistant principals in aligning professional development and goal-setting to school improvement goals;
- 6) Reviews, analyzes, and incorporates into the evaluation process indicators about the instructional environment within a school;
- 7) Communicates evaluation outcomes and findings in constructive and supportive ways that enable principals and assistant principals to set goals and improve practice; and
- 8) Understands sources of personal bias and is able to recognize and control for bias when conducting an evaluation and determining results.

Section 50.Appendix A Illinois Standards for Principal Evaluation

The Illinois Standards for Principal Evaluation align to the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008, adopted by the National Policy Board for Educational Administration and posted at <http://www.npbea.org/projects.php> (no later amendments to or editions of these standards are incorporated by this Part). The Illinois Standards for Principal Evaluation are intended to guide the process used in evaluating the professional practice of principals; therefore, any rubric used to formulate a performance evaluation rating shall be aligned to the standards set forth in this Section.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Standard I: Living a Mission, Vision and Beliefs for Results

The principal works with the staff and community to build a shared mission and vision of high expectations that ensures all students are on the same path to college and career readiness and holds staff accountable for results.

Indicator a: Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align to the overall school vision and lead to student improvement for all learners.

Indicator b: Ensure that the school's identity, vision, and mission drive school decisions.

Indicator c: Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

Standard II: Leading and Managing Systems Change

The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

Indicator a: Develops, implements, and monitors the outcomes of the school improvement plan and schoolwide student achievement data results to improve student achievement.

Indicator b: Creates a safe, clean, and orderly learning environment.

Indicator c: Collaborates with staff to allocate personnel, time, materials, and adult learning resources appropriately to achieve school improvement plan targets.

Standard III: Improving Teaching and Learning

The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Indicator a: Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practice, and high expectations for student performance.

Indicator b: Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and schoolwide improvement goals; identify and address areas of improvement; and celebrate successes.

Indicator c: Implements student interventions that differentiate instruction based on student needs.

Indicator d: Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.

Indicator e: Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction, preparation, and classroom environment as part of the district's teacher appraisal system.

Indicator f: Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.

Indicator g: Develops systems and structures for staff professional development and sharing of effective practices, including providing and protecting staff time allotted for development.

Standard IV: Building and Maintaining Collaborative Relationships

The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.

Indicator a: Creates, develops, and sustains relationships that result in active student engagement in the learning process.

Indicator b: Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

Indicator c: Proactively engages families and communities in supporting their child's learning and the school's learning goals.

Indicator d: Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

Standard V: Leading with Integrity and Professionalism

The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Indicator a: Treats all people fairly, equitably, and with dignity and respect.

Indicator b: Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.

Indicator c: Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.

Standard VI: Creating and Sustaining a Culture of High Expectations

The principal works with staff and the community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social and emotional learning.

Indicator a: Builds a culture of high aspirations and achievement for every student.

Indicator b: Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

Indicator c: Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social and emotional, behavioral, and physical.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 21, 2012

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Linda Tomlinson, Assistant Superintendent
Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Proposed Rules for Adoption – Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code)

Materials: Recommended Rules

Staff Contacts: Vicki Phillips, Interim Division Administrator

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed rules for adoption.

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

This agenda item relates to Strategic Goals 1 and 2, in that the rules would implement the Performance Evaluation Reform Act of 2010 (PERA), which has as its goal the development of rigorous, valid and reliable evaluation systems that consider both professional practice and data and indicators of student growth to ensure that all schools have effective teachers and leaders, a critical factor contributing to student achievement.

Expected Outcome of Agenda Item

The Board will be asked to adopt Part 50.

Background Information

P.A. 96-861, or PERA, became effective January 1, 2010, and amended Articles 24A and 34 of the School Code to transform the way in which the performance of teachers and principals in Illinois public schools is evaluated. Central to this transformation is the inclusion of data and indicators of student growth (in addition to consideration of professional practice) as a “significant” factor in determining a teacher’s or principal’s performance evaluation rating.

Amendments to PERA by P.A. 97-8 (SB 7), effective June 13, 2011, expanded the use of performance evaluations by holding nontenured teachers to similar standards of evaluation as tenured teachers; that is, probationary teachers (who are evaluated at least once every year rather than at least once every two years like tenured teachers) will also be evaluated using measures of both student growth and professional practice, and their performance will be rated using the four rating categories established in the law for tenured teachers.

Similarly, P.A. 97-217, effective July 28, 2011, requires that assistant principals be included in the performance evaluation system for principals, using both data and indicators of student growth and professional practice for rating performance. Assistant principals working outside of

the city of Chicago, like principals, must be evaluated every school year by no later than March 1. Principals in CPS must be evaluated by July 1 annually.

Beginning with next school year (i.e., 2012-2013 school year), school districts must implement these performance evaluations incorporating measures of student growth for principals and, as applicable, assistant principals.

The law, however, phases in the requirement for teacher performance evaluation systems as follows:

- Beginning September 1, 2012, at least 300 schools in CPS and in the remaining CPS schools by September 1, 2013;
- Those schools covered by funding under Section 1003(g) of Title I of the Elementary and Secondary Education Act (“SIG”) awarded to their respective school districts, by the implementation date specified in the grant agreement;
- Beginning September 1, 2015, those school districts whose student performance ranks in the lowest 20 percent among all school districts of their type (excluding CPS); and
- Beginning September 1, 2016, the remaining school districts in the state and those schools in SIG districts not covered by those funds.

As alluded to above, the law also provides that beginning September 1, 2012, school districts must use four specific categories for rating performance -- expanded from three categories of “excellent”, “satisfactory”, and “unsatisfactory” to “excellent”, “proficient”, “needs improvement”, and “unsatisfactory”. The law requires that any tenured teacher who receives a “needs improvement” or “unsatisfactory” rating be evaluated in the school year following receipt of the rating, rather than every two years. Additionally, PERA requires that school districts use the same four rating categories for the evaluation of principals as those used for teachers.

PERA strengthens criteria for evaluators, as well, by requiring that any individual who evaluates teachers, principals or assistant principals after September 1, 2012, successfully completes a prequalification process that includes passage of an assessment to ensure that the evaluator’s ratings “properly align” to the requirements of the law and Part 50. In order to remain qualified to serve as an evaluator, each individual also must complete a retraining program once every five years. Both the prequalification process and retraining program must be developed by, or on behalf of, the State Board or, if a school district chooses to develop its own prequalification process and retraining program, approved by the agency (see Subpart E of the proposed rules).

Further, PERA requires that the State Board establish a performance evaluation model for both teachers and principals/assistant principals. Use of the model is optional for school districts, which may choose to incorporate the entire model or portions of the model into their performance evaluation plans. Use of some or all of the teacher model pertaining to data and indicators of student growth is required, however, in those instances when the school district and its teachers, using the process of a joint committee set forth in PERA, cannot agree on some or all of the aspects of student growth. In those situations, the district would be required to “default” to the state model for teacher evaluation with regards to areas upon which no agreement was reached. For CPS, use of the state model for student growth is not required if agreement cannot be reached since PERA stipulates that CPS has the authority to implement “its last best proposal”.

Pursuant to PERA, a Performance Evaluation Advisory Council (PEAC) was established to provide to the agency recommendations for the development and implementation of performance evaluation systems. Its recommendations form the basis for Part 50, which is explained in greater detail under “Policy Implications” below.

The proposed amendments were published December 2, 2011, in the Illinois Register to elicit public comment. Staff received 114 comments, including those from the Illinois Education Association, Illinois Federation of Teachers, City of Chicago School District 299 and its teachers’ union, Illinois Principals Association, and Advance Illinois, among others. One comment submitted from a school district was not signed and another individual asked that she remain anonymous; for this reason, those comments are not being considered. A summary and analysis of the public comment, along with any recommendations for changes in the proposed amendments as a result, is attached.

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

Policy Implications: The proposed rules set forth the minimum requirements for both student growth and professional practice that all school districts must meet when establishing their performance evaluation systems for teachers and principals/assistant principals (Subparts B and D, respectively). Additionally, the data and indicators of student growth contained in the state model for teachers are being placed in Subpart C since some districts may be required to incorporate those criteria into their evaluation plans. As noted under “Background” above, PERA has no requirement for districts to adopt any portion of the state model relative to the evaluation of a teacher’s professional practice, nor are school districts required to adopt the state model for principals, so these models will not be included in the rulemaking. The Board adopted the principal performance evaluation model at its January meeting. The model for teachers will be brought back to the Board for its consideration later in the year and, at that time, more detailed components related to student growth will be incorporated into Part 50.

As noted above, central to the proposed rules is determining at what level student growth becomes a “significant factor” in rating the performance of teachers or principals/assistant principals and how student growth is to be determined. Illinois is one of many states across the country embarking on the redesign of evaluation systems to factor in student growth. As such, the body of work specific to student growth and “best practices” models is evolving and changing as these evaluation systems are piloted and implemented. Most Illinois school districts will not be required to implement performance evaluation systems for teachers until the 2016-17 school year, giving PEAC and agency staff more time to evaluate what works. CPS and SIG schools, however, must have systems in place for their teachers in the fall. As proposed, the rules (see Section 50.110) provide an outline for how student growth must be considered when rating student performance by:

- Designating that student growth must constitute 30 percent of the final performance evaluation rating assigned, which will be phased in using 25 percent for the first two years of implementation for school districts implementing systems in 2012-13 and 2013-14 school years;
- Defining the type of assessments from which the joint committee may choose (which shall not include any state assessment for school districts located outside of Chicago); and
- Allowing joint committees to determine locally how student characteristics will be considered relative to student growth.

The state model for considering student growth for teachers (Subpart C) includes the minimum criteria addressed in Section 50.110 that all districts must meet. As noted above, once PEAC fleshes out the student growth requirements more fully, Subpart C will be amended to incorporate those elements required to be used should a district's joint committee fail to reach agreement. These elements include requirements specific to special populations, identification of procedures for reaching agreement on the type of assessments to be used when the joint committee cannot agree, and assessments for both nontested areas, such as career and technical education and the fine arts, and the measures tied to those assessments, such as student learning objectives.

It is proposed that consideration of student growth for principals and assistant principals also be 30 percent of the final performance evaluation rating assigned, with a two-year phasing in of this minimum level (see Section 50.310 of the proposed rules). The proposed rules state when a student's score may be included as part of the student growth measure, ensuring that the results can be attributed to the principal or assistant principal being evaluated. The proposal also recognizes the unique role of assistant principals by allowing for consideration of other student outcomes, such as attendance, when looking at student growth, provided those outcomes are tied to the individual's specific duties.

The proposed rules for professional practice are intended to help prepare both the evaluator and individual being evaluated for each observation and provide information in a timely manner so that the individual can work towards improvements in professional practice before the final performance evaluation rating is assigned. As with student growth, the proposed minimum requirements for professional practice contained in the rules take effect on the date specified in PERA for the school district to implement a performance evaluation system incorporating student growth.

As indicated under "Background" above, PERA requires training of evaluators and allows school districts the option of either developing their own process or program for prequalification and retraining or using the programs to be developed by the State Board. Proposed Subpart E addresses requirements for any locally developed prequalification process or retraining program, specifying that a district may offer a unified program that includes both student growth and professional practice for teachers and principals/assistant principals or only one component for either or both categories of employees. Providing this flexibility allows a district to tailor training for only professional practice, for instance – a component with which districts are familiar – if it lacks the expertise in student growth necessary to provide effective training. Evaluators in districts offering a single component will be required to participate in the state-developed process for the training not offered locally.

The requirements for locally developed prequalification/retraining programs align to the criteria identified for the state prequalification process and retraining program, including the establishment of competencies that must be exhibited by every qualified evaluator. Consistency across the state and various locally developed training systems is further preserved by requiring that all evaluators pass the state-developed assessment in order to become a qualified evaluator. If an individual fails to pass the assessment, then he or she will be required to participate in the state-developed prequalification process before being allowed to retake the test, thus providing an incentive for school districts to develop high-quality programs.

Budget Implications: Staff will use funding from phase III of the Race to the Top initiative for the cost of the prequalification/retraining component of the performance evaluation systems, with the goal of beginning training in spring 2012.

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

PERA specifically directs the State Board of Education to conduct rulemaking for performance evaluation systems, with particular attention to the data and indicators of student growth that may be considered when rating performance. To that end, staff have incorporated recommendations from PEAC that help ensure that evaluation systems will be of high quality and rigor, and provide performance evaluation ratings that are valid and reliable. The proposed rules recognize, however, that the use of performance evaluation systems incorporating student growth is evolving and that further rulemaking will be necessary to define key elements of the student growth model, such as appropriate assessments and how student characteristics are considered when measuring the impact a teacher or principal/assistant principal has on student achievement.

Not proceeding with rulemaking will put the agency in conflict with the Illinois Administrative Procedure Act, which requires that agency policies be placed into rules. Additionally, certain school districts currently are proceeding with the design of these performance evaluation systems and need to know the expectations of the agency before those systems are implemented next school year.

Superintendent’s Recommendation

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

The State Board of Education hereby adopts the proposed rulemaking for:

Evaluation of Certified Employees under Articles 24A and 34 of the School Code (23 Illinois Administrative Code 50),

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

Next Steps

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

Summary and Analysis of Public Comment
23 Ill. Adm. Code 50
Evaluation of Certified Employees under Articles 24A and 34 of the School Code

Data and Indicators of Student Growth

Comment

A good number of letters received were from individuals and organizations that requested the State Board reconsider the impact of data and indicators of student growth on a teacher's or principal's performance evaluation rating as school districts are first implementing new evaluation systems. Those school districts that are required to use student growth measures beginning in school years 2012-2013 and 2013-14 may use a lower percentage of student growth during the first two years of implementation, and the commenters asked that this advantage be extended to all school districts regardless of the date on which they must implement performance evaluation systems. The percentage of growth suggested to be considered "as significant" varied among those submitting comments from a starting point of 10 percent to all school districts using the current proposed level of 25 percent in the first two years and 30 percent thereafter.

The gradual phase-in of student growth is necessary, commenters said, to allow school districts to adjust their systems as they and the State Board learn more about using measures of student growth for evaluative purposes. "Lower stakes in the beginning" will contribute to school districts' ability to build capacity and provide meaningful feedback to teachers and principals that will improve their practice, one said. Without adequate time to implement these complex systems, they may "fail", she added. Applying lower percentages of student growth when systems are first being implemented also will be "more sensitive to teachers working with different student populations", one special education teacher said, and may "account for concerns experts have about using student measures appropriately and reliably".

Analysis

The intent of the phase-in period for student growth was to reduce the stakes for teachers and principals in school districts required to implement performance evaluation plans in the 2012-13 and 2013-14 school years. Staff recognized that the Performance Evaluation Advisory Council (PEAC) had not completed its work relative to certain categories of teachers and how their contribution to the academic growth of their students would be evaluated. PEAC also needed to better define the process school districts were to use to design student growth components of their plans in instances where their joint committees could not agree on the data and indicators to be used or the assessments to which the districts would "default". Assuming that this work would be completed over the next year or so, but after some school districts had already implemented performance evaluation plans, PEAC believed reducing the significance of student growth for the first two years of implementation would provide school districts and their certified staff additional time to make adjustments in their plans as the state's performance evaluation model was completed.

When considering this phase-in approach and limiting it only to school districts implementing plans in the next two years, State Board of Education staff reasoned that those districts required to implement performance evaluation plans in three or four years would have the advantage of learning from the system's "early implementers" and would be able to develop more complete

and effective plans that could rely on the adopted state model for guidance. Based on the comments received, however, staff accept that the learning curve for these high-stakes evaluation systems more likely will begin at the point of implementation rather than during the design phase.

Recommendation

It is recommended that Sections 50.110(a) and 50.310(a) be modified as follows.

Section 50.110(a)

- a) ~~For a school district implementing a performance evaluation plan incorporating student growth in school year 2012-13 or 2013-14, student~~ Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system under Section 50.20 of this Part (for example, 2012-13 and 2013-14 schools years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.

Section 50.310(a)

- a) ~~For a school district implementing a performance evaluation plan incorporating student growth in school year 2012-13 or 2013-14, student~~ Student growth shall represent at least 25 percent of a principal's or assistant principal's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system under Section 50.20 of this Part (for example, 2012-13 and 2013-14 schools years for a school district with a 2012-13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.

Comment

A group of commenters expressed concerns about using 2014 state assessment data to identify those school districts that are the lowest performing in the state, and therefore required to implement performance evaluation systems in school year 2015-16. Any delay in returning data to school districts in summer 2014 would decrease the amount of time that the districts' joint committees would have to meet and develop their evaluation systems, they said. The group asked that assessment data from school year 2012-13 be used instead.

Analysis

The law requires that school districts performing in the lowest 20 percent of all school districts statewide implement performance evaluation systems incorporating data and indicators of student growth beginning September 1, 2015 (Section 50.20(d)). When staff contemplated the specific state assessment data to be used to make this determination, they faced two competing priorities: the age of the data and the amount of time school districts need to develop high-quality evaluation systems. If the data used ~~were~~ too old, then districts that have shown improvement in subsequent years risk being ranked in the lowest performing group, a ranking they may no longer hold. At the same time, staff agree that the proposed rules must provide adequate time to design effective evaluation systems.

That being said, the law provides a joint committee with only 180 days to agree on the student growth components of its evaluation system; after that point ~~in it~~ time, it is required to use the state model for areas upon which no agreement was reached. Using preliminary assessment data released in summer 2014 ensure that the data are the most accurate representation available of a district's performance and still afford joint committees in those school districts identified as the lowest performing with a full school year to debate and design effective evaluation systems.

Recommendation

No change is recommended in response to this comment.

Comment

Several commenters expressed support for the use of student achievement data and indicators in rating a teacher's performance. The vast majority of the comments received, however, focused on the difficulty school districts will have in developing performance evaluation systems that validly and reliably attribute students' academic growth to the actions of teachers and principals.

Others asked, "How is growth defined?" As one commenter put it, "how much growth is considered 'growth' in a school year?" Another commenter pointed out that not every student will make "one year's growth" in a single school year, and others, like gifted students, will have difficulty showing "significant growth because they are already above their peers". She asked that cumulative growth for an entire class, rather than individual student growth, be considered.

In addition, a commenter noted that the use of test scores does not account for the way in which children learn; that is, she pointed out that students in early elementary grades will show large gains in learning, while those in later elementary grades will exhibit "steady, incremental gains". Assessment results also fail to "factor in social and emotional gains in preschool and middle school", she said.

Analysis

The commenters have asked important questions and made valid points regarding the complexities of using measurements of student growth to rate the performance of teachers, principals and assistant principals. Members of PEAC and agency staff have spent more than a year examining these and related concerns and appreciate the difficulties school districts will face. PEAC is continuing its work and anticipates providing more pointed guidance to school districts in the near future.

As for defining "student growth", the evaluator, in consultation with the teacher, principal or assistant principal being evaluated, should consider the unique attributes of the students in the classroom and how those attributes likely will affect growth in achievement that would be expected in a given year. For instance, the evaluator and teacher should be cognizant of where students start academically at the beginning of the year. A student who comes into the classroom already behind by one or more grade levels cannot be expected to perform at the same level as other students who are at grade level or above at the start of the school year; however, these same students who are behind academically should be able to show progression and growth in their learning.

Recommendation

No changes are recommended in response to these comments.

Comment

The comments revealed that a great deal of apprehension exists in the field regarding the types of assessments that school districts must use in evaluating both teachers and principals or assistant principals. One commenter stated she believed that no assessment exists that aligns to the common core standards for English language arts and mathematics. She predicted that the lack of alignment between what teachers teach and how learning is assessed will produce “confusion, anxiety and anger” on the part of teachers. Another commenter stressed that joint committees ensure that any assessment chosen “measures how well the teacher taught his or her subject”.

A commenter noted that Type III assessments are “not well-defined” and that potential exists for their abuse. He asked whether further guidelines will be issued to help school districts develop these local assessments. Type III assessments identified by different school districts or for different categories of teachers may not be comparable, one said, and further criteria and procedures relative to their development and use is needed from the state to “help increase comparability among Type III assessments”. Professional development about the effective use of Type III assessments also must be provided, a commenter said, in order to “achieve consistency in rigor, measurement, and evaluation across grades and subjects”. Aligning the “assessment and metric” to school and district improvement plans may not always be possible, it was noted.

Another person raised concerns about the validity and reliability of Type III, as well as Type II assessments. She said that assurances of rigor and appropriateness of these assessments is important since they must be used for all teachers, except in certain defined circumstances. A second commenter urged the removal of authorization for a joint committee to select two Type III assessments for use in evaluations, and to prohibit the use of a Type III assessment in circumstances when multiple Type I and Type II assessments can be identified. Since these assessments will be difficult to develop, he also suggested the rules delay the use of a Type III assessment until after the initial year of implementation of a performance evaluation.

Finally, a commenter asked that the examples of Type I assessments be removed from the rule in Section 50.30 since the inclusion of these “vendor-based” assessments could be perceived as the State Board’s endorsing their use.

Analysis

The State Board of Education incorporated the common core standards into the Illinois Learning Standards in 2010. The State assessment may not be fully aligned to the common core standards at this time; however, the agency continues to work as part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to develop an assessment aligned to the common core.

Despite the criticism of Type III assessments, they are an important element of the requirement to use multiple assessments to measure student growth for the purpose of evaluating teachers’ performance. (Type III assessments only are used under a narrowly defined circumstance for evaluations of principals and assistant principals.) That is, these assessments more closely

align to the course's curriculum and so may be more appropriate to use for measuring student learning in that course. Type III assessments, therefore, serve as a check and balance vis a vis results received from standardized tests used to assess student achievement.

Type III assessments could include assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area. For districts seeking to design their own Type III assessments, State Board staff appreciate that it will take time to develop high-quality assessments, and the proposed rules should be modified to allow a grace period for a school district's use of two different Type III assessments if neither a Type I nor Type II assessment could be identified.

As to the last comment, the proposed rules provide some examples of Type I assessments that school districts may use and as noted by the commenter, are not intended to imply the State Board's endorsement. These rules are not unusual in their use of examples, and any questions that may arise from their inclusion in the rules can be adequately addressed in the agency's non-regulatory guidance document.

Recommendation

It is recommended that Section 50.110(b)(2) be modified as follows.

- 2) The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan joint committee shall require that identify at least two Type III assessments to be used.
 - A) The plan shall state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.
 - B) A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.

Comment

A number of commenters asked how student growth would be measured for teachers in subject areas for which a standardized test is not available. One asked that these teachers be excluded from the requirement to use a standardized test and that growth for these teachers be measured through methods that "match their curriculum and their population". In other subject areas, such as art, learning is not "linear", one person explained, and students may excel in one medium but not in others. Physical education, career and technical education, and music are other subject areas where it will be challenging to measure student growth. A commenter emphasized that "adequate and reliable assessments" do not exist for these areas.

Analysis

Looking at the landscape of assessments currently available reveals a deficit in curricular areas outside of English language arts and mathematics. PEAC is aware of the lack of assessments currently available in the subject areas cited and will be spending the next year, working with various curricular organizations and others in the field, to develop or identify appropriate tools to measure student growth. Once that occurs, both the state performance models; the rules, as applicable; and the State Board's non-regulatory guidance will be updated.

In the meantime, joint committees can consider the use of Type II and Type III assessments in subject areas where standardized assessments are not available. These assessments can be developed locally and need not be "off the shelf". In this way, they can be tailored to the goals specified in a school's or district's improvement plans and more closely match the curriculum used in the school. State Board staff realize that developing these assessments for each discipline will be arduous, particularly in high schools, and hope that school districts begin discussions surrounding this issue well in advance of their deadline to implement performance evaluation systems incorporating data and indicators of student growth.

Recommendation

No changes are recommended in response to these comments.

Comment

The agency received more than a dozen letters (with one exception) supporting the rule at Section 50.30 that excludes individuals holding a school service personnel certificate from the definition of "teacher" and thus exempting them from the requirements contained in the proposed rules concerning the use of data and indicators of student growth in determining a performance evaluation rating. These individuals include school nurses, guidance counselors, school social workers, school psychologists and speech-language pathologists whose duties do not include teaching. The rationale the commenters cited for supporting their exclusion was that their positions rarely involve the provision of instruction; therefore it would be impossible to ascertain their contribution to student growth through the assessments required under the rules. Several of the commenters, however, asked that the State Board provide guidelines that would "relate to establishing an evaluation system that would improve (our) professional practice".

Using the same reasoning as school service personnel, two groups of certified employees – library media specialists and certain special educators who are "highly itinerant" – also asked that they be excluded from the definition of "teacher". The library media specialists argued that while the work they do has an impact on student learning, it cannot be measured by using a standardized assessment. In fact, a library media specialist's primary goals are promoting literacy and supporting the curriculum, several pointed out, rather than providing direct instruction to students.

The flexible schedule of many library media specialists also would impede an evaluator's ability to attribute their work with students to their academic improvement, they said. The time they spend providing support and assistance varies from student to student and from week to week, often being predicated upon lessons and projects provided by the classroom teacher. One commenter emphasized that library media specialists work "almost exclusively in collaboration with teachers". Further, no standardized curriculum or assessment currently exists to measure

students' attainment of "library media skills", so "growth" in that area would be difficult to measure. One library media specialist said that the lack of "testing" in the library is advantageous since the library provides a place where students "are encouraged to enjoy reading in a non-judgmental way, so they can learn to enjoy books without being constantly tested on them".

As for itinerant employees in special education positions, the commenters said their exclusion from student growth is warranted since they "work with low-incidence populations in very specific goal areas that are not often easily tied to outcomes on these assessments". Additionally, they work in multiple schools and districts. Due to these conditions, the commenters questioned how data about the various students with whom they work would be identified and analyzed to provide a valid and reliable measure of their impact on students' academic growth.

One commenter suggested that any certified employee without teaching responsibilities be exempted from the student growth requirements as proposed in the rules.

Analysis

Unlike school service personnel, ~~library librarian~~-media specialists and most itinerant teachers (i.e., vision, hearing, and adaptive physical education) are required to hold a teaching certificate that is endorsed for their particular area of instruction. Due to this, it would be difficult to carve out an exception for these two categories of teachers without also providing exemptions for other categories of teachers whose positions are considered to be "non-classroom-based". Reading specialists, teacher coaches, and speech-language pathologists holding teaching certificates, for instance, all work to provide support to classroom teachers. No one can argue that these individuals do not have an impact on student growth within a school. Further, it would be difficult to write a rule that could be general enough to capture all of the positions that potentially could be affected yet remain specific enough to ensure that the majority of certified teachers are evaluated using data and indicators of student growth.

Staff agree that the nature of these teachers' duties and work assignments present challenges in determining the amount of student growth attributed to their individual efforts. These challenges, however, are not insurmountable. Joint committees should consider the teacher's assignment and contemplate the schoolwide, grade-level or subject-area measures that relate most directly to the context or subject area of the teacher's instruction or support. The goal is to find meaningful measures of student growth appropriate for these teachers' contributions. PEAC and State Board staff will continue to explore these issues and provide further direction in the state model for student growth.

Finally, performance evaluations including data and indicators of student growth are only required for employees certified or licensed under Articles 21 or 21B, respectively. Therefore, orientation and mobility and physical therapy specialists would not be subject to these types of evaluations under the proposed rules.

Recommendation

No changes are recommended in response to these comments.

Comment

One commenter called it “illogical” to prohibit school districts from using results from the Prairie State Achievement Examination (PSAE), which includes the ACT college readiness exam, as a measure of student growth for high school students. The ACT is a valid and reliable instrument, he said, that when used with ACT’s Explore and Plan exams (i.e., the Educational Planning and Assessment System, or EPAS) serves as an important accountability tool at the high school level. Noting that the scores from state assessments can be used as a measure of student growth for principals and assistant principals, the commenter said the prohibition of their use for teachers creates a different set of outcomes for them than those used for principals. Another said it did not make sense for school districts wishing to use the ACT as a Type I assessment to administer it separately from the PSAE.

Another commenter said the proposed rules should be modified to allow for the use by school districts of any state assessments that may be required in the future, such as those being developed by the PARCC consortium to assess students’ achievement of the common core standards.

Analysis

Staff agree that the ACT, as part of EPAS, is a useful way in which to measure the academic growth of high school students from one year to the next. As such, its use should not be prohibited by the rules. Along the same lines, the WorkKeys® component of the PSAE, when used in conjunction with other tests, could be a tool to measure student growth for certain student populations (e.g., students with disabilities) or disciplines (e.g., career and technical education).

It is not appropriate to modify the rules to suggest that school districts use assessments that have yet to be developed. At such time that these assessments are available and have been identified as the required assessment under Section 2-3.64 of the School Code [105 ILCS 5/2-3.64], their usefulness in evaluating teachers and principals will be determined and if appropriate, included in the rules.

Recommendation

It is recommended that Section 50.110(e) be amended as follows.

- e) School districts located outside of the City of Chicago shall not use data from any State assessment administered under Section 2-3.64 of the School Code in determining student growth; however, results from the ACT or WorkKeys® component of the Prairie State Achievement Examination may be used for this purpose.

Comment

Students with IEPs. A broad range of commenters – from teachers and administrators to unions and special interest organizations – raised concerns about how student growth will be measured for teachers of students with individualized education programs (IEPs). Overall, the commenters noted that the State Board had failed to propose any rule to govern how the unique characteristics of students with IEPs should be considered by evaluators when measuring student growth attributed to their teachers. One organization described the lack of specificity in the rules as the agency’s “delegating this authority effectively to 879 school districts in Illinois”, authority which, it says, belongs to the State Board.

Commenters also noted the tension between the goals of a student's IEP and the assessments that may be used in a performance evaluation system. For instance, what if the results of the assessment "contradict the IEP team's determination of progress" being made in relation to a student's IEP goals; in these instances, confusion will result, they said. What will happen for teachers of students with severe disabilities who will likely show very little progress or few gains, another asked. Given the potential of certain students with IEPs to exhibit little or no growth, a commenter suggested that it would be "unreliable" for student growth to be a significant factor in determining the performance evaluation rating assigned to these students' teachers.

One special education teacher pointed out that teachers of students with disabilities often work with a diverse group of students, each of whom has very specific goals he or she must meet. These individualized goals and objectives do not necessarily align to the state learning standards. How will these teachers show growth tied to the standards to which other students are held, she asked. An early childhood teacher who works with students with IEPs noted that showing "growth" for 3-, 4- and 5-year-olds is dependent upon each child's level of development, adding that she cannot "make them develop quicker than they are ready to".

Several commenters provided suggestions for joint committees as they develop evaluation plans for teachers of students with low-incidence disabilities, such as students who are blind or have low vision, students who are deaf or hard of hearing, students who are deaf and blind, and those with significant intellectual disabilities. These suggestions included appointment to the joint committee of a person knowledgeable about the disability area, training for joint committees specific to "low-incidence disabilities", consideration of whether a teacher is a student's "academic teacher of record", modification of the rubric used to evaluate teachers who provide one-to-one services, and consideration of the amount of time a teacher may work with any given student.

Unique Student Characteristics. Many commenters questioned how performance evaluation systems will consider certain characteristics of students when determining the performance evaluation rating assigned to a teacher. These characteristics include students who:

- are low-income, homeless, mobile, or chronic truants;
- come to school hungry or with little sleep; or
- have parents who are disinterested in their schooling and achievement.

Other factors that could negatively affect a student's achievement, the commenters said, include the physical condition of their school buildings, the safety of their neighborhoods, the age of their textbooks or their access to supplemental instructional materials. Another commenter asked how assessment results should be considered when students are not "good test takers, but perform very well in school".

Of particular concern is these commenters' belief that teachers very often have little or no control over many of the conditions thought to have an adverse affect on a student's ability to learn and show growth academically. As one individual put it, it is unfair in these circumstances to factor into a teacher's evaluation whether his or her students are learning and the degree to which that is happening. Another person, who indicated he was not an educator, asked why other public employees are not held to similar standards of performance (police performance versus crime rate, sanitation workers versus litterers, or congressmen versus their constituents' behavior). Blaming the teacher or principal for poor achievement of students without accounting for these environmental factors, they argue, will discourage people from entering the teaching profession.

Several commenters also asked how student growth would be measured for English language learners, noting the potential for these students – given their language difficulties – to lower the results received on standardized assessments. One person requested further direction from the State Board to guide the design of new evaluation systems so that they are “fair, effective and contribute to (teachers’) growth and the achievement of their students”.

The problem presented by the challenges cited above may be exacerbated for teachers in schools with a high number of students living in at-risk environments. Teachers may have classes with disproportionate numbers of students who exhibit challenges to learning, which may lead to a lower percentage of student growth over the course of the year, commenters predicated. Another person pointed out that the most proficient teachers often are assigned the “challenge of teaching the most difficult students”, and basing those teachers’ ratings “so heavily on student progress is most deceiving and unfair”. Interestingly, a commenter noted that the unintended consequence of the “rules” on the current education system may be that teachers will not want to teach in “inner city schools or the schools with highly transient populations”.

Potential remedies for these problems suggested by one commenter included examining data specific to improvements in student attendance, increases in homework completion, improved self-worth, decreases in discipline or behavior problems, or establishment of friendships.

Genuine assessments, such as performance-based assessments, projects and portfolios, were suggested. Several individuals also stressed the need to hold parents accountable for students’ behavior as well as their learning. As one teacher noted, teachers do not have the luxury of ensuring that their “raw materials (are) of superior quality” as those in manufacturing industries do.

Analysis

Section 24A-7 of the School Code authorizes, but does not mandate, the State Board to adopt rules “controlling for such factors as student characteristics including, but not limited to, students receiving special education and English Language Learner services, student attendance, and student mobility”. To that end, Section 50.110(c) of the proposed rules directs joint committees to determine how these characteristics will be used for each metric identified in the evaluation plan.

PEAC and State Board of Education staff understand why special education teachers, bilingual education teachers, and other teachers in at-risk situations and low-performing schools are anxious about being evaluated on their students’ growth. PEAC and agency staff will be working over the next year with experts, special education associations and others to address these issues. As noted in the materials published when the proposed rules appeared in the Illinois Register, a second rulemaking will be conducted specific to how the State Performance Evaluation Model for Teachers will address issues surrounding student characteristics, including measuring student growth for students with IEPs.

Recommendation

No changes are recommended in response to these comments.

Comment

A comment addressed the requirement that teachers collect interim data related to student growth during the evaluation cycle, provided that the interim data collected is used to improve instruction rather than to determine a performance evaluation rating. Instead, the commenter asked that a school district, through its evaluation plan, decide whether and how interim data will affect the ratings. Use of this data could help the school district provide more effective professional development and develop stronger remediation plans, he said.

Analysis

The purpose of the rule is to encourage teachers to continually improve their instruction by looking at the progress of their students in an open and objective manner. If the teacher discovers problem areas in this review, then the teacher is encouraged to work with his or her evaluator, lead teacher, department chair or others who can identify strategies and methods to target areas of weakness. The rationale for not including this interim data in the final performance evaluation rating was to insulate the teacher from negative consequences as he or she honestly assesses progress to date and works on changes to improve his or her students' achievement. That being said, the proposed rule was not intended to prevent a school district from using data collected at certain points throughout the school year in determining a teacher's performance evaluation rating if the data had been identified for this purpose in the district's performance evaluation plan.

The requirement pertaining to interim data was general in nature and not specific to teachers whose previous ratings placed them on remediation plans or those who have already been identified for professional development. A school district is not precluded from collecting its own interim data for the purposes of professional development and remediation.

Recommendation

It is recommended that Section 50.110(b)(4) be modified as follows.

- 4) Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect interim data specific to student learning. The data to be considered under this subsection (b)(4) shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance.
 - A) The interim data the teacher collects shall not be used to determine the performance evaluation rating, ~~and~~
 - B) The teacher should use the data ~~should allow for a teacher~~ to assess his or her progress and adjust instruction, if necessary.

Comment

A group of commenters asked how student growth will be measured for an assistant principal whose job duties are entirely nonacademic.

Analysis

The rules at Section 50.310(c) allow evaluators to choose data and indicators of student growth that are tied to the specific job duties of an assistant principal. The rules suggest data related to

attendance or disciplinary referrals, for instance, if an assistant principal has responsibility for student attendance or works as the dean of students.

Recommendation

No change is recommended in response to this comment.

Comment

While calling the incorporation of data and indicators of student growth into evaluations of teachers and principals “well-intended”, one commenter, nonetheless, said such a system would not be fully practical until the timelines for evaluations and state assessments are more closely aligned.

Analysis

The commenter is correct. Section 24A-15 of the School Code does provide that the evaluations for principals and assistant principals for school districts other than City of Chicago School District 299 (CPS) must be completed by no later than March 1. Evaluations for principals in CPS must be completed by July 1. While there is no deadline for the completion of teacher evaluations, P.A. 97-8 (SB 7), effective June 13, 2011, creates an urgency to complete performance evaluations in school districts that are planning reductions in force (RIF) since the ratings from these evaluations will dictate the order in which teachers are laid off. RIF notices are required to be sent 45 days before the end of the school year.

Results from the Illinois Standards Achievement Test (ISAT) and PSAE are typically available in early to mid-summer. Most school districts will not be using these results to evaluate teachers, and for principal and assistant principals, the rules provide that two data points be available, so current year data from state assessments are not required.

Recommendation

No changes are recommended in response to this comment.

Comment

Two commenters asked that Section 50.110(f) remind CPS of its obligation to adhere to any requirements specific to the use of assessments to measure student growth when the district chooses not to use the state assessment administered under Section 2-3.64 of the School Code for one or more categories of teachers.

Analysis

The proposed rules regarding student growth do not exempt CPS from any of their requirements. Subsection (f) simply reiterates the authorization provided to CPS under the law, allowing it to choose only the state assessments for measuring student growth. On the other hand, the rule could be improved if staff were to emphasize that the district is held to the same requirements as other districts if CPS identifies other assessments in circumstances when the state assessment is not appropriate. A similar change also should be made in Subpart D, which sets forth requirements for the evaluation of principals and assistant principals.

Recommendation

It is recommended that Sections 50.110(f) and 50.310(b)(1)(C) be modified as follows.

Section 50.110(f)

- f) CPS may adopt, when applicable, one or more State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student growth for purposes of teacher evaluations.* (Section 24A-7 of the School Code) In circumstances where the school district determines that the State assessment is not appropriate for measuring student growth for one or more grade levels or categories of teachers, then it shall identify other assessments to be used in the manner prescribed in this Section.

Section 50.310(b)(1)(C)

- C) CPS may adopt the State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student growth for purposes of principal evaluations.* (Section 24A-7 of the School Code) In circumstances where the school district determines that the State assessment is not appropriate for measuring student growth, then it shall identify other assessments to be used in the manner prescribed in this Section.

Comment

A commenter complained about the lack of time available to the joint committee established in CPS to identify the data and indicators of student growth that will be used to measure the performance of teachers in at least 300 of the district's schools beginning September 1, 2012. She predicted that if the district implements these "high stakes" performance evaluations systems in the fall, then "teachers (and principals) will be overwhelmed and the students will suffer". The commenter suggested that the 2012-13 school year be considered a "pilot year" for including student growth in the evaluation process. She also noted that the delay would give the State Board and PEAC additional time to provide guidance about how districts would "control for student characteristics, such as students receiving special education services or English language learners".

Analysis

It is the law rather than the proposed rules that requires CPS to begin September 1, 2012, to implement a performance evaluation system that incorporates data and indicators of student growth to evaluate teacher performance in 300 of its schools. Agency staff agree that the task is massive but the agency is not authorized to change the CPS' implementation date by rule. It would be more appropriate for the commenter to work with her legislators if she wishes to delay her school district's implementation date or to allow for reconsideration of the inclusion of data and indicators of student growth in performance evaluations conducted during the 2012-13 school year.

Recommendation

No changes are recommended in response to these comments.

Comment

Two suggestions were put forth to improve the way in which “assessment” is defined in Section 50.30 of the proposed rules. First, the commenter asked that assessments for both teachers and principals be aligned to the Illinois Learning Standards, as well as other standards applicable to their students. Second, he asked that the rule require that assessments be “valid”, as well as reliable to better align the definition to the requirements of the law.

Analysis

It is appropriate that the assessments align to any standards that apply to the instructional responsibilities of the teacher, so this change should be made in the rules. The State Board, however, is limited to only cross-referencing standards that are set forth elsewhere in its administrative rules.

As for ensuring that assessments used are valid, PEAC discussed this point at length. Members agreed that validity speaks to the purpose for which an assessment is designed. Yet, the assessments that currently are available to measure student growth do not have as their purpose evaluating a teacher’s impact on student performance. For this reason, and in spite of the law’s requirement that assessments be “valid”, the council recommended that the term not be included in the rules.

In the review of this rule, staff also noted an oversight in that “assistant principals” were not included in the definition of “assessment”.

Recommendation

It is recommended that Section 50.30 be modified as follows.

“Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.

Comment

Two commenters addressed the use of the term “metric” in the rules. They indicated that the term is confusing to the field. As an alternative, one suggested “measurement model” and the other simply asked that “model” be used.

Analysis

Some people may confuse the term “metric” as meaning a score or results rather than a standard of measurement or process by which results are compared or analyzed. For this reason, the rule should be clarified.

Recommendation

It is recommended that Section 50.30 be modified as follows.

“Measurement model” ~~“Metric”~~ means the manner in which two or more assessment scores are analyzed ~~compared~~ for the purpose of identifying a change in a student’s knowledge or skills over time.

Additionally, the term “metric” will be replaced with “measurement model” in Sections 50.110(b), 50.110(c), 50.300(e), 50.310(b), and 50.420(a).

Comment

An organization asked that student growth not be considered when evaluating a principal or assistant principal until that individual had been assigned to the same school for at least two full school years.

Analysis

Section 24A-15 of the School Code [105 ILCS 5/24A-15] requires that all principals and assistant principals be evaluated annually regardless of length of employment, and PEAC discussed the advisability of reducing, or providing different, criteria for individuals who are new to a school or are in their first year serving as a principal or assistant principal. A principal or assistant principal, however, is held to the same standards of performance regardless of whether it is the individual’s first year at a school or first year of employment in the position. While the challenges may differ from school to school, the skills and knowledge that a principal or assistant principal must possess in order to do the job skillfully and effectively do not vary. Additionally, the rules require that the evaluation plan consider assessment results of students only when those students have at least two data points on the same assessment. For a first-year principal or assistant principal, those data points could include a pre-test at the start of the school year and a mid- or post-test later. Using current year results will ensure that principals or assistant principals are not unduly penalized for the performance of their predecessors.

Recommendation

No change is recommended in response to this comment.

Comment

Someone asked how data and measures of student growth will be considered for a teacher who is on leave (e.g., medical or maternity) during a school year in which his or her evaluation is scheduled to be conducted.

Analysis

Leaves of absence by teachers are not new, and school districts have been factoring these leaves into their evaluation processes of teachers for years. Of course, the consideration of the classroom teacher’s contribution to student growth when he or she is on leave is more complicated than consideration of the teacher’s practice since the evaluator may conduct his or her observations either before the leave begins or after the teacher returns. PEAC did not contemplate what could or should occur in situations when a teacher is on a leave during his or her evaluation cycle, so it will be up to the joint committees to debate whether a policy addressing leaves should be adopted.

Recommendation

No change is recommended in response to this comment.

Joint Committees

Comment

Two comments pointed out that it is inappropriate for joint committees to identify the specific assessments from among the required options that will be used to evaluate various groups of teachers. One mentioned that a change is needed to authorize a joint committee to only identify the need for two Type III assessments rather than the specific assessments to be used. A teacher's and evaluator's input must be considered when choosing any Type III assessment, both commenters said.

The second commenter took the discussion of Type III assessments further, asking that joint committees not identify any assessments to be used in evaluations, but that they "identify the availability and desirability of different types of assessments for different types of teachers at specific points in time". The joint committees should be developing evaluation plans that include the assessments available for each group of teachers, the metrics to be used to measure growth, and the methodology to be employed. He urged the agency to consider regulations that provide school districts with "maximum flexibility" for identifying the appropriate assessments. The joint committees must develop the process, including dispute resolution mechanisms, for choosing assessments, he said.

Analysis

When staff reviewed the proposed rules, they found that two provisions appear to be contradictory. That is, Section 50.30 defines a Type III assessment as one ~~that in which~~ "the qualified evaluator and teacher determine measures student learning in that course", yet Section 50.110(b) charges the joint committee with identifying "a measurement model for each assessment employing multiple data points from at least one Type I or Type II assessment and at least one Type III assessment". It is true that the joint committee would be unable to identify the specific Type III assessment for each category of teacher in the district; however, the committee could determine how the specific Type III assessment should be chosen or the general nature (e.g., textbook assessments, student work samples or portfolios, assessments of student performance, and subject area expert-designed assessments given at a given grade or for a certain subject area) of the Type III assessment to be used.

Recommendation

It is recommended that Section 50.110(b)(1) and existing (2) be modified as follows. As noted earlier under "Student Growth", additional changes in Section 50.110(b) will provide flexibility for the teacher and evaluator to identify the specific Type III assessment to be used, as well ~~as~~ delay by one year the requirement to use two Type III assessments when these are the only assessment types available for a given category of teacher. For continuity, these proposed changes are repeated below.

- b) The performance evaluation plan shall identify at least two types of assessments for evaluating each category type of teacher (e.g., career and technical education, grade 2) and one or more measurement models metrics to be used to determine student growth that are specific to each assessment chosen. The assessments and measurement models metrics identified shall align to the school's and district's school improvement goals.
- 1) The joint committee shall identify a measurement model for each type of assessment that employs employing multiple data points. The evaluation plan shall include the use of from at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
 - 2) The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
 - 3)2) The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the joint committee evaluation plan shall require that identify at least two Type III assessments to be used.
 - A) The plan shall state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessments to be used.
 - B) A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation, but only when the evaluation plan developed by the joint committee allows for the delay.

Comment

Two commenters asked whether the joint committee for CPS could be allowed an opportunity to begin discussions about student growth before the start of the 90-day deadline in which the committee must act.

Analysis

Joint committees made up of teacher and school district representatives are charged under the law with determining how to “incorporate the use of data and indicators of student growth as a significant factor in rating teaching performance”. The law further provides that the joint committee must accomplish its work within a certain amount of time (180 days for districts located outside of Chicago; 90 days for CPS). If it does not, then ~~it~~ districts located outside of Chicago are required to adopt – or default to – those portions of the state-developed model for

which the joint committee failed to reach agreement. CPS does not default to the state model but is authorized to implement its last best proposal.

Subpart C of the rules, which address the state model, recognizes that the work surrounding student growth is complex and that exploration in advance of formal meetings of the joint committee – either among joint committee members or with other teachers and administrators – may be productive. In order to ensure that a joint committee does not exceed the timeline for action, the proposed rule allows discussions about student growth to begin earlier, provided that both the teacher and district representatives agree to the date upon which the 180-day clock will begin. Since CPS does not have to use any portion of the state model, Section 50.200(d) exempts CPS from all requirements found in Subpart C, unintentionally preventing its teachers and administrators from discussing student growth without triggering the 90-day timeline in which the joint committee must act.

Recommendation

It is recommended that Section 50.200(d) be amended as follows.

- d) The requirements of this Subpart C do not apply to CPS, except that the district's joint committee may meet to discuss student growth without triggering its 90-day clock for action, provided the procedures set forth in subsection (b) of this Section are followed.

Comment

One commenter mentioned that inclusion in the definition of “joint committee” of its responsibility for establishing the professional practice components of the performance evaluation plan was incorrect since the law requires only that joint committees consider student growth.

Analysis

Staff agree with the commenter's observation that some districts may choose to have their joint committees consider both professional practice and student growth, but acknowledge that placement of professional practice in the definition of “joint committee” is contrary to the statute and could cause confusion in the field.

Recommendation

It is recommended that Section 50.30 be amended as follows.

“Joint committee” means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance and addresses professional practice. (Section 24A-4 of the School Code)

Comment

One commenter asked that the agency require all members of a joint committee to participate in training specific to performance evaluations that incorporate data and indicators of student growth.

Analysis

Section 24A-3 of the School Code requires that any person who will be conducting a performance evaluation after September 1, 2012, successfully complete a prequalification process that includes an “independent evaluator’s determination that the evaluator’s ratings properly align to the requirements” established by the State Board specific to performance evaluations. Additionally, Subpart E of the proposed rules sets forth the requirements that school districts must meet if they choose to develop their own prequalification process rather than using the one administered by the agency.

The prequalification process has been a particularly contentious part of PERA because of the extremely short timeframe set for evaluators to complete the process. A Request for Sealed Proposals (RFSP) to hire a contractor to develop the process and implement a “train the trainers” model was issued in late fall and a contractor was chosen in January, with hopes that training can begin in the spring.

While staff agree that members of joint committees could benefit from this type of training, they also recognize that the agency lacks the statewide capacity to add potentially hundreds more individuals to a training schedule that is already strained. Additionally, they question if the agency even has the statutory authority to mandate that members of joint committees complete training before starting their deliberations.

Recommendation

No changes are recommended in response to these comments.

Teacher and Principal Practice

Comment

A group of commenters questioned how school districts are to consider a teacher’s attendance and his or her subject-matter competency (as required in Section 24A-5 of the School Code) for a performance evaluation that incorporates data and indicators of student growth if 50 percent of the evaluation constitutes student growth and 50 percent relies on the use of the Danielson Framework to assess practice. Further, the group questioned how competency might be assessed, specifically asking what assessments should be used for this purpose.

Another commenter noted that Section 50.120(b) is not clearly written and from the sentence’s syntax, one could misconstrue that “attendance” was in some way related to a teacher’s competency in the subject matter he or she teaches.

Analysis

Since the first group of commenters refer to a 50/50 split in the consideration of student growth and practice, staff can only assume that they are referring to the evaluation model the agency is to develop that, under the law, requires that student growth comprise 50 percent of a teacher’s

performance evaluation rating. School districts whose joint committees do not agree on some or all aspects of student growth will be required to use the model for those areas of disagreement. Other school districts not required to use the model are free to adopt any or all of its components. There is no requirement that practice make up the other 50 percent of the teacher's performance evaluation rating, however, and school districts may set that percentage locally.

While the state model has not yet been developed, discussions to date have focused on the incorporation of Charlotte Danielson's framework for the evaluation of practice. The Danielson framework certainly addresses a teacher's competency in his or her subject matter, as evidenced by indicators under the domains addressing "Planning and Preparation" and "Instruction". Attendance is not specifically addressed in the framework, but as noted above, a school district is free to assign a percentage value to attendance for determining a teacher's performance evaluation rating, if it so chooses.

As for the assessments of practice required to be used, if any, a school district will determine, in consultation with its teachers, whether those instruments are appropriate. Under the proposed rules, a teacher's professional practice is evaluated through the use of observations rather than written assessments. A teacher who is knowledgeable in his or her subject matter should project confidence, and be able to convey information in an effective way and clearly answer students' questions. Since 1985, school districts have been required to consider competency when evaluating teachers; therefore, agency staff anticipate that most school districts will have little difficulty in this regard.

Staff agree that Section 50.120(b) may be misconstrued and should be clarified.

Recommendation

It is recommended that Section 50.120(b) be amended as follows.

- b) As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance and his or her competency in the subject matter taught, as well as specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

Comment

Commenters addressed various aspects of the requirements for using observations to evaluate a teacher's or principal's professional practice. One commenter asked that the duration and format of the observation of teachers be left to school districts to determine rather than being mandated in the rules (Section 50.120(c)). Similarly, a commenter suggested that formal observations be scheduled at any point during a series of lessons in a unit rather than at a specific point in time. Still another stated that the formal observation be unannounced, allowing the evaluator the opportunity to observe the teacher in "normal day-to-day practices", since, as he noted, an "employee should be expected to perform to the best of (his or her) ability every day".

As an alternative, a suggestion was made to define informal observations as including both announced and unannounced visits (Section 50.30). Commenters recommended further distinction between formal and informal observations by requiring that evidence gathered during

an informal evaluation be used in a rating only if the evidence is presented to the teacher in writing.

Another group of commenters thought that the requirement for the evaluator to “discuss” with the teacher the evidence collected during the observation was not clear and that the rules should mandate a specific mode of communication (Section 50.120(c)(5)). At the same time, they believed that requiring feedback (i.e., teacher’s reflection, presentation of data and evidence, notification of the potential for an inferior rating, methods to improve) for both formal and informal observations is “unrealistic”. Another commenter understood “discuss” to be “face-to-face dialogue” and questioned whether a discussion between the evaluator and teacher is necessary after each informal observation. As an alternative, the evaluator could share feedback from an informal observation either orally or in writing, he said, but if it is shared in a written format, then the teacher should be given an opportunity to discuss the evidence face to face with the evaluator.

For principals, individuals from an institution of higher education pointed out that the “formal observations as required (in the rules) are not the best way for the evaluator to work with the principal in this performance-based model”, particularly the requirement that the evaluator provide feedback “orally” to the principal. Instead, they suggest “collaborative analysis of student work and data analysis” and recommended that a “focused formative conference” be required.

Since the specific requirements for observations are contained in more than one section of the rules, one commenter asked that cross-references to the additional requirements be placed in Section 50.30, where observations are first defined. For clarity, a school district asked to remove the term “data” from Section 50.120 since its use is more closely associated with student growth, and another suggested the use of “lesson” instead of “presentation” in subsection (c)(5)(A) of that Section. Another person suggested the use of “indicator” in Section 50.120(a)(3) instead of “component”, which would align the language in Subpart D, which addresses principal evaluations, to that used for teachers. A group of commenters questioned whether a “walk through” is prohibited under the proposed rules.

Analysis

As is evident from the range of the comments, everyone has a different perspective on how observations should be conducted. Section 24A-5 is broadly written. In the past, each school district has been able to determine the format of their observations; therefore, the process for evaluating practice probably varied greatly among the state’s school districts. Despite authorization in Section 24A-5 to further define requirements for the evaluation process by rule, the State Board in its rules did not expand upon the conduct of observations.

Under the Performance Evaluation Reform Act, however, the State Board is charged with evaluating the effectiveness of performance evaluation systems that consider student growth to determine if they are valid and reliable, contribute to the development of staff, and improve student performance, and recommending, based on the results of this study, any changes to the system. Further, each evaluator must successfully complete a prequalification process that addresses both professional practice and student growth. For both these reasons, the State Board, through the proposed rules, is providing for some degree of uniformity among the evaluation systems to be implemented throughout the state so their results are comparable and training for all evaluators is equally robust.

PEAC spent a great deal of time discussing the observational process, including the criteria that would distinguish a formal evaluation from an informal one. For example, an informal evaluation could be conducted at any time by the qualified evaluator, whereas a formal evaluation must be announced in advance. Allowing flexibility in notice would essentially elevate an informal observation to a formal one in this respect. The rules also do not currently require that evidence collected during a teacher's observation be documented in writing, and this is probably an oversight. The rule for teachers should match that of principals so that feedback is documented in writing.

A commenter also urged the agency to provide more flexibility for a formal evaluation by allowing the evaluator the option to conduct an evaluation at the time a teacher is presenting a single lesson or at any point during a particular unit of instruction. This change seems reasonable in that the teacher should still be prepared for the observation, although the precise time that it may occur would not be scheduled in advance. The change recommended addresses criticism that an observation is less than authentic when the teacher knows ahead of time the exact moment when the evaluator will be in his or her classroom.

The recommended wording changes suggested will not substantively change the meaning of the rules affected and staff see no reason these changes should not be made.

Staff are not clear as to the meaning of a "walk through", as it was not further defined by the commenter. If the "walk through" conducted by the district meets the criteria set forth in Section 50.120 of the proposed rules, then it certainly can continue to be part of a performance evaluation system. It would be up to the school district using a "walk through" to ensure that no conflicts exist between that process and the requirements of the rules.

Recommendation

It is recommended that the following Sections be modified.

Section 50.30

"Formal observation" means a specific window period of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c) of this Part.)

Section 50.120

- (a)(3) If the rating scale to be used for each indicator component of professional practice does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the framework shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings. In addition, the district shall quantify the relative importance of each portion of the framework to the final professional practice rating.
- (c)(4)(A) In advance of this conference, the teacher shall submit to the qualified evaluator a written lesson or unit plan and/or other evidence of planning for the instruction that will be conducted during on the window day of time when

the formal observation may occur and make recommendations for areas on which the qualified evaluator should focus during the observation.

- (c)(4)(B) The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable.
- (c)(5) Following ~~either a formal or informal~~ observation, the qualified evaluator shall meet with the teacher to discuss with the teacher the evidence collected about the teacher's professional practice. The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper). Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.
- A) The teacher shall consider (that is, reflect upon) his or her instruction and, if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented ~~presentation~~.
- B) The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including ~~data and~~ evidence specific to areas of focus designated during the conference preceding the observation (see subsection (c)(4) of this Section).
- C) If the qualified evaluator determines that the ~~data and~~ evidence collected to date may result in the teacher receiving either a "needs improvement" or "unsatisfactory" performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.
- D) The teacher shall work with the qualified evaluator or others (e.g., professional learning team, department head), as determined in the plan, to identify areas for improvement.
- E) Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

Comment

A commenter pointed out that a tenured teacher may be evaluated more frequently than once every two years and asked that this be noted in Section 50.120(c)(1).

Analysis

The commenter is correct that the law provides that a tenured teacher be evaluated *at least* once every two years (*emphasis added*), but that he or she can be evaluated more frequently than that; therefore the rule, as proposed, should be clarified.

Recommendation

It is recommended that Section 50.120(c)(1) be modified as follows.

- (c)(1) For each tenured teacher who received either an “excellent” or “proficient” performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the ~~two-year~~ cycle in which the current evaluation is conducted, one of which must be a formal observation.

Comment

A group of commenters asked for clarity on the meaning of Section 50.120(a)(3), which requires the evaluation plan to stipulate the “relative importance of each portion of the (instructional) framework to the final professional practice rating”.

Analysis

The evaluation plan for assessing professional practice should be structured around an instructional framework that considers “planning, instructional delivery, and classroom management; and aligns to the Illinois Professional Teaching Standards”. The Illinois Professional Teaching Standards, which are found in Part 24 of the agency’s administrative rules, provides further specificity about the three general categories of planning, instructional delivery and classroom management (instruction for diverse populations; the learning environment; reading, writing and oral communication; assessment; and collaborative and community relationships, to name a few).

As a school district, along with its teachers, develops the instructional framework to be used to evaluate teachers, it should also indicate which specific areas are more or less important when considering a teacher’s overall rating for professional practice. For instance, if literacy is a goal of a school’s improvement plan, then the strategies a teacher employs and his or her skills in that area may be assessed more prominently than other components of teaching identified in the framework. The rule is proposed broadly so that the conditions and foci unique to individual districts and schools can be taken into consideration when developing a performance evaluation plan.

Recommendation

No change is recommended in response to this comment.

Comment

A group of commenters questioned the role of an individual who is designated by the qualified evaluator to conduct an observation of a teacher. They asked whether the “designee” would be determining the teacher’s performance evaluation rating for professional practice.

Analysis

This proposed rule, found in the introduction to Section 50.120(c), acknowledges the tremendous amount of time that it may take for qualified evaluators to conduct formal or informal observations. This time commitment would be particularly problematic in larger settings where the number of teachers being evaluated is high. In order to maintain the integrity of the observation process, the rule requires any designee to complete the same prequalification process and any additional retraining that is required under the law for qualified evaluators.

In the case of a designee conducting an evaluation, it is anticipated that the designee would be assigned to meet with the teacher both in advance of the evaluation and after the evaluation is concluded to discuss with the teacher the evidence collected. Working with the teacher, the qualified evaluator should determine whether a designee would share his or her conclusions with the qualified evaluator, who would assign the rating for professional practice, or whether the designee would provide a rating based on his or her observations. It is important that the rules provide the flexibility necessary to best meet the needs of individual school districts.

Recommendation

No change is recommended in response to this comment.

Comment

Several commenters asked that an evaluator, when evaluating a principal's practice, consider any responses received from surveys administered to teachers, students and parents. Alternatively, an instructional climate survey could be considered. Other resources, such as letters and interviews, were also suggested.

Analysis

Section 24A-20 of the School Code directs the State Board of Education to develop "one or more instruments to provide feedback to principals on the instructional environment within a school". Moreover, Section 2-3.153 of the School Code authorizes a "survey of learning conditions" to be administered by the State Board, which is to report on "selected indicators" of the survey. Neither law, however, requires that the results from any such surveys ~~to~~ be used in the evaluation of principals.

In order to accomplish the purpose of both these laws, the agency in January released an RFSP to contract with an entity to develop and administer the survey. It would be premature to require that the responses contained in any resulting survey instrument be used to rate the performance of principals. Staff may reconsider whether to require their use once the survey has been developed and results from its administration analyzed.

Recommendation

No changes are recommended in response to these comments.

Qualified Evaluators

Comment

A commenter asked that the prequalification process and retraining program for evaluators be available in formats other than webinars and other online media. Providing the training in-person will create opportunities for "immediate feedback and interaction with fellow administrators", she said, that will contribute to more effective learning.

A group of commenters expressed concern about having all evaluators "prequalified" before the start of the 2012-13 school year and asked that consultants from regional offices of education

(ROEs) and district personnel be trained as trainers. Another person asked that institutions of higher education be allowed to serve as trainers.

Analysis

The prequalification process and retraining program to be administered by the agency will not be exclusively online, although the contractor may design a system that includes these options. As a companion to the training, a web-based system will be developed that will house, among other tools, resources developed specifically to support the efforts of those individuals being trained as evaluators. The system, as envisioned, will include a “train-the trainer” component. Nothing in the proposed rules precludes the participation in the training of qualified professionals from ROEs and intermediate service centers (ISCs), faculty members from Illinois institutions of higher education, and others with appropriate educational and management credentials.

Recommendation

No changes are recommended in response to these comments.

Comment

A group of commenters suggested that the requirement for evaluators to successfully complete the prequalification process be phased in gradually, given the short timeline between when the process will begin to be offered and when evaluators must be qualified. They suggested that anyone undergoing evaluation training via an Administrators’ Academy be considered prequalified until 2014, at which time an evaluator must complete the prequalification process for at least professional practice. The group proposed that an evaluator will need to complete the student growth component of the process before his or her district’s implementation date of a performance evaluation system. A different commenter also suggested that the rules provide “flexibility as to the date”, yet the commenter acknowledged that he was aware that the deadline is contained in the law.

Analysis

The prequalification process will begin to be offered by the contractor sometime this spring. It is anticipated that 8,100 individuals will need to complete the process before conducting evaluations after September 1, 2012, with approximately 1,850 of those individuals evaluating teachers in CPS and SIG schools starting in the fall. The State Board is proceeding with implementation of the prequalification process and will assess whether any changes in timelines, and amendments to the law, are needed as the process is rolled out.

Recommendation

No changes are recommended in response to these comments.

Comment

A commenter asked that a school district offering a prequalification process or retraining program be allowed to design its own assessment to determine whether an evaluator successfully completed the local course. He complained that the state-administered process or

retraining would focus solely on the Charlotte Danielson model for evaluating practice, which a district may choose not to adopt.

Analysis

It is true that the state-administered training will include information relative to the Danielson framework, if it is included in the state evaluation model, but the course modules also must be “designed such that evaluators from all districts, regardless of their selected evaluation system, can meaningfully participate in the pre-qualification (or retraining) program”. Under the law, the State Board is charged with evaluating the performance evaluation system on a statewide basis. It would be impractical from a research perspective to use multiple assessments, with varying difficulty levels and focusing on different aspects of performance evaluation systems. If this were the case, the agency would have no basis to determine if the performance evaluation system was working since it could not trust that all evaluators received the same rigor of both initial and ongoing training.

Recommendation

No change is recommended in response to this comment.

Comment

One person suggested that each evaluator be required to have a certificate or endorsement in the subject area of the teacher being evaluated or “have the knowledge of how information related to the subject is learned”. Subject matter knowledge is “required to make a valid and reliable observation of the learning process,” she said, and is necessary to provide “effective collaboration” between the evaluator and the teacher being evaluated.

Another commenter mentioned that an evaluator’s background may become important when evaluating teachers who work with students who have severe and profound disabilities. She suggested that the agency consider ways in which it could encourage school districts to use peer reviewers in these situations. Citing two states that have implemented this approach, she said it is advantageous for staff with certain expertise to share their knowledge with their colleagues, thereby reducing the burden placed upon administrators completing numerous observations.

Analysis

While it may be ideal for each evaluator to be a subject matter expert in the area of assignment of the teacher being evaluated, it would be impractical to require all qualified evaluators to hold a certificate or endorsement in the specific subject area, as suggested. The qualified evaluator and the teacher will discuss the lesson plan before the observation is conducted and at that time the evaluator, if need be, can explore with the teacher any content or pedagogical concerns that he or she may have.

Recommendation

No change is recommended in response to this comment.

Comment

A commenter asked that candidates in school leadership programs be required to complete training specific to performance evaluation systems that incorporate data and indicators of student growth.

Analysis

State Board rules governing Programs for the Preparation of Principals in Illinois (Part 30) currently require that candidates for a principal's endorsement "successfully complete required (training) under Section 24A-3 of the School Code [105 ILCS 5/24A-3]" before they can begin the internship portion of the program. Additionally, the candidates must participate in coursework specific to performance evaluations that incorporate data and indicators of student growth, and the faculty in principal preparation programs also must complete the same training as is required of candidates in the programs.

Recommendation

No change is recommended in response to this comment.

Comment

An organization called the requirements for the locally developed prequalification processes "overly prescriptive" and asked that sections of the rules addressing field experiences, standards and course content be removed.

Analysis

It is essential that the components of locally developed prequalification process are of the same rigor and quality as that provided in the state-administered system since an evaluator will only be considered qualified after successfully completing the state-developed assessment. Any individual who fails the state assessment will be required to participate in the state-administered prequalification process, an additional expenditure of both time and money. Holding school districts to the same standards to which the state-administered system is held ensures high-quality evaluators. If a school district believes that the rules for locally established systems are too prescriptive, then it is free to have its evaluators participate in the state-administered process instead.

Recommendation

No change is recommended in response to this comment.

Comment

A superintendent questioned the requirement that an individual who serves as both the school principal and district superintendent be evaluated by a "qualified evaluator", i.e., a person who holds an administrator's certificate and has completed the prequalification process required under the law. Such an evaluation would be difficult, she said, since the role of the principal and that of a superintendent in these small districts are not always distinct and separate. She objected to the fact that the principal would be evaluated by someone from outside of the district, which she said would be "unthinkable for any other superintendent in the state". Finally, she stated that the need to use an outside evaluator would create a financial burden for the district employing a principal/superintendent.

Analysis

Section 24A-15 of the School Code provides that the evaluation of a principal be performed by “the district superintendent, the superintendent's designee, or, in the absence of the superintendent or his or her designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate”. When an individual serves as both the principal and superintendent, it would be counterintuitive for that individual, in his or her role as the superintendent, to either conduct the evaluation or designate a person to conduct the evaluation of his or her role as the principal. This would create a conflict of interest and not advance the goal of conducting an unbiased, objective evaluation of his or her performance as a principal.

The only other option provided in the law is for the school board to appoint an evaluator. Since it is mostly very small districts that employ principal/superintendents, it is assumed that few would have another employee in the district who would hold an administrative certificate. If this were the case, the board’s only recourse would be to find a qualified individual from outside of the district to conduct the evaluation of the principal/superintendent in his or her capacity as school principal. The agency cannot by rule skirt this requirement. The intent is to prohibit a superintendent/principal from conducting self-evaluations and this intent should be made explicit in the rules.

Recommendation

It is recommended that Section 50.300(b) be modified as follows.

- b) The plan shall identify the person who will evaluate the principal or assistant principal. For a principal who also serves as the district superintendent, the evaluator shall be appointed by the local board of education, and the board’s appointment shall not be the person whose performance as principal is being evaluated. The evaluator so appointed shall hold a current and valid administrative certificate or professional educator license endorsed for superintendent issued under Article 21 or Article 21B of the School Code, respectively, and have completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code or Subpart E of this Part.

Miscellaneous

Comment

A commenter asked about the process for evaluating part-time instructors. In particular, the individual requested that consideration be made of a part-time instructor’s length of service with the district of employment (since part-time instructors do not obtain tenure) when determining how often a part-time instructor is evaluated. At a certain point in time, the individual’s status should be considered equivalent to “tenured” for the purpose of being evaluated at least every two years, rather than annually. Another option suggested by a commenter would be to exempt the part-time instructor from the evaluation process since they are “at will” employees who the district can release “at any time”.

Analysis

Like situations in which teachers are on a leave~~s~~ of absence during their evaluation cycles, the evaluation of part-time certified staff was not part of PEAC's discussions. With that being said, anecdotal experiences suggest that part-time teachers often are retired individuals who have maintained their certificates and provide instruction in more difficult-to-staff positions, such as driver's education or foreign language. Since they instruct a group of students on an ongoing basis, it seems appropriate that they be evaluated in the same manner as their full-time peers. As to when a part-time teacher could be considered equivalent to a tenured teacher for purposes of an evaluation's frequency, this is a determination best made at the local level, either by the joint committee or by the district in consultation with its exclusive bargaining representative.

Recommendation

It is recommended that Section 50.30 be modified as follows.

“Teacher” means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, “teacher” shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.

Comment

Several commenters feared that a performance evaluation system using data and indicators of student growth would introduce bias into the evaluation process. They feared the potential for poor performance evaluation ratings due to personality conflicts between a teacher and principal, retribution against teachers who speak out, or “loading” teachers' classes with difficult students. As performance evaluation ratings are used to make decisions about reductions in force, the system will inadvertently create incentives to use these data and indicators as a way to “fire expensive, excellent teachers” and “hire only younger, cheaper teachers”, one said. Another commenter urged the agency to ensure that “an unbiased party” evaluates each teacher.

Analysis

The comments suggest that the trepidation these individuals expressed is tied more closely to P.A. 97-8, which links performance evaluation ratings to the reductions-in-force process. The intensive prequalification process and retraining program, however, are designed specifically to help evaluators identify the potential for bias and mitigate its influence in the evaluation process. It is hoped that highly trained evaluators will be better equipped and motivated to conduct objective evaluations that help both teachers and schools to improve academically.

Recommendation

No change is recommended in response to this comment.

Comment

One person said the performance evaluation system holds CPS to a “higher standard than any other part of Illinois”. The writer did not cite any specific provisions that she believes are more stringent for CPS than they are for other school districts in the state.

Analysis

The law does treat CPS differently in at least two respects. First, it allows the school district to implement its last best offer in the event that its joint committee is unable to come to agreement about the data and indicators of student growth that will be used in the district’s evaluation plan. Other districts would be required to use the components of the state model for those areas on which agreement was not reached. CPS’ joint committee also has 90 days in which to act rather than the 180 days afforded other districts under the law. Second, CPS may choose to use results from only the state assessments in determining student growth. Other school districts are prohibited from using the state assessments for teachers (with the exception of results from the ACT or WorkKeys®, as is recommended) and may choose to use the state assessments as one measure for principals and assistant principals. The rules make note of these statutory differences but do not create standards that are higher for CPS than they are for other school districts.

Recommendation

No change is recommended in response to this comment.

Comment

A superintendent suggested that a standardized curriculum and state-selected textbooks are needed to make the accountability system complete. He noted that under the performance evaluation system, a teacher’s performance is tied to student growth and student achievement is measured against the state’s learning standards. Yet, without a standardized curriculum and state-selected textbooks, the “application of the state’s standards” is the responsibility of an “inexperienced teacher” and whether he or she designs or chooses curriculum and instructional materials that adequately address the state’s standards. He also cautioned the agency not to rely on an argument of “local control” to reject the suggestion to develop a state curriculum.

Analysis

It is difficult to tell if the person who submitted this comment is serious or proposed this solution in jest. It is true that the agency will get severe push-back from the field if it tried to impose a state curriculum that dictates the textbooks that could be used in schools. The state lacks the money needed to pursue the design of a curriculum tied to the standards and, as standards are updated, make revisions to the state curriculum. The agency also lacks the staff – both in number and with the necessary expertise – to successfully guide such an ambitious undertaking.

Recommendation

No change is recommended in response to this recommendation.

Comment

One individual suggested that the performance evaluation system would have received stronger support had the State Board and PEAC taken the time to “pilot the initiative, deliver a final form which answers questions that are currently unanswered in the legislation, i.e., seniority and bumping, and given school districts a year to understand the changes, seek clarification, educate our staff, and collaborate with our stakeholders”.

Analysis

State Board staff and members of PEAC share the frustration that this commenter projects in her remarks. The use of data and indicators of student growth to make decisions about the performance of educators is new, and Illinois is one of many states across the country embarking on the redesign of evaluation systems to factor in student growth. As such, the body of work specific to student growth and “best practices” models is evolving and changing as these evaluation systems are piloted and implemented. Unfortunately, PEAC had little time to study and pilot a system between its formation after the enactment of legislation in 2010 and the need to propose rules so that they would be in place in advance of [the](#) 2012 start date for principal evaluations and for teachers in CPS and SIG schools.

Most Illinois school districts will not be required to implement performance evaluation systems for teachers until the 2016-17 school year, giving PEAC and agency staff more time to evaluate what works. Staff realize that much more will be known about performance evaluations by the time the bulk of school districts implement systems starting in the 2015-16 school year, and the rules are likely to be amended several times before then to reflect the knowledge and lessons learned from the school districts that will begin using these type of systems this year and next.

Recommendation

No change is recommended in response to this comment.

Comment

Caution was provided by a commenter that any information reported to the State Board concerning performance evaluations not identify any teacher or principal. He asked that the rules clarify that point.

Analysis

Section 24A-20(a)(1) of the School Code [105 ILCS 5/24A-20(a)(1)] prohibits the State Board from developing a data collection system that would allow for any teacher or administrator to be personally identified by publicly reported data. The proposed rules regarding reporting found at Sections 50.140 and 50.330 are general in nature, and any instruments used in collecting data will prevent the reporting of personally identifiable information. A change in the rules is not necessary since the requirement in the law is placed upon the State Board to protect the identity of educators rather than on school districts to do so.

Recommendation

No change is recommended in response to this comment.

Comment

A group of commenters questioned a provision in Sections 50.100(c) and 50.300(d) that requires notification to the teacher or principal and assistant principal that a performance evaluation will be conducted. This notice is to be provided at the start of the school term. The group asked that the phrase, “start of the school term”, be better defined. For instance, does this mean when teachers must report to work or when students must attend school, they asked. Another individual requested that “plan” be added after “evaluation” in Section 50.300(d).

Analysis

A school term begins at different times for each district; therefore, staff made the rule general enough so that it could be applied to individual situations. Staff agree, however, that more clarity could be provided.

The purpose of the notification required under Section 50.300(d) is to alert a principal or assistant principal that a performance evaluation will be conducted rather than to transmit the evaluation “plan”. The language of the rule can be made clearer, however, by modifying it to more closely match similar language for teacher evaluations found in Section 50.100(c).

Recommendation

It is recommended that Sections 50.100(c) and 50.300(d) be modified as follows.

Section 50.100

- c) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

Section 50.300

- d) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a A written notice (either electronic or paper) to each principal and, as applicable, assistant principal that a performance of the evaluation will shall be conducted ~~provided to each principal and, as applicable, assistant principal at the start of the school year,~~ or if the principal or assistant principal is hired or assigned to the position after the start of the school term, then no later than 30 days after the contract is signed or the assignment is made.

Comment

A comment was made concerning the requirement that the State Board of Education evaluate the success and impact of performance evaluation systems that incorporate data and indicators of student growth. The group submitting the comment asked that the agency identify the criteria that will be used during the course of the evaluation.

Analysis

Section 24A-20 of the School Code [105 ILCS 5/24A-20] requires that the agency conduct a “research-based” study about performance evaluation systems by September 1, 2014. Implementation of this requirement is dependent upon sufficient funding being available to conduct this study. It is anticipated that the State Board will issued an RFSP to identify an entity capable of conducting the study. Once that contract is issued, the criteria used to evaluate performance evaluation systems will be identified. At this point, the State Board will require the submission of data and other information that could be considered by an entity conducting the study, and those requirements are set forth adequately in Sections 50.140 and 50.330.

Recommendation

No change is recommended in response to this comment.

Comment

An institution of higher education, working on the design of performance-based evaluation systems for principals, questioned the four performance rating categories required to be used under the law and stated that they are not “optimum for a model which includes both formative and summative assessment”. For instance, the institution pointed out that a continuous improvement model presupposes that everyone “needs improvement”. Instead of the four statutorily required categories, the commenter asked that the following categories be used instead: “does not meet expectations”, “basic”, “proficient”, and “exceeds expectations”.

Analysis

The agency cannot by rule change the final performance evaluation rating categories set forth in the law. Instead, the rules do allow a district to use other categories to separately rate professional practice and student growth, provided that the evaluation plan indicates how those separate ratings will be used to determine a final performance evaluation rating of “excellent”, “proficient”, “needs improvement”, or “unsatisfactory”.

Recommendation

No change is recommended in response to this comment.

Comment

An institution of higher education involved in a leadership project suggested that principals conduct a gap analysis of the needs of their buildings and then work with their staff to determine how student achievement could be improved in the problem areas identified. Similarly, it encourages the principal to work with his or her evaluator to target areas in which improvements can be made. Using this strategy, a principal can better demonstrate how he or she affects the school environment relative to improving student achievement.

Analysis

Nothing in the rules currently prohibits the approach suggested. Since this university is currently working with districts throughout the state on performance-based evaluation systems for principals, staff encourage it to assist these districts in implementing the proposed strategy

or similar approaches that may effectively address circumstances and situations unique to their buildings.

Recommendation

No change is recommended in response to this comment.

Comment

An educational reform organization provided comment about the proposed rules' lack of incentives or other methods to encourage collaboration among teachers and entice effective teachers to share their successes and practices with their colleagues. The group said it supports "school-based strong teacher leadership models," which they describe as pairing highly skilled teachers with administrators to "model" good practice, analyze results, lead collaborative teams and coach peers.

Along those same lines, the group suggested weighting factors be added to the percentage of student growth that comprises a final performance evaluation rating as a way to meet an identified goal. By way of an example, it said all teachers at a particular grade level could work towards academic improvement of all students in that grade rather than only improve the achievement of those in their own classroom. The group indicated support for teacher leaders.

Analysis

Each of the items addressed in this letter may very well be the best way to proceed with implementation of a performance evaluation system. The proposed rules, however, serve as general guidelines for districts to follow in developing their local models. They provide consistency statewide in the way in which performance evaluation systems are implemented, yet also allow for local flexibility. Incorporation of one or more of these ideas into the state model may be possible, however, and the group mentioned its willingness to help agency staff in designing the model.

Recommendation

No changes are recommended in response to these comments.

Comment

Mention was made of a reference in Section 50.20(g) of the proposed rules to "teachers" working with their school districts to establish a date for implementation of a performance evaluation system that incorporates data and indicators of student growth that is earlier than the date mandated in Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5]. The commenter indicated that the provision conflicts with the School Code directive for a school district to work with its exclusive collective bargaining representative to establish an earlier implementation date.

Analysis

In Illinois, there are a handful of school districts that employ teachers who are not represented by a union. The purpose of the proposed rule was to extend to these districts and their teachers the same opportunity to implement performance evaluation systems earlier as is afforded

districts with unionized teachers. Agency staff acknowledge, however, that the wording of the rule may leave the impression that school districts with unionized teachers may work around the exclusive bargaining representative to implement performance evaluation systems earlier.

Recommendation

It is recommended that Section 50.20(g) be modified as follows.

- g) In accordance with the provisions of Section 24A-2.5 of the School Code, a school district and either its teachers, or the exclusive bargaining representative of teachers or its teachers, if the teachers are not represented by an exclusive bargaining representative if applicable, may jointly agree to an implementation date that is earlier than the date specified in this Section for their district type. When an earlier implementation date is agreed upon, the school district shall provide to the State Board of Education, within 30 days after an agreement is executed, a dated copy of the written agreement specifying the agreed upon implementation date and signed by the district superintendent and ~~teachers or the exclusive bargaining representative or teachers, as applicable~~.

Comment

Several nonsubstantive wording changes were suggested in various sections of the proposed rules.

Analysis

The proposed additions will enhance readers' understanding of the intent of these portions of the rules without their having to review the requirements of Article 24A of the School Code [105 ILCS 5/Art. 24A].

Recommendation

It is recommended that Sections 50.10(a) and 50.30 be modified as follows.

Section 50.10

- a) identify the minimum components, including those that address the use of data and indicators of student growth as a significant factor in rating performance, of a teacher performance evaluation system and of a principal and, as applicable, assistant principal performance evaluation system that each school district must implement;

Section 50.30

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

Comment

One commenter expressed her belief that a teacher's salary should not be tied to student achievement.

Analysis

Neither the law nor the rules require that school districts consider a teacher's performance when establishing a salary schedule.

Recommendation

No change is recommended in response to this comment.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

AN ACT concerning education.

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

Section 3. The Illinois Pension Code is amended by changing Section 17-130 as follows:

(40 ILCS 5/17-130) (from Ch. 108 1/2, par. 17-130)

Sec. 17-130. Participants' contributions by payroll deductions.

(a) There shall be deducted from the salary of each teacher 7.50% of his salary for service or disability retirement pension and 0.5% of salary for the annual increase in base pension.

In addition, there shall be deducted from the salary of each teacher 1% of his salary for survivors' and children's pensions.

(b) An Employer and any employer of eligible contributors as defined in Section 17-106 is authorized to make the necessary deductions from the salaries of its teachers. Such amounts shall be included as a part of the Fund. An Employer and any employer of eligible contributors as defined in Section 17-106 shall formulate such rules and regulations as may be necessary to give effect to the provisions of this Section.

(c) All persons employed as teachers shall, by such

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

employment, accept the provisions of this Article and of Sections 34-83 to 34-85 ~~34-85b~~, inclusive, of "The School Code", approved March 18, 1961, as amended, and thereupon become contributors to the Fund in accordance with the terms thereof. The provisions of this Article and of those Sections shall become a part of the contract of employment.

(d) A person who (i) was a member before July 1, 1998, (ii) retires with more than 34 years of creditable service, and (iii) does not elect to qualify for the augmented rate under Section 17-119.1 shall be entitled, at the time of retirement, to receive a partial refund of contributions made under this Section for service occurring after the later of June 30, 1998 or attainment of 34 years of creditable service, in an amount equal to 1.00% of the salary upon which those contributions were based.

(Source: P.A. 94-1105, eff. 6-1-07.)

Section 5. The School Code is amended by changing Sections 10-22.4, 21-23, 24-11, 24-12, 24-16, 24A-2.5, 24A-5, 34-84, 34-85, and 34-85c and by adding Sections 2-3.153, 10-16a, 24-1.5, and 24-16.5 as follows:

(105 ILCS 5/2-3.153 new)

Sec. 2-3.153. Survey of learning conditions. The State Board of Education shall select for statewide administration an instrument to provide feedback from, at a minimum, students in

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

grades 6 through 12 and teachers on the instructional environment within a school after giving consideration to the recommendations of the Performance Evaluation Advisory Council made pursuant to subdivision (6) of subsection (a) of Section 24A-20 of this Code. Subject to appropriation to the State Board of Education for the State's cost of development and administration and commencing with the 2012-2013 school year, each school district shall administer, at least biannually, the instrument in every public school attendance center by a date specified by the State Superintendent of Education, and data resulting from the instrument's administration must be provided to the State Board of Education. The survey component that requires completion by the teachers must be administered during teacher meetings or professional development days or at other times that would not interfere with the teachers' regular classroom and direct instructional duties. The State Superintendent, following consultation with teachers, principals, and other appropriate stakeholders, shall publicly report on selected indicators of learning conditions resulting from administration of the instrument at the individual school, district, and State levels and shall identify whether the indicators result from an anonymous administration of the instrument. If in any year the appropriation to the State Board of Education is insufficient for the State's costs associated with statewide administration of the instrument, the State Board of Education shall give priority to districts with

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

low-performing schools and a representative sample of other districts.

(105 ILCS 5/10-16a new)

Sec. 10-16a. School board member's leadership training.

(a) This Section applies to all school board members serving pursuant to Section 10-10 of this Code who have been elected after the effective date of this amendatory Act of the 97th General Assembly or appointed to fill a vacancy of at least one year's duration after the effective date of this amendatory Act of the 97th General Assembly.

(b) Every voting member of a school board of a school district elected or appointed for a term beginning after the effective date of this amendatory Act of the 97th General Assembly, within a year after the effective date of this amendatory Act of the 97th General Assembly or the first year of his or her first term, shall complete a minimum of 4 hours of professional development leadership training covering topics in education and labor law, financial oversight and accountability, and fiduciary responsibilities of a school board member. The school district shall maintain on its Internet website, if any, the names of all voting members of the school board who have successfully completed the training.

(c) The training on financial oversight, accountability, and fiduciary responsibilities may be provided by an association established under this Code for the purpose of

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

training school board members or by other qualified providers approved by the State Board of Education, in consultation with an association so established.

(105 ILCS 5/10-22.4) (from Ch. 122, par. 10-22.4)

Sec. 10-22.4. Dismissal of teachers. To dismiss a teacher for incompetency, cruelty, negligence, immorality or other sufficient cause, to dismiss any teacher on the basis of performance ~~who fails to complete a 1 year remediation plan with a "satisfactory" or better rating~~ and to dismiss any teacher whenever, in its opinion, he is not qualified to teach, or whenever, in its opinion, the interests of the schools require it, subject, however, to the provisions of Sections 24-10 to 24-16.5 ~~24-15~~, inclusive. Temporary mental or physical incapacity to perform teaching duties, as found by a medical examination, is not a cause for dismissal. Marriage is not a cause of removal.

(Source: P.A. 85-248.)

(105 ILCS 5/21-23) (from Ch. 122, par. 21-23)

Sec. 21-23. Suspension or revocation of certificate.

(a) The State Superintendent of Education has the exclusive authority, in accordance with this Section and any rules adopted by the State Board of Education, to initiate the suspension of up to 5 calendar years or revocation of any certificate issued pursuant to this Article, including but not

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

limited to any administrative certificate or endorsement, for abuse or neglect of a child, immorality, a condition of health detrimental to the welfare of pupils, incompetency, unprofessional conduct (which includes the failure to disclose on an employment application any previous conviction for a sex offense, as defined in Section 21-23a of this Code, or any other offense committed in any other state or against the laws of the United States that, if committed in this State, would be punishable as a sex offense, as defined in Section 21-23a of this Code), the neglect of any professional duty, willful failure to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act, failure to establish satisfactory repayment on an educational loan guaranteed by the Illinois Student Assistance Commission, or other just cause. Unprofessional conduct shall include refusal to attend or participate in, institutes, teachers' meetings, professional readings, or to meet other reasonable requirements of the regional superintendent or State Superintendent of Education. Unprofessional conduct also includes conduct that violates the standards, ethics, or rules applicable to the security, administration, monitoring, or scoring of, or the reporting of scores from, any assessment test or the Prairie State Achievement Examination administered under Section 2-3.64 or that is known or intended to produce or report manipulated or artificial, rather than actual, assessment or achievement results or gains from the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

administration of those tests or examinations. It shall also include neglect or unnecessary delay in making of statistical and other reports required by school officers. Incompetency shall include, without limitation, 2 or more school terms of service for which the certificate holder has received an unsatisfactory rating on a performance evaluation conducted pursuant to Article 24A of this Code within a period of 7 school terms of service. In determining whether to initiate action against one or more certificates based on incompetency and the recommended sanction for such action, the State Superintendent shall consider factors that include without limitation all of the following:

(1) Whether the unsatisfactory evaluation ratings occurred prior to the effective date of this amendatory Act of the 97th General Assembly.

(2) Whether the unsatisfactory evaluation ratings occurred prior to or after the implementation date, as defined in Section 24A-2.5 of this Code, of an evaluation system for teachers in a school district.

(3) Whether the evaluator or evaluators who performed an unsatisfactory evaluation met the pre-certification and training requirements set forth in Section 24A-3 of this Code.

(4) The time between the unsatisfactory evaluation ratings.

(5) The quality of the remediation plans associated

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

with the unsatisfactory evaluation ratings and whether the certificate holder successfully completed the remediation plans.

(6) Whether the unsatisfactory evaluation ratings were related to the same or different assignments performed by the certificate holder.

(7) Whether one or more of the unsatisfactory evaluation ratings occurred in the first year of a teaching or administrative assignment.

When initiating an action against one or more certificates, the State Superintendent may seek required professional development as a sanction in lieu of or in addition to suspension or revocation. Any such required professional development must be at the expense of the certificate holder, who may use, if available and applicable to the requirements established by administrative or court order, training, coursework, or other professional development funds in accordance with the terms of an applicable collective bargaining agreement entered into after the effective date of this amendatory Act of the 97th General Assembly, unless that agreement specifically precludes use of funds for such purpose.

(a-5) The State Superintendent of Education shall, upon receipt of evidence of abuse or neglect of a child, immorality, a condition of health detrimental to the welfare of pupils, incompetency (subject to subsection (a) of this Section), unprofessional conduct, the neglect of any professional duty or

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

other just cause, further investigate and, if and as appropriate, serve written notice to the individual and afford the individual opportunity for a hearing prior to suspension, or revocation, or other sanction; provided that the State Superintendent is under no obligation to initiate such an investigation if the Department of Children and Family Services is investigating the same or substantially similar allegations and its child protective service unit has not made its determination as required under Section 7.12 of the Abused and Neglected Child Reporting Act. If the State Superintendent of Education does not receive from an individual a request for a hearing within 10 days after the individual receives notice, the suspension, or revocation, or other sanction shall immediately take effect in accordance with the notice. If a hearing is requested within 10 days of notice of opportunity for hearing, it shall act as a stay of proceedings until the State Teacher Certification Board issues a decision. Any hearing shall take place in the educational service region wherein the educator is or was last employed and in accordance with rules adopted by the State Board of Education, in consultation with the State Teacher Certification Board, which rules shall include without limitation provisions for discovery and the sharing of information between parties prior to the hearing. The standard of proof for any administrative hearing held pursuant to this Section shall be by the preponderance of the evidence. The decision of the State

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Teacher Certification Board is a final administrative decision and is subject to judicial review by appeal of either party.

The State Board may refuse to issue or may suspend the certificate of any person who fails to file a return, or to pay the tax, penalty or interest shown in a filed return, or to pay any final assessment of tax, penalty or interest, as required by any tax Act administered by the Illinois Department of Revenue, until such time as the requirements of any such tax Act are satisfied.

The exclusive authority of the State Superintendent of Education to initiate suspension or revocation of a certificate pursuant to this Section does not preclude a regional superintendent of schools from cooperating with the State Superintendent or a State's Attorney with respect to an investigation of alleged misconduct.

(b) (Blank).

(b-5) The State Superintendent of Education or his or her designee may initiate and conduct such investigations as may be reasonably necessary to establish the existence of any alleged misconduct. At any stage of the investigation, the State Superintendent may issue a subpoena requiring the attendance and testimony of a witness, including the certificate holder, and the production of any evidence, including files, records, correspondence, or documents, relating to any matter in question in the investigation. The subpoena shall require a witness to appear at the State Board of Education at a

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

specified date and time and shall specify any evidence to be produced. The certificate holder is not entitled to be present, but the State Superintendent shall provide the certificate holder with a copy of any recorded testimony prior to a hearing under this Section. Such recorded testimony must not be used as evidence at a hearing, unless the certificate holder has adequate notice of the testimony and the opportunity to cross-examine the witness. Failure of a certificate holder to comply with a duly-issued, investigatory subpoena may be grounds for revocation, suspension, or denial of a certificate.

(b-10) All correspondence, documentation, and other information so received by the regional superintendent of schools, the State Superintendent of Education, the State Board of Education, or the State Teacher Certification Board under this Section is confidential and must not be disclosed to third parties, except (i) as necessary for the State Superintendent of Education or his or her designee to investigate and prosecute pursuant to this Article, (ii) pursuant to a court order, (iii) for disclosure to the certificate holder or his or her representative, or (iv) as otherwise required in this Article and provided that any such information admitted into evidence in a hearing shall be exempt from this confidentiality and non-disclosure requirement.

(c) The State Superintendent of Education or a person designated by him shall have the power to administer oaths to witnesses at any hearing conducted before the State Teacher

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Certification Board pursuant to this Section. The State Superintendent of Education or a person designated by him is authorized to subpoena and bring before the State Teacher Certification Board any person in this State and to take testimony either orally or by deposition or by exhibit, with the same fees and mileage and in the same manner as prescribed by law in judicial proceedings in the civil cases in circuit courts of this State.

(c-5) Any circuit court, upon the application of the State Superintendent of Education or the certificate holder, may, by order duly entered, require the attendance of witnesses and the production of relevant books and papers as part of any investigation or at any hearing the State Teacher Certification Board is authorized to conduct pursuant to this Section, and the court may compel obedience to its orders by proceedings for contempt.

(c-10) The State Board of Education shall receive an annual line item appropriation to cover fees associated with the investigation and prosecution of alleged educator misconduct and hearings related thereto.

(d) As used in this Section, "teacher" means any school district employee regularly required to be certified, as provided in this Article, in order to teach or supervise in the public schools.

(Source: P.A. 96-431, eff. 8-13-09.)

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(105 ILCS 5/24-1.5 new)

Sec. 24-1.5. New or vacant teaching positions. A school district's selection of a candidate for a new or vacant teaching position not otherwise required to be filled pursuant to Section 24-12 of this Code must be based upon the consideration of factors that include without limitation certifications, qualifications, merit and ability (including performance evaluations, if available), and relevant experience, provided that the length of continuing service with the school district must not be considered as a factor, unless all other factors are determined by the school district to be equal. A school district's decision to select a particular candidate to fill a new or vacant position is not subject to review under grievance resolution procedures adopted pursuant to subsection (c) of Section 10 of the Illinois Educational Labor Relations Act, provided that, in making such a decision, the district does not fail to adhere to procedural requirements in a collective bargaining agreement relating to the filling of new or vacant teaching positions. Provisions regarding the filling of new and vacant positions in a collective bargaining agreement between a school district and the exclusive bargaining representative of its teachers in existence on the effective date of this amendatory Act of the 97th General Assembly shall remain in full force and effect for the term of the agreement, unless terminated by mutual agreement.

Nothing in this amendatory Act of the 97th General Assembly

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(i) limits or otherwise impacts school districts' management right to hire new employees, (ii) affects what currently is or may be a mandatory subject of bargaining under the Illinois Educational Labor Relations Act, or (iii) creates a statutory cause of action for a candidate or a candidate's representative to challenge a school district's selection decision based on the school district's failure to adhere to the requirements of this Section.

(105 ILCS 5/24-11) (from Ch. 122, par. 24-11)

Sec. 24-11. Boards of Education - Boards of School Inspectors - Contractual continued service.

(a) As used in this and the succeeding Sections of this Article:

"Teacher" means any or all school district employees regularly required to be certified under laws relating to the certification of teachers.

"Board" means board of directors, board of education, or board of school inspectors, as the case may be.

"School term" means that portion of the school year, July 1 to the following June 30, when school is in actual session.

"Program" means a program of a special education joint agreement.

"Program of a special education joint agreement" means instructional, consultative, supervisory, administrative, diagnostic, and related services that are managed by a special

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

educational joint agreement designed to service 2 or more school districts that are members of the joint agreement.

"PERA implementation date" means the implementation date of an evaluation system for teachers as specified by Section 24A-2.5 of this Code for all schools within a school district or all programs of a special education joint agreement.

(b) This Section and Sections 24-12 through 24-16 of this Article apply only to school districts having less than 500,000 inhabitants.

(c) Any teacher who is first employed as a full-time teacher in a school district or program prior to the PERA implementation date and ~~Any teacher who is has been~~ employed in that ~~any~~ district or program ~~as a full-time teacher~~ for a probationary period of 4 ~~2~~ consecutive school terms shall enter upon contractual continued service in the district or in all of the programs that the teacher is legally qualified to hold, unless the teacher is given written notice of dismissal ~~stating the specific reason therefor,~~ by certified mail, return receipt requested, by the employing board at least 45 days before the end of any school term within such period; ~~except that for a teacher who is first employed as a full-time teacher by a school district on or after January 1, 1998 and who has not before that date already entered upon contractual continued service in that district, the probationary period shall be 4 consecutive school terms before the teacher shall enter upon contractual continued service. For the purpose of determining~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~contractual continued service, the first probationary year shall be any full-time employment from a date before November 1 through the end of the school year.~~

(d) For any teacher who is first employed as a full-time teacher in a school district or program on or after the PERA implementation date, the probationary period shall be one of the following periods, based upon the teacher's school terms of service and performance, before the teacher shall enter upon contractual continued service in the district or in all of the programs that the teacher is legally qualified to hold, unless the teacher is given written notice of dismissal by certified mail, return receipt requested, by the employing board at least 45 days before the end of any school term within such period:

(1) 4 consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the last school term and at least "Proficient" in either the second or third school term;

(2) 3 consecutive school terms of service in which the teacher receives 3 overall annual evaluations of "Excellent"; or

(3) 2 consecutive school terms of service in which the teacher receives 2 overall annual evaluations of "Excellent" service, but only if the teacher (i) previously attained contractual continued service in a different school district or program in this State, (ii) voluntarily departed or was honorably dismissed from that school

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

district or program in the school term immediately prior to the teacher's first school term of service applicable to the attainment of contractual continued service under this subdivision (3), and (iii) received, in his or her 2 most recent overall annual or biannual evaluations from the prior school district or program, ratings of "Proficient", with both such ratings occurring after the school district's or program's PERA implementation date.

If the teacher does not receive overall annual evaluations of "Excellent" in the school terms necessary for eligibility to achieve accelerated contractual continued service in subdivisions (2) and (3) of this subsection (d), the teacher shall be eligible for contractual continued service pursuant to subdivision (1) of this subsection (d). If, at the conclusion of 4 consecutive school terms of service that count toward attainment of contractual continued service, the teacher's performance does not qualify the teacher for contractual continued service under subdivision (1) of this subsection (d), then the teacher shall not enter upon contractual continued service and shall be dismissed. If a performance evaluation is not conducted for any school term when such evaluation is required to be conducted under Section 24A-5 of this Code, then the teacher's performance evaluation rating for such school term for purposes of determining the attainment of contractual continued service shall be deemed "Proficient".

(e) For the purposes of determining contractual continued

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

service, a school term shall be counted only toward attainment of contractual continued service if the teacher actually teaches or is otherwise present and participating in the district's or program's educational program for 120 days or more, provided that the days of leave under the federal Family Medical Leave Act that the teacher is required to take until the end of the school term shall be considered days of teaching or participation in the district's or program's educational program. A school term that is not counted toward attainment of contractual continued service shall not be considered a break in service for purposes of determining whether a teacher has been employed for 4 consecutive school terms, provided that the teacher actually teaches or is otherwise present and participating in the district's or program's educational program in the following school term.

(f) If the employing board determines to dismiss the teacher in the last year of the probationary period as provided in subsection (c) of this Section or subdivision (1) or (2) of subsection (d) of this Section, but not subdivision (3) of subsection (d) of this Section, the written notice of dismissal provided by the employing board must contain specific reasons for dismissal. Any full-time teacher who does not receive written notice from the employing board at least 45 days before the end of any school term as provided in this Section and whose performance does not require dismissal after the fourth probationary year pursuant to subsection (d) of this Section

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

shall be re-employed for the following school term.

~~If, however, a teacher who was first employed prior to January 1, 1998 has not had one school term of full-time teaching experience before the beginning of a probationary period of 2 consecutive school terms, the employing board may at its option extend the probationary period for one additional school term by giving the teacher written notice by certified mail, return receipt requested, at least 45 days before the end of the second school term of the period of 2 consecutive school terms referred to above. This notice must state the reasons for the one year extension and must outline the corrective actions that the teacher must take to satisfactorily complete probation. The changes made by this amendatory Act of 1998 are declaratory of existing law.~~

~~Any full-time teacher who is not completing the last year of the probationary period described in the preceding paragraph, or any teacher employed on a full time basis not later than January 1 of the school term, shall receive written notice from the employing board at least 45 days before the end of any school term whether or not he will be re-employed for the following school term. If the board fails to give such notice, the employee shall be deemed reemployed, and not later than the close of the then current school term the board shall issue a regular contract to the employee as though the board had reemployed him in the usual manner.~~

(g) Contractual continued service shall continue in effect

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

the terms and provisions of the contract with the teacher during the last school term of the probationary period, subject to this Act and the lawful regulations of the employing board. This Section and succeeding Sections do not modify any existing power of the board except with respect to the procedure of the discharge of a teacher and reductions in salary as hereinafter provided. Contractual continued service status shall not restrict the power of the board to transfer a teacher to a position which the teacher is qualified to fill or to make such salary adjustments as it deems desirable, but unless reductions in salary are uniform or based upon some reasonable classification, any teacher whose salary is reduced shall be entitled to a notice and a hearing as hereinafter provided in the case of certain dismissals or removals.

(h) If, by reason of any change in the boundaries of school districts or by reason of the creation of a new school district, the position held by any teacher having a contractual continued service status is transferred from one board to the control of a new or different board, then the contractual continued service status of the teacher is not thereby lost, and such new or different board is subject to this Code with respect to the teacher in the same manner as if the teacher were its employee and had been its employee during the time the teacher was actually employed by the board from whose control the position was transferred.

(i) The employment of any teacher in a program of a special

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

education joint agreement established under Section 3-15.14, 10-22.31 or 10-22.31a shall be governed by ~~under~~ this and succeeding Sections of this Article. For purposes of attaining and maintaining contractual continued service and computing length of continuing service as referred to in this Section and Section 24-12, employment in a special educational joint program shall be deemed a continuation of all previous certificated employment of such teacher for such joint agreement whether the employer of the teacher was the joint agreement, the regional superintendent, or one of the participating districts in the joint agreement.

(j) For any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of a reduction in the number of programs or positions in the joint agreement in which the notice of dismissal is provided on or before the end of the 2010-2011 school term, the teacher in contractual continued service is eligible for employment in the joint agreement programs for which the teacher is legally qualified in order of greater length of continuing service in the joint agreement, unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement. For any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement,

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of a reduction in the number of programs or positions in the joint agreement in which the notice of dismissal is provided during the 2011-2012 school term or a subsequent school term, the teacher shall be included on the honorable dismissal lists of all joint agreement programs for positions for which the teacher is qualified and is eligible for employment in such programs in accordance with subsections (b) and (c) of Section 24-12 of this Code and the applicable honorable dismissal policies of the joint agreement.

(k) For any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of the dissolution of a joint agreement, in which the notice to teachers of the dissolution is provided during the 2010-2011 school term, the teacher in contractual continued service who is legally qualified shall be assigned to any comparable position in a member district currently held by a teacher who has not entered upon contractual continued service or held by a teacher who has entered upon contractual continued service with a shorter length of contractual continued service. Any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement, whether the program is

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

operated by the joint agreement or a member district on behalf of the joint agreement, in the event of the dissolution of a joint agreement in which the notice to teachers of the dissolution is provided during the 2011-2012 school term or a subsequent school term, the teacher who is qualified shall be included on the order of honorable dismissal lists of each member district and shall be assigned to any comparable position in any such district in accordance with subsections (b) and (c) of Section 24-12 of this Code and the applicable honorable dismissal policies of each member district.

~~Any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, for a probationary period of two consecutive years shall enter upon contractual continued service in all of the programs conducted by such joint agreement which the teacher is legally qualified to hold; except that for a teacher who is first employed on or after January 1, 1998 in a program of a special education joint agreement and who has not before that date already entered upon contractual continued service in all of the programs conducted by the joint agreement that the teacher is legally qualified to hold, the probationary period shall be 4 consecutive years before the teacher enters upon contractual continued service in all of those programs. In the event of a reduction in the number of programs or positions in the joint agreement, the~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~teacher on contractual continued service shall be eligible for employment in the joint agreement programs for which the teacher is legally qualified in order of greater length of continuing service in the joint agreement unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement. In the event of the dissolution of a joint agreement, the teacher on contractual continued service who is legally qualified shall be assigned to any comparable position in a member district currently held by a teacher who has not entered upon contractual continued service or held by a teacher who has entered upon contractual continued service with shorter length of contractual continued service.~~

(1) The governing board of the joint agreement, or the administrative district, if so authorized by the articles of agreement of the joint agreement, rather than the board of education of a school district, may carry out employment and termination actions including dismissals under this Section and Section 24-12.

~~For purposes of this and succeeding Sections of this Article, a program of a special educational joint agreement shall be defined as instructional, consultative, supervisory, administrative, diagnostic, and related services which are managed by the special educational joint agreement designed to service two or more districts which are members of the joint agreement.~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~Each joint agreement shall be required to post by February 1, a list of all its employees in order of length of continuing service in the joint agreement, unless an alternative method of determining a sequence of dismissal is established in an applicable collective bargaining agreement.~~

(m) The employment of any teacher in a special education program authorized by Section 14-1.01 through 14-14.01, or a joint educational program established under Section 10-22.31a, shall be under this and the succeeding Sections of this Article, and such employment shall be deemed a continuation of the previous employment of such teacher in any of the participating districts, regardless of the participation of other districts in the program.

(n) Any teacher employed as a full-time teacher in a special education program prior to September 23, 1987 in which 2 or more school districts participate for a probationary period of 2 consecutive years shall enter upon contractual continued service in each of the participating districts, subject to this and the succeeding Sections of this Article, and, notwithstanding Section 24-1.5 of this Code, in the event of the termination of the program shall be eligible for any vacant position in any of such districts for which such teacher is qualified.

(Source: P.A. 90-548, eff. 1-1-98; 90-653, eff. 7-29-98.)

(105 ILCS 5/24-12) (from Ch. 122, par. 24-12)

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Sec. 24-12. Removal or dismissal of teachers in contractual continued service.

(a) This subsection (a) applies only to honorable dismissals and recalls in which the notice of dismissal is provided on or before the end of the 2010-2011 school term. If a teacher in contractual continued service is removed or dismissed as a result of a decision of the board to decrease the number of teachers employed by the board or to discontinue some particular type of teaching service, written notice shall be mailed to the teacher and also given the teacher either by certified mail, return receipt requested or personal delivery with receipt at least 60 days before the end of the school term, together with a statement of honorable dismissal and the reason therefor, and in all such cases the board shall first remove or dismiss all teachers who have not entered upon contractual continued service before removing or dismissing any teacher who has entered upon contractual continued service and who is legally qualified to hold a position currently held by a teacher who has not entered upon contractual continued service.

As between teachers who have entered upon contractual continued service, the teacher or teachers with the shorter length of continuing service with the district shall be dismissed first unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement or contract between the board and a professional

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

faculty members' organization and except that this provision shall not impair the operation of any affirmative action program in the district, regardless of whether it exists by operation of law or is conducted on a voluntary basis by the board. Any teacher dismissed as a result of such decrease or discontinuance shall be paid all earned compensation on or before the third business day following the last day of pupil attendance in the regular school term.

If the board has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the positions thereby becoming available shall be tendered to the teachers so removed or dismissed so far as they are legally qualified to hold such positions; provided, however, that if the number of honorable dismissal notices based on economic necessity exceeds 15% of the number of full time equivalent positions filled by certified employees (excluding principals and administrative personnel) during the preceding school year, then if the board has any vacancies for the following school term or within 2 calendar years from the beginning of the following school term, the positions so becoming available shall be tendered to the teachers who were so notified and removed or dismissed whenever they are legally qualified to hold such positions. Each board shall, in consultation with any exclusive employee representatives, each year establish a list, categorized by positions, showing the length of continuing service of each

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

teacher who is qualified to hold any such positions, unless an alternative method of determining a sequence of dismissal is established as provided for in this Section, in which case a list shall be made in accordance with the alternative method. Copies of the list shall be distributed to the exclusive employee representative on or before February 1 of each year. Whenever the number of honorable dismissal notices based upon economic necessity exceeds 5, or 150% of the average number of teachers honorably dismissed in the preceding 3 years, whichever is more, then the board also shall hold a public hearing on the question of the dismissals. Following the hearing and board review the action to approve any such reduction shall require a majority vote of the board members.

(b) This subsection (b) applies only to honorable dismissals and recalls in which the notice of dismissal is provided during the 2011-2012 school term or a subsequent school term. If any teacher, whether or not in contractual continued service, is removed or dismissed as a result of a decision of a school board to decrease the number of teachers employed by the board, a decision of a school board to discontinue some particular type of teaching service, or a reduction in the number of programs or positions in a special education joint agreement, then written notice must be mailed to the teacher and also given to the teacher either by certified mail, return receipt requested, or personal delivery with receipt at least 45 days before the end of the school

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

term, together with a statement of honorable dismissal and the reason therefor, and in all such cases the sequence of dismissal shall occur in accordance with this subsection (b); except that this subsection (b) shall not impair the operation of any affirmative action program in the school district, regardless of whether it exists by operation of law or is conducted on a voluntary basis by the board.

Each teacher must be categorized into one or more positions for which the teacher is qualified to hold, based upon legal qualifications and any other qualifications established in a district or joint agreement job description, on or before the May 10 prior to the school year during which the sequence of dismissal is determined. Within each position and subject to agreements made by the joint committee on honorable dismissals that are authorized by subsection (c) of this Section, the school district or joint agreement must establish 4 groupings of teachers qualified to hold the position as follows:

(1) Grouping one shall consist of each teacher not in contractual continued service who has not received a performance evaluation rating.

(2) Grouping 2 shall consist of each teacher with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

(3) Grouping 3 shall consist of each teacher with a performance evaluation rating of at least Satisfactory or

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Proficient on both of the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or on the teacher's last performance evaluation rating, if only one rating is available, unless the teacher qualifies for placement into grouping 4.

(4) Grouping 4 shall consist of each teacher whose last 2 performance evaluation ratings are Excellent and each teacher with 2 Excellent performance evaluation ratings out of the teacher's last 3 performance evaluation ratings with a third rating of Satisfactory or Proficient.

Among teachers qualified to hold a position, teachers must be dismissed in the order of their groupings, with teachers in grouping one dismissed first and teachers in grouping 4 dismissed last.

Within grouping one, the sequence of dismissal must be at the discretion of the school district or joint agreement. Within grouping 2, the sequence of dismissal must be based upon average performance evaluation ratings, with the teacher or teachers with the lowest average performance evaluation rating dismissed first. A teacher's average performance evaluation rating must be calculated using the average of the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or the teacher's last performance evaluation rating, if only one rating is available, using the following numerical values: 4 for Excellent; 3 for Proficient or Satisfactory; 2 for Needs Improvement; and 1 for

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Unsatisfactory. As between or among teachers in grouping 2 with the same average performance evaluation rating and within each of groupings 3 and 4, the teacher or teachers with the shorter length of continuing service with the school district or joint agreement must be dismissed first unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement or contract between the board and a professional faculty members' organization.

Each board, including the governing board of a joint agreement, shall, in consultation with any exclusive employee representatives, each year establish a sequence of honorable dismissal list categorized by positions and the groupings defined in this subsection (b). Copies of the list must be distributed to the exclusive bargaining representative at least 75 days before the end of the school term, provided that the school district or joint agreement may, with notice to any exclusive employee representatives, move teachers from grouping one into another grouping during the period of time from 75 days until 45 days before the end of the school term.

Any teacher dismissed as a result of such decrease or discontinuance must be paid all earned compensation on or before the third business day following the last day of pupil attendance in the regular school term.

If the board or joint agreement has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the positions thereby

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

becoming available must be tendered to the teachers so removed or dismissed who were in groupings 3 or 4 of the sequence of dismissal and are qualified to hold the positions, based upon legal qualifications and any other qualifications established in a district or joint agreement job description, on or before the May 10 prior to the date of the positions becoming available, provided that if the number of honorable dismissal notices based on economic necessity exceeds 15% of the number of full-time equivalent positions filled by certified employees (excluding principals and administrative personnel) during the preceding school year, then the recall period is for the following school term or within 2 calendar years from the beginning of the following school term. Among teachers eligible for recall pursuant to the preceding sentence, the order of recall must be in inverse order of dismissal, unless an alternative order of recall is established in a collective bargaining agreement or contract between the board and a professional faculty members' organization. Whenever the number of honorable dismissal notices based upon economic necessity exceeds 5 notices or 150% of the average number of teachers honorably dismissed in the preceding 3 years, whichever is more, then the school board or governing board of a joint agreement, as applicable, shall also hold a public hearing on the question of the dismissals. Following the hearing and board review, the action to approve any such reduction shall require a majority vote of the board members.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

For purposes of this subsection (b), subject to agreement on an alternative definition reached by the joint committee described in subsection (c) of this Section, a teacher's performance evaluation rating means the overall performance evaluation rating resulting from an annual or biannual performance evaluation conducted pursuant to Article 24A of this Code by the school district or joint agreement determining the sequence of dismissal, not including any performance evaluation conducted during or at the end of a remediation period. For performance evaluation ratings determined prior to September 1, 2012, any school district or joint agreement with a performance evaluation rating system that does not use either of the rating category systems specified in subsection (d) of Section 24A-5 of this Code for all teachers must establish a basis for assigning each teacher a rating that complies with subsection (d) of Section 24A-5 of this Code for all of the performance evaluation ratings that are to be used to determine the sequence of dismissal. A teacher's grouping and ranking on a sequence of honorable dismissal shall be deemed a part of the teacher's performance evaluation, and that information may be disclosed to the exclusive bargaining representative as part of a sequence of honorable dismissal list, notwithstanding any laws prohibiting disclosure of such information. A performance evaluation rating may be used to determine the sequence of dismissal, notwithstanding the pendency of any grievance resolution or arbitration procedures relating to the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

performance evaluation. If a teacher has received at least one performance evaluation rating conducted by the school district or joint agreement determining the sequence of dismissal and a subsequent performance evaluation is not conducted in any school year in which such evaluation is required to be conducted under Section 24A-5 of this Code, the teacher's performance evaluation rating for that school year for purposes of determining the sequence of dismissal is deemed Proficient. If a performance evaluation rating is nullified as the result of an arbitration determination, then the school district or joint agreement is deemed to have conducted a performance evaluation for that school year, but the performance evaluation rating may not be used in determining the sequence of dismissal.

Nothing in this subsection (b) shall be construed as limiting the right of a school board or governing board of a joint agreement to dismiss a teacher not in contractual continued service in accordance with Section 24-11 of this Code.

Any provisions regarding the sequence of honorable dismissals and recall of honorably dismissed teachers in a collective bargaining agreement entered into on or before January 1, 2011 and in effect on the effective date of this amendatory Act of the 97th General Assembly that may conflict with this amendatory Act of the 97th General Assembly shall remain in effect through the expiration of such agreement or

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

June 30, 2013, whichever is earlier.

(c) Each school district and special education joint agreement must use a joint committee composed of equal representation selected by the school board and its teachers or, if applicable, the exclusive bargaining representative of its teachers, to address the matters described in paragraphs (1) through (5) of this subsection (c) pertaining to honorable dismissals under subsection (b) of this Section.

(1) The joint committee must consider and may agree to criteria for excluding from grouping 2 and placing into grouping 3 a teacher whose last 2 performance evaluations include a Needs Improvement and either a Proficient or Excellent.

(2) The joint committee must consider and may agree to an alternative definition for grouping 4, which definition must take into account prior performance evaluation ratings and may take into account other factors that relate to the school district's or program's educational objectives. An alternative definition for grouping 4 may not permit the inclusion of a teacher in the grouping with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

(3) The joint committee may agree to including within the definition of a performance evaluation rating a performance evaluation rating administered by a school

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

district or joint agreement other than the school district or joint agreement determining the sequence of dismissal.

(4) For each school district or joint agreement that administers performance evaluation ratings that are inconsistent with either of the rating category systems specified in subsection (d) of Section 24A-5 of this Code, the school district or joint agreement must consult with the joint committee on the basis for assigning a rating that complies with subsection (d) of Section 24A-5 of this Code to each performance evaluation rating that will be used in a sequence of dismissal.

(5) Upon request by a joint committee member submitted to the employing board by no later than 10 days after the distribution of the sequence of honorable dismissal list, a representative of the employing board shall, within 5 days after the request, provide to members of the joint committee a list showing the most recent and prior performance evaluation ratings of each teacher identified only by length of continuing service in the district or joint agreement and not by name. If, after review of this list, a member of the joint committee has a good faith belief that a disproportionate number of teachers with greater length of continuing service with the district or joint agreement have received a recent performance evaluation rating lower than the prior rating, the member may request that the joint committee review the list to

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

assess whether such a trend may exist. Following the joint committee's review, but by no later than the end of the applicable school term, the joint committee or any member or members of the joint committee may submit a report of the review to the employing board and exclusive bargaining representative, if any. Nothing in this paragraph (5) shall impact the order of honorable dismissal or a school district's or joint agreement's authority to carry out a dismissal in accordance with subsection (b) of this Section.

Agreement by the joint committee as to a matter requires the majority vote of all committee members, and if the joint committee does not reach agreement on a matter, then the otherwise applicable requirements of subsection (b) of this Section shall apply. Except as explicitly set forth in this subsection (c), a joint committee has no authority to agree to any further modifications to the requirements for honorable dismissals set forth in subsection (a) of this Section. The joint committee must be established and the first meeting of the joint committee must occur on or before December 1, 2011 or 30 days after the effective date of this amendatory Act of the 97th General Assembly, whichever is later.

The joint committee must reach agreement on a matter on or before February 1 of a school year in order for the agreement of the joint committee to apply to the sequence of dismissal determined during that school year. Subject to the February 1

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

deadline for agreements, the agreement of a joint committee on a matter shall apply to the sequence of dismissal until the agreement is amended or terminated by the joint committee.

(d) Notwithstanding anything to the contrary in this subsection (d), the requirements and dismissal procedures of Section 24-16.5 of this Code shall apply to any dismissal sought under Section 24-16.5 of this Code.

(1) If a dismissal of a teacher in contractual continued service or removal is sought for any other reason or cause other than an honorable dismissal under subsections (a) or (b) of this Section or a dismissal sought under Section 24-16.5 of this Code, including those under Section 10-22.4, the board must first approve a motion containing specific charges by a majority vote of all its members. Written notice of such charges, including a bill of particulars and the teacher's right to request a hearing, must be mailed to the teacher and also given to the teacher either by certified mail, return receipt requested, or personal delivery with receipt shall be served upon the teacher within 5 days of the adoption of the motion. Any written notice sent on or after July 1, 2012 shall inform the teacher of the right to request a hearing before a mutually selected hearing officer, with the cost of the hearing officer split equally between the teacher and the board, or a hearing before a board-selected hearing officer, with the cost of the hearing officer paid

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

by the board. ~~Such notice shall contain a bill of particulars.~~

Before setting a hearing on charges stemming from causes that are considered remediable, a board must give the teacher reasonable warning in writing, stating specifically the causes that, if not removed, may result in charges; however, no such written warning is required if the causes have been the subject of a remediation plan pursuant to Article 24A of this Code.

If, in the opinion of the board, the interests of the school require it, the board may suspend the teacher without pay, pending the hearing, but if the board's dismissal or removal is not sustained, the teacher shall not suffer the loss of any salary or benefits by reason of the suspension.

(2) No hearing upon the charges is required unless the teacher within 17 ~~10~~ days after receiving notice requests in writing of the board that a hearing be scheduled before a mutually selected hearing officer or a hearing officer selected by the board ~~, in which case the board shall schedule a hearing on those charges before a disinterested hearing officer on a date no less than 15 nor more than 30 days after the enactment of the motion.~~ The secretary of the school board shall forward a copy of the notice to the State Board of Education.

(3) Within 5 business days after receiving a this

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

notice of hearing in which either notice to the teacher was sent before July 1, 2012 or, if the notice was sent on or after July 1, 2012, the teacher has requested a hearing before a mutually selected hearing officer, the State Board of Education shall provide a list of 5 prospective, impartial hearing officers from the master list of qualified, impartial hearing officers maintained by the State Board of Education. Each person on the master list must (i) be accredited by a national arbitration organization and have had a minimum of 5 years of experience directly related to labor and employment relations matters between ~~educational~~ employers and ~~educational~~ employees or their exclusive bargaining representatives and (ii) beginning September 1, 2012, have participated in training provided or approved by the State Board of Education for teacher dismissal hearing officers so that he or she is familiar with issues generally involved in evaluative and non-evaluative dismissals.

If notice to the teacher was sent before July 1, 2012 or, if the notice was sent on or after July 1, 2012, the teacher has requested a hearing before a mutually selected hearing officer, the board ~~. No one on the list may be a resident of the school district. The Board~~ and the teacher or their legal representatives within 3 business days shall alternately strike one name from the list provided by the State Board of Education until only one name remains.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Unless waived by the teacher, the teacher shall have the right to proceed first with the striking. Within 3 business days of receipt of the ~~first~~ list provided by the State Board of Education, the board and the teacher or their legal representatives shall each have the right to reject all prospective hearing officers named on the ~~first~~ list and notify the State Board of Education of such rejection ~~to require the State Board of Education to provide a second list of 5 prospective, impartial hearing officers, none of whom were named on the first list.~~ Within 3 business ~~5~~ days after receiving this notification ~~request for a second list,~~ the State Board of Education shall appoint a qualified person from the master list who did not appear on the list sent to the parties to serve as the hearing officer, unless the parties notify it that they have chosen to alternatively select a hearing officer under paragraph (4) of this subsection (d) ~~provide the second list of 5 prospective, impartial hearing officers.~~ The procedure for selecting a hearing officer from the second list shall be ~~the same as the procedure for the first list.~~

If the teacher has requested a hearing before a hearing officer selected by the board, the board shall select one name from the master list of qualified impartial hearing officers maintained by the State Board of Education within 3 business days after receipt and shall notify the State Board of Education of its selection.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

A hearing officer mutually selected by the parties, selected by the board, or selected through an alternative selection process under paragraph (4) of this subsection (d) (A) must not be a resident of the school district, (B) must be available to commence the hearing within 75 days and conclude the hearing within 120 days after being selected as the hearing officer, and (C) must issue a decision as to whether the teacher must be dismissed and give a copy of that decision to both the teacher and the board within 30 days from the conclusion of the hearing or closure of the record, whichever is later.

(4) In the alternative to selecting a hearing officer from the ~~first or second~~ list received from the State Board of Education accepting the appointment of a hearing officer by the State Board of Education or if the State Board of Education cannot provide a list or appoint a hearing officer that meets the foregoing requirements, the board and the teacher or their legal representatives may mutually agree to select an impartial hearing officer who is not on the master a list ~~received from the State Board of Education~~ either by direct appointment by the parties or by using procedures for the appointment of an arbitrator established by the Federal Mediation and Conciliation Service or the American Arbitration Association. The parties shall notify the State Board of Education of their intent to select a hearing officer using an alternative

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

procedure within 3 business days of receipt of a list of prospective hearing officers provided by the State Board of Education, notice of appointment of a hearing officer by the State Board of Education, or receipt of notice from the State Board of Education that it cannot provide a list that meets the foregoing requirements, whichever is later.

(5) If the notice of dismissal was sent to the teacher before July 1, 2012, the fees and costs for the hearing officer must be paid by the State Board of Education. If the notice of dismissal was sent to the teacher on or after July 1, 2012, the hearing officer's fees and costs must be paid as follows in this paragraph (5). The fees and permissible costs for the hearing officer must be determined by the State Board of Education. If the board and the teacher or their legal representatives mutually agree to select an impartial hearing officer who is not on a list received from the State Board of Education, they may agree to supplement the fees determined by the State Board to the hearing officer, at a rate consistent with the hearing officer's published professional fees. If the hearing officer is mutually selected by the parties, then the board and the teacher or their legal representatives shall each pay 50% of the fees and costs and any supplemental allowance to which they agree. If the hearing officer is selected by the board, then the board shall pay 100% of the hearing officer's fees and costs. The fees and

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

costs must be paid to the hearing officer within 14 days after the board and the teacher or their legal representatives receive the hearing officer's decision set forth in paragraph (7) of this subsection (d).

(6) The teacher is required to answer the bill of particulars and aver affirmative matters in his or her defense, and the time for initially doing so and the time for updating such answer and defenses after pre-hearing discovery must be set by the hearing officer. Any person selected by the parties under this alternative procedure for the selection of a hearing officer shall not be a resident of the school district and shall have the same qualifications and authority as a hearing officer selected from a list provided by the State Board of Education. The State Board of Education shall promulgate ~~uniform standards~~ and rules so that each party has a fair opportunity to present its case and to ensure that the dismissal process proceeds in a fair and expeditious manner of procedure for such hearings. These rules shall address, without limitation, discovery and hearing scheduling conferences; the teacher's initial answer and affirmative defenses to the bill of particulars and the updating of that information after pre-hearing discovery; provision for written interrogatories and requests for production of documents; the requirement that each party initially disclose to the other party and then update the disclosure

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

no later than 10 calendar days prior to the commencement of the hearing, the ~~As to prehearing discovery, such rules and regulations shall, at a minimum, allow for: (1) discovery of names and addresses of persons who may be called as expert witnesses at the hearing, a summary of the facts or opinions each witness will testify to, and all other the omission of any such name to result in a preclusion of the testimony of such witness in the absence of a showing of good cause and the express permission of the hearing officer; (2) bills of particulars; (3) written interrogatories; and (4) production of relevant documents and materials, including information maintained electronically, relevant to its own as well as the other party's case (the hearing officer may exclude witnesses and exhibits not identified and shared, except those offered in rebuttal for which the party could not reasonably have anticipated prior to the hearing); pre-hearing discovery and preparation, including provision for written interrogatories and requests for production of documents, provided that discovery depositions are prohibited; the conduct of the hearing; the right of each party to be represented by counsel, the offer of evidence and witnesses and the cross-examination of witnesses; the authority of the hearing officer to issue subpoenas and subpoenas duces tecum, provided that the hearing officer may limit the number of witnesses to be subpoenaed on behalf of each~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

party to no more than 7; the length of post-hearing briefs; and the form, length, and content of hearing officers' decisions. ~~The per diem allowance for the hearing officer shall be determined and paid by the State Board of Education.~~ The hearing officer shall hold a hearing and render a final decision for dismissal pursuant to Article 24A of this Code or shall report to the school board findings of fact and a recommendation as to whether or not the teacher must be dismissed for conduct. The hearing officer shall commence the hearing within 75 days and conclude the hearing within 120 days after being selected as the hearing officer, provided that the hearing officer may modify these timelines upon the showing of good cause or mutual agreement of the parties. Good cause for the purpose of this subsection (d) shall mean the illness or otherwise unavoidable emergency of the teacher, district representative, their legal representatives, the hearing officer, or an essential witness as indicated in each party's pre-hearing submission. In a dismissal hearing pursuant to Article 24A of this Code, the hearing officer shall consider and give weight to all of the teacher's evaluations written pursuant to Article 24A that are relevant to the issues in the hearing.

Each party shall have no more than 3 days to present its case, unless extended by the hearing officer to enable a party to present adequate evidence and testimony,

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

including due to the other party's cross-examination of the party's witnesses, for good cause or by mutual agreement of the parties. The State Board of Education shall define in rules the meaning of "day" for such purposes. ~~The teacher has the privilege of being present at the hearing with counsel and of cross examining witnesses and may offer evidence and witnesses and present defenses to the charges. The hearing officer may issue subpoenas and subpoenas duces tecum requiring the attendance of witnesses and, at the request of the teacher against whom a charge is made or the board, shall issue such subpoenas, but the hearing officer may limit the number of witnesses to be subpoenaed in behalf of the teacher or the board to not more than 10. All testimony at the hearing shall be taken under oath administered by the hearing officer. The hearing officer shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all the testimony. The costs of the reporter's attendance and services at the hearing shall be paid by the party or parties who are responsible for paying the fees and costs of the hearing officer~~ State Board of Education. Either party desiring a transcript of the hearing shall pay for the cost thereof. Any post-hearing briefs must be submitted by the parties by no later than 21 days after a party's receipt of the transcript of the hearing, unless extended by the hearing officer for good

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

cause or by mutual agreement of the parties.

~~(7) If in the opinion of the board the interests of the school require it, the board may suspend the teacher pending the hearing, but if acquitted the teacher shall not suffer the loss of any salary by reason of the suspension.~~

~~Before setting a hearing on charges stemming from causes that are considered remediable, a board must give the teacher reasonable warning in writing, stating specifically the causes which, if not removed, may result in charges; however, no such written warning shall be required if the causes have been the subject of a remediation plan pursuant to Article 24A. The hearing officer shall consider and give weight to all of the teacher's evaluations written pursuant to Article 24A. The hearing officer shall, within 30 days from the conclusion of the hearing or closure of the record, whichever is later, make a decision as to whether or not the teacher shall be dismissed pursuant to Article 24A of this Code or report to the school board findings of fact and a recommendation as to whether or not the teacher shall be dismissed for cause and shall give a copy of the decision or findings of fact and recommendation to both the teacher and the school board. If the hearing officer fails to render a decision within 30 days, the State Board of Education shall communicate with the hearing officer to determine the date that the parties can reasonably expect~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~to receive the decision. The State Board of Education shall provide copies of all such communications to the parties. In the event the hearing officer fails without good cause to make a decision within the 30 day period, the name of such hearing officer shall be struck for a period of not more than 24 months from the master list of hearing officers maintained by the State Board of Education. If a hearing officer fails without good cause, specifically provided in writing to both parties and the State Board of Education, to render a decision or findings of fact and recommendation within 30 days 3 months after the hearing is concluded or the record is closed, whichever is later, the State Board of Education shall provide the parties with a new list of prospective, impartial hearing officers, with the same qualifications provided herein, one of whom shall be selected, as provided in this Section, to review the record and render a decision. The parties may mutually agree to select a hearing officer pursuant to the alternative procedure, as provided in this Section, to rehear the charges heard by the hearing officer who failed to render a decision or findings of fact and recommendation or to review the record and render a decision. If any the hearing officer fails without good cause, specifically provided in writing to both parties and the State Board of Education, to render a decision or findings of fact and recommendation within 30 days 3 months after the hearing is~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

concluded or the record is closed, whichever is later, the hearing officer shall be removed from the master list of hearing officers maintained by the State Board of Education for not more than 24 months. The parties and the State Board of Education may also take such other actions as it deems appropriate, including recovering, reducing, or withholding any fees paid or to be paid to the hearing officer. If any hearing officer repeats such failure, he or she must be permanently removed from the master list maintained by the State Board of Education and may not be selected by parties through the alternative selection process under this paragraph (7) or paragraph (4) of this subsection (d). The board shall not lose jurisdiction to discharge a teacher if the hearing officer fails to render a decision or findings of fact and recommendation within the time specified in this Section. If the decision of the hearing officer for dismissal pursuant to Article 24A of this Code or of the school board for dismissal for cause is in favor of the teacher, then the hearing officer or school board shall order reinstatement to the same or substantially equivalent position and shall determine the amount for which the school board is liable, including, but not limited to, loss of income and benefits.

(8) The school board, within 45 days after receipt of the hearing officer's findings of fact and recommendation as to whether (i) the conduct at issue occurred, (ii) the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

conduct that did occur was remediable, and (iii) the proposed dismissal should be sustained, shall issue a written order as to whether the teacher must be retained or dismissed for cause from its employ. The school board's written order shall incorporate the hearing officer's findings of fact, except that the school board may modify or supplement the findings of fact if, in its opinion, the findings of fact are against the manifest weight of the evidence.

If the school board dismisses the teacher notwithstanding the hearing officer's findings of fact and recommendation, the school board shall make a conclusion in its written order, giving its reasons therefor, and such conclusion and reasons must be included in its written order. The failure of the school board to strictly adhere to the timelines contained in this Section shall not render it without jurisdiction to dismiss the teacher. The school board shall not lose jurisdiction to discharge the teacher for cause if the hearing officer fails to render a recommendation within the time specified in this Section. The decision of the school board is final, unless reviewed as provided in paragraph (9) of this subsection (d).

If the school board retains the teacher, the school board shall enter a written order stating the amount of back pay and lost benefits, less mitigation, to be paid to the teacher, within 45 days after its retention order.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Should the teacher object to the amount of the back pay and lost benefits or amount mitigated, the teacher shall give written objections to the amount within 21 days. If the parties fail to reach resolution within 7 days, the dispute shall be referred to the hearing officer, who shall consider the school board's written order and teacher's written objection and determine the amount to which the school board is liable. The costs of the hearing officer's review and determination must be paid by the board.

(9) The decision of the hearing officer pursuant to Article 24A of this Code or of the school board's decision to dismiss for cause is final unless reviewed as provided in Section 24-16 of this Act. If the school board's decision to dismiss for cause is contrary to the hearing officer's recommendation, the court on review shall give consideration to the school board's decision and its supplemental findings of fact, if applicable, and the hearing officer's findings of fact and recommendation in making its decision. In the event such review is instituted, the school board shall be responsible for ~~any costs of~~ preparing and filing the record of proceedings, and such costs associated therewith must be divided equally between the parties ~~shall be paid by the board.~~

(10) If a decision of the hearing officer for dismissal pursuant to Article 24A of this Code or of the school board for dismissal for cause is adjudicated upon review or

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

appeal in favor of the teacher, then the trial court shall order reinstatement and shall remand the matter to determine the amount for which the school board with direction for entry of an order setting the amount of back pay, lost benefits, and costs, less mitigation. The teacher may challenge the school board's order setting the amount of back pay, lost benefits, and costs, less mitigation, through an expedited arbitration procedure, with the costs of the arbitrator borne by the school board is liable including but not limited to loss of income and costs incurred therein.

Any teacher who is reinstated by any hearing or adjudication brought under this Section shall be assigned by the board to a position substantially similar to the one which that teacher held prior to that teacher's suspension or dismissal.

(11) The changes made by this amendatory Act of the 97th General Assembly shall apply to dismissals instituted on or after September 1, 2011 or the effective date of this amendatory Act of the 97th General Assembly, whichever is later. Any dismissal instituted prior to the effective date of these changes must be carried out in accordance with the requirements of this Section prior to amendment by this amendatory Act of 97th General Assembly.

~~If, by reason of any change in the boundaries of school districts, or by reason of the creation of a new school~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~district, the position held by any teacher having a contractual continued service status is transferred from one board to the control of a new or different board, the contractual continued service status of such teacher is not thereby lost, and such new or different board is subject to this Act with respect to such teacher in the same manner as if such teacher were its employee and had been its employee during the time such teacher was actually employed by the board from whose control the position was transferred.~~

(Source: P.A. 89-618, eff. 8-9-96; 90-224, eff. 7-25-97.)

(105 ILCS 5/24-16) (from Ch. 122, par. 24-16)

Sec. 24-16. Judicial review of administrative decision. The provisions of the Administrative Review Law, and all amendments and modifications thereof and the rules adopted pursuant thereto, shall apply to and govern all proceedings instituted for the judicial review of final administrative decisions of the a hearing officer for dismissals pursuant to Article 24A of this Code or of a school board for dismissal for cause under Section 24-12 of this Article. The term "administrative decision" is defined as in Section 3-101 of the Code of Civil Procedure.

(Source: P.A. 82-783.)

(105 ILCS 5/24-16.5 new)

Sec. 24-16.5. Optional alternative evaluative dismissal

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

process for PERA evaluations.

(a) As used in this Section:

"Applicable hearing requirements" means, for any school district having less than 500,000 inhabitants or a program of a special education joint agreement, those procedures and requirements relating to a teacher's request for a hearing, selection of a hearing officer, pre-hearing and hearing procedures, and post-hearing briefs set forth in paragraphs (1) through (6) of subsection (d) of Section 24-12 of this Code.

"Board" means, for a school district having less than 500,000 inhabitants or a program of a special education joint agreement, the board of directors, board of education, or board of school inspectors, as the case may be. For a school district having 500,000 inhabitants or more, "board" means the Chicago Board of Education.

"Evaluator" means an evaluator, as defined in Section 24A-2.5 of this Code, who has successfully completed the pre-qualification program described in subsection (b) of Section 24A-3 of this Code.

"Hearing procedures" means, for a school district having 500,000 inhabitants or more, those procedures and requirements relating to a teacher's request for a hearing, selection of a hearing officer, pre-hearing and hearing procedures, and post-hearing briefs set forth in paragraphs (1) through (5) of subsection (a) of Section 34-85 of this Code.

"PERA-trained board member" means a member of a board that

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

has completed a training program on PERA evaluations either administered or approved by the State Board of Education.

"PERA evaluation" means a performance evaluation of a teacher after the implementation date of an evaluation system for teachers, as specified by Section 24A-2.5 of this Code, using a performance evaluation instrument and process that meets the minimum requirements for teacher evaluation instruments and processes set forth in rules adopted by the State Board of Education to implement Public Act 96-861.

"Remediation" means the remediation plan, mid-point and final evaluations, and related processes and requirements set forth in subdivisions (i), (j), and (k) of Section 24A-5 of this Code.

"School district" means a school district or a program of a special education joint agreement.

"Second evaluator" means an evaluator who either conducts the mid-point and final remediation evaluation or conducts an independent assessment of whether the teacher completed the remediation plan with a rating equal to or better than a "Proficient" rating, all in accordance with subdivision (c) of this Section.

"Student growth components" means the components of a performance evaluation plan described in subdivision (c) of Section 24A-5 of this Code, as may be supplemented by administrative rules adopted by the State Board of Education.

"Teacher practice components" means the components of a

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

performance evaluation plan described in subdivisions (a) and (b) of Section 24A-5 of this Code, as may be supplemented by administrative rules adopted by the State Board of Education.

"Teacher representatives" means the exclusive bargaining representative of a school district's teachers or, if no exclusive bargaining representatives exists, a representative committee selected by teachers.

(b) This Section applies to all school districts, including those having 500,000 or more inhabitants. The optional dismissal process set forth in this Section is an alternative to those set forth in Sections 24-12 and 34-85 of this Code. Nothing in this Section is intended to change the existing practices or precedents under Section 24-12 or 34-85 of this Code, nor shall this Section be interpreted as implying standards and procedures that should or must be used as part of a remediation that precedes a dismissal sought under Section 24-12 or 34-85 of this Code.

A board may dismiss a teacher who has entered upon contractual continued service under this Section if the following are met:

(1) the cause of dismissal is that the teacher has failed to complete a remediation plan with a rating equal to or better than a "Proficient" rating;

(2) the "Unsatisfactory" performance evaluation rating that preceded remediation resulted from a PERA evaluation;
and

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(3) the school district has complied with subsection (c) of this Section.

A school district may not, through agreement with a teacher or its teacher representatives, waive its right to dismiss a teacher under this Section.

(c) Each school district electing to use the dismissal process set forth in this Section must comply with the pre-remediation and remediation activities and requirements set forth in this subsection (c).

(1) Before a school district's first remediation relating to a dismissal under this Section, the school district must create and establish a list of at least 2 evaluators who will be available to serve as second evaluators under this Section. The school district shall provide its teacher representatives with an opportunity to submit additional names of teacher evaluators who will be available to serve as second evaluators and who will be added to the list created and established by the school district, provided that, unless otherwise agreed to by the school district, the teacher representatives may not submit more teacher evaluators for inclusion on the list than the number of evaluators submitted by the school district. Each teacher evaluator must either have (i) National Board of Professional Teaching Standards certification, with no "Unsatisfactory" or "Needs Improvement" performance evaluating ratings in his or her 2

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

most recent performance evaluation ratings; or (ii) "Excellent" performance evaluation ratings in 2 of his or her 3 most recent performance evaluations, with no "Needs Improvement" or "Unsatisfactory" performance evaluation ratings in his or her last 3 ratings. If the teacher representatives do not submit a list of teacher evaluators within 21 days after the school district's request, the school district may proceed with a remediation using a list that includes only the school district's selections. Either the school district or the teacher representatives may revise or add to their selections for the list at any time with notice to the other party, subject to the limitations set forth in this paragraph (1).

(2) Before a school district's first remediation relating to a dismissal under this Section, the school district shall, in good faith cooperation with its teacher representatives, establish a process for the selection of a second evaluator from the list created pursuant to paragraph (1) of this subsection (c). Such process may be amended at any time in good faith cooperation with the teacher representatives. If the teacher representatives are given an opportunity to cooperate with the school district and elect not to do so, the school district may, at its discretion, establish or amend the process for selection. Before the hearing officer and as part of any judicial review of a dismissal under this Section, a

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

teacher may not challenge a remediation or dismissal on the grounds that the process used by the school district to select a second evaluator was not established in good faith cooperation with its teacher representatives.

(3) For each remediation preceding a dismissal under this Section, the school district shall select a second evaluator from the list of second evaluators created pursuant to paragraph (1) of this subsection (c), using the selection process established pursuant to paragraph (2) of this subsection (c). The selected second evaluator may not be the same individual who determined the teacher's "Unsatisfactory" performance evaluation rating preceding remediation, and, if the second evaluator is an administrator, may not be a direct report to the individual who determined the teacher's "Unsatisfactory" performance evaluation rating preceding remediation. The school district's authority to select a second evaluator from the list of second evaluators must not be delegated or limited through any agreement with the teacher representatives, provided that nothing shall prohibit a school district and its teacher representatives from agreeing to a formal peer evaluation process as permitted under Article 24A of this Code that could be used to meet the requirements for the selection of second evaluators under this subsection (c).

(4) The second evaluator selected pursuant to paragraph (3) of this subsection (c) must either (i)

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

conduct the mid-point and final evaluation during remediation or (ii) conduct an independent assessment of whether the teacher completed the remediation plan with a rating equal to or better than a "Proficient" rating, which independent assessment shall include, but is not limited to, personal or video-recorded observations of the teacher that relate to the teacher practice components of the remediation plan. Nothing in this subsection (c) shall be construed to limit or preclude the participation of the evaluator who rated a teacher as "Unsatisfactory" in remediation.

(d) To institute a dismissal proceeding under this Section, the board must first provide written notice to the teacher within 30 days after the completion of the final remediation evaluation. The notice shall comply with the applicable hearing requirements and, in addition, must specify that dismissal is sought under this Section and include a copy of each performance evaluation relating to the scope of the hearing as described in this subsection (d).

The applicable hearing requirements shall apply to the teacher's request for a hearing, the selection and qualifications of the hearing officer, and pre-hearing and hearing procedures, except that all of the following must be met:

(1) The hearing officer must, in addition to meeting the qualifications set forth in the applicable hearing

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

requirements, have successfully completed the pre-qualification program described in subsection (b) of Section 24A-3 of this Code, unless the State Board of Education waives this requirement to provide an adequate pool of hearing officers for consideration.

(2) The scope of the hearing must be limited as follows:

(A) The school district must demonstrate the following:

(i) that the "Unsatisfactory" performance evaluation rating that preceded remediation applied the teacher practice components and student growth components and determined an overall evaluation rating of "Unsatisfactory" in accordance with the standards and requirements of the school district's evaluation plan;

(ii) that the remediation plan complied with the requirements of Section 24A-5 of this Code;

(iii) that the teacher failed to complete the remediation plan with a performance evaluation rating equal to or better than a "Proficient" rating, based upon a final remediation evaluation meeting the applicable standards and requirements of the school district's evaluation plan; and

(iv) that if the second evaluator selected pursuant to paragraph (3) of subsection (c) of this

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Section does not conduct the mid-point and final evaluation and makes an independent assessment that the teacher completed the remediation plan with a rating equal to or better than a "Proficient" rating, the school district must demonstrate that the final remediation evaluation is a more valid assessment of the teacher's performance than the assessment made by the second evaluator.

(B) The teacher may only challenge the substantive and procedural aspects of (i) the "Unsatisfactory" performance evaluation rating that led to the remediation, (ii) the remediation plan, and (iii) the final remediation evaluation. To the extent the teacher challenges procedural aspects, including any in applicable collective bargaining agreement provisions, of a relevant performance evaluation rating or the remediation plan, the teacher must demonstrate how an alleged procedural defect materially affected the teacher's ability to demonstrate a level of performance necessary to avoid remediation or dismissal or successfully complete the remediation plan. Without any such material effect, a procedural defect shall not impact the assessment by the hearing officer, board, or reviewing court of the validity of a performance evaluation or a remediation

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

plan.

(C) The hearing officer shall only consider and give weight to performance evaluations relevant to the scope of the hearing as described in clauses (A) and (B) of this subdivision (2).

(3) Each party shall be given only 2 days to present evidence and testimony relating to the scope of the hearing, unless a longer period is mutually agreed to by the parties or deemed necessary by the hearing officer to enable a party to present adequate evidence and testimony to address the scope of the hearing, including due to the other party's cross-examination of the party's witnesses.

(e) The provisions of Sections 24-12 and 34-85 pertaining to the decision or recommendation of the hearing officer do not apply to dismissal proceedings under this Section. For any dismissal proceedings under this Section, the hearing officer shall not issue a decision, and shall issue only findings of fact and a recommendation, including the reasons therefor, to the board to either retain or dismiss the teacher and shall give a copy of the report to both the teacher and the superintendent of the school district. The hearing officer's findings of fact and recommendation must be issued within 30 days from the close of the record of the hearing.

The State Board of Education shall adopt rules regarding the length of the hearing officer's findings of fact and recommendation. If a hearing officer fails without good cause,

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

specifically provided in writing to both parties and the State Board of Education, to render a recommendation within 30 days after the hearing is concluded or the record is closed, whichever is later, the parties may mutually agree to select a hearing officer pursuant to the alternative procedure, as provided in Section 24-12 or 34-85, to rehear the charges heard by the hearing officer who failed to render a recommendation or to review the record and render a recommendation. If any hearing officer fails without good cause, specifically provided in writing to both parties and the State Board of Education, to render a recommendation within 30 days after the hearing is concluded or the record is closed, whichever is later, the hearing officer shall be removed from the master list of hearing officers maintained by the State Board of Education for not more than 24 months. The parties and the State Board of Education may also take such other actions as it deems appropriate, including recovering, reducing, or withholding any fees paid or to be paid to the hearing officer. If any hearing officer repeats such failure, he or she shall be permanently removed from the master list of hearing officers maintained by the State Board of Education.

(f) The board, within 45 days after receipt of the hearing officer's findings of fact and recommendation, shall decide, through adoption of a written order, whether the teacher must be dismissed from its employ or retained, provided that only PERA-trained board members may participate in the vote with

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

respect to the decision.

If the board dismisses the teacher notwithstanding the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, and such conclusion and reasons must be included in its written order. The failure of the board to strictly adhere to the timelines contained in this Section does not render it without jurisdiction to dismiss the teacher. The board shall not lose jurisdiction to discharge the teacher if the hearing officer fails to render a recommendation within the time specified in this Section. The decision of the board is final, unless reviewed as provided in subsection (g) of this Section.

If the board retains the teacher, the board shall enter a written order stating the amount of back pay and lost benefits, less mitigation, to be paid to the teacher, within 45 days of its retention order.

(g) A teacher dismissed under this Section may apply for and obtain judicial review of a decision of the board in accordance with the provisions of the Administrative Review Law, except as follows:

(1) for a teacher dismissed by a school district having 500,000 inhabitants or more, such judicial review must be taken directly to the appellate court of the judicial district in which the board maintains its primary administrative office, and any direct appeal to the appellate court must be filed within 35 days from the date

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

that a copy of the decision sought to be reviewed was served upon the teacher;

(2) for a teacher dismissed by a school district having less than 500,000 inhabitants after the hearing officer recommended dismissal, such judicial review must be taken directly to the appellate court of the judicial district in which the board maintains its primary administrative office, and any direct appeal to the appellate court must be filed within 35 days from the date that a copy of the decision sought to be reviewed was served upon the teacher; and

(3) for all school districts, if the hearing officer recommended dismissal, the decision of the board may be reversed only if it is found to be arbitrary, capricious, an abuse of discretion, or not in accordance with law.

In the event judicial review is instituted by a teacher, any costs of preparing and filing the record of proceedings must be paid by the teacher. If a decision of the board is adjudicated upon judicial review in favor of the teacher, then the court shall remand the matter to the board with direction for entry of an order setting the amount of back pay, lost benefits, and costs, less mitigation. The teacher may challenge the board's order setting the amount of back pay, lost benefits, and costs, less mitigation, through an expedited arbitration procedure with the costs of the arbitrator borne by the board.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(105 ILCS 5/24A-2.5)

Sec. 24A-2.5. Definitions. In this Article:

"Evaluator" means:

- (1) an administrator qualified under Section 24A-3; or
- (2) other individuals qualified under Section 24A-3, provided that, if such other individuals are in the bargaining unit of a district's teachers, the district and the exclusive bargaining representative of that unit must agree to those individuals evaluating other bargaining unit members.

Notwithstanding anything to the contrary in item (2) of this definition, a school district operating under Article 34 of this Code may require department chairs qualified under Section 24A-3 to evaluate teachers in their department or departments, provided that the school district shall bargain with the bargaining representative of its teachers over the impact and effects on department chairs of such a requirement.

"Implementation date" means, unless otherwise specified and provided that the requirements set forth in subsection (d) of Section 24A-20 have been met:

- (1) For school districts having 500,000 or more inhabitants, in at least 300 schools by September 1, 2012 and in the remaining schools by September 1, 2013.
- (2) For school districts having less than 500,000 inhabitants and receiving a Race to the Top Grant or School

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Improvement Grant after the effective date of this amendatory Act of the 96th General Assembly, the date specified in those grants for implementing an evaluation system for teachers and principals incorporating student growth as a significant factor.

(3) For the lowest performing 20% percent of remaining school districts having less than 500,000 inhabitants (with the measure of and school year or years used for school district performance to be determined by the State Superintendent of Education at a time determined by the State Superintendent), September 1, 2015.

(4) For all other school districts having less than 500,000 inhabitants, September 1, 2016.

Notwithstanding items (3) and (4) of this definition, a school district and the exclusive bargaining representative of its teachers may jointly agree in writing to an earlier implementation date, provided that such date must not be earlier than September 1, 2013. The written agreement of the district and the exclusive bargaining representative must be transmitted to the State Board of Education.

"Race to the Top Grant" means a grant made by the Secretary of the U.S. Department of Education for the program first funded pursuant to paragraph (2) of Section 14006(a) of the American Recovery and Reinvestment Act of 2009.

"School Improvement Grant" means a grant made by the Secretary of the U.S. Department of Education pursuant to

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

Section 1003(g) of the Elementary and Secondary Education Act.
(Source: P.A. 96-861, eff. 1-15-10.)

(105 ILCS 5/24A-5) (from Ch. 122, par. 24A-5)

Sec. 24A-5. Content of evaluation plans. This Section does not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

Each school district to which this Article applies shall establish a teacher evaluation plan which ensures that each teacher in contractual continued service is evaluated at least once in the course of every 2 school years.

By no later than September 1, 2012, each school district shall establish a teacher evaluation plan that ensures that:

(1) each teacher not in contractual continued service is evaluated at least once every school year; and

(2) each teacher in contractual continued service is evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

Notwithstanding anything to the contrary in this Section or

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

any other Section of the School Code, a principal shall not be prohibited from evaluating any teachers within a school during his or her first year as principal of such school.

The evaluation plan shall comply with the requirements of this Section and of any rules adopted by the State Board of Education pursuant to this Section.

The plan shall include a description of each teacher's duties and responsibilities and of the standards to which that teacher is expected to conform, and shall include at least the following components:

(a) personal observation of the teacher in the classroom by the evaluator, unless the teacher has no classroom duties.

(b) consideration of the teacher's attendance, planning, instructional methods, classroom management, where relevant, and competency in the subject matter taught.

(c) by no later than the applicable implementation date, consideration of student growth as a significant factor in the rating of the teacher's performance.

(d) prior to September 1, 2012, rating of the performance of teachers in contractual continued service as either:

(i) "excellent", "satisfactory" or "unsatisfactory"; or

(ii) "excellent", "proficient", "needs

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

improvement" or "unsatisfactory".

(e) on and after September 1, 2012, rating of the performance of all teachers ~~in contractual continued service~~ as "excellent", "proficient", "needs improvement" or "unsatisfactory".

(f) specification as to the teacher's strengths and weaknesses, with supporting reasons for the comments made.

(g) inclusion of a copy of the evaluation in the teacher's personnel file and provision of a copy to the teacher.

(h) within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement.

(i) within 30 school days after completion of an evaluation rating a teacher in contractual continued service as "unsatisfactory", development and commencement by the district of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

(j) participation in the remediation plan by the teacher in contractual continued service rated "unsatisfactory", an evaluator and a consulting teacher selected by the evaluator of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets these criteria.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.

(k) a mid-point and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this Section. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary. These subsequent evaluations shall be conducted by an

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

evaluator. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator, unless an applicable collective bargaining agreement provides to the contrary. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(l) reinstatement to the evaluation schedule set forth in the district's evaluation plan for any teacher in contractual continued service who achieves a rating equal to or better than "satisfactory" or "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory".

(m) dismissal in accordance with subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this ~~the School Code~~ of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "satisfactory" or "proficient" rating. Districts and teachers subject to dismissal hearings are

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

precluded from compelling the testimony of consulting teachers at such hearings under subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this Code, either as to the rating process or for opinions of performances by teachers under remediation.

(n) After the implementation date of an evaluation system for teachers in a district as specified in Section 24A-2.5 of this Code, if a teacher in contractual continued service successfully completes a remediation plan following a rating of "unsatisfactory" and receives a subsequent rating of "unsatisfactory" in any of the teacher's annual or biannual overall performance evaluation ratings received during the 36-month period following the teacher's completion of the remediation plan, then the school district may forego remediation and seek dismissal in accordance with subsection (d) of Section 24-12 or Section 34-85 of this Code.

Nothing in this Section or Section 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

the results of the remediation plan.

(Source: P.A. 95-510, eff. 8-28-07; 96-861, eff. 1-15-10; 96-1423, eff. 8-3-10.)

(105 ILCS 5/34-84) (from Ch. 122, par. 34-84)

Sec. 34-84. Appointments and promotions of teachers. Appointments and promotions of teachers shall be made for merit only, and after satisfactory service for a probationary period of 3 years with respect to probationary employees employed as full-time teachers in the public school system of the district before January 1, 1998 and 4 years with respect to probationary employees who are first employed as full-time teachers in the public school system of the district on or after January 1, 1998, ~~during which period the board may dismiss or discharge any such probationary employee upon the recommendation, accompanied by the written reasons therefor, of the general superintendent of schools and after which period~~ appointments of teachers shall become permanent, subject to removal for cause in the manner provided by Section 34-85.

For a probationary-appointed teacher in full-time service who is appointed on or after July 1, 2013 and who receives ratings of "excellent" during his or her first 3 school terms of full-time service, the probationary period shall be 3 school terms of full-time service. For a probationary-appointed teacher in full-time service who is appointed on or after July 1, 2013 and who had previously entered into contractual

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

continued service in another school district in this State or a program of a special education joint agreement in this State, as defined in Section 24-11 of this Code, the probationary period shall be 2 school terms of full-time service, provided that (i) the teacher voluntarily resigned or was honorably dismissed from the prior district or program within the 3-month period preceding his or her appointment date, (ii) the teacher's last 2 ratings in the prior district or program were at least "proficient" and were issued after the prior district's or program's PERA implementation date, as defined in Section 24-11 of this Code, and (iii) the teacher receives ratings of "excellent" during his or her first 2 school terms of full-time service.

For a probationary-appointed teacher in full-time service who is appointed on or after July 1, 2013 and who has not entered into contractual continued service after 2 or 3 school terms of full-time service as provided in this Section, the probationary period shall be 4 school terms of full-time service, provided that the teacher receives a rating of at least "proficient" in the last school term and a rating of at least "proficient" in either the second or third school term.

As used in this Section, "school term" means the school term established by the board pursuant to Section 10-19 of this Code, and "full-time service" means the teacher has actually worked at least 150 days during the school term. As used in this Article, "teachers" means and includes all members of the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

teaching force excluding the general superintendent and principals.

There shall be no reduction in teachers because of a decrease in student membership or a change in subject requirements within the attendance center organization after the 20th day following the first day of the school year, except that: (1) this provision shall not apply to desegregation positions, special education positions, or any other positions funded by State or federal categorical funds, and (2) at attendance centers maintaining any of grades 9 through 12, there may be a second reduction in teachers on the first day of the second semester of the regular school term because of a decrease in student membership or a change in subject requirements within the attendance center organization.

The school principal shall make the decision in selecting teachers to fill new and vacant positions consistent with Section 34-8.1.

(Source: P.A. 89-15, eff. 5-30-95; 90-548, eff. 1-1-98.)

(105 ILCS 5/34-85) (from Ch. 122, par. 34-85)

Sec. 34-85. Removal for cause; Notice and hearing; Suspension.

(a) No teacher employed by the board of education shall (after serving the probationary period specified in Section 34-84) be removed except for cause. Teachers (who have completed the probationary period specified in Section 34-84 of

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

this Code) shall be removed for cause in accordance with the procedures set forth in this Section or, at the board's option, the procedures set forth in Section 24-16.5 of this Code or such other procedures established in an agreement entered into between the board and the exclusive representative of the district's teachers under Section 34-85c of this Code for teachers (who have completed the probationary period specified in Section 34-84 of this Code) assigned to schools identified in that agreement. No principal employed by the board of education shall be removed during the term of his or her performance contract except for cause, which may include but is not limited to the principal's repeated failure to implement the school improvement plan or to comply with the provisions of the Uniform Performance Contract, including additional criteria established by the Council for inclusion in the performance contract pursuant to Section 34-2.3.

Before service of notice of charges on account of causes that may be deemed to be remediable, the teacher or principal must be given reasonable warning in writing, stating specifically the causes that, if not removed, may result in charges; however, no such written warning is required if the causes have been the subject of a remediation plan pursuant to Article 24A of this Code or if the board and the exclusive representative of the district's teachers have entered into an agreement pursuant to Section 34-85c of this Code, pursuant to an alternative system of remediation. No written warning shall

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

be required for conduct on the part of a teacher or principal that is cruel, immoral, negligent, or criminal or that in any way causes psychological or physical harm or injury to a student, as that conduct is deemed to be irremediable. No written warning shall be required for a material breach of the uniform principal performance contract, as that conduct is deemed to be irremediable; provided that not less than 30 days before the vote of the local school council to seek the dismissal of a principal for a material breach of a uniform principal performance contract, the local school council shall specify the nature of the alleged breach in writing and provide a copy of it to the principal.

(1) To initiate dismissal proceedings against a teacher or principal, the ~~The~~ general superintendent must first approve written charges and specifications against the teacher or principal. A local school council may direct the general superintendent to approve written charges against its principal on behalf of the Council upon the vote of 7 members of the Council. The general superintendent must approve those charges within 45 calendar days or provide a written reason for not approving those charges. A written notice of those charges, including specifications, shall be served upon the teacher or principal within 10 business days of the approval of the charges. Any written notice sent on or after July 1, 2012 shall also inform the teacher or principal of the right to

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

request a hearing before a mutually selected hearing officer, with the cost of the hearing officer split equally between the teacher or principal and the board, or a hearing before a qualified hearing officer chosen by the general superintendent, with the cost of the hearing officer paid by the board. If the teacher or principal cannot be found upon diligent inquiry, such charges may be served upon him by mailing a copy thereof in a sealed envelope by prepaid certified mail, return receipt requested, to the teacher's or principal's last known address. A return receipt showing delivery to such address within 20 calendar days after the date of the approval of the charges shall constitute proof of service.

(2) No hearing upon the charges is required unless the teacher or principal within 17 calendar ~~10~~ days after receiving notice requests in writing of the general superintendent that a hearing be scheduled, ~~in which case the general superintendent shall schedule a hearing on those charges before a disinterested hearing officer on a date no less than 15 nor more than 30 days after the approval of the charges.~~ Pending the hearing of the charges, the general superintendent or his or her designee may suspend the teacher or principal charged without pay in accordance with rules prescribed by the board, provided that if the teacher or principal charged is not dismissed based on the charges, he or she must be made whole for lost

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

earnings, less setoffs for mitigation.

(3) The board shall maintain a list of at least 9 qualified hearing officers who will conduct hearings on charges and specifications. The list must be developed in good faith consultation with the exclusive representative of the board's teachers and professional associations that represent the board's principals. The list may be revised on July 1st of each year or earlier as needed. To be a qualified hearing officer, the person must (i) ~~The general superintendent shall forward a copy of the notice to the State Board of Education within 5 days from the date of the approval of the charges. Within 10 days after receiving the notice of hearing, the State Board of Education shall provide the teacher or principal and the general superintendent with a list of 5 prospective, impartial hearing officers. Each person on the list must be accredited by a national arbitration organization and have had a minimum of 5 years of experience as an arbitrator in cases involving labor and employment relations matters between educational employers and educational employees or their exclusive bargaining representatives~~ and (ii) beginning September 1, 2012, have participated in training provided or approved by the State Board of Education for teacher dismissal hearing officers so that he or she is familiar with issues generally involved in evaluative and non-evaluative dismissals.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(3) Within 5 business days after receiving the notice of request for a hearing, the ~~The~~ general superintendent and the teacher or principal or their legal representatives ~~within 3 days from receipt of the list~~ shall alternately strike one name from the list until only one name remains. Unless waived by the teacher, the teacher or principal shall have the right to proceed first with the striking. If the teacher or principal fails to participate in the striking process, the general superintendent shall either select the hearing officer from the list developed pursuant to this paragraph (3) or select another qualified hearing officer from the master list maintained by the State Board of Education pursuant to subsection (c) of Section 24-12 of this Code. ~~Within 3 days of receipt of the first list provided by the State Board of Education, the general superintendent and the teacher or principal or their legal representatives shall each have the right to reject all prospective hearing officers named on the first list and to require the State Board of Education to provide a second list of 5 prospective, impartial hearing officers, none of whom were named on the first list. Within 5 days after receiving this request for a second list, the State Board of Education shall provide the second list of 5 prospective, impartial hearing officers. The procedure for selecting a hearing officer from the second list shall be the same as the procedure for the first list. Each party~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~shall promptly serve written notice on the other of any name stricken from the list. If the teacher or principal fails to do so, the general superintendent may select the hearing officer from any name remaining on the list. The teacher or principal may waive the hearing at any time prior to the appointment of the hearing officer. Notice of the selection of the hearing officer shall be given to the State Board of Education. The hearing officer shall be notified of his selection by the State Board of Education. A signed acceptance shall be filed with the State Board of Education within 5 days of receipt of notice of the selection. The State Board of Education shall notify the teacher or principal and the board of its appointment of the hearing officer. In the alternative to selecting a hearing officer from the first or second list received from the State Board of Education, the general superintendent and the teacher or principal or their legal representatives may mutually agree to select an impartial hearing officer who is not on a list received from the State Board of Education, either by direct appointment by the parties or by using procedures for the appointment of an arbitrator established by the Federal Mediation and Conciliation Service or the American Arbitration Association. The parties shall notify the State Board of Education of their intent to select a hearing officer using an alternative procedure within 3 days of receipt of a list of prospective~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~hearing officers provided by the State Board of Education. Any person selected by the parties under this alternative procedure for the selection of a hearing officer shall have the same qualifications and authority as a hearing officer selected from a list provided by the State Board of Education. The teacher or principal may waive the hearing at any time prior to the appointment of the hearing officer. The State Board of Education shall promulgate uniform standards and rules of procedure for such hearings, including reasonable rules of discovery.~~

(4) If the notice of dismissal was sent to the teacher or principal before July 1, 2012, the fees and costs ~~The per diem allowance~~ for the hearing officer shall be paid by the State Board of Education. If the notice of dismissal was sent to the teacher or principal on or after July 1, 2012, the hearing officer's fees and costs must be paid as follows in this paragraph (4). The fees and permissible costs for the hearing officer shall be determined by the State Board of Education. If the hearing officer is mutually selected by the parties through alternate striking in accordance with paragraph (3) of this subsection (a), then the board and the teacher or their legal representative shall each pay 50% of the fees and costs and any supplemental allowance to which they agree. If the hearing officer is selected by ~~The hearing officer shall hold a hearing and render findings of fact and a~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~recommendation to~~ the general superintendent without the participation of the teacher or principal, then the board shall pay 100% of the hearing officer fees and costs. The hearing officer shall submit for payment a billing statement to the parties that itemizes the charges and expenses and divides them in accordance with this Section.

(5) The teacher or the principal charged is required to answer the charges and specifications and aver affirmative matters in his or her defense, and the time for doing so must be set by the hearing officer. The State Board of Education shall adopt rules so that each party has a fair opportunity to present its case and to ensure that the dismissal proceeding is concluded in an expeditious manner. The rules shall address, without limitation, the teacher or principal's answer and affirmative defenses to the charges and specifications; a requirement that each party make mandatory disclosures without request to the other party and then update the disclosure no later than 10 calendar days prior to the commencement of the hearing, including a list of the names and addresses of persons who may be called as witnesses at the hearing, a summary of the facts or opinions each witness will testify to, and all other documents and materials, including information maintained electronically, relevant to its own as well as the other party's case (the hearing officer may exclude witnesses and exhibits not identified and shared, except

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

those offered in rebuttal for which the party could not reasonably have anticipated prior to the hearing); pre-hearing discovery and preparation, including provision for written interrogatories and requests for production of documents, provided that discovery depositions are prohibited; the conduct of the hearing; the right of each party to be represented by counsel, the offer of evidence and witnesses and the cross-examination of witnesses; the authority of the hearing officer to issue subpoenas and subpoenas duces tecum, provided that the hearing officer may limit the number of witnesses to be subpoenaed in behalf of each party to no more than 7; the length of post-hearing briefs; and the form, length, and content of hearing officers' reports and recommendations to the general superintendent.

The hearing officer shall commence the hearing within 75 calendar days and conclude the hearing within 120 calendar days after being selected by the parties as the hearing officer, provided that these timelines may be modified upon the showing of good cause or mutual agreement of the parties. Good cause for the purposes of this paragraph (5) shall mean the illness or otherwise unavoidable emergency of the teacher, district representative, their legal representatives, the hearing officer, or an essential witness as indicated in each party's pre-hearing submission. In a dismissal hearing,

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

the hearing officer shall consider and give weight to all of the teacher's evaluations written pursuant to Article 24A that are relevant to the issues in the hearing. The teacher or principal has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present defenses to the charges. Each party shall have no more than 3 days to present its case, unless extended by the hearing officer to enable a party to present adequate evidence and testimony, including due to the other party's cross-examination of the party's witnesses, for good cause or by mutual agreement of the parties. The State Board of Education shall define in rules the meaning of "day" for such purposes. ~~The hearing officer may issue subpoenas requiring the attendance of witnesses and, at the request of the teacher or principal against whom a charge is made or the general superintendent, shall issue such subpoenas, but the hearing officer may limit the number of witnesses to be subpoenaed in behalf of the teacher or principal or the general superintendent to not more than 10 each.~~ All testimony at the hearing shall be taken under oath administered by the hearing officer. The hearing officer shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or steno-type notes of all the testimony. The costs of the reporter's attendance and services at the hearing shall be

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

paid by the party or parties who are paying the fees and costs of the hearing officer ~~State Board of Education~~. Either party desiring a transcript of the hearing shall pay for the cost thereof. At the close of the hearing, the hearing officer shall direct the parties to submit post-hearing briefs no later than 21 calendar days after receipt of the transcript. Either or both parties may waive submission of briefs.

~~Pending the hearing of the charges, the person charged may be suspended in accordance with rules prescribed by the board but such person, if acquitted, shall not suffer any loss of salary by reason of the suspension.~~

~~Before service of notice of charges on account of causes that may be deemed to be remediable, the teacher or principal shall be given reasonable warning in writing, stating specifically the causes which, if not removed, may result in charges; however, no such written warning shall be required if the causes have been the subject of a remediation plan pursuant to Article 24A or where the board of education and the exclusive representative of the district's teachers have entered into an agreement pursuant to Section 34-85c of this Code, pursuant to an alternative system of remediation. No written warning shall be required for conduct on the part of a teacher or principal which is cruel, immoral, negligent, or criminal or which in any way causes psychological or physical harm~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~or injury to a student as that conduct is deemed to be irremediable. No written warning shall be required for a material breach of the uniform principal performance contract as that conduct is deemed to be irremediable; provided however, that not less than 30 days before the vote of the local school council to seek the dismissal of a principal for a material breach of a uniform principal performance contract, the local school council shall specify the nature of the alleged breach in writing and provide a copy of it to the principal.~~

~~The hearing officer shall consider and give weight to all of the teacher's evaluations written pursuant to Article 24A.~~

(6) The hearing officer shall within 30 calendar ~~45~~ days from the conclusion of the hearing report to the general superintendent findings of fact and a recommendation as to whether or not the teacher or principal shall be dismissed and shall give a copy of the report to both the teacher or principal and the general superintendent. The State Board of Education shall provide by rule the form of the hearing officer's report and recommendation.

(7) The board, within 45 days of receipt of the hearing officer's findings of fact and recommendation, shall make a decision as to whether the teacher or principal shall be dismissed from its employ. The failure of the board to

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

strictly adhere to the timeliness contained herein shall not render it without jurisdiction to dismiss the teacher or principal. In the event that the board declines to dismiss the teacher or principal after review of a hearing officer's recommendation, the board shall set the amount of back pay and benefits to award the teacher or principal, which shall include offsets for interim earnings and failure to mitigate losses. The board shall establish procedures for the teacher's or principal's submission of evidence to it regarding lost earnings, lost benefits, mitigation, and offsets. ~~If the hearing officer fails to render a decision within 45 days, the State Board of Education shall communicate with the hearing officer to determine the date that the parties can reasonably expect to receive the decision. The State Board of Education shall provide copies of all such communications to the parties. In the event the hearing officer fails without good cause to make a decision within the 45 day period, the name of such hearing officer shall be struck for a period not less than 24 months from the master list of hearing officers maintained by the State Board of Education. The board shall not lose jurisdiction to discharge the teacher or principal if the hearing officer fails to render a decision within the time specified in this Section. If a hearing officer fails to render a decision within 3 months after the hearing is declared closed, the State Board of Education~~

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

~~shall provide the parties with a new list of prospective, impartial hearing officers, with the same qualifications provided herein, one of whom shall be selected, as provided in this Section, to rehear the charges heard by the hearing officer who failed to render a decision. The parties may also select a hearing officer pursuant to the alternative procedure, as provided in this Section, to rehear the charges heard by the hearing officer who failed to render a decision. A violation of the professional standards set forth in "The Code of Professional Responsibility for Arbitrators of Labor-Management Disputes", of the National Academy of Arbitrators, the American Arbitration Association, and the Federal Mediation and Conciliation Service, or the failure of a hearing officer to render a decision within 3 months after the hearing is declared closed shall be grounds for removal of the hearing officer from the master list of hearing officers maintained by the State Board of Education. The decision of the board is final unless reviewed in accordance with paragraph (8) of this subsection (a) as provided in Section 34-85b of this Act.~~

(8) The teacher may seek judicial review of the board's decision in accordance with the Administrative Review Law, which is specifically incorporated in this Section, except that the review must be initiated in the Illinois Appellate Court for the First District. In the event judicial review

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

is instituted, any costs of preparing and filing the record of proceedings shall be paid by the party instituting the review. In the event the appellate court reverses a board decision to dismiss a teacher or principal and directs the board to pay the teacher or the principal back pay and benefits, the appellate court shall remand the matter to the board to issue an administrative decision as to the amount of back pay and benefits, which shall include a calculation of the lost earnings, lost benefits, mitigation, and offsets based on evidence submitted to the board in accordance with procedures established by the board. ~~If a decision of the board is adjudicated upon review or appeal in favor of the teacher or principal, then the trial court shall order reinstatement and shall determine the amount for which the board is liable including but not limited to loss of income and costs incurred therein.~~

(b) Nothing in this Section affects the validity of removal for cause hearings commenced prior to the effective date of this amendatory Act of the 97th General Assembly 1978.

The changes made by this amendatory Act of the 97th General Assembly shall apply to dismissals instituted on or after September 1, 2011 or the effective date of this amendatory Act of the 97th General Assembly, whichever is later. Any dismissal instituted prior to the effective date of these changes must be carried out in accordance with the requirements of this Section

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

prior to amendment by this amendatory Act of 97th General Assembly.

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/34-85c)

Sec. 34-85c. Alternative procedures for teacher evaluation, remediation, and removal for cause after remediation.

(a) Notwithstanding any law to the contrary, the board and the exclusive representative of the district's teachers are hereby authorized to enter into an agreement to establish alternative procedures for teacher evaluation, remediation, and removal for cause after remediation, including an alternative system for peer evaluation and recommendations; provided, however, that no later than September 1, 2012: (i) any alternative procedures must include provisions whereby student performance data is a significant factor in teacher evaluation and (ii) teachers are rated as "excellent", "proficient", "needs improvement" or "unsatisfactory". Pursuant exclusively to that agreement, teachers assigned to schools identified in that agreement shall be subject to an alternative performance evaluation plan and remediation procedures in lieu of the plan and procedures set forth in Article 24A of this Code and alternative removal for cause standards and procedures in lieu of the removal standards and procedures set forth in Section ~~Sections~~ 34-85 and ~~34-85b~~ of

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

this Code. To the extent that the agreement provides a teacher with an opportunity for a hearing on removal for cause before an independent hearing officer in accordance with Section ~~Sections 34-85 and 34-85b~~ or otherwise, the hearing officer shall be governed by the alternative performance evaluation plan, remediation procedures, and removal standards and procedures set forth in the agreement in making findings of fact and a recommendation.

(b) The board and the exclusive representative of the district's teachers shall submit a certified copy of an agreement as provided under subsection (a) of this Section to the State Board of Education.

(Source: P.A. 95-510, eff. 8-28-07; 96-861, eff. 1-15-10.)

Section 10. The Illinois Educational Labor Relations Act is amended by changing Sections 4.5, 12, and 13 as follows:

(115 ILCS 5/4.5)

Sec. 4.5. Subjects of collective bargaining.

(a) Notwithstanding the existence of any other provision in this Act or other law, collective bargaining between an educational employer whose territorial boundaries are coterminous with those of a city having a population in excess of 500,000 and an exclusive representative of its employees may include any of the following subjects:

(1) (Blank).

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(2) Decisions to contract with a third party for one or more services otherwise performed by employees in a bargaining unit and the procedures for obtaining such contract or the identity of the third party.

(3) Decisions to layoff or reduce in force employees.

(4) Decisions to determine class size, class staffing and assignment, class schedules, academic calendar, length of the work and school day, length of the work and school year, hours and places of instruction, or pupil assessment policies.

(5) Decisions concerning use and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology.

(b) The subject or matters described in subsection (a) are permissive subjects of bargaining between an educational employer and an exclusive representative of its employees and, for the purpose of this Act, are within the sole discretion of the educational employer to decide to bargain, provided that the educational employer is required to bargain over the impact of a decision concerning such subject or matter on the bargaining unit upon request by the exclusive representative. During this bargaining, the educational employer shall not be precluded from implementing its decision. If, after a reasonable period of bargaining, a dispute or impasse exists between the educational employer and the exclusive

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

representative, the dispute or impasse shall be resolved exclusively as set forth in subsection (b) of Section 12 of this Act in lieu of a strike under Section 13 of this Act.

(c) A provision in a collective bargaining agreement that was rendered null and void because it involved a prohibited subject of collective bargaining under this subsection (c) as this subsection (c) existed before the effective date of this amendatory Act of the 93rd General Assembly remains null and void and shall not otherwise be reinstated in any successor agreement unless the educational employer and exclusive representative otherwise agree to include an agreement reached on a subject or matter described in subsection (a) of this Section as subsection (a) existed before this amendatory Act of the 93rd General Assembly.

(Source: P.A. 93-3, eff. 4-16-03.)

(115 ILCS 5/12) (from Ch. 48, par. 1712)

Sec. 12. Impasse procedures.

(a) This subsection (a) applies only to collective bargaining between an educational employer that is not a public school district organized under Article 34 of the School Code and an exclusive representative of its employees.

If the parties engaged in collective bargaining have not reached an agreement by 90 days before the scheduled start of the forthcoming school year, the parties shall notify the Illinois Educational Labor Relations Board concerning the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

status of negotiations. This notice shall include a statement on whether mediation has been used.

Upon demand of either party, collective bargaining between the employer and an exclusive bargaining representative must begin within 60 days of the date of certification of the representative by the Board, or in the case of an existing exclusive bargaining representative, within 60 days of the receipt by a party of a demand to bargain issued by the other party. Once commenced, collective bargaining must continue for at least a 60 day period, unless a contract is entered into.

Except as otherwise provided in subsection (b) of this Section, if after a reasonable period of negotiation and within 90 ~~45~~ days of the scheduled start of the forth-coming school year, the parties engaged in collective bargaining have reached an impasse, either party may petition the Board to initiate mediation. Alternatively, the Board on its own motion may initiate mediation during this period. However, mediation shall be initiated by the Board at any time when jointly requested by the parties and the services of the mediators shall continuously be made available to the employer and to the exclusive bargaining representative for purposes of arbitration of grievances and mediation or arbitration of contract disputes. If requested by the parties, the mediator may perform fact-finding and in so doing conduct hearings and make written findings and recommendations for resolution of the dispute. Such mediation shall be provided by the Board and

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

shall be held before qualified impartial individuals. Nothing prohibits the use of other individuals or organizations such as the Federal Mediation and Conciliation Service or the American Arbitration Association selected by both the exclusive bargaining representative and the employer.

If the parties engaged in collective bargaining fail to reach an agreement within 45 ~~15~~ days of the scheduled start of the forthcoming school year and have not requested mediation, the Illinois Educational Labor Relations Board shall invoke mediation.

Whenever mediation is initiated or invoked under this subsection (a), the parties may stipulate to defer selection of a mediator in accordance with rules adopted by the Board.

(a-5) This subsection (a-5) applies only to collective bargaining between a public school district or a combination of public school districts, including, but not limited to, joint cooperatives, that is not organized under Article 34 of the School Code and an exclusive representative of its employees.

(1) Any time after 15 days of mediation, either party may declare an impasse. The mediator may declare an impasse at any time during the mediation process. Notification of an impasse must be filed in writing with the Board, and copies of the notification must be submitted to the parties on the same day the notification is filed with the Board.

(2) Within 7 days after the declaration of impasse, each party shall submit to the mediator and the other party

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

in writing the final offer of the party, including a cost summary of the offer. Seven days after receipt of the parties' final offers, the mediator shall make public the final offers and each party's cost summary dealing with those issues on which the parties have failed to reach agreement. The mediator shall make the final offers public by filing them with the Board, which shall immediately post the offers on its Internet website. On the same day of publication by the mediator, at a minimum, the school district shall distribute notice of the availability of the offers on the Board's Internet website to all news media that have filed an annual request for notices from the school district pursuant to Section 2.02 of the Open Meetings Act.

(a-10) This subsection (a-10) applies only to collective bargaining between a public school district organized under Article 34 of the School Code and an exclusive representative of its employees.

(1) For collective bargaining agreements between an educational employer whose territorial boundaries are coterminous with those of a city having a population in excess of 500,000 and an exclusive representative of its employees, if the parties fail to reach an agreement after a reasonable period of mediation, the dispute shall be submitted to fact-finding in accordance with this subsection (a-10). Either the educational employer or the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

exclusive representative may initiate fact-finding by submitting a written demand to the other party with a copy of the demand submitted simultaneously to the Board.

(2) Within 3 days following a party's demand for fact-finding, each party shall appoint one member of the fact-finding panel, unless the parties agree to proceed without a tri-partite panel. Following these appointments, if any, the parties shall select a qualified impartial individual to serve as the fact-finder and chairperson of the fact-finding panel, if applicable. An individual shall be considered qualified to serve as the fact-finder and chairperson of the fact-finding panel, if applicable, if he or she was not the same individual who was appointed as the mediator and if he or she satisfies the following requirements: membership in good standing with the National Academy of Arbitrators, Federal Mediation and Conciliation Service, or American Arbitration Association for a minimum of 10 years; membership on the mediation roster for the Illinois Labor Relations Board or Illinois Educational Labor Relations Board; issuance of at least 5 interest arbitration awards arising under the Illinois Public Labor Relations Act; and participation in impasse resolution processes arising under private or public sector collective bargaining statutes in other states. If the parties are unable to agree on a fact-finder, the parties shall request a panel of fact-finders who satisfy

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

the requirements set forth in this paragraph (2) from either the Federal Mediation and Conciliation Service or the American Arbitration Association and shall select a fact-finder from such panel in accordance with the procedures established by the organization providing the panel.

(3) The fact-finder shall have the following duties and powers:

(A) to require the parties to submit a statement of disputed issues and their positions regarding each issue either jointly or separately;

(B) to identify disputed issues that are economic in nature;

(C) to meet with the parties either separately or in executive sessions;

(D) to conduct hearings and regulate the time, place, course, and manner of the hearings;

(E) to request the Board to issue subpoenas requiring the attendance and testimony of witnesses or the production of evidence;

(F) to administer oaths and affirmations;

(G) to examine witnesses and documents;

(H) to create a full and complete written record of the hearings;

(I) to attempt mediation or remand a disputed issue to the parties for further collective bargaining;

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(J) to require the parties to submit final offers for each disputed issue either individually or as a package or as a combination of both; and

(K) to employ any other measures deemed appropriate to resolve the impasse.

(4) If the dispute is not settled within 75 days after the appointment of the fact-finding panel, the fact-finding panel shall issue a private report to the parties that contains advisory findings of fact and recommended terms of settlement for all disputed issues and that sets forth a rationale for each recommendation. The fact-finding panel, acting by a majority of its members, shall base its findings and recommendations upon the following criteria as applicable:

(A) the lawful authority of the employer;

(B) the federal and State statutes or local ordinances and resolutions applicable to the employer;

(C) prior collective bargaining agreements and the bargaining history between the parties;

(D) stipulations of the parties;

(E) the interests and welfare of the public and the students and families served by the employer;

(F) the employer's financial ability to fund the proposals based on existing available resources, provided that such ability is not predicated on an assumption that lines of credit or reserve funds are

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

available or that the employer may or will receive or develop new sources of revenue or increase existing sources of revenue;

(G) the impact of any economic adjustments on the employer's ability to pursue its educational mission;

(H) the present and future general economic conditions in the locality and State;

(I) a comparison of the wages, hours, and conditions of employment of the employees involved in the dispute with the wages, hours, and conditions of employment of employees performing similar services in public education in the 10 largest U.S. cities;

(J) the average consumer prices in urban areas for goods and services, which is commonly known as the cost of living;

(K) the overall compensation presently received by the employees involved in the dispute, including direct wage compensation; vacations, holidays, and other excused time; insurance and pensions; medical and hospitalization benefits; the continuity and stability of employment and all other benefits received; and how each party's proposed compensation structure supports the educational goals of the district;

(L) changes in any of the circumstances listed in items (A) through (K) of this paragraph (4) during the

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

fact-finding proceedings;

(M) the effect that any term the parties are at impasse on has or may have on the overall educational environment, learning conditions, and working conditions with the school district; and

(N) the effect that any term the parties are at impasse on has or may have in promoting the public policy of this State.

(5) The fact-finding panel's recommended terms of settlement shall be deemed agreed upon by the parties as the final resolution of the disputed issues and incorporated into the collective bargaining agreement executed by the parties, unless either party tenders to the other party and the chairperson of the fact-finding panel a notice of rejection of the recommended terms of settlement with a rationale for the rejection, within 15 days after the date of issuance of the fact-finding panel's report. If either party submits a notice of rejection, the chairperson of the fact-finding panel shall publish the fact-finding panel's report and the notice of rejection for public information by delivering a copy to all newspapers of general circulation in the community with simultaneous written notice to the parties.

(b) If, after a period of bargaining of at least 60 days, a dispute or impasse exists between an educational employer whose territorial boundaries are coterminous with those of a city

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

having a population in excess of 500,000 and the exclusive bargaining representative over a subject or matter set forth in Section 4.5 of this Act, the parties shall submit the dispute or impasse to the dispute resolution procedure agreed to between the parties. The procedure shall provide for mediation of disputes by a rotating mediation panel and may, at the request of either party, include the issuance of advisory findings of fact and recommendations. A dispute or impasse over any Section 4.5 subject shall not be resolved through the procedures set forth in this Act, and the Board, mediator, or fact-finder has no jurisdiction over any Section 4.5 subject. The changes made to this subsection (b) by this amendatory Act of the 97th General Assembly are declarative of existing law.

(c) The costs of fact finding and mediation shall be shared equally between the employer and the exclusive bargaining agent, provided that, for purposes of mediation under this Act, if either party requests the use of mediation services from the Federal Mediation and Conciliation Service, the other party shall either join in such request or bear the additional cost of mediation services from another source. All other costs and expenses of complying with this Section must be borne by the party incurring them.

(c-5) If an educational employer or exclusive bargaining representative refuses to participate in mediation or fact finding when required by this Section, the refusal shall be deemed a refusal to bargain in good faith.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

(d) Nothing in this Act prevents an employer and an exclusive bargaining representative from mutually submitting to final and binding impartial arbitration unresolved issues concerning the terms of a new collective bargaining agreement.

(Source: P.A. 93-3, eff. 4-16-03.)

(115 ILCS 5/13) (from Ch. 48, par. 1713)

Sec. 13. Strikes.

(a) Notwithstanding the existence of any other provision in this Act or other law, educational employees employed in school districts organized under Article 34 of the School Code shall not engage in a strike at any time during the 18 month period that commences on the effective date of this amendatory Act of 1995. An educational employee employed in a school district organized under Article 34 of the School Code who participates in a strike in violation of this Section is subject to discipline by the employer. In addition, no educational employer organized under Article 34 of the School Code may pay or cause to be paid to an educational employee who participates in a strike in violation of this subsection any wages or other compensation for any period during which an educational employee participates in the strike, except for wages or compensation earned before participation in the strike. Notwithstanding the existence of any other provision in this Act or other law, during the 18-month period that strikes are prohibited under this subsection nothing in this subsection

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

shall be construed to require an educational employer to submit to a binding dispute resolution process.

(b) Notwithstanding the existence of any other provision in this Act or any other law, educational employees other than those employed in a school district organized under Article 34 of the School Code and, after the expiration of the 18 month period that commences on the effective date of this amendatory Act of 1995, educational employees in a school district organized under Article 34 of the School Code shall not engage in a strike except under the following conditions:

(1) they are represented by an exclusive bargaining representative;

(2) mediation has been used without success and, if an impasse has been declared under subsection (a-5) of Section 12 of this Act, at least 14 days have elapsed after the mediator has made public the final offers;

(2.5) if fact-finding was invoked pursuant to subsection (a-10) of Section 12 of this Act, at least 30 days have elapsed after a fact-finding report has been released for public information;

(2.10) for educational employees employed in a school district organized under Article 34 of the School Code, at least three-fourths of all bargaining unit members of the exclusive bargaining representative have affirmatively voted to authorize the strike;

(3) at least 10 days have elapsed after a notice of

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

intent to strike has been given by the exclusive bargaining representative to the educational employer, the regional superintendent and the Illinois Educational Labor Relations Board;

(4) the collective bargaining agreement between the educational employer and educational employees, if any, has expired or been terminated; and

(5) the employer and the exclusive bargaining representative have not mutually submitted the unresolved issues to arbitration.

If, however, in the opinion of an employer the strike is or has become a clear and present danger to the health or safety of the public, the employer may initiate in the circuit court of the county in which such danger exists an action for relief which may include, but is not limited to, injunction. The court may grant appropriate relief upon the finding that such clear and present danger exists. An unfair practice or other evidence of lack of clean hands by the educational employer is a defense to such action. Except as provided for in this paragraph, the jurisdiction of the court under this Section is limited by the Labor Dispute Act.

(Source: P.A. 89-15, eff. 5-30-95; 90-548, eff. 1-1-98.)

(105 ILCS 5/34-85b rep.)

Section 15. The School Code is amended by repealing Section 34-85b.

Public Act 097-0008

SB0007 Enrolled

LRB097 06626 NHT 46711 b

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

AN ACT concerning education.

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

Section 1. This amendatory Act may be referred to as the Performance Evaluation Reform Act of 2010.

Section 5. Findings; declarations. The General Assembly finds and declares all of the following:

(1) Effective teachers and school leaders are a critical factor contributing to student achievement.

(2) Many existing district performance evaluation systems fail to adequately distinguish between effective and ineffective teachers and principals. A recent study of evaluation systems in 3 of the largest Illinois districts found that out of 41,174 teacher evaluations performed over a 5-year period, 92.6% of teachers were rated "superior" or "excellent", 7% were rated "satisfactory", and only 0.4% were rated "unsatisfactory".

(3) Performance evaluation systems must assess professional competencies as well as student growth.

(4) School districts and the State must ensure that performance evaluation systems are valid and reliable and contribute to the development of staff and improved student achievement outcomes.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

Section 10. The School Code is amended by changing Sections 2-3.25g, 24A-3, 24A-4, 24A-5, 24A-7, 24A-8, 24A-15, 34-8, and 34-85c and by adding Sections 24A-2.5, 24A-7.1, and 24A-20 as follows:

(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.

(a) In this Section:

"Board" means a school board or the governing board or administrative district, as the case may be, for a joint agreement.

"Eligible applicant" means a school district, joint agreement made up of school districts, or regional superintendent of schools on behalf of schools and programs operated by the regional office of education.

"Implementation date" has the meaning set forth in Section 24A-2.5 of this Code.

"State Board" means the State Board of Education.

(b) Notwithstanding any other provisions of this School Code or any other law of this State to the contrary, eligible applicants 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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

administrative rules and regulations and modifications of mandates of this School Code may be requested when an eligible applicant 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, teacher tenure and seniority, or Section 5-2.1 of this Code or from compliance with the No Child Left Behind Act of 2001 (Public Law 107-110). On and after the applicable implementation date, eligible applicants may not seek a waiver or seek a modification of a mandate regarding the requirements for (i) student performance data to be a significant factor in teacher or principal evaluations or (ii) for teachers and principals to be rated using the 4 categories of "excellent", "proficient", "needs improvement", or "unsatisfactory". On the applicable implementation date, any previously authorized waiver or modification from such requirements shall terminate.

(c) Eligible applicants, 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 eligible applicant or

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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 eligible applicant 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 eligible applicants must be approved by the board or regional superintendent of schools applying on behalf of schools or programs operated by the regional office of education following a public hearing on the application and plan and the opportunity for the board or regional superintendent to hear testimony from staff directly involved in its implementation, parents, and students. The time period for such testimony shall be separate from the time period established by the eligible applicant for public comment on other matters. If the applicant is a school district or joint agreement requesting a waiver or modification of Section 27-6 of this Code, the public hearing shall be held on a day other than the day on which a regular meeting of the board is held. If the applicant is a school district, 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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

time, date, place, and general subject matter of the hearing. If the applicant is a joint agreement or regional superintendent, the public hearing must be preceded by at least one published notice (setting forth the time, date, place, and general subject matter of the hearing) occurring at least 7 days prior to the hearing in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region, provided that a notice appearing in a newspaper generally circulated in more than one school district shall be deemed to fulfill this requirement with respect to all of the affected districts. The eligible applicant must notify in writing the affected exclusive collective bargaining agent and those State legislators representing the eligible applicant's territory of its intent to seek approval of a waiver or modification and of the hearing to be held to take testimony from staff. 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. The eligible applicant shall attest to compliance with all of the notification and procedural requirements set forth in this Section.

(d) 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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

the board or regional superintendent of schools. The application as submitted to the State Board of Education shall include a description of the public hearing. 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 eligible applicant 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 or regional superintendent of schools. The application as submitted to the State Board of Education shall include a description of the public hearing. The description shall include, but need not be limited to, the means of notice, the number of people in attendance, the number of people who spoke as proponents or opponents of the waiver, a brief description of their comments, and whether there were any written statements submitted. The State Board shall review the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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 eligible applicants and appeals by eligible applicants of requests disapproved by the State Board with the Senate and the House of Representatives before each March 1 and October 1. The General Assembly may disapprove the report of the State Board in whole or in part within 60 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 60 day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

(e) An approved waiver or modification (except a waiver from or modification to a physical education mandate) may remain in effect for a period not to exceed 5 school years and may be renewed upon application by the eligible applicant. However, such waiver or modification may be changed within that 5-year period by a board or regional superintendent of schools applying on behalf of schools or programs operated by the regional office of education 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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

General Assembly disapproves, the change is deemed granted.

An approved waiver from or modification to a physical education mandate may remain in effect for a period not to exceed 2 school years and may be renewed no more than 2 times upon application by the eligible applicant. An approved waiver from or modification to a physical education mandate may be changed within the 2-year period by the board or regional superintendent of schools, whichever is applicable, following the procedure 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.

(f) On or before February 1, 1998, and each year thereafter, the State Board of Education shall submit a cumulative report summarizing all types of waivers of 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 eligible applicants 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. 94-198, eff. 1-1-06; 94-432, eff. 8-2-05; 94-875, eff. 7-1-06; 95-223, eff. 1-1-08.)

(105 ILCS 5/24A-2.5 new)

Sec. 24A-2.5. Definitions. In this Article:

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

"Evaluator" means:

(1) an administrator qualified under Section 24A-3; or
(2) other individuals qualified under Section 24A-3,
provided that, if such other individuals are in the
bargaining unit of a district's teachers, the district and
the exclusive bargaining representative of that unit must
agree to those individuals evaluating other bargaining
unit members.

Notwithstanding anything to the contrary in item (2) of
this definition, a school district operating under Article 34
of this Code may require department chairs qualified under
Section 24A-3 to evaluate teachers in their department or
departments, provided that the school district shall bargain
with the bargaining representative of its teachers over the
impact and effects on department chairs of such a requirement.

"Implementation date" means, unless otherwise specified
and provided that the requirements set forth in subsection (d)
of Section 24A-20 have been met:

(1) For school districts having 500,000 or more
inhabitants, in at least 300 schools by September 1, 2012
and in the remaining schools by September 1, 2013.

(2) For school districts having less than 500,000
inhabitants and receiving a Race to the Top Grant or School
Improvement Grant after the effective date of this
amendatory Act of the 96th General Assembly, the date
specified in those grants for implementing an evaluation

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

system for teachers and principals incorporating student growth as a significant factor.

(3) For the lowest performing 20% percent of remaining school districts having less than 500,000 inhabitants (with the measure of and school year or years used for school district performance to be determined by the State Superintendent of Education at a time determined by the State Superintendent), September 1, 2015.

(4) For all other school districts having less than 500,000 inhabitants, September 1, 2016.

"Race to the Top Grant" means a grant made by the Secretary of the U.S. Department of Education pursuant to paragraph (2) of Section 14006(a) of the American Recovery and Reinvestment Act of 2009.

"School Improvement Grant" means a grant made by the Secretary of the U.S. Department of Education pursuant to Section 1003(g) of the Elementary and Secondary Education Act.

(105 ILCS 5/24A-3) (from Ch. 122, par. 24A-3)

Sec. 24A-3. Evaluation training and pre-qualification.

(a) School ~~Beginning January 1, 1986, school~~ boards shall require evaluators ~~those administrators, or --- in school districts having a population exceeding 500,000 --- assistant principals, who evaluate other certified personnel to participate at least once every 2 years in an inservice training workshop on either school improvement or the~~

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

evaluation of certified personnel provided or approved by the State Board of Education prior to undertaking any evaluation and at least once during each certificate renewal cycle. Training provided or approved by the State Board of Education shall include the evaluator training program developed pursuant to Section 24A-20 of this Code.

(b) Any evaluator undertaking an evaluation after September 1, 2012 must first successfully complete a pre-qualification program provided or approved by the State Board of Education. The program must involve rigorous training and an independent observer's determination that the evaluator's ratings properly align to the requirements established by the State Board pursuant to this Article.

(Source: P.A. 86-1477; 87-1076.)

(105 ILCS 5/24A-4) (from Ch. 122, par. 24A-4)

Sec. 24A-4. Development ~~and submission~~ of evaluation plan.

(a) As used in this and the succeeding Sections, "teacher" means any and all school district employees regularly required to be certified under laws relating to the certification of teachers. Each school district shall develop, in cooperation with its teachers or, where applicable, the exclusive bargaining representatives of its teachers, an evaluation plan for all teachers.

(b) By no later than the applicable implementation date, each school district shall, in good faith cooperation with its

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

teachers or, where applicable, the exclusive bargaining representatives of its teachers, incorporate the use of data and indicators on student growth as a significant factor in rating teaching performance, into its evaluation plan for all teachers, both those teachers in contractual continued service and those teachers not in contractual continued service. The plan shall at least meet the standards and requirements for student growth and teacher evaluation established under Section 24A-7, and specifically describe how student growth data and indicators will be used as part of the evaluation process, how this information will relate to evaluation standards, the assessments or other indicators of student performance that will be used in measuring student growth and the weight that each will have, the methodology that will be used to measure student growth, and the criteria other than student growth that will be used in evaluating the teacher and the weight that each will have.

To incorporate the use of data and indicators of student growth as a significant factor in rating teacher performance into the evaluation plan, the district shall use a joint committee composed of equal representation selected by the district and its teachers or, where applicable, the exclusive bargaining representative of its teachers. If, within 180 calendar days of the committee's first meeting, the committee does not reach agreement on the plan, then the district shall implement the model evaluation plan established under Section

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

24A-7 with respect to the use of data and indicators on student growth as a significant factor in rating teacher performance.

Nothing in this subsection (a) shall make decisions on the use of data and indicators on student growth as a significant factor in rating teaching performance mandatory subjects of bargaining under the Illinois Educational Labor Relations Act that are not currently mandatory subjects of bargaining under the Act.

(c) Notwithstanding anything to the contrary in subsection (b) of this Section, if the joint committee referred to in that subsection does not reach agreement on the plan within 90 calendar days after the committee's first meeting, a school district having 500,000 or more inhabitants shall not be required to implement any aspect of the model evaluation plan and may implement its last best proposal. ~~in contractual continued service. The district shall, no later than October 1, 1986, submit a copy of its evaluation plan to the State Board of Education, which shall review the plan and make public its comments thereon, and the district shall at the same time provide a copy to the exclusive bargaining representatives. Whenever any substantive change is made in a district's evaluation plan, the new plan shall be submitted to the State Board of Education for review and comment, and the district shall at the same time provide a copy of any such new plan to the exclusive bargaining representatives. The board of a school district operating under Article 34 of this Code and the~~

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

~~exclusive representative of the district's teachers shall submit a certified copy of an agreement entered into under Section 34-85c of this Code to the State Board of Education, and that agreement shall constitute the teacher evaluation plan for teachers assigned to schools identified in that agreement. Whenever any substantive change is made in an agreement entered into under Section 34-85c of this Code by the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers, the new agreement shall be submitted to the State Board of Education.~~

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-5) (from Ch. 122, par. 24A-5)

Sec. 24A-5. Content of evaluation plans. This Section does not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

Each school district to which this Article applies shall establish a teacher evaluation plan which ensures that each teacher in contractual continued service is evaluated at least once in the course of every 2 school years, ~~beginning with the 1986-87 school year.~~

By no later than September 1, 2012, each school district shall establish a teacher evaluation plan that ensures that:

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

(1) each teacher not in contractual continued service is evaluated at least once every school year; and

(2) each teacher in contractual continued service is evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

Notwithstanding anything to the contrary in this Section or any other Section of the School Code, a principal shall not be prohibited from evaluating any teachers within a school during his or her first year as principal of such school.

The evaluation plan shall comply with the requirements of this Section and of any rules adopted by the State Board of Education pursuant to this Section.

The plan shall include a description of each teacher's duties and responsibilities and of the standards to which that teacher is expected to conform. ~~The plan may provide for evaluation of personnel whose positions require administrative certification by independent evaluators not employed by or affiliated with the school district. The results of the school district administrators' evaluations shall be reported to the employing school board, together with such recommendations for remediation as the evaluator or evaluators may deem appropriate. Evaluation of teachers whose positions do not~~

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

~~require administrative certification shall be conducted by an administrator qualified under Section 24A-3, or -- in school districts having a population exceeding 500,000 -- by either an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3, and shall include at least the following components:~~

(a) ~~personal observation of the teacher in the classroom by the evaluator (on at least 2 different school days in school districts having a population exceeding 500,000) by a district administrator qualified under Section 24A-3, or -- in school districts having a population exceeding 500,000 -- by either an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3, unless the teacher has no classroom duties.~~

(b) ~~consideration of the teacher's attendance, planning, and instructional methods, classroom management, where relevant, and competency in the subject matter taught, where relevant.~~

(c) by no later than the applicable implementation date, consideration of student growth as a significant factor in the rating of the teacher's performance.

(d) prior to September 1, 2012, (e) rating of the teacher's performance of teachers in contractual continued service as either:

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

(i) "excellent", "satisfactory" or "unsatisfactory"; ~~or~~

(ii) "excellent", "proficient", "needs improvement" or "unsatisfactory".

(e) on and after September 1, 2012, rating of the performance of teachers in contractual continued service as "excellent", "proficient", "needs improvement" or "unsatisfactory".

(f) ~~(d)~~ specification as to the teacher's strengths and weaknesses, with supporting reasons for the comments made.

(g) ~~(e)~~ inclusion of a copy of the evaluation in the teacher's personnel file and provision of a copy to the teacher.

(h) within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement.

(i) ~~(f)~~ within 30 days after completion of an evaluation rating a teacher in contractual continued service as "unsatisfactory", development and commencement

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

by the district, ~~or by an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3 in school districts having a population exceeding 500,000,~~ of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

(j) ~~(g)~~ participation in the remediation plan by the teacher in contractual continued service rated "unsatisfactory", an evaluator and a ~~district administrator qualified under Section 24A-3 (or in a school district having a population exceeding 500,000 -- an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3), and a~~

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

consulting teacher, ~~selected by the evaluator by the participating administrator or by the principal, or in school districts having a population exceeding 500,000 by an administrator qualified under Section 24A-3 or by an assistant principal under the supervision of an administrator qualified under Section 24A-3,~~ of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the State Board of Education shall supply, to participate in the remediation process, an individual who meets these criteria.

In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

qualification, the State Board shall determine qualification.

(k) a mid-point and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this Section. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary.

~~(h) evaluations and ratings once every 30 school days for the 90 school day remediation period immediately following receipt of a remediation plan provided for under subsections (f) and (g) of this Section; provided that in school districts having a population exceeding 500,000 there shall be monthly evaluations and ratings for the first 6 months and quarterly evaluations and ratings for the next 6 months immediately following completion of the remediation program of a teacher for whom a remediation plan has been developed. These subsequent evaluations~~

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

shall be conducted by an evaluator ~~the participating administrator, or -- in school districts having a population exceeding 500,000 -- by either the principal or by an assistant principal under the supervision of an administrator qualified under Section 24A-3.~~ The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator ~~administrator, or -- in school districts having a population exceeding 500,000 -- by either the principal or by an assistant principal under the supervision of an administrator qualified under Section 24A-3,~~ unless an applicable collective bargaining agreement provides to the contrary. ~~Teachers in the remediation process in a school district having a population exceeding 500,000 are not subject to the annual evaluations described in paragraphs (a) through (c) of this Section.~~ Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

(l) ~~(i)~~ ~~in school districts having a population of less than 500,000,~~ reinstatement to the evaluation schedule set forth in the district's evaluation plan ~~a schedule of biennial evaluation~~ for any teacher in contractual continued service who achieves a rating equal to or better than "satisfactory" or "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory". ~~completes the 90 school day remediation plan with a "satisfactory" or better rating, unless the district's plan regularly requires more frequent evaluations; and in school districts having a population exceeding 500,000, reinstatement to a schedule of biennial evaluation for any teacher who completes the 90 school day remediation plan with a "satisfactory" or better rating and the one year intensive review schedule as provided in paragraph (h) of this Section with a "satisfactory" or better rating, unless such district's plan regularly requires more frequent evaluations.~~

(m) ~~(j)~~ dismissal in accordance with Section 24-12 or 34-85 of the School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "satisfactory" or "proficient" ~~better~~ rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

performances by teachers under remediation.

~~In a district subject to a collective bargaining agreement as of the effective date of this amendatory Act of 1997, any changes made by this amendatory Act to the provisions of this Section that are contrary to the express terms and provisions of that agreement shall go into effect in that district only upon expiration of that agreement. Thereafter, collectively bargained evaluation plans shall at a minimum meet the standards of this Article. If such a district has an evaluation plan, however, whether pursuant to the collective bargaining agreement or otherwise, a copy of that plan shall be submitted to the State Board of Education for review and comment, in accordance with Section 24A-4.~~

Nothing in this Section or Section 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan.

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-7) (from Ch. 122, par. 24A-7)

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

Sec. 24A-7. Rules. The State Board of Education is authorized to adopt such rules as are deemed necessary to implement and accomplish the purposes and provisions of this Article, including, but not limited to, rules (i) relating to the methods for measuring student growth (including, but not limited to, limitations on the age of useable data; the amount of data needed to reliably and validly measure growth for the purpose of teacher and principal evaluations; and whether and at what time annual State assessments may be used as one of multiple measures of student growth), (ii) defining the term "significant factor" for purposes of including consideration of student growth in performance ratings, (iii) controlling for such factors as student characteristics (including, but not limited to, students receiving special education and English Language Learner services), student attendance, and student mobility so as to best measure the impact that a teacher, principal, school and school district has on students' academic achievement, (iv) establishing minimum requirements for district teacher and principal evaluation instruments and procedures, and (v) establishing a model evaluation plan for use by school districts in which student growth shall comprise 50% of the performance rating. Notwithstanding any provision in this Section, rules shall not preclude a school district having 500,000 or more inhabitants from using an annual State assessment as the sole measure of student growth for purposes of teacher or principal evaluations.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

The rules shall be developed through a process involving collaboration with a Performance Evaluation Advisory Council, which shall be convened and staffed by the State Board of Education. Members of the Council shall be selected by the State Superintendent and include, without limitation, representatives of teacher unions and school district management, persons with expertise in performance evaluation processes and systems, as well as other stakeholders. The Performance Evaluation Advisory Council shall meet at least quarterly following the effective date of this amendatory Act of the 96th General Assembly until June 30, 2017.

Prior to the applicable implementation date, ~~except that~~ these rules shall not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-7.1 new)

Sec. 24A-7.1. Teacher, principal, and superintendent performance evaluations. Except as otherwise provided under this Act, disclosure of public school teacher, principal, and superintendent performance evaluations is prohibited.

(105 ILCS 5/24A-8) (from Ch. 122, par. 24A-8)

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

Sec. 24A-8. Evaluation of teachers not in contractual continued service. ~~Each Beginning with the 1987-88 school year~~ ~~each~~ teacher not in contractual continued service shall be evaluated at least once each school year.

(Source: P.A. 84-1419.)

(105 ILCS 5/24A-15)

Sec. 24A-15. Development ~~and submission~~ of evaluation plan for principals.

(a) ~~Each Beginning with the 2006-2007 school year and each school year thereafter,~~ each school district, except for a school district organized under Article 34 of this Code, shall establish a principal evaluation plan in accordance with this Section. The plan must ensure that each principal is evaluated as follows:

(1) For a principal on a single-year contract, the evaluation must take place by ~~March~~ February 1 of each year.

(2) For a principal on a multi-year contract under Section 10-23.8a of this Code, the evaluation must take place by March 1 ~~February 1~~ of the final year of the contract.

On and after September 1, 2012, the plan must:

(i) rate the principal's performance as "excellent", "proficient", "needs improvement" or "unsatisfactory"; and

(ii) ensure that each principal is evaluated at least

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

once every school year.

Nothing in this Section prohibits a school district from conducting additional evaluations of principals.

(b) The evaluation shall include a description of the principal's duties and responsibilities and the standards to which the principal is expected to conform.

(c) The evaluation must be performed by the district superintendent, the superintendent's designee, or, in the absence of the superintendent or his or her designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate.

Prior to September 1, 2012, the ~~The~~ evaluation must be in writing and must at least do all of the following:

(1) Consider the principal's specific duties, responsibilities, management, and competence as a principal.

(2) Specify the principal's strengths and weaknesses, with supporting reasons.

(3) Align with ~~the Illinois Professional Standards for School Leaders or~~ research-based standards established by administrative rule ~~district standards.~~

On and after September 1, 2012, the evaluation must, in addition to the requirements in items (1), (2), and (3) of this subsection (c), provide for the use of data and indicators on student growth as a significant factor in rating performance.

(d) One copy of the evaluation must be included in the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

principal's personnel file and one copy of the evaluation must be provided to the principal.

(e) Failure by a district to evaluate a principal and to provide the principal with a copy of the evaluation at least once during the term of the principal's contract, in accordance with this Section, is evidence that the principal is performing duties and responsibilities in at least a satisfactory manner and shall serve to automatically extend the principal's contract for a period of one year after the contract would otherwise expire, under the same terms and conditions as the prior year's contract. The requirements in this Section are in addition to the right of a school board to reclassify a principal pursuant to Section 10-23.8b of this Code.

(f) Nothing in this Section prohibits a school board from ordering lateral transfers of principals to positions of similar rank and salary.

(Source: P.A. 94-1039, eff. 7-20-06.)

(105 ILCS 5/24A-20 new)

Sec. 24A-20. State Board of Education data collection and evaluation assessment and support systems.

(a) On or before the date established in subsection (b) of this Section, the State Board of Education shall, through a process involving collaboration with the Performance Evaluation Advisory Council, develop or contract for the development of and implement all of the following data

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

collection and evaluation assessment and support systems:

(1) A system to annually collect and publish data by district and school on teacher and administrator performance evaluation outcomes. The system must ensure that no teacher or administrator can be personally identified by publicly reported data.

(2) Both a teacher and principal model evaluation template. The model templates must incorporate the requirements of this Article and any other requirements established by the State Board by administrative rule, but allow customization by districts in a manner that does not conflict with such requirements.

(3) An evaluator pre-qualification program based on the model teacher evaluation template.

(4) An evaluator training program based on the model teacher evaluation template. The training program shall provide multiple training options that account for the prior training and experience of the evaluator.

(5) A superintendent training program based on the model principal evaluation template.

(6) One or more instruments to provide feedback to principals on the instructional environment within a school.

(7) A State Board-provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

evaluation systems.

(8) Web-based systems and tools supporting implementation of the model templates and the evaluator pre-qualification and training programs.

(9) A process for measuring and reporting correlations between local principal and teacher evaluations and (A) student growth in tested grades and subjects and (B) retention rates of teachers.

(10) A process for assessing whether school district evaluation systems developed pursuant to this Act and that consider student growth as a significant factor in the rating of a teacher's and principal's performance are valid and reliable, contribute to the development of staff, and improve student achievement outcomes. By no later than September 1, 2014, a research-based study shall be issued assessing such systems for validity and reliability, contribution to the development of staff, and improvement of student performance and recommending, based on the results of this study, changes, if any, that need to be incorporated into teacher and principal evaluation systems that consider student growth as a significant factor in the rating performance for remaining school districts to be required to implement such systems.

(b) If the State of Illinois receives a Race to the Top Grant, the data collection and support systems described in subsection (a) must be developed on or before September 30,

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

2011. If the State of Illinois does not receive a Race to the Top Grant, the data collection and support systems described in subsection (a) must be developed on or before September 30, 2012; provided, however, that the data collection and support systems set forth in items (3) and (4) of subsection (a) of this Section must be developed by September 30, 2011 regardless of whether the State of Illinois receives a Race to the Top Grant. By no later than September 1, 2011, if the State of Illinois receives a Race to the Top Grant, or September 1, 2012, if the State of Illinois does not receive a Race to the Top Grant, the State Board of Education must execute or contract for the execution of the assessment referenced in item (10) of subsection (a) of this Section to determine whether the school district evaluation systems developed pursuant to this Act have been valid and reliable, contributed to the development of staff, and improved student performance.

(c) Districts shall submit data and information to the State Board on teacher and principal performance evaluations and evaluation plans in accordance with procedures and requirements for submissions established by the State Board. Such data shall include, without limitation, (i) data on the performance rating given to all teachers in contractual continued service, (ii) data on district recommendations to renew or not renew teachers not in contractual continued service, and (iii) data on the performance rating given to all principals.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

(d) If the State Board of Education does not timely fulfill any of the requirements set forth in Sections 24A-7 and 24A-20, and adequate and sustainable federal, State, or other funds are not provided to the State Board of Education and school districts to meet their responsibilities under this Article, the applicable implementation date shall be postponed by the number of calendar days equal to those needed by the State Board of Education to fulfill such requirements and for the adequate and sustainable funds to be provided to the State Board of Education and school districts. The determination as to whether the State Board of Education has fulfilled any or all requirements set forth in Sections 24A-7 and 24A-20 and whether adequate and sustainable funds have been provided to the State Board of Education and school districts shall be made by the State Board of Education in consultation with the P-20 Council.

(105 ILCS 5/34-8) (from Ch. 122, par. 34-8)

Sec. 34-8. Powers and duties of general superintendent. The general superintendent of schools shall prescribe and control, subject to the approval of the board and to other provisions of this Article, the courses of study mandated by State law, textbooks, educational apparatus and equipment, discipline in and conduct of the schools, and shall perform such other duties as the board may by rule prescribe. The superintendent shall also notify the State Board of Education, the board and the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

chief administrative official, other than the alleged perpetrator himself, in the school where the alleged perpetrator serves, that any person who is employed in a school or otherwise comes into frequent contact with children in the school has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act, approved June 26, 1975, as amended.

The general superintendent may be granted the authority by the board to hire a specific number of employees to assist in meeting immediate responsibilities. Conditions of employment for such personnel shall not be subject to the provisions of Section 34-85.

The general superintendent may, pursuant to a delegation of authority by the board and Section 34-18, approve contracts and expenditures.

Pursuant to other provisions of this Article, sites shall be selected, schoolhouses located thereon and plans therefor approved, and textbooks and educational apparatus and equipment shall be adopted and purchased by the board only upon the recommendation of the general superintendent of schools or by a majority vote of the full membership of the board and, in the case of textbooks, subject to Article 28 of this Act. The board may furnish free textbooks to pupils and may publish its own textbooks and manufacture its own apparatus, equipment and supplies.

In addition, in January of each year, the general

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

superintendent of schools shall report to the State Board of Education the number of high school students in the district who are enrolled in accredited courses (for which high school credit will be awarded upon successful completion of the courses) at any community college, together with the name and number of the course or courses which each such student is taking.

The general superintendent shall also have the authority to monitor the performance of attendance centers, to identify and place an attendance center on remediation and probation, and to recommend to the board that the attendance center be placed on intervention and be reconstituted, subject to the provisions of Sections 34-8.3 and 8.4.

The general superintendent, or his or her designee, shall conduct an annual evaluation of each principal in the district pursuant to guidelines promulgated by the Board and the Board approved principal evaluation form. The evaluation shall be based on factors, including the following: (i) student academic improvement, as defined by the school improvement plan; (ii) student absenteeism rates at the school; (iii) instructional leadership; (iv) effective implementation of programs, policies, or strategies to improve student academic achievement; (v) school management; and (vi) other factors, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

professional development, and to encourage parental involvement and community partnerships to achieve school improvement.

Effective no later than September 1, 2012, the general superintendent or his or her designee shall develop a written principal evaluation plan. The evaluation plan must be in writing and shall supersede the evaluation requirements set forth in this Section. The evaluation plan must do at least all of the following:

(1) Provide for annual evaluation of all principals employed under a performance contract by the general superintendent or his or her designee, no later than July 1st of each year.

(2) Consider the principal's specific duties, responsibilities, management, and competence as a principal.

(3) Specify the principal's strengths and weaknesses, with supporting reasons.

(4) Align with research-based standards.

(5) Use data and indicators on student growth as a significant factor in rating principal performance.

(Source: P.A. 95-496, eff. 8-28-07.)

(105 ILCS 5/34-85c)

Sec. 34-85c. Alternative procedures for teacher evaluation, remediation, and removal for cause after

Public Act 096-0861

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LRB096 06030 NHT 16112 b

remediation.

(a) Notwithstanding any law to the contrary, the board and the exclusive representative of the district's teachers are hereby authorized to enter into an agreement to establish alternative procedures for teacher evaluation, remediation, and removal for cause after remediation, including an alternative system for peer evaluation and recommendations; provided, however, that no later than September 1, 2012: (i) any alternative procedures must include provisions whereby student performance data is a significant factor in teacher evaluation and (ii) teachers are rated as "excellent", "proficient", "needs improvement" or "unsatisfactory". Pursuant exclusively to that agreement, teachers assigned to schools identified in that agreement shall be subject to an alternative performance evaluation plan and remediation procedures in lieu of the plan and procedures set forth in Article 24A of this Code and alternative removal for cause standards and procedures in lieu of the removal standards and procedures set forth in Sections 34-85 and 34-85b of this Code. To the extent that the agreement provides a teacher with an opportunity for a hearing on removal for cause before an independent hearing officer in accordance with Sections 34-85 and 34-85b or otherwise, the hearing officer shall be governed by the alternative performance evaluation plan, remediation procedures, and removal standards and procedures set forth in the agreement in making findings of fact and a recommendation.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

(b) The board and the exclusive representative of the district's teachers shall submit a certified copy of an agreement as provided under subsection (a) of this Section to the State Board of Education.

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-6 rep.)

Section 20. The School Code is amended by repealing Section 24A-6.

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

Performance Evaluation Advisory Council (PEAC)

Members

The Performance Evaluation Advisory Council, or PEAC, is a 32-member body appointed by the Illinois State Board of Education to create a new way to evaluate teachers and principals that incorporates student growth measures.

This change in educator evaluation systems is required by the state Performance Evaluation Reform Act. PEAC members, including teachers, administrators, higher education professionals, and education and union leaders, were appointed in 2010. The group began meeting monthly in March 2010; these meetings are open to the public. The recommendations for evaluation systems the PEAC develops must be approved by the state board of education.

Kristen Adams

Teacher, LaSalle-Peru High School

Josh Anderson

Executive Director, Teach for America

Dr. Bette Bergeron

Dean of Education, Southern Illinois University-Edwardsville

Ben Boer

Policy Director, Advance Illinois

Carol Caref

Educational Issues Coordinator, Chicago Teachers Union

Dawn Conway

Executive Director, Livingston County Special Services

Tim Daly

President, The New Teacher Project

Dr. Gail Fahey

Director of Leadership Development, DuPage County Regional Office of Education

Dr. Hector Garcia

Assistant Superintendent, Glenbard District 87

Steven Isoye

Superintendent, Oak Park & River Forest High School District 200

Stephane Jordan

Bilingual Coordinator, Moline School District 40

Dr. Christopher Koch

State Superintendent, Illinois State Board of Education

Daniel Lamboley

Principal, Parkside Jr. High, Normal

John Luczak

Program Manager, Joyce Foundation

Joseph Matula

Assistant Professor, Governors State University

Rob Meyer

Research Professor, Wisconsin Center for Education Research, University of Wisconsin-Madison

Susie Morrison

Deputy Superintendent/Chief of Staff, Illinois State Board of Education

Dr. Ray Pecheone

Administrator Services Administrator, Stanford University

Darren Reisberg

Deputy Superintendent/General Counsel, Illinois State Board of Education

Rachel Resnick

Labor Relations Officer, Chicago Public Schools

Dr. Diane Rutledge

Executive Director, Large Unit District Association

Jodi Scott

Regional Superintendent, Henderson, Mercer, Warren Regional Office of Education

Julie Smith

Deputy Chief of Staff, Education, Office of the Governor

Audrey Soglin

Executive Director, Illinois Education Association

Dick Spohr

INPM Project Director, Illinois Principal Association

Michelle Standridge

Illinois Federation of Teachers and Zion-Benton Township High Schools

Larry Stanton

Consortium for Educational Change

Joy Swoboda

Superintendent, Woodland Community Consolidated School District 50

Dr. Linda Tomlinson

Assistant Superintendent, Illinois State Board of Education

Dr. Steve Tozer

Professor, University of Illinois at Chicago

Dr. Rich Voltz

Associate Director, Illinois Association of School Administrators

Dr. Phyllis Wilson

Former Superintendent of Schools, Joliet Public Schools District 86

Allison Witt

Illinois Board of Higher Education

PEAC FORUM -- MEETING DATES & LOCATIONS

PLEASE SIGN UP TO ATTEND AS MANY AS YOUR SCHEDULE ALLOWS: WE SHOULD HAVE AT LEAST ONE TEACHER SUBCOMMITTEE REPRESENTATIVE AND ONE PRINCIPAL SUBCOMMITTEE REPRESENTATIVE AT EACH MEETING

Date	Location/City	Principal Subcommittee Designee in Attendance	Teacher Subcommittee Designee in Attendance	ISBE Personnel in Attendance
October 5	Waukegan High School Trapp Auditorium 2325 Brookside Ave. Waukegan, IL		Larry Stanton	Chris Koch
October 6	Elgin High School 1200 Maroon Drive Elgin, Illinois 60120		Phyllis Wilson & Larry Stanton	Darren Reisberg
October 11	Glenn Westlake Middle School 1514 South Main St. Lombard, Illinois 60148	Gail Fahey	Phyllis Wilson & Mary Jane Morris	Vinni Hall
October 17	Belleville East HS Belleville District 201- East Campus 2555 West Blvd.	Diane Rutledge (tentative)	Melissa Taylor	Linda Tomlinson
October 25	Marion High School 1501 S. Carbon Marion, IL		Mary Jane Morris	Susie Morrison & Andrea Brown
October 26	Rock Island High School Little Theater 1400 25 th Avenue Rock Island, IL	Don Dailey & Jodi Scott	Kristen Adams(tentative)	Linda Tomlinson
October 27	Bloomington HS BHS Auditorium Bloomington High School's address is 1202 E. Locust Street in Bloomington. Parking is on the south side of the building, and entry to that parking lot is off of Locust Street. They will enter through the main doors, and the auditorium is right inside the doors.	Jodi Scott Diane Rutledge (tentative—based on veto session)	Dan Lamboley & Kristen Adams	Linda Tomlinson

OVERVIEW – Participation at 8 Educator Forums across IL

LOCATION	TOTAL Attendance
10/5 Waukegan	157
10/6 Elgin	103
10/11 Lombard	161
10/17 Belleville	115
10/25 Marion	118
10/26 Rock Island	66
10/27 Bloomington	150
11/7 Chicago	63
8 Locations Total	933

Between October and November of 2011, 933 Educators attended forums across the state with representatives from ISBE and PEAC. Participants had the opportunity to provide feedback on 10 questions through live polling on proposed recommendations for both teacher and principal evaluations.

Overview - Online Survey Participation

**Between October and November of 2011
1433 Responses were collected on the same 10 questions
presented at forums on proposed recommendations for
both teacher and principal evaluations**

Role	Number	Percent %
Teacher	1163	81.2%
Principal or assistant principal	87	6.1%
Other administrator	99	6.9%
Other	84	5.9%

Common Themes - Feedback from Additional Comments

MAJOR THEMES	COMMENT SAMPLES
Timeline	Timelines need to be revised – it seems we are building the plane as we are flying. This all, including training needs to be in place prior to any evaluations begin.
Non-Tested Subjects	How will student achievement growth be measured in classes like music, art, and P.E.?
Multiple buildings	I work for a cooperative with coordinators evaluating me. How can they be evaluated if they are working at several schools?
Common Core/PARCC	Will the common core PARCC test be part of the student growth?
Principal evaluation	Principal evaluations need completely different criteria like teacher morale and culture/climate of the school.
Measuring student growth	Students deemed at risk by a district, will their student growth be determined the same as regular education students?
Training	Is a rubric going to be developed to opt out of the training?
Funding	What funding will be provided to assist with professional development, assessment, additional administrative staff that will be needed to carry this out?

Summary of Data Analysis – Findings from Educator Forums

SEE Attachments 3

- **76% of the educators** who attended the forums had more than 6 years of experience
- **58% of RSVPs** actually attended
- **There are multiple issues educators are divided on:**
 - Types of assessments for teachers and principals
 - Weighting student outcomes for principals
 - Evaluators being able to “test out” of training
- **Educators had the most unified positions on:**
 - **89% of educators believe that** for a student’s growth scores to count as part of the teacher’s evaluation, they should be in that teacher’s class **85% of the school days or more that year**
 - **80% of educators** believe the role of student growth data in the teacher’s evaluation should be different for teachers of English Language Learners and Special Education students
 - **85% of educators** feel 30% student growth for teachers is either “Too high” or “Just right”
 - **65% of educators believe it is very important or somewhat important** to modify expectations for novice teachers and principals

PERFORMANCE EVALUATION ADVISORY COUNCIL**2012 MEETING DATES**

January 20, 2012	ISU Alumni Center
February 24, 2012	ISU Alumni Center
March 23, 2012	ISU Alumni Center
April 20, 2012	Location TBD
May 18, 2012	Location TBD
June 22, 2012	ISU Alumni Center
July 20, 2012	ISU Alumni Center
August 24, 2012	ISU Alumni Center
September 21, 2012	ISU Alumni Center
October 19, 2012	Pending Alumni Center
November 16, 2012	Pending Alumni Center
December 14, 2012	Pending Alumni Center

All meetings are scheduled from 10:00 a.m. to 3:00 p.m. unless otherwise noted.

Illinois State University Alumni Center, 1101 North Main, Normal, IL

Key Transition Activities for Implementation of the Common Core

COMMUNICATION: AWARENESS AND INFORMATION	2011-12	2012-13	2013-14	2014-15
Develop a formal communication strategy that includes all stakeholders (monthly, quarterly) with updates	X			
Develop a formal structure of communication with external partners utilizing statewide conferences and meetings to provide updates and information	X			
Determine communications strategies for all stakeholders	X	X	X	
Provide the findings of the gap analysis between common core and previous learning standards	X	X		
Communicate and Discuss implications for instruction and assessment	X	X		
Develop a notification strategy of alerts when new resources are available	X	X		
Develop and provide series of annual summer institutes to focus on developments, direction and progress	X	X	X	X
Engage content area organizations, IL PTA, teacher unions to provide ongoing input and feedback regarding issues related to transition and implementation	X	X	X	X
DEVELOP AND SUPPORT TRANSITION TO IMPLEMENTATION	2011-12	2012-13	2013-14	2014-15
Conduct gap analysis of 97 Learning Standards to Common Core	X			
Establish teacher team to assist with analysis work and ongoing feedback	X	X		
Utilize the availability of materials from primary source partners including PARCC, Achieve, common core developers, etc.	X	X		
Establish standards based grading working group	X			
Develop examples and provide recommendations regarding standards based grading systems	X	X		
Establish higher education workgroup to develop multi-year work plan	X	X	X	
Determine and define the role of the ROE/ISC during transition	X	X		
Participate in multi-state consortia work to leverage resources	X	X	X	X
INTERNAL AND EXTERNAL ALIGNMENT OF POLICIES AND PRACTICES	2011-12	2012-13	2013-14	2014-15
Prioritize and communicate to all staff how various initiatives align and what programs if any will be removed based on data and local needs	X	X	X	X
Determine areas of priority for resource allocation and policy issues in collaboration with various stakeholders (ROE/ISCs, institutions of higher education business community, etc)	X	X	X	X
Coordinate with stakeholders from all agency divisions to provide state updates	X	X	X	X
Determine policy considerations associated with full implementation and communicate externally and internally	X	X		
Develop common core indicators that will be integrated into the Interactive Report Card and Rising star	X			
Assign responsibility within the SEA, identifying of what entity is responsible for each part of the implementation process including the creation of content area implementation advisory committees	X			
Develop a timeline in collaboration with higher education partners to determine the integration of common core into teacher education programs	X			

Key Transition Activities for Implementation of the Common Core

PROFESSIONAL DEVELOPMENT	2011-12	2012-13	2013-14	2014-15
Develop and disseminate needs assessment to determine needs of administrators, teachers and staff	X	X	X	X
Identify teachers and teacher leaders to provide input and guide PD initiatives	X	X	X	X
Establish Teacher Transition Team with administrator lead to conduct teacher led, facilitated regional sessions	X	X	X	
Pilot teacher led sessions on overview of common core and grade level alignment	X	X	X	
Determine approach for statewide delivery of content related professional development	X	X		
Determine a system for communication with ROEs/ISCs that includes regional and statewide updates	X	X		
Establish a system for disseminating national resources and determine additional support or direction to accompany materials (content frameworks, rubrics, tools)	X	X		
Initiate the investigation of online learning options by identifying a small cadre to participate in pilot course for online facilitation	X			
Pilot the delivery of online course utilizing participants of the cadre				
Participate in Shared Learning Initiative	X	X	X	
Utilize the data from the PARCC state/district technology audits to provide infrastructure information for district level and allocation of resources	X	X		
DEVELOP AND PROVIDE PROFESSIONAL DEVELOPMENT FOR MATH AND ELA CONTENT	2011-12	2012-13	2013-14	2014-15
Develop Train the Trainer model on Mathematical Practices	X			
Conduct pilot trainings	X			
Deliver regional mathematical practices training	X			
Formalize external content teams for Data & Assessment, English Language Arts, Math and Learning Support Regional Specialists	X			
Determine internal system of support for content development, feedback and review of final product(s)	X	X	X	
Communicate the process, guidelines and timelines for the final product	X	X	X	
Determine feedback and input method from teachers for content area deliverables	X	X	X	X
Identify and deliver administrator topics for webinars and podcasts in conjunction with IPA.	X	X	X	X
Formalize a notification strategy of available resources with ROE/ISCs, unions, content organizations, IPA/IASA.	X			
Utilizing ROE/ISCs, instructional coaches, ISBE, content specialists identify a cadre of online learning facilitators	X	X	X	
Develop and provide training for online facilitators to ensure continuous feedback and support for online learning opportunities	X	X		

Key Transition Activities for Implementation of the Common Core

Develop ELA and Math content for online modules	X	X		
ASSESSMENT	2011-12	2012-13	2013-14	2014-15
Continue role as Governing State with the PARCC Consortium	X	X	X	X
Develop timelines to support roll out and implementation	X	X	X	X
Distribute resources made available by PARCC including performance tasks and scoring rubrics	X	X		
Pilot/field-test PARCC Assessments		X	X	
Full administration of PARCC Assessment		X	X	X
Implement Kindergarten Readiness assessment		X	X	
Develop and update monthly a PARCC bulletin for website	X	X		



Realizing Illinois

Phase II

*Design of Implementation Plan
Technical Assistance & Support
Resource Development*

July 2011 – June 2012

PARCC Activities - Sept. 2011

Development phase begins

Design option finalized

Vendor Identified

Accessibility and Accommodations Guidance

POLICY AND ASSESSMENT

- Identify and make recommendations on policy issues related to the new standards such as the determination of mathematics pathway, kindergarten requirements, outcomes from Performance Evaluation Advisory Committee, accountability issues and communicate changes
- Guide the development of policies as they support the implementation of the new standards
- Investigate the revision of certification policies and requirements
- Continue role as Governing State with the Partnership on the Assessment of College and Career Readiness (PARCC) Consortium
- Develop and distribute information regarding assessment design
- Develop timelines to support roll out and implementation of new assessment
- Determine procedures for voluntary district participation in assessment pilots
- Develop/refine data structure to ensure compatibility and capacity for new assessment system
- Establish Technology Team to address changes needed in preparation for computer-based assessments
- Utilize technology team to guide district efforts in preparation for computer-based assessments

PROFESSIONAL DEVELOPMENT

- Develop a timeline in collaboration with higher education partners to determine the integration of new common core standards into teacher education programs
- Continue stakeholder engagement and collaboration
- Deliver agency updates to education stakeholders through statewide associations, networks and online
- Identify and communicate professional development principles to guide regional and local planning
- Develop and determine professional development plan in coordination with the ROEs/ISCs and educational partners
- Establish a dissemination process to distribute resources from state and national entities to local districts

New Assessments will be in place 2014 – 2015.

Math Practices Train the Trainers
 K-2 Teacher Checklist Math Critical Areas
 3-5 Teacher Checklist Math Critical Areas
 ELA Common Core Winter Series
 Informational Text Strategies Released
 Part I: Lesson Plan Strategies Released Online
 Part I: Formative Assessment Charts

Common Core Regional Conferences
 Common Core Institute for Administrators
 Release of Instructional Materials and Tools Available from PARCC and other primary sources

Release of online modules for ELA and Math
 Regional Assessment Institutes

Common Core Institutes
 Common Core Regional Conference

Literature & Writing Strategies Released
 Conduct "Lesson Makeover" Pilot
 Part II: Lesson Plan Strategies Released Online
 Part II: Formative Assessment Charts

Common Core Updates Annual Meeting Updates and Conferences
 ELA Professional Learning Series
 Math Professional Learning Series: Lesson Makeover Workshops
 Regional Coaches Training by Data and Assessment, Math, ELA and Learning Support Teams

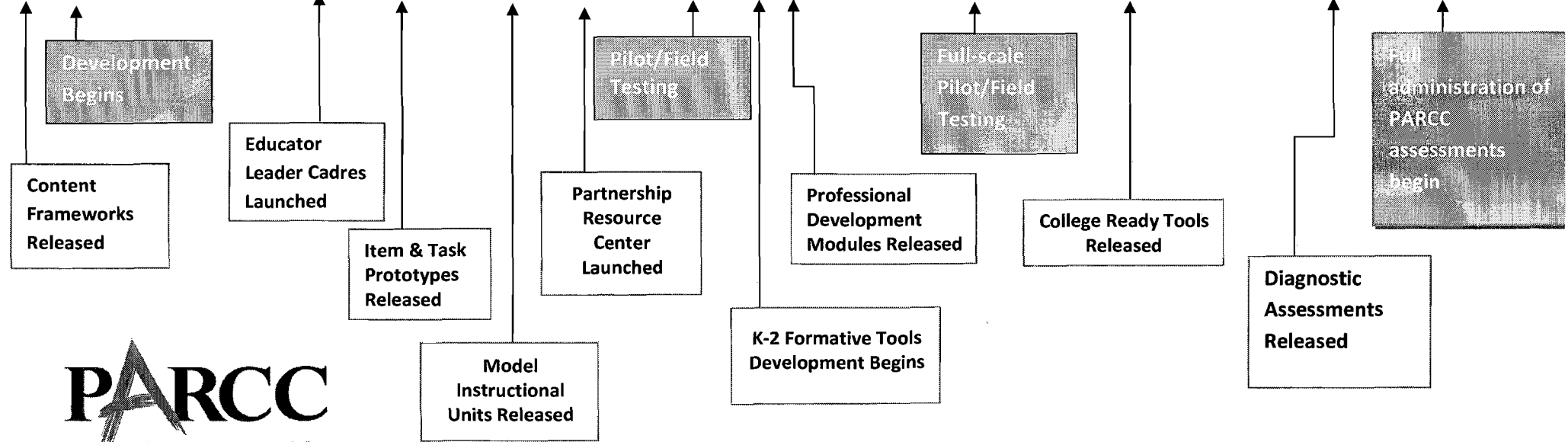
2010-11 Awareness

2011-12/2012-13 Transition

2013-2014 Implementation

Transition to Common Core

Implementation



Illinois' Multiple Measures Index: Elementary Schools

Schools and districts must have a participation rate of 95 percent for ISAT, IAA, and EXPLORE (all students and traditional ESEA subgroups). Outcomes, achievement, and progress target determinations will include 95 percent confidence intervals. For reporting, achievement and progress will include traditional ESEA subgroups (adding former ELLs as a subgroup) at $N = 30$

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage exceeding standards on ISAT (Grades 3-8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not exceeding (yet proficient) within 6 years
	Achievement Gap Reduction	Percentage achievement gap on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on ISAT/EXPLORE ^a (Grades 4–8) and IAA (Grades 4–8) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an “excellent” climate for learning ^a	Reduce by one half the percentage of schools not excellent within 6 years

^aAvailable Spring 2013.

Illinois' Multiple Measures Index: High Schools

Schools and districts must have a participation rate of 95 percent for EXPLORE, PLAN*, and IAA/PSAE (all students and traditional ESEA subgroups).

Outcomes, achievement, and progress target determinations will include 95 percent confidence intervals.

For reporting, outcomes, achievement, and progress will include traditional ESEA subgroups (adding former ELLs as a subgroup) at $N = 30$

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Outcomes	College and Career Bound (High Schools and School Districts)	Percentage of students graduating within 4 years	Reduce by one half the difference from 90% within 6 years
		Percentage of students graduating within 5 years	Reduce by one half the difference from 95% within 6 years
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on EXPLORE ^a (Grade 9), PLAN ^a (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage meeting ACT College Readiness Benchmarks	Reduce by one half the percentage not meeting benchmarks within 6 years
		Percentage receiving WorkKeys National Career Readiness Certificate ^a	Reduce by one half the percentage not receiving a certificate within 6 years
	Achievement Gap Reduction	Percentage achievement gap on EXPLORE ^a (Grade 9), PLAN ^a (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science	Reduce by one half the percentage achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on EXPLORE ^a , PLAN ^a , and ACT (Grades 9–11) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an “excellent” climate for learning ^a	Reduce by one half the percentage of schools not excellent within 6 years
	College Preparedness	Percentage of students scoring a 3 or higher on Advanced Placement/International Baccalaureate exams ^a	Increase by 5% each year or attain 25% overall
		Percentage of students taking dual credit or honors courses ^a	Increase by 5% each year or attain 25% overall
Career Preparedness	Percentage of students receiving industry credentials ^a	Increase by 5% each year or attain 25% overall	

^aAvailable Spring 2013.

ISAT Reading: Grades 3-8	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	79.00	21.00	89.50	1.75	80.75	82.50	84.25	86.00	87.75	89.50
Male	75.50	24.50	87.75	2.04	77.54	79.58	81.63	83.67	85.71	87.75
Female	82.60	17.40	91.30	1.45	84.05	85.50	86.95	88.40	89.85	91.30
White	87.10	12.90	93.55	1.08	88.18	89.25	90.33	91.40	92.48	93.55
Black	64.90	35.10	82.45	2.93	67.83	70.75	73.68	76.60	79.53	82.45
Hispanic	69.80	30.20	84.90	2.52	72.32	74.83	77.35	79.87	82.38	84.90
Asian	91.20	8.80	95.60	0.73	91.93	92.67	93.40	94.13	94.87	95.60
Hawaiian/Pacific Islander	85.90	14.10	92.95	1.18	87.08	88.25	89.43	90.60	91.78	92.95
Native American	72.90	27.10	86.45	2.26	75.16	77.42	79.68	81.93	84.19	86.45
Two or More Races	82.10	17.90	91.05	1.49	83.59	85.08	86.58	88.07	89.56	91.05
English Language Learners	37.30	62.70	68.65	5.23	42.53	47.75	52.98	58.20	63.43	68.65
Former ELL	83.40	16.60	91.70	1.38	84.78	86.17	87.55	88.93	90.32	91.70
Migrant	46.70	53.30	73.35	4.44	51.14	55.58	60.03	64.47	68.91	73.35
Students with Disabilities (IEP)	42.00	58.00	71.00	4.83	46.83	51.67	56.50	61.33	66.17	71.00
Low Income	68.00	32.00	84.00	2.67	70.67	73.33	76.00	78.67	81.33	84.00

ISAT Math: Grades 3-8	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	85.60	14.40	92.80	1.20	86.80	88.00	89.20	90.40	91.60	92.80
Male	84.30	15.70	92.15	1.31	85.61	86.92	88.23	89.53	90.84	92.15
Female	86.90	13.10	93.45	1.09	87.99	89.08	90.18	91.27	92.36	93.45
White	91.80	8.20	95.90	0.68	92.48	93.17	93.85	94.53	95.22	95.90
Black	72.10	27.90	86.05	2.33	74.43	76.75	79.08	81.40	83.73	86.05
Hispanic	80.70	19.30	90.35	1.61	82.31	83.92	85.53	87.13	88.74	90.35
Asian	95.30	4.70	97.65	0.39	96.08	96.08	96.48	96.87	97.26	97.65
Hawaiian/Pacific Islander	91.20	8.80	95.60	0.73	91.93	92.67	93.40	94.13	94.87	95.60
Native American	81.20	18.80	90.60	1.57	82.77	84.33	85.90	87.47	89.03	90.60
Two or More Races	87.20	12.80	93.60	1.07	88.27	89.33	90.40	91.47	92.53	93.60
English Language Learners	62.60	37.40	81.30	3.12	65.72	68.83	71.95	75.07	78.18	81.30
Former ELL	90.90	9.10	95.45	0.76	91.66	92.42	93.18	93.93	94.69	95.45
Migrant	64.50	35.50	82.25	2.96	67.46	70.42	73.38	76.33	79.29	82.25
Students with Disabilities (IEP)	56.80	43.20	78.40	3.60	60.40	64.00	67.60	71.20	74.80	78.40
Low Income	77.70	22.30	88.85	1.86	79.56	81.42	83.28	85.13	86.99	88.85

ISAT Science: Grades 4 & 7	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	80.60	19.40	90.30	1.62	82.22	83.83	85.45	87.07	88.68	90.30
Male	80.10	19.90	90.05	1.66	81.76	83.42	85.08	86.73	88.39	90.05
Female	81.20	18.80	90.60	1.57	82.77	84.33	85.90	87.47	89.03	90.60
White	90.40	9.60	95.20	0.80	91.20	92.00	92.80	93.60	94.40	95.20
Black	61.70	38.30	80.85	3.19	64.89	68.08	71.28	74.47	77.66	80.85
Hispanic	71.90	28.10	85.95	2.34	74.24	76.58	78.93	81.27	83.61	85.95
Asian	91.20	8.80	95.60	0.73	91.93	92.67	93.40	94.13	94.87	95.60
Hawaiian/Pacific Islander	85.50	14.50	92.75	1.21	86.71	87.92	89.13	90.33	91.54	92.75
Native American	74.80	25.20	87.40	2.10	76.90	79.00	81.10	83.20	85.30	87.40
Two or More Races	83.70	16.30	91.85	1.36	85.06	86.42	87.78	89.13	90.49	91.85
English Language Learners	43.40	56.60	71.70	4.72	48.12	52.83	57.55	62.27	66.98	71.70
Former ELL	84.10	15.90	92.05	1.33	85.43	86.75	88.08	89.40	90.73	92.05
Migrant	57.00	43.00	78.50	3.58	60.58	64.17	67.75	71.33	74.92	78.50
Students with Disabilities (IEP)	55.80	44.20	77.90	3.68	59.48	63.17	66.85	70.53	74.22	77.90
Low Income	69.50	30.50	84.75	2.54	72.04	74.58	77.13	79.67	82.21	84.75

PSAE Reading: Grade 11	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	51.00	49.00	75.50	4.08	55.08	59.17	63.25	67.33	71.42	75.50
Male	48.00	52.00	74.00	4.33	52.33	56.67	61.00	65.33	69.67	74.00
Female	54.00	46.00	77.00	3.83	57.83	61.67	65.50	69.33	73.17	77.00
White	64.30	35.70	82.15	2.98	67.28	70.25	73.23	76.20	79.18	82.15
Black	24.80	75.20	62.40	6.27	31.07	37.33	43.60	49.87	56.13	62.40
Hispanic	33.10	66.90	66.55	5.58	38.68	44.25	49.83	55.40	60.98	66.55
Asian	66.00	34.00	83.00	2.83	68.83	71.67	74.50	77.33	80.17	83.00
Hawaiian/Pacific Islander	48.20	51.80	74.10	4.32	52.52	56.83	61.15	65.47	69.78	74.10
Native American	45.10	54.90	72.55	4.58	49.68	54.25	58.83	63.40	67.98	72.55
Two or More Races	56.50	43.50	78.25	3.63	60.13	63.75	67.38	71.00	74.63	78.25
English Language Learners	3.50	96.50	51.75	8.04	11.54	19.58	27.63	35.67	43.71	51.75
Former ELL	21.50	78.50	60.75	6.54	28.04	34.58	41.13	47.67	54.21	60.75
Migrant	22.20	77.80	61.10	6.48	28.68	35.17	41.65	48.13	54.62	61.10
Students with Disabilities (IEP)	15.60	84.40	57.80	7.03	22.63	29.67	36.70	43.73	50.77	57.80
Low Income	29.90	70.10	64.95	5.84	35.74	41.58	47.43	53.27	59.11	64.95

PSAE Math: Grade 11	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	51.30	48.70	75.65	4.06	55.36	59.42	63.48	67.53	71.59	75.65
Male	53.50	46.50	76.75	3.88	57.38	61.25	65.13	69.00	72.88	76.75
Female	49.10	50.90	74.55	4.24	53.34	57.58	61.83	66.07	70.31	74.55
White	64.90	35.10	82.45	2.93	67.83	70.75	73.68	76.60	79.53	82.45
Black	20.20	79.80	60.10	6.65	26.85	33.50	40.15	46.80	53.45	60.10
Hispanic	34.90	65.10	67.45	5.43	40.33	45.75	51.18	56.60	62.03	67.45
Asian	77.70	22.30	88.85	1.86	79.56	81.42	83.28	85.13	86.99	88.85
Hawaiian/Pacific Islander	54.00	46.00	77.00	3.83	57.83	61.67	65.50	69.33	73.17	77.00
Native American	45.60	54.40	72.80	4.53	50.13	54.67	59.20	63.73	68.27	72.80
Two or More Races	52.80	47.20	76.40	3.93	56.73	60.67	64.60	68.53	72.47	76.40
English Language Learners	13.00	87.00	56.50	7.25	20.25	27.50	34.75	42.00	49.25	56.50
Former ELL	37.40	62.60	68.70	5.22	42.62	47.83	53.05	58.27	63.48	68.70
Migrant	17.90	82.10	58.95	6.84	24.74	31.58	38.43	45.27	52.11	58.95
Students with Disabilities (IEP)	12.10	87.90	56.05	7.33	19.43	26.75	34.08	41.40	48.73	56.05
Low Income	28.80	71.20	64.40	5.93	34.73	40.67	46.60	52.53	58.47	64.40

PSAE Science: Grade 11	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	49.20	50.80	74.60	4.23	53.43	57.67	61.90	66.13	70.37	74.60
Male	52.30	47.70	76.15	3.98	56.28	60.25	64.23	68.20	72.18	76.15
Female	46.00	54.00	73.00	4.50	50.50	55.00	59.50	64.00	68.50	73.00
White	64.40	35.60	82.20	2.97	67.37	70.33	73.30	76.27	79.23	82.20
Black	16.90	83.10	58.45	6.93	23.83	30.75	37.68	44.60	51.53	58.45
Hispanic	30.00	70.00	65.00	5.83	35.83	41.67	47.50	53.33	59.17	65.00
Asian	70.50	29.50	85.25	2.46	72.96	75.42	77.88	80.33	82.79	85.25
Hawaiian/Pacific Islander	47.40	52.60	73.70	4.38	51.78	56.17	60.55	64.93	69.32	73.70
Native American	43.30	56.70	71.65	4.73	48.03	52.75	57.48	62.20	66.93	71.65
Two or More Races	53.30	46.70	76.65	3.89	57.19	61.08	64.98	68.87	72.76	76.65
English Language Learners	6.40	93.60	53.20	7.80	14.20	22.00	29.80	37.60	45.40	53.20
Former ELL	24.40	75.60	62.20	6.30	30.70	37.00	43.30	49.60	55.90	62.20
Migrant	17.90	82.10	58.95	6.84	24.74	31.58	38.43	45.27	52.11	58.95
Students with Disabilities (IEP)	13.60	86.40	56.80	7.20	20.80	28.00	35.20	42.40	49.60	56.80
Low Income	25.40	74.60	62.70	6.22	31.62	37.83	44.05	50.27	56.48	62.70

IAA Reading: Grades 3-8	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	59.70	40.30	79.85	3.36	63.06	66.42	69.78	73.13	76.49	79.85
Male	59.70	40.30	79.85	3.36	63.06	66.42	69.78	73.13	76.49	79.85
Female	59.90	40.10	79.95	3.34	63.24	66.58	69.93	73.27	76.61	79.95
White	62.60	37.40	81.30	3.12	65.72	68.83	71.95	75.07	78.18	81.30
Black	58.20	41.80	79.10	3.48	61.68	65.17	68.65	72.13	75.62	79.10
Hispanic	57.30	42.70	78.65	3.56	60.86	64.42	67.98	71.53	75.09	78.65
Asian	44.50	55.50	72.25	4.63	49.13	53.75	58.38	63.00	67.63	72.25
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	63.00	37.00	81.50	3.08	66.08	69.17	72.25	75.33	78.42	81.50
English Language Learners	56.70	43.30	78.35	3.61	60.31	63.92	67.53	71.13	74.74	78.35
Former ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	63.90	36.10	81.95	3.01	66.91	69.92	72.93	75.93	78.94	81.95

IAA Math: Grades 3-8	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	67.60	32.40	83.80	2.70	70.30	73.00	75.70	78.40	81.10	83.80
Male	68.00	32.00	84.00	2.67	70.67	73.33	76.00	78.67	81.33	84.00
Female	67.00	33.00	83.50	2.75	69.75	72.50	75.25	78.00	80.75	83.50
White	69.70	30.30	84.85	2.53	72.23	74.75	77.28	79.80	82.33	84.85
Black	66.30	33.70	83.15	2.81	69.11	71.92	74.73	77.53	80.34	83.15
Hispanic	65.50	34.50	82.75	2.88	68.38	71.25	74.13	77.00	79.88	82.75
Asian	58.40	41.60	79.20	3.47	61.87	65.33	68.80	72.27	75.73	79.20
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	72.80	27.20	86.40	2.27	75.07	77.33	79.60	81.87	84.13	86.40
English Language Learners	66.20	33.80	83.10	2.82	69.02	71.83	74.65	77.47	80.28	83.10
Former ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	72.00	28.00	86.00	2.33	74.33	76.67	79.00	81.33	83.67	86.00

IAA Science: Grades 3-8	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	72.10	27.90	86.05	2.33	74.43	76.75	79.08	81.40	83.73	86.05
Male	72.60	27.40	86.30	2.28	74.88	77.17	79.45	81.73	84.02	86.30
Female	71.10	28.90	85.55	2.41	73.51	75.92	78.33	80.73	83.14	85.55
White	75.20	24.80	87.60	2.07	77.27	79.33	81.40	83.47	85.53	87.60
Black	70.00	30.00	85.00	2.50	72.50	75.00	77.50	80.00	82.50	85.00
Hispanic	69.90	30.10	84.95	2.51	72.41	74.92	77.43	79.93	82.44	84.95
Asian	63.40	36.60	81.70	3.05	66.45	69.50	72.55	75.60	78.65	81.70
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	64.60	35.40	82.30	2.95	67.55	70.50	73.45	76.40	79.35	82.30
English Language Learners	70.90	29.10	85.45	2.43	73.33	75.75	78.18	80.60	83.03	85.45
Former ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	76.50	23.50	88.25	1.96	78.46	80.42	82.38	84.33	86.29	88.25

IAA Reading: Grade 11	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	68.20	31.80	84.10	2.65	70.85	73.50	76.15	78.80	81.45	84.10
Male	67.60	32.40	83.80	2.70	70.30	73.00	75.70	78.40	81.10	83.80
Female	70.00	30.00	85.00	2.50	72.50	75.00	77.50	80.00	82.50	85.00
White	69.70	30.30	84.85	2.53	72.23	74.75	77.28	79.80	82.33	84.85
Black	70.10	29.90	85.05	2.49	72.59	75.08	77.58	80.07	82.56	85.05
Hispanic	64.50	35.50	82.25	2.96	67.46	70.42	73.38	76.33	79.29	82.25
Asian	60.00	40.00	80.00	3.33	63.33	66.67	70.00	73.33	76.67	80.00
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	75.00	25.00	87.50	2.08	77.08	79.17	81.25	83.33	85.42	87.50
Two or More Races	63.30	36.70	81.65	3.06	66.36	69.42	72.48	75.53	78.59	81.65
English Language Learners	55.70	44.30	77.85	3.69	59.39	63.08	66.78	70.47	74.16	77.85
Former ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	75.00	25.00	87.50	2.08	77.08	79.17	81.25	83.33	85.42	87.50

IAA Math: Grade 11	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	72.10	27.90	86.05	2.33	74.43	76.75	79.08	81.40	83.73	86.05
Male	72.10	27.90	86.05	2.33	74.43	76.75	79.08	81.40	83.73	86.05
Female	72.60	27.40	86.30	2.28	74.88	77.17	79.45	81.73	84.02	86.30
White	73.00	27.00	86.50	2.25	75.25	77.50	79.75	82.00	84.25	86.50
Black	72.00	28.00	86.00	2.33	74.33	76.67	79.00	81.33	83.67	86.00
Hispanic	73.00	27.00	86.50	2.25	75.25	77.50	79.75	82.00	84.25	86.50
Asian	64.40	35.60	82.20	2.97	67.37	70.33	73.30	76.27	79.23	82.20
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	83.30	16.70	91.65	1.39	84.69	86.08	87.48	88.87	90.26	91.65
Two or More Races	60.00	40.00	80.00	3.33	63.33	66.67	70.00	73.33	76.67	80.00
English Language Learners	71.70	28.30	85.85	2.36	74.06	76.42	78.78	81.13	83.49	85.85
Former ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	80.10	19.90	90.05	1.66	81.76	83.42	85.08	86.73	88.39	90.05

IAA Science: Grade 11	Meeting and Exceeding in 2011	Non-Proficiency in 2011	Six-Year Proficiency Goal by 2017	Gains Needed Each Year for 6 Years	Expected Proficiency in 2012	Expected Proficiency in 2013	Expected Proficiency in 2014	Expected Proficiency in 2015	Expected Proficiency in 2016	Expected Proficiency in 2017
All Students	74.90	25.10	87.45	2.09	76.99	79.08	81.18	83.27	85.36	87.45
Male	74.20	25.80	87.10	2.15	76.35	78.50	80.65	82.80	84.95	87.10
Female	76.60	23.40	88.30	1.95	78.55	80.50	82.45	84.40	86.35	88.30
White	75.60	24.40	87.80	2.03	77.63	79.67	81.70	83.73	85.77	87.80
Black	75.80	24.20	87.90	2.02	77.82	79.83	81.85	83.87	85.88	87.90
Hispanic	73.60	26.40	86.80	2.20	75.80	78.00	80.20	82.40	84.60	86.80
Asian	68.20	31.80	84.10	2.65	70.85	73.50	76.15	78.80	81.45	84.10
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American	91.70	8.30	95.85	0.69	92.39	93.08	93.78	94.47	95.16	95.85
Two or More Races	73.30	26.70	86.65	2.23	75.53	77.75	79.98	82.20	84.43	86.65
English Language Learners	68.90	31.10	84.45	2.59	71.49	74.08	76.68	79.27	81.86	84.45
Former ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	81.70	18.30	90.85	1.53	83.23	84.75	86.28	87.80	89.33	90.85

Operations Manual

Illinois State Board of Education

Statewide System of Support

Building Local Capacity

WORKING DRAFT
October 2011

Table of Contents

Mission and Goals of the Illinois State Board of Education for the Statewide System of Support.....	3
Purpose of the Statewide System of Support	4
Guiding Principles to Improve the SSOS	5
Eight Essential Elements for Effective Education	6
Eight Essential Elements Mapped to Categories and Indicators	7
Category: Continuous Improvement	9
Category: Educator Quality.....	14
Category: Learning Environment.....	17
Category: Teaching and Learning	19
Making Rising Star Work for You adapted for Illinois from <i>Making Indistar Work for You</i> (Dr. Sam Redding, 2010)	25
<i>From Coaching With Indicators</i> (Dr. Sam Redding, 2010)	30
The SSOS Service and Support Cycle.....	34
Continuous Improvement Frameworks for Districts Using Rising Star	35
Continuous Improvement Frameworks for Schools Using Rising Star	36
<i>Pacing the Work</i> (Dr. Sam Redding, 2011)	37
Rising Star Coaching Protocols	40
Statewide System of Support Scope of the Work for 2011-2012	51

Mission and Goals of the Illinois State Board of Education for the Statewide System of Support

The Statewide System of Support's Mission

The Illinois State Board of Education (ISBE), in partnership with the Statewide System of Support (SSOS), assists all districts and schools in their continuous improvement process—enabling all students to succeed in postsecondary education and career opportunities.

The Illinois State Board of Education's Goals:

Learning Environment

Every school will offer a safe and healthy learning environment for all students, one that promotes a set of shared ideas by improving connections, coherence, capacity, commitment, and collaboration.

Educator Quality

Highly prepared and effective teachers and school leaders will support all students.

Academic Intervention

Every student will demonstrate academic achievement and receive the preparation needed for success after high school.

Purpose of the Statewide System of Support

The purpose of the Statewide System of Support (SSOS) is to supply a comprehensive continuum of research-based support services and resources designed to improve student outcomes for all Illinois districts and schools.

One component of the system of support is the state's regional service delivery system, which consists of 44 Regional Offices of Education (ROEs) and three Intermediate Service Centers (ISCs). The 44 ROEs serve 101 of Illinois's 102 counties and the three ISCs serve the densely populated suburban region of Cook County. This regional delivery system fashioned 10 Area Support Providers (ASPs) that allow for the focus of additional resources and expertise specific to schools and districts failing to meet Adequate Yearly Progress (AYP) under the reauthorization of the Elementary and Secondary Education Act of 2001 known popularly as No Child Left Behind. Of those 10 Area Support Providers, six cover the geographical areas of multiple ROEs, three align to the three ISCs, and the remaining one provides support solely to the City of Chicago School District 299 and its schools.

At this writing, through the ROEs, ISCs, and 10 ASPs, more than 200 coaches and school improvement specialists are providing direct assistance to districts and their schools. Strong partnerships with the Illinois Principals Association (IPA) and the Illinois Association of School Boards (IASB) further support the current regional delivery system.

Finally, the coordination and collaboration of resources and services between the ROEs, ISCs, ASPs, IPA, and IASB allows the Illinois State Board of Education (ISBE) and its SSOS to provide equitable, consistent, and high-quality assistance to accelerate achievement and ensure that all students graduate with the knowledge, skills, abilities, and attitudes necessary for success in college and careers.

Guiding Principles to Improve the Statewide System of Support

ISBE subscribes to the following guiding principles, which act as catalysts for continuous improvement.

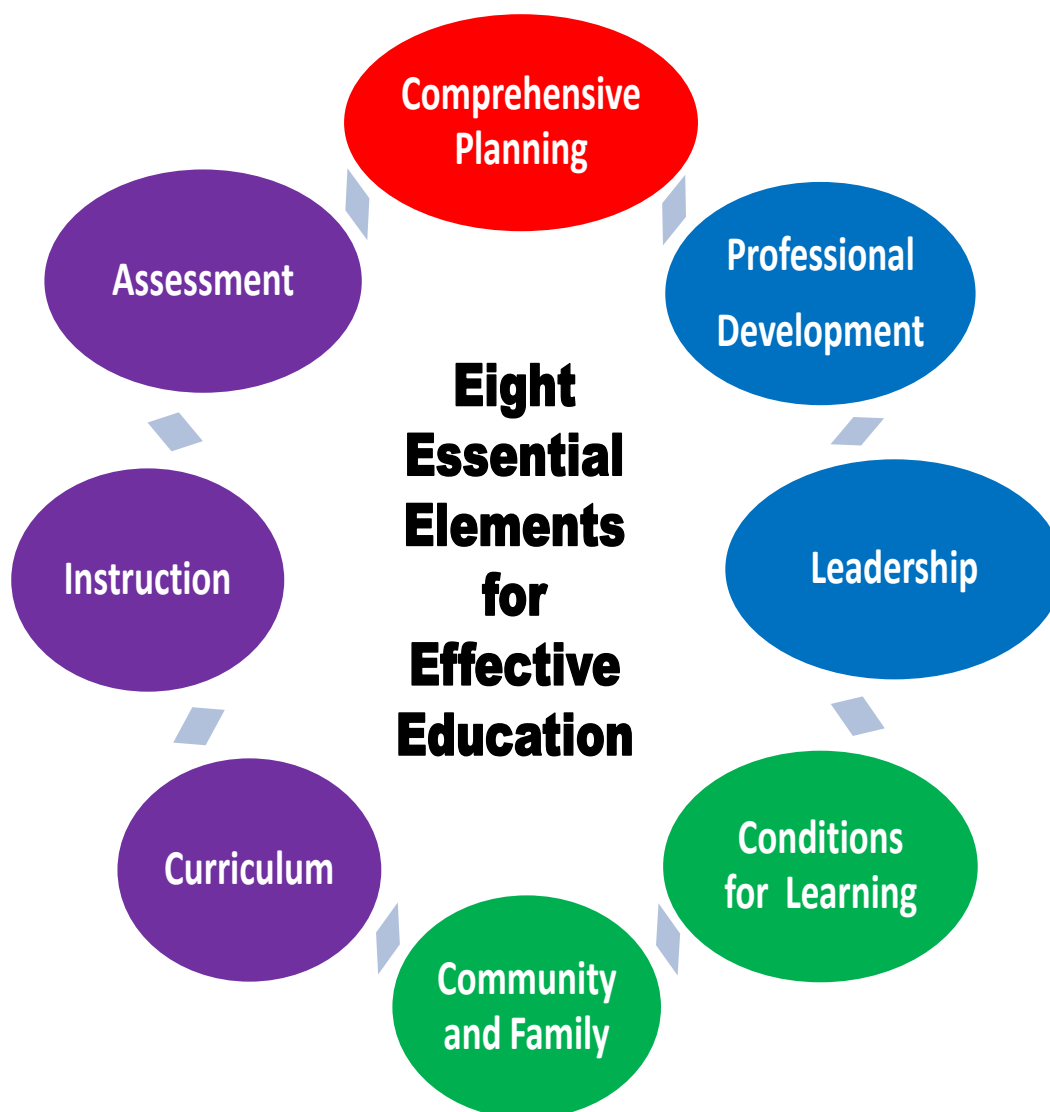
The Statewide System of Support

- Requires increased capacity that is sufficient to meet the challenges of serving an increasing number of districts and schools in need of school improvement with the intensity and fidelity necessary for comprehensive support.
- Provides an organized structure under which the divisions of Innovation and Improvement, Special Education, English Language Learning, Career and Technical Education, Curriculum and Instruction, Assessment, and Data Analysis and Progress Reporting (structurally separated by funding streams and departmental organization) can unify to calibrate cross-divisional school improvement efforts while maximizing the efficiency of ISBE's human capital.
- Assists in the effective coordination of resources and services from ISBE, its field staff, intermediate centers, organizational partners, distinguished mentors and educators, regional service providers, and consultants within one coherent unit.
- Serves to build the capacity of districts to assume, with confidence, greater responsibility for the continuous improvement of instruction and student achievement.
- Intentionally links systems from the state to the district, to the school, and to the classroom in order to influence variables that will accelerate student achievement.
- Assists ISBE in assessing and monitoring progress in district operations with an approved set of indicators, procedures, and instruments to provide continuous improvement, differentiated by need, for all Illinois public school districts.

Eight Essential Elements for Effective Education

ISBE believes that successful districts have as their foundation the following eight essential elements. The SSOS will assist ISBE in evaluating the presence of these essential elements within a district by using a specified set of indicators. These research-based indicators provide a common language statewide to identify gaps and measure progress for continuous improvement. Formerly unidentified and absent in the system, these elements and indicators provide substantive direction for all Illinois schools through diagnosis followed by targeted interventions to improve student achievement.

Please note that the eight essential elements are of equal importance and have no rank order.



Eight Essential Elements Mapped to Categories and Indicators

Illinois's eight essential elements for effective education, as depicted on the previous page, are

- Comprehensive Planning
- Professional Development
- Leadership
- Conditions for Learning
- Community and Family Engagement
- Curriculum
- Instruction
- Assessment

Each of the eight essential elements is mapped to one of four categories, **continuous improvement**, **educator quality**, **learning environment**, and **teaching and learning**.

Category	Essential Element
Continuous Improvement	Comprehensive Planning
Educator Quality	Professional Development Leadership
Learning Environment	Conditions for Learning Community and Family Engagement
Teaching and Learning	Curriculum Instruction Assessment

In addition, each of the eight essential elements is supported by specific indicators of effective practice. These indicators derive from research and assist in identifying visible, tangible, and behavioral evidence to measure the strength of an element's presence in a district or school.

Eight Essential Elements Mapped to Categories and Indicators

An **ss** (SmartStart), **sp** (SmartPlan) or **sr** (SmartRestructuring) denotes a required indicator to bring an improvement plan into compliance. In addition, some indicators may be **sc**=SmartCore, **rti**=Response to Intervention, **CL** or **cl**=Conditions for Learning, **ell**=English Language Learners, **sped**=Special Education and related services, and **hs**=high school.

	CATEGORY	ESSENTIAL ELEMENT	INDICATORS					
D I S T R I C T	Continuous Improvement 48 indicators	Comprehensive Planning	<u>SmartStart</u> IA07ssell IA11ssell IB01ss IB02ss IC05sssc ID01ss	<u>SmartPlan</u> IA06spsc IA08sp IA09spell IA10spcl IA12sp IA13sprtiell IA14spell IC01sp IC02sp IC06sp IC07spell IC08sp ID10sp D7spsc	IA01sc IA02sc IA03sc IA04 IA05cl CC02sc IA15 IC03 IC04 ID02 D9sc D11rti D13rti CII1 CII2 CII3 CII4 CII5			
			<u>SmartRestructuring</u> IB03sr IB04sr IB05sr IB06sr IB07sr IB08sr IB09sr IB10sr IB11sr IB12sr					
S C H O O L	Educator Quality 21 indicators	Leadership	<u>SmartStart</u> ID01ss ID06ss ID07ss ID08ss ID10ss	<u>SmartPlan</u> IE06sp IE07sp	ID02 CII7cl ID11 ID13 IE05 IE08sc IE09sc IE10			
		Professional Development	<u>SmartStart</u>	<u>SmartPlan</u> IF08sp	IF05scl CL16 IF06 IF10 CL17			
	Learning Environment 20 indicators	Conditions for Learning	<u>SmartStart</u> CL7ss	<u>SmartPlan</u>	CL1rti CL2 CL3rti CL4 CL5 CL8rti CL9 CL10 CL11 CL12			
		Community and Family Engagement	<u>SmartStart</u>	<u>SmartPlan</u> IVA03sp IVD01sp IVD02sp IVD03spsc IIIB06spscell	CF1 CL15 IE13 CL6sc			
	Teaching and Learning 63 indicators	Curriculum	<u>SmartStart</u>	<u>SmartPlan</u> IIA01spscell	IIA02 CII6			
		Instruction	<u>SmartStart</u> IIC01sssc IIIA01sssc	<u>SmartPlan</u> IIIA35sp IIC12spell IIIA06 spell IIIA07sprtiell	IIC03scell IIIA02scl IIIA05 TL2cl TL1sc IIIA08 IIIA09 IIIA10 IIIA11 IIIA13 IIIA14 IIIA15 IIIA16 TL5 IIIA17 IIIA18 IIIA19 IIIA20 IIIA21 IIIA25 IIIA26 IIIA27 IIIA28 IIIA31 IIIA32 IIIA33 IIIA40 TL9sc IIIB01 IIIB02 IIIB03 IIC01 IIC04 IIC05 IIC06 IIC08 IIC09 IIC10 CL22 CL19			
		Assessment	<u>SmartStart</u> IID04ssell IID06ss IID07sssc	<u>SmartPlan</u> IID08spscellcl	IIB01sc IIB02 IIB03sc IIB04rtiell IIB05 IID02sc IID03sc IID09scl IID10rticl IID11			

Category: Continuous Improvement

Element - Comprehensive Planning

Comprehensive planning is the process of engaging community stakeholders to:

- Collect and analyze data;
- Define district or school goals;
- Identify management structures (e.g., leadership, data systems, resources, operations);
- Research effective strategies and activities to meet those goals;
- Develop methods to implement the strategies and activities; and
- Evaluate the success of that implementation.

During comprehensive planning, resources, timelines and persons responsible for implementation oversight are considered. Evaluation of the plan's success occurs both throughout the timeframe of the plan and at the end of the planning cycle. A fully-implemented planning process requires a commitment to sustain a continuous improvement model approach to district and school planning. This commitment will ensure the development and implementation of organizational structures, processes and practices that are efficient and effective in supporting and improving student learning

Successful schools and districts engage in the following improvement processes:

- Collaborative methods of data collection, review, analysis and plan development;
- Alignment of resources to support the core components of academic, social, emotional, behavioral, physical development, educator quality and learning environment;
- Commitment to sustaining a continuous cycle of district and school improvement;
- Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and program.

District Indicators

Indicator Number and Codes

The **first column** labels each indicator by a letter plus number code. The **second column** references possible changes made to that indicator such as N=New, R=Revised, M=Moved as well as codes which link an indicator to a particular initiative such as CL=Conditions for Learning, SC=Smart Common Core, RtI=Response to Intervention, ELL=English Language Learners, SPED=Special Education and Related Services and HS = High School. The **third column** identifies some indicators as **SmartStart (SS)**, **SmartPlan (SP)** and **SmartRestructuring (SR)** which are mandatory and must be present to bring an improvement plan into compliance. The **fourth column** lists the indicator and the parentheses following the indicator contains that indicator's corresponding evidence based Wise Way.

Indicator Number and Codes		DISTRICT Indicators - 48 total	
District Vision and Direction			
CC02	N-SC		The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)
IA08		SP	The school board and superintendent present a unified vision for school improvement. (1124)
CII1	N		The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)
IA09	ELL	SP	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)
CII5			The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)
District and School Improvement Processes			
CII2			The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)
CII3			The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)
IA01	SC		The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)
IA02	SC		The district builds partnerships with community organizations in district and school improvement planning, and maintains regular communication with them. (1118)
IA03	SC		The district builds partnerships with parent organizations in district and school improvement planning, and maintains regular communication with them. (1119)
ID01		SS	A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)
ID02	R		All teams have written statements of purpose and guidelines for their operation. (1153)
ID10		SP	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)

IA07	R ELL	SS	In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups. (1123)
IB01		SS	The district operates with district-level and school-level improvement teams. (1132)
IB03		SR	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given state and federal guidelines and its unique district and school context. (1134)
IB04		SR	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)
IB05		SR	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)
IB06		SR	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)
IB07		SR	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)
IB08		SR	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)
IB09		SR	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)
IB10		SR	In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)
IB11		SR	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)

IB12	R	SR	The district is prepared for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (1143)
District Allocation of Resources for School Improvement			
IA14	ELL	SP	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)
IA04			The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (1120)
IA05	R R-CL		The district builds partnerships/contracts with external providers to provide critical services in restructured schools and schools in status based on data-driven identified needs. (1121)
IA06	SC	SP	The district provides and maintains for schools the technology, training, and support needed for integrated data collection, reporting and analysis systems. (1122)
CI14			The district provides and maintains for schools the technology, training, and support needed for effective application of assistive technology. (2325)
IA10	R-CL	SP	The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)
IA11	ELL	SS	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)
IB02	R	SS	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)
IC06		SP	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)
District Support for School Improvement and Student Achievement			
IA12		SP	The district intervenes early when a school is not making adequate progress. (1128)
IA13	RtI ELL	SP	The district works with the school to provide early and intensive intervention for students not making progress. (1129)
IA15			The district allows school leaders reasonable autonomy to do things differently in order to succeed. (1131)

IC01		SP	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)
IC02		SP	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)
IC03			District and school decision makers meet at least twice a month to discuss the school's progress. (1146)
IC04			District policies and procedures clarify the scope of site-based decision making granted to a school and are summarized in a letter of understanding. (1147)
IC05	R SC	SS	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)
D7	N SC	SP	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)
D9	N SC		The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)
D11	N Rtl		The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328)
D13	N Rtl		The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (Rtl) implementation by providing support, guidance, training, and professional development. (2329)
IC07	ELL	SP	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)
IC08		SP	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)

School Indicators

Indicator Number and Codes

The **first column** labels each indicator by a letter plus number code. The **second column** references possible changes made to that indicator such as N=New **R=Revised** **M=Moved** as well as codes which link an indicator to a particular initiative such as CL=Conditions for

Learning, SC=Smart Common Core, Rtl=Response to Intervention, ELL=English Language Learners, SPED=Special Education and Related Services and HS = High School. The **third column** identifies some indicators as **SmartStart (SS)**, **SmartPlan (SP)** and **SmartRestructuring (SR)** which are mandatory and must be present to bring an improvement plan into compliance. The **fourth column** lists the indicator and the parentheses following the indicator contains that indicator's corresponding evidence based Wise Way.

Category: Educator Quality

Element: Leadership

Leaders create and sustain organizational direction, expectations, and a system that promotes excellence. A school administrator is an educational leader who promotes the success of all students by (1) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; (2) advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; (3) ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment; (4) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; (5) acting with integrity and fairness and in an ethical manner; and (6) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Successful schools and districts engage in the following improvement processes:

- Share leadership for the improvement of teaching and learning throughout the school.
- Articulate a compelling need for improvement and provide meaningful ways for the professional learning community to focus on its performance.
- Engage in practices that support the ongoing improvement of teaching and learning.

Indicator Number and Codes			School - Educator Quality Indicators - 21 total
			Leadership
ID01		SS	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012)
ID02	R		All teams have written statements of purpose and guidelines for their operation. (1013)
CII7	N CL		All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)
ID06		SS	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)
ID07		SS	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018)

ID08		SS	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)
ID10		SS	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)
ID11			Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)
ID13	R		Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)
IE05			The principal participates actively with the school's teams. (1026)
IE06		SP	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)
IE07		SP	The principal monitors curriculum and classroom instruction regularly. (1028)
IE08	SC		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)
IE09	R SC		The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)
IE10	R		The principal celebrates individual, team, and school successes, especially related to all student learning outcomes throughout the year. (1031)

Element: Professional Development

A continuous improvement approach to professional development builds on scientific, evidence-based research, incorporates innovative instructional practices, engages teachers in new curricular designs, explores assessment techniques, and requires educators to develop needed skills in areas identified in the plan. The fundamental grounding of professional development is in student needs, which will drive decision-making and student learning and form the basis on which professional development is planned, implemented, and evaluated. Districts and schools must plan for professional development that is ongoing and job-embedded, aligned with student performance goals, and aligned with the analysis of the test data. Collective professional development aimed at student learning goals requires focused leadership that is distributed among faculty and administration. The best way to have true leadership is to have a professional development leadership team. High-quality professional development adheres to national professional development standards.

Successful schools and districts engage in the following improvement processes:

- Organize adults into learning communities whose goals are aligned with those of the school and district.
- Use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Deepen educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Indicator Number and Codes			School - Educator Quality Indicators - 21 total
			Professional Development
IF05	R-CL SC		Professional development for teachers includes self – assessment related to indicators of effective teaching and classroom management. (1039)
CL16	N-CL		Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)
CL17	N-CL		Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)
IF06			Teachers are required to make individual professional development plans based on classroom observations. (1040)
IF08		SP	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)
IF10	R		Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)

Category: Learning Environment

Element - Conditions for Learning

In order to ensure desired results of improved teaching and learning, districts and schools must cultivate safe and stabilized environments. These environments need to provide the necessary conditions for learning and have improvement embedded in daily practices.

Successful districts and schools engage in an improvement process where Administration and school personnel:

- Share a common vision and goals that have student learning as the focus;
- Ensure an optimal learning environment that promotes a healthy development;
- Addresses barriers to teaching and learning;

- Supports student motivation and re-engages the disengaged student;
- Improves individual and collective performance by coming together regularly for learning, decision-making, problem solving, and celebration;
- Enhances continuously individual effectiveness through inquiry, practice, and peer reflection; and
- Supports a culture of collegiality, collaboration, respect, and trust.

By implementing this type of improvement process, all children are enabled to succeed while addressing varying factors that interfere with their success at school. The practices that are implemented to address the varying factors tend to overlap or are fragmented unless a comprehensive integrated system is developed to enhance coordination of these fragmented efforts. When a “Learning Supports” system is implemented, the conditions necessary for teaching and learning are provided so teachers can teach and students can learn.

Indicator Number and Codes			School – Conditions for Learning – 11 total
CL1	N-CL RtI		The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343)
CL2	N-CL		School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344)
CL3	N-CL RtI		School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (2345)
CL4	N-CL		All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)
CL5	N R-CL		School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)
CL7	N CL	SS	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)
CL8	N CL RtI		The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2349)
CL9	N-CL		All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350)

CL10	N R-CL		The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (2351)
CL11	N-CL		The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352)
CL12	N CL		All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)

Element: Community and Family Engagement

A broad base of stakeholders reflects the entire community and includes staff, students, primary caregivers such as parents/families, business and community representatives, and school board members. Stakeholders maintain significant involvement in the development, implementation, plan review, parent involvement practices and compacts, and ongoing communications about student achievement. Family activities provide academic enrichment and learning support to help students meet state learning standards.

Successful schools and districts engage in the following improvement processes:

- Involve stakeholders in the school improvement process.
- Communicate school improvement progress.
- Identify activities for parent/family involvement in the school improvement plan.
- Involve parents in the development and review of the school parental procedures, practices, and compacts.

Indicator Number and Codes			School – Community and Family Engagement Indicators - 9 total
IVA03	R	SP	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)
IVD01	R	SP	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)
IVD02	R	SP	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)
IVD03	R SC	SP	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)
CF1	N		All teachers share school policy on homework with primary caregivers. (2340)

CL6	NR-CL R-SC M		School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)
CL15	N-CL		All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)
IIIB06	M SC ELL	SP	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)
IE13	M		The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)

Category: Teaching and Learning

Element: Curriculum

A school or district curriculum is an educational plan that defines what the expectations are for the content, knowledge, and skills to be learned as well as the resources to be employed for documenting student progress and achievement. It is aligned with the Illinois Learning Standards and Performance Indicators. It allows for the collection of data to inform instruction. Ideally, the curriculum is vertically aligned between grade levels and horizontally integrated across content areas.

Successful schools and districts engage in the following improvement processes:

- Develop and continually review the curriculum.
- Align curriculum to state and national standards.
- Monitor the fidelity of curriculum implementation at the classroom level.

Indicator Number and Codes		School – Teaching and Learning Indicators Indicators-63 total Aligned Instruction and Curriculum	
IIA01	R SC ELL	SP	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)
IIA02			Units of instruction include standards-based objectives and criteria for mastery. (1046)
CI16			Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)

Element: Instruction

Instruction refers to how teachers implement purposeful, planned methods, strategies, and activities to teach curriculum so students achieve mastery of the Illinois Learning Standards. Effective instruction recognizes and respects the individual needs, interests, and learning styles of every student. Effective instruction is responsive to and directed by student data. Data from progress monitoring and formative assessment identify student learning needs and then drive appropriate and timely intervention.

Successful schools and districts engage in the following improvement processes:

- Apply varied effective instructional methods, strategies, and activities for all students based on data.
- Target early intervening services both to students at risk of failing to meet the Illinois Learning Standards and to the academically gifted.
- Align instruction to the Illinois Learning Standards.

Indicator Number and Codes			School – Teaching and Learning Instruction Indicators
			Differentiated Instruction
IIC01	R-SC	SS	Units of instruction include specific learning activities aligned to objectives. (1083)
IIC03	ELL SC		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)
			Instruction-Preparation
IIIA01	SC	SS	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)
IIIA02	R R-CL SC		All teachers develop weekly lesson plans based on aligned units of instruction. (1064)
IIIA05			All teachers maintain a record of each student’s mastery of specific learning objectives. (1067)
IIIA06	ELL	SP	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)
IIIA07	RtI ELL	SP	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)
TL2	N R-CL		All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their

			learning so that they know what is needed for them to achieve at proficient levels. (2331)
TL1	N SC		All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)
			Instruction-Teacher Directed - Introduction
IIIA08			All teachers review the previous lesson. (1070)
IIIA09			All teachers clearly state the lesson's topic, theme, and objectives. (1071)
IIIA10			All teachers stimulate interest in the topics. (1072)
IIIA11			All teachers use modeling, demonstration, and graphics. (1073)
			Instruction-Teacher Directed - Presentation
IIIA13			All teachers explain directly and thoroughly. (1075)
IIIA14			All teachers maintain eye contact. (1076)
IIIA15			All teachers speak with expression and use a variety of vocal tones. (1077)
IIIA16			All teachers use prompting/cueing. (1078)
TL5	R		All teachers utilize high-quality questions and provide adequate time for student response. (2333)
			Instruction-Teacher Directed - Summary and Confirmation
IIIA17			All teachers re-teach when necessary. (1079)
IIIA18			All teachers review with drilling/class recitation. (1080)
IIIA19			All teachers review with questioning. (1081)
IIIA20			All teachers summarize key concepts. (1082)
			Instruction- Interaction
IIIA21			All teachers re-teach following questioning. (1086)
IIIA25			All teachers encourage students to paraphrase, summarize, and relate. (1090)
IIIA26			All teachers encourage students to check their own comprehension. (1091)
IIIA27			All teachers verbally praise students. (1092)
CL19	N-CL		All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)
			Instruction- Student Directed - (Group or Individual)
IIIA28			All teachers travel to all areas in which students are working. (1093)
IIIA31			All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)
IIIA32			All teachers interact managerially with students (reinforcing rules, procedures). (1158)

IIIA33			All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (1159)
			Instruction – Technology
IIIA35		SP	Students are engaged and on task. (1161)
IIIA40			All teachers assess student mastery in ways other than those provided by the computer program. (1166)
TL9	N SC		All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)
			Instruction - Parent Communication and Homework
IIIB01			All teachers maintain a file of communication with parents. (1167)
IIIB02			All teachers regularly assign homework (4 or more days a week). (1168)
IIIB03			All teachers check, mark, and return homework. (1169)
			Instruction - Classroom Management
IIIC01			When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (1098)
IIIC04			Students raise hands or otherwise signal before speaking. (1101)
IIIC05			All teachers use a variety of instructional modes. (1102)
IIIC06			All teachers maintain well-organized student learning materials in the classroom. (1103)
IIIC08			All teachers display classroom rules and procedures in the classroom. (1105)
IIIC09			All teachers correct students who do not follow classroom rules and procedures. (1106)
IIIC10			All teachers reinforce classroom rules and procedures by positively teaching them. (1107)
IIIC12	ELL	SP	All teachers engage all students (e.g., encourages a silent student to participate). (1109)
CL22	N-CL		All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336)

Element: Assessment

Assessment is the process of judging and measuring the students' acquisition of the intended content, knowledge, and skills as set out in the curriculum. It includes collecting, recording, scoring, monitoring, and interpreting information about a student's progress, a teacher's

instruction, and a school's overall effectiveness. Some assessments are used for accountability purposes, but the primary purpose of assessment at the classroom level is to inform instructional decisions and ultimately to improve student achievement. In addition to state assessment data, each district, school, and teacher must be engaged in using formative assessment to monitor student learning progress and inform classroom instruction.

Successful schools and districts engage in the following improvement processes:

- Align assessment with the district or school curriculum and the Illinois Learning Standards.
- Collect, review, and analyze data and apply the analysis to problem solving.
- Use assessments to frequently monitor student progress and to guide instruction.

Indicator Number and Codes			School – Teaching and Learning Assessment Indicators
			Assessment
IIB01	SC		Units of instruction include pretests and posttests to assess student mastery of standards-based objectives. (1048)
IIB02			Unit pretests and posttests are administered to all students in the grade level and subject covered by the unit of instruction. (1049)
IIB03	R SC		Unit pretest and posttest results are reviewed by the Instructional Team to monitor student progress in relation to standards based benchmarks. (1050)
IIB04	R RtI ELL		Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)
IIB05			All teachers re-teach based on posttest results. (1052)
			Periodic Assessment
IID02	SC		The school tests each student 3 times each year to determine progress toward standards-based objectives. (1054)
IID03	SC		Teachers receive timely reports of results from standardized and objectives-based tests. (1055)
IID04	ELL	SS	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)
IID06	R	SS	Yearly learning goals are set for the school by the Leadership Team utilizing student learning data. (1057)

IID07	SC	SS	The Leadership Team monitors school-level student learning data. (1058)
IID08	R R-CL SC ELL	SP	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)
IID09	R-CL SC		Instructional Teams use student learning data to plan standards driven instruction. (1060)
IID10	R-CL Rtl		Instructional Teams use student learning data to identify students in need of instructional support, intervention, or enhancement. (1061)
IID11			Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062)

Making Rising Star Work for You

Adapted from *Making Indistar Work for You* (Dr. Sam Redding, 2010)

Rising Star is Illinois' version of Indistar; a web-based tool that guides a district or school team in charting its progress and managing the continuous improvement process. Indistar is a platform that can be adapted by each state to fit its needs. Indistar is called different things in different states. For example, Illinois calls it Rising Star, Alaska calls it STEPP, Idaho and Oklahoma calls it the WISE tool, and the Bureau of Indian Education calls it Native Star. The system is also tailored for the purposes of each state, its districts, and its schools.

Rising Star is premised on the firm belief that district and school improvement is best accomplished when directed by the people closest to the students. While the state provides a framework for the process, each district team and school team applies its own ingenuity to achieve the results it desires for its students-- students it knows and cares about.

Providing a district or school team with an improvement process that encourages local ingenuity and responsibility changes the dynamic between localities and the State. It also requires a "culture of candor" in which district and school personnel talk openly and honestly about their professional practices that contribute to student learning. When reports are electronically submitted to the State, there is no premium for "the right answer." The right answer is the one the local team determines will bring the district or school to the highest level of professional performance for the benefit of students.

Placing this high level of confidence in the ability of district and school personnel to chart their own course also requires that the district or school team is given convenient access to tools, resources, and effective practice to get the job done.

Rising Star is a web based continuous improvement tool organized around indicators of effective practices at both the district and school level. After steps 1-3 (see sample below) are completed, the real improvement work occurs in steps 4-6 (see sample below).

Set Up District/School	Started	Last Update	
Step 1 - Register District/School	06/28/10	12/06/10	
Step 2 - Provide District/School Information	06/30/10	12/06/10	
- Provide District/School Assessment Scores	08/26/10	10/07/10	
Step 3 - Form District/School Team	07/12/10	10/07/10	8 (count)

Assess - Create - Monitor	Started	Last Update	Progress
Step 4 - Assess District/School Indicators	08/18/10	10/04/10	79 of 79
Step 5 - Create District/School Plan	08/19/10	01/13/11	11 of 33
Step 6 - Monitor District/School Plan	10/02/10	04/25/11	0 of 11

Step 4 asks the team to "assess" indicators of effective practice by reading the corresponding Wise Way research evidence and then evaluating the level of development of that practice as fully met, partially met, or not met. The system allows the team to apply a Priority (indicates

importance) and Opportunity (ease for accomplishment) index score for each assessed indicator enabling the team to gain quick wins as well as establishing more involved improvement work goals.

Step 5 allows the team to design a plan for those indicators assessed in Step 4 which were determined to be of high priority and opportunity. The system automatically rephrases the indicator into an objective upon which the team designs tasks for achieving that objective. Tasks include duty details, persons responsible and target dates for completion.

Step 6 allows the team to self monitor the progress of tasks. After tasks are completed, the system prompts the team to judge whether the objective (indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not met, the system prompts the team to develop additional targeted tasks that will hopefully lead to a fully met objective.

In addition, Rising Star includes Wise Ways research briefs, mentioned above, to support its indicators of effective practice. Rising Star also provides Indicators in Action video modules demonstrating the practices, and the technology for Coaches to coach the teams in real time. Rising Star enables Coaches to assist the teams with coaching comments about the team's ongoing work, with dialogue from the teams.

Here are some tips to make Rising Star work for you.

1. **The Team**: Rising Star provides guidance for the district's or school's primary decision-making team. This is not an additional team. You may call your district or school team a Leadership Team or Improvement Team or something else. No matter what it is called, the team should include the chief administrator—superintendent for a district team and principal for a school team. Other members of the team are typically selected to provide proper representation. For example, a district team may include key district personnel, a school board member, a parent and a community representative. A school team most likely includes teacher leaders of instructional teams, departments, or subject-area teams, as well as a representative from student support services such as a psychologist, counselor, or social worker. Teams vary in size, but a team of six to eight members usually proves to be the right size.
2. **The Process Manager**: Each team needs a Process Manager, a person who interfaces with the web system, prepares agendas and worksheets, distributes documents to team member in advance of meetings, and enters the team's minutes and work products into the system. The Process Manager also distributes coaching comments and Wise Ways research briefs to team members and enters the team's response to coaching comments in the system to maintain a dialogue with the Coach. The superintendent and principal have the same access privileges to the system as the district Process Manager and school Process Manager respectively.

3. An Educative Process: Discussing fully each indicator of effective practice contributes to each team member's understanding of research-based practice and the level of implementation of the practice in the district or school. Wise Ways and Indicators in Action provide ideal material for staff meetings, faculty meetings, and professional development activities. The Guest Login allows all faculty, school board members, and parents to view the ongoing work and progress of the team and to understand the indicators.
4. Effective Teams: An effective team is one on which every member attends regularly, meetings start and end on time, and a focus is maintained on the work at hand. Team members do their homework, preparing for each meeting by reviewing Wise Ways and Indicators in Action. Discussion is rich, everyone participates equally, and decisions are made after full consideration and everyone's input. Minutes are kept and recorded in the system. Teams need sufficient blocks of time for their work, and teams are most effective when they meet twice a month.
5. Data for Decision Making: To accurately assess current performance relative to an indicator of effective practice, the team needs information. For example, the team may ask the principal to log his or her use of time for a couple weeks to know if the principal is able to spend at least 50% of his or her time on instruction. The team may ask for peer observations, principal observations, or self-reports by teachers to gauge the prevalence of specific instructional practices in classrooms. Planning and gathering data is an important part of the team's work.
6. Evidence of Full Implementation: When a team determines that an indicator is being "fully implemented" in the district or school, the system asks for evidence. The evidence is not to prove to the State or another external entity that the practice is fully implemented, but to satisfy the team that the practice is fully implemented for the benefit of students. Accountability is to the students. That is a high bar. The evidence should simply address the literal meaning of the indicator, nothing more and nothing less. Pages of documentation are not required, just a summary statement of what the documentation shows.
7. Keeping it Simple: When the team is assessing an indicator, it should not stray into planning for improvement. Simply assess the current status. During the planning phase of the improvement cycle, the team develops a series of tasks that it thinks will lead to full implementation. Straight-forward tasks, assigned to the people with chief responsibility, with target dates for completion, keep everyone focused on the work at hand.
8. Consider the Context: The indicators are organized into categories and sub-categories that give them context. **Consider clusters of related indicators when assessing and**

planning. For example, a set of indicators may address team procedures—scheduling time for meetings, preparing agendas, and recording minutes. This cluster of indicators may be reviewed as they relate to each other. Instructional indicators are arranged for specific modes of instruction, and specific phases of delivery. For example, a set of indicators may have to do with how a new lesson is introduced. Consider these indicators in that context, and in relationship to each other.

9. **Task Lists:** The system allows the principal or Process Manager to generate task lists that can be distributed to personnel for whom tasks have been assigned. Reviewing the task lists at meetings enables the team to record the completion of tasks and determine upcoming work.
10. **Focus on Support:** When an indicator cannot be assessed as fully implemented, the planning phase should include the supports (training, coaching, for example) that staff need to reach the mark. The purpose of assessing indicators is not to “evaluate” individual performance but to determine what supports are needed to reach full implementation.
11. **All Means All:** Instructional indicators typically state that “all teachers. . .” routinely exhibit the effective practice. If some teachers are strong on this indicator, they are good candidates to assist other teachers or provide professional development. But the goal is always to reach universal application of the practice, consistently and school-wide.
12. **So Many Indicators:** That’s why it is a continuous process, not a plan to be achieved in one year. Districts and schools are places where many professional skills and practices are required. The indicators help the teams focus on what matters most in professional performance. Achieving big, global goals comes from masterful execution of many specific practices. We expect surgeons, attorneys, accountants, architects, and other professional to be masters of a wide array of skills relative to their professions. The same is true for educators. Rising Star enables the team to set priorities and achieve “quick wins” as well as to doggedly pursue the implementation of more difficult indicators.
13. **Interacting with Coaches:** The system allows for a district liaison and a Coach to coach district and school teams. The team should review the coaching comments and respond to them with comments or questions, establishing a positive dialogue.
14. **Effective Coaching:** The most effective coaching comments typically come in the form of questions that prompt the team to think more deeply or differently about its work or suggestions for accessing resources or considering new ideas. While the Coach may challenge the team to consider the strength of the evidence it provides for full

implementation, the team is not accountable to the Coach but to themselves and their students.

15. Reporting Progress: The various reports that can be easily generated in the system, as well as the charts and graphs in Where Are We Now? Provide a convenient way to regularly report progress to the school board, at leadership meetings, at faculty meetings, and to parent organizations.
16. Building from Strength: Rising Star enables teams to recognize and celebrate accomplishments. The process is not deficiency-focused, but balances attention to areas that need improvement with acknowledgement of areas of strength. Don't be afraid to applaud and shout "Woo Hoo" when an indicator is fully implemented.
17. The Right Spirit: Districts and schools have sometimes become burdened with planning processes that seem unproductive and compliance driven. No need for that with Rising Star. When teams are engaged in discussion about the things that matter most to them, and encouraged to apply their ingenuity in mastering their challenges and achieving their goals, the process is a professional joy. Embrace the process, and enjoy its richness. The time saved by efficient generation and electronic submission of reports can be applied to the more meaningful work of teams doing what they know is best for their students. Working on the work is part of the work, not a distraction from it.

From Coaching With Indicators (Dr. Sam Redding, 2010)

Dr. Sam Redding from the Center on Innovation and Improvement has investigated how leadership teams guide continuous improvement. Dr. Redding offers the following guidance informed by his investigations to coaches and consultants on how best to support the continuous improvement process at both the district and school level through the use of the Illinois Rising Star tool, using indicators as measures of effective practice.

School improvement is typically driven by a leadership team. Scrutiny of student learning data informs their decisions and plans. An annual school improvement plan is their primary roadmap. The plan is created and followed for a year, and then the cycle starts again. These plans begin by addressing specific student groups and subject areas where the annual assessment shows weakness. The goal is to improve the scores that are low.

Continuous improvement, with indicators of effective practice, follows a different path. In addition to scrutiny of student learning data, the team analyzes the staff's professional practices that contribute to student outcomes. Rather than focusing only on improvement in areas where the last annual test showed weakness, continuous improvement examines professional practices school-wide, and seeks to elevate performance across the board, including the most recent areas of deficiency. Instead of creating a plan once a year, the team engages in a continuous improvement process that is always assessing current practice relative to indicators of effectiveness, planning immediate steps to full implementation, and monitoring progress. Periodically, a snapshot of the work creates a report that marks progress at that point in time, but the improvement cycle continues at pace and without interruption.

The Coach's role in an indicator-based, continuous improvement process is always to increase the capacity of the school team to function within a culture of candor so they might accurately determine the level of implementation of effective practices, while striving toward universal and consistent practice. Where does student learning data come into play? Specific indicators address how individual teachers, teacher instructional teams, and the leadership team use real-time data in making decisions, designing instruction, re-teaching, both elevating expectations for students showing early mastery and providing support for students lagging behind. Truly, each student's progress is closely assessed at many points in time, and instruction is targeted to that student's needs and degree of mastery.

The Coach serves the school best when helping the leadership team understand the meaning of each indicator, gather information necessary for an accurate assessment of current practice relative to the indicator, plan improvement, and monitor results until the team is assured that the practice is fully implemented across the school. The Coach interacts with the team in a way that might be called "metacognitive guidance." That means "thinking out loud" to model for the team how to analyze current performance relative to an indicator and how to plan concrete steps leading to its full implementation. By thinking out loud, asking critical questions, and holding the team to a high level of candor, the Coach embeds in the team the abilities and procedures for continuous improvement.

Examination of current practice provides the opportunity to show where practice is already strong as well as where improvement is needed. Thus, in recognizing excellence and deficiencies, the school team builds strength while honing professional practice in leadership, teaming processes, instructional planning, classroom management, instructional delivery, and school community and family engagement. The emphasis on what the adults do makes high student achievement possible.

What is an indicator of effective practice?

An indicator of effective practice is a concrete, behavioral expression of a professional practice that research demonstrates contributes to student learning. An indicator is expressed in plain language so that a school team can answer with certainty whether or not it is standard practice in the school.

What constitutes evidence of full implementation of an indicator of effective practice?

The school team must candidly prove to itself that all the personnel for whom an indicator applies routinely demonstrate effective application of the indicator. The evidence must satisfy the meaning of the indicator and the high standard set by the team. Each indicator must be deconstructed in literal terms, so that the evidence shows clearly that the indicator is met. This does not require reams of documentation, but access to specific data relative to the indicator and a succinct statement that the data are conclusive in showing that the indicator is met.

How does the team prioritize the indicators to gain “quick wins” while also working over a longer time horizon to ultimately implement all indicators?

As each indicator is assessed to determine the current level of implementation, it is also prioritized in terms of its importance and rated according to the difficulty of its achievement. This combination of priority and opportunity produces an index score that the team can take into account in planning improvement. Thus, indicators of relatively high priority that are also relatively easily achieved are tackled first, gaining quick wins that motivate the team to dig in and work toward the more difficult indicators.

What does a plan look like?

A plan is constructed by setting forth a series of tasks that would logically lead to full implementation of the indicator. For each task, someone is assigned chief responsibility for seeing that it is carried out, and a target date is established for its completion.

What should be considered in creating a plan to fully implement an indicator?

The first question to ask is whether the people to whom the indicator applies are aware that this practice is expected of them. If not, then communicating the expectation might be a first task. A second set of tasks might deal with how the indicator is discussed with the people responsible for it so that they have a good understanding of the expectation. Some professional development may be needed. Then tasks would include methods for gathering the data necessary to know the status of implementation and to determine if additional coaching or training is necessary.

What happens when all the tasks are completed?

When all the tasks leading to full implementation of an indicator are completed, the team re-assesses the indicator. If the team now has data that show the indicator has been achieved, the team provides succinct evidence. If the data show that the tasks have been completed but the indicator not achieved, the team adds tasks and continues its work toward full implementation.

Can an indicator be “re-assessed”?

Of course. This is a **continuous** improvement process. If an indicator has been initially assessed as “fully implemented,” the team may return to it at any time and change the assessment so that it can plan its implementation. Once an indicator has been assessed as Not Implemented, or Limited Implementation, the team can only change the assessment by completing the tasks (or deleting unnecessary tasks) and then providing evidence of full implementation.

What are coaching comments?

The Coach interfaces with a leadership team in many ways. For example, they may meet onsite for consultation, speak via conference call or webinar, talk individually with the principal and other staff, and through emails. However, coaching comments embedded in the Rising Star system provide a means for documenting key points of advice and congratulations; always with specific reference to the indicator and the team’s work. The coaching comments allow the team to respond with its own questions and clarifications, which maintains the dialogue between Coach and team. This provides a rich tracking of the thinking of the coach and the team, and is useful in future work as well as in cases where a new Coach or new team members may come on the scene. Also, the Coach, using the Coach’s Review feature, periodically conducts a more thorough review, examines a variety of reports conveniently provided for the Coach.

What basic expectations guide a Coach’s work?

The primary responsibility of the Coach is to see that the Leadership Team meets regularly, with full participation by all members, and candidly addresses the indicators of effective practice. Secondly, the Coach, coaches the team to understand the indicators, develop tasks leading to full implementation, and adequately describe their evidence of full implementation. Finally, the Coach reminds the team to submit (electronically through the system) the periodic reports required by State.

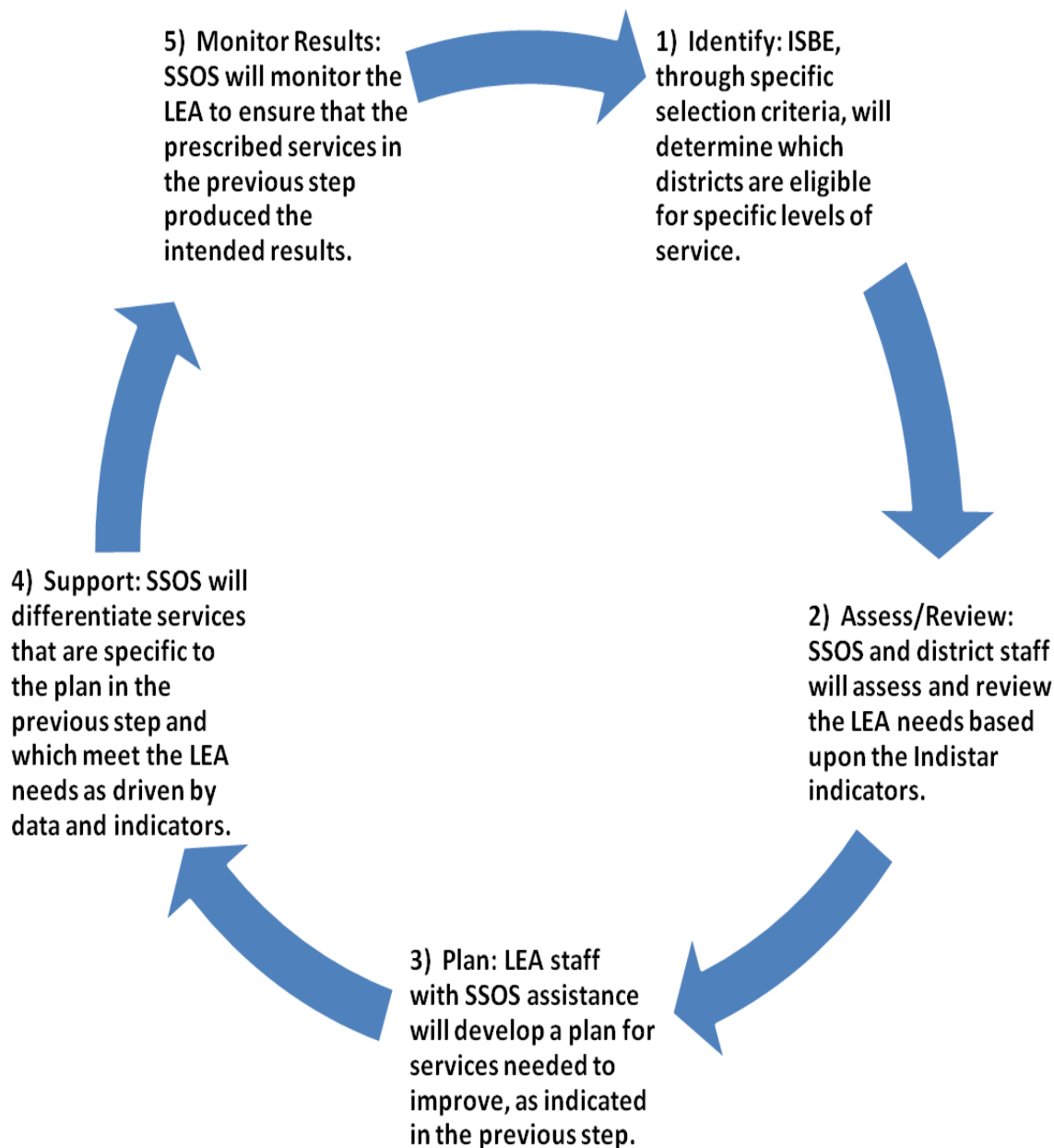
Basic guidelines for the Coach include:

1. **Ensure Effective Teaming.** Know when the Leadership Team is meeting and remind the Principal and Process Manager to prepare and distribute the agenda, worksheets, and Wise Ways. This may require phone calls and emails as well as coaching comments. Help the Team function as a “professional learning community.”
2. **Reinforce the Rising Star Work.** Review the Leadership Team’s work by entering the system with the Team and discussing what has been done and what lies ahead. Note upcoming reporting dates. Review Summary Reports and Task Reports.

3. **Leadership.** Meet with the Team Leader I and Process Manager to review Rising Star procedures and the Leadership Team's functioning. Leadership and participation by the superintendent and principal is essential.
4. **Entry of Work.** Remind the Superintendent/Principal and Process Manager to enter the Leadership Team's work during the Leadership Team meeting or immediately after.
5. **Routine Entry of Coaching Comments.** Enter coaching comments after each Leadership Team meeting and at least twice a month.
6. **Integration of Programs.** Help the Leadership Team integrate other programs and responsibilities within the Rising Star process. Because Rising Star focuses on professional practice rather than programs, it supports implementation of all good programs.
7. **Inclusion and Transparency.** Encourage the district/school to distribute the Guest Login to all faculty and staff, parents, and school board members and help these groups to understand the meaning of the reports they view. Prepare the Superintendent/Principal and Leadership Team members to explain Rising Star to all stakeholders. Videos, Power Points, and other documents are available in the Resource section of Rising Star.

The SSOS Service and Support Cycle

This five-step problem-solving model provides a cyclical approach for the SSOS and the LEA to promote rigorous continuous improvement.



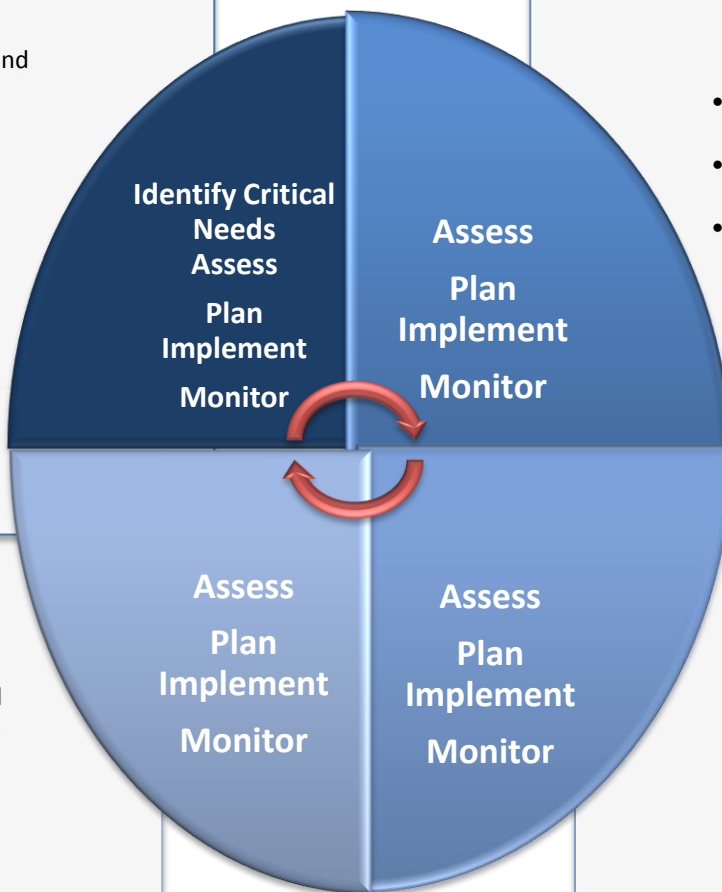
**Illinois State Board of Education - Statewide System of Support
Continuous Improvement Framework for **Districts** Using *Rising Star***

**Phase 1
SmartStart**

- Identify/reconvene district teams
- Review and analyze data to isolate critical need areas
- Assess all, then plan for and monitor high priority /opportunity
SmartStart Indicators
Submit by September 30, 2011

**Phase 2
SmartPlan**

- Continue to advance the plan with bi weekly team meetings to assess indicators, then design and monitor the completion of timely tasks designed for high priority/opportunity indicators/objectives
- Reflect upon and respond using coaching comments
- Remember to celebrate successes
- Assess all, then plan for and monitor high priority /opportunity
SmartPlan Indicators
Submit by October 28, 2011



- Continue to assess, plan and monitor progress of implementation.
- Reflect upon and respond using coaching comments
- Remember to celebrate successes
- Assess all, then plan for and monitor high priority /opportunity
SmartCore Indicators
Submit by February 15, 2012
- By **May 30, 2012**, set summer and first meeting agenda for next school year.

- Implement the plan and adjust/add additional tasks to bring the objectives to full implementation.
- Reflect upon and respond using coaching comments
- For schools new to restructuring, assess all, then plan for and monitor high priority/opportunity
SmartRestructuring Indicators
Submit by January 20, 2012

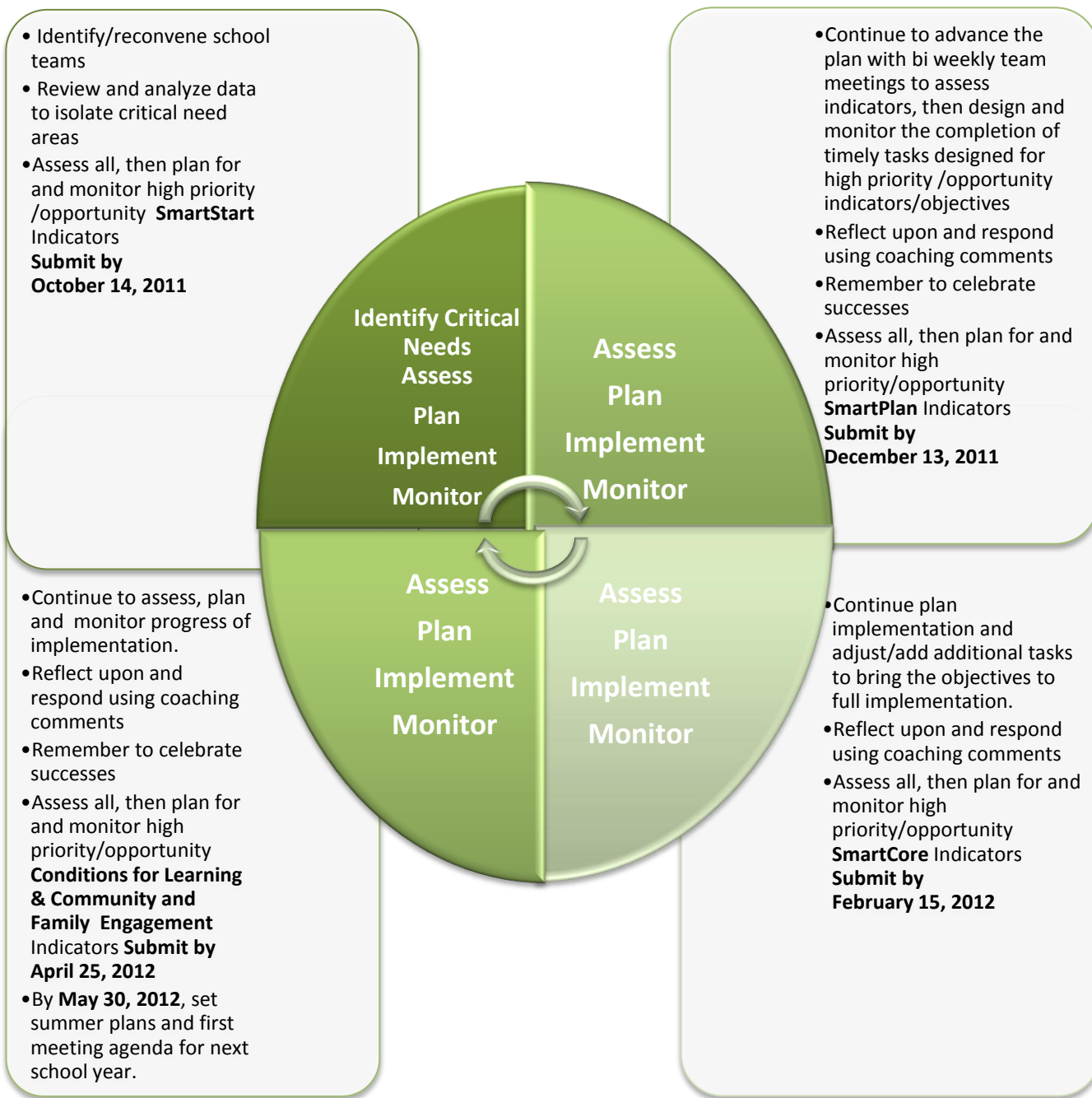
**Phase 4
SmartCheck**

**Phase 3
SmartAction**

**Illinois State Board of Education - Statewide System of Support
Continuous Improvement Framework for Schools Using *Rising Star***

**Phase 1
SmartStart**

**Phase 2
SmartPlan**



Pacing the Work (Dr. Sam Redding, 2011)

The Illinois Rising Star System includes 45 district indicators and 104 school indicators. The ultimate goal, of course, is for each indicator to be fully implemented. The Leadership Team may determine that an indicator is being fully implemented at two points in the system: (1) When the indicator is first assessed; or (2) After a plan has been completed to reach full implementation of the indicator (called an “objective” in the plan).

Assessing the Indicators

For our example, let’s assume that 20% of the indicators are known to be fully implemented at the time they are first assessed. That 20% of indicators, then, are not included in the plan. They will be re-assessed in two or three years (as determined by the state) when the system flags them for reassessment.

When an indicator is initially assessed as “fully implemented,” the team simply marks it as fully implemented and provides a paragraph to describe how it knows it is fully implemented—the evidence. The evidence relates directly and literally to this one indicator, nothing more. The evidence never says “we will,” because that means the evidence is not yet in hand. “We will” is a statement that is appropriate as a task in the plan.

With 104 indicators, we will assume that 21 will be determined “fully implemented” at the first assessment. To discuss one indicator and develop the evidence statement may take, on average, 15 minutes. So 5 ½ hours of meeting time.

When an indicator is assessed as No Development or Implementation, the Leadership Team determines whether it is of sufficient priority and interest to include in the plan. Nearly always, the answer is yes. When the answer is yes, the system asks the same questions that are asked if the indicator is assessed as Limited Development or Implementation: (1) what is the priority level and opportunity level for this indicator? (A way to prioritize which objectives are tackled first in the planning step in order to gain “quick wins.”); (2) How does the implementation look now? (A simple statement in a sentence or two); and (3) by what date should the objective be met? Again, this assessment process takes about 15 minutes for each indicator. Eighty-three indicators assessed at 15 minutes each—21 hours. Wow! This is taking some time. That is why we need to realistically pace the work.

Planning the Indicators

Eighty-three indicators to for which to plan, and plans often evolve over time. In other words, a few tasks may be created to meet an objective at first, but later more tasks added if the objective is not being met. What needs to be done (simple, practical steps likely to reach full implementation)? These are tasks, and each task is assigned to someone (anyone in the school) to complete, and a target date established. Let’s assume it takes 15 minutes to create tasks for an objective. Ready for this? Another 21 hours for planning.

Monitoring Progress

The Leadership Team monitors progress by simply checking off tasks that have been completed. When all of the tasks for an objective are completed, the system asks if the objective has been met. If it has, then the team shows its evidence. If the task has not been met, the team is instructed to add more tasks. Checking progress in task completion may take five minutes for each objective. Eighty-three objectives—7 hours. Providing the evidence may take another 10 minutes—13 hours. This is mounting up, isn't it? Another 20 hours of task checking and evidence writing.

Reality Check

The total Leadership Team time to assess, plan, and monitor the progress of 104 indicators is estimated at 67.5 hours. That's a full week and a half of work, spread over two or three years, or 14 to 20 hours a year (rounding the numbers now). That doesn't seem quite so daunting. If the Leadership Team meets for four hours a month, that is a manageable expectation.

Pacing the Work

So, should all the indicators be first assessed, and then all planned? Or should they be assessed and planned together in chunks? If they are all assessed at once, that would take a year. Then planning would take another year, and probably two years since the planning and progress monitoring take place simultaneously—as soon as tasks are set, the implementation work begins. It makes more sense, then, to assess and plan in chunks. That's where the state provides guidance by benchmarking how many indicators should be addressed at different points in time and showing the order in which they should be considered.

The teaming and leadership indicators are foundational—necessary before instructional planning and classroom delivery can really be addressed. States typically ask schools to work on the teaming and leadership indicators first, then instructional planning, and then classroom delivery.

In a three-year cycle, the pace would be to assess, plan, and monitor progress on about 35 indicators each year (rounding again). That is a comfortable pace. A two-year cycle is possible, with about 52 indicators a year. Still doable, but more challenging. Still, some schools seek rapid improvement.

The Good News

The good news is that the assessing, planning, and monitoring becomes less onerous after one cycle through the indicators. Why? Because when the indicators are re-assessed, most should be still fully implemented and not requiring further planning and monitoring. Just those feisty indicators are addressed now—the ones that slip away when our backs are turned and require more tasks to get back on track.

Continuous Improvement

Continuous improvement is, well, continuous. But the initial work is the most demanding—arriving at a good assessment of all the indicators of effective practice and working hard to bring them to full implementation. Sustaining the good work is important, and also continuous. The Leadership Team is “working on the work,” and that is part of the work. It is also invigorating, important, and professional work that might also be called “professional development.” The Leadership Team, and everyone in the school, learns a great deal by focusing on indicators of effective practice.

Rising Star Coaching Protocols

Prior to the Initial Rising Star Rising Star Team Meeting

The Coach's primary role is to build the capacity of the team to engage in a *continuous* improvement process.

Suggested Sequence	Protocol	Action Checklist	Resources/Tips
1- Letter of Notification	Coach confirms that ISBE Notification letter was received by District indicating Rising Star participation and that Coach will be contacting Superintendent	___ Confirm letter from ISBE was received by District	Copy of letter available from SSoS Coordinator who was cc'd on ISBE letter to District
2 -Background on District	<p>The Coach analyzes available data to become familiar with the assigned District</p> <p>The Coach obtains his/her District username and password for Rising Star and checks the functionality</p> <p>The Coach checks that the District has received all necessary passwords (Superintendent, Process Manager)</p>	<p>___ Review available data about District.</p> <p>___ Obtain from SSoS Coordinator the District User Name and Password</p> <p>___ Obtain from SSoS Coordinator the username and password for each district the Coach is working</p> <p>___ The Coach checks that the District has received all necessary passwords from the Center on Innovation and Improvement (CII)</p>	<ul style="list-style-type: none"> • District website • Interactive Illinois Report Card data • District/school profiles • Local District / school data <p>Note: Most recent AYP data may be embargoed for public release. The SSoS Coordinator may ask the District to share that data.</p>

Suggested Sequence	Protocol	Action Checklist	Resources/Tips
3-Initial District Contact	<p>The Coach contacts the District Superintendent / Designee to schedule a date and time for a face-to-face initial meeting with the Superintendent and other key individuals as determined by the Superintendent</p> <p><i>If district is new to corrective action and using Rising Star for the first time, the Coach will need to introduce him/herself and his/her roles and responsibilities. The Coach will need to provide background information on how a district enters the Federal Status of Corrective Action, explain the pathways and the Rising Star process.</i></p>	<p>___ Coach contacts District new to Corrective Action to introduce him/herself and his/her role in supporting the District using Rising Star</p> <p>___ Schedule a date for a face-to-face meeting</p>	<ul style="list-style-type: none"> • Pathways for Districts in status: http://www.isbe.net/ayp/htmls/making_ayp.htm • Directions for District accessing its pathway document via IWAS • Districts in Corrective Action: http://www.isbe.net/sos/pdf/dist_corr_action_pres091010.pdf • Rising Star Operations Manual (ISBE) • Coaching for School Improvement (CII)
4-Regional or State Orientation Meeting	<p>Coach attends, along with District Superintendents and/or appropriate administrator, a regional or ISBE informational session familiarizing all attendees w with the SSoS and its goals.</p> <p>If there is not a scheduled regional or state informational meeting, the Coach or regional SSoS Coordinator facilitates an informational session to familiarize District Superintendent and appropriate administrators with SSoS and its goals.</p>	<p>___ Attend regional SSoS Overview.</p>	

Suggested Sequence	Protocol	Action Checklist	Resources/Tips
5-Rising Star Face to Face Meeting with Superintendent	<p>During the first Rising Star face-to-face meeting with the Superintendent, the Coach clarifies the roles and responsibilities of the District as well as the Process Manager and team members</p> <p>The Coach asks the Superintendent to identify a Process Manager and team members ASAP.</p>	<p>___ Meet with Superintendent to clarify roles and responsibilities and identify Process Manager and team members</p>	<p>Operations Manual Coaching Manual</p>
6 –Follow Up District Meeting	<p>Within 1 week from the initial meeting with the Superintendent, the Coach holds a follow-up meeting with the Superintendent and/or identified Process Manager to complete/update Steps 1, 2 & 3 of Rising Star, and to:</p> <ul style="list-style-type: none"> • Schedule first Rising Star team meeting • Prepare for first Rising Star team meeting • Create the agenda for the first Rising Star team meeting. 	<p>___ Support District in completing/updating Steps 1, 2 & 3 of Rising Star.</p> <p>___ Become familiar with Rising Star website, resources and reports</p>	<p>Coaching Manual</p>

Suggested Sequence	Protocol	Action Checklist	Resources/Tips
7-Rising Star Team Meeting Agenda	The Coach assists the Superintendent and Process Manager in creating the first Rising Star meeting agenda on Rising Star through an initial review or revisit of the required then non required indicators to select which will be assessed/revisited at the initial meeting	___ Check to see that agenda has been created, and offer assistance if needed.	Online Rising Star agenda Coaching Manual
8-Support Process Manager	Prior to the first Rising Star team meeting, Coach may meet with Process Manager to orient that person to the Rising Star website.	___ As needed, provide support to ensure the Process Manager is conversant with Rising Star website functions and features.	Computer internet access to Rising Star
9-Agenda and Rising Star materials	Coach ensures that the Process Manager sends the agenda, and team selected Indicators with accompanying Wise Ways, to Rising Star team members at least 5 days before the Rising Star Team Meeting with request that team read the indicators and Wise Ways prior to the meeting	___ Check to see that agenda and indicators with accompanying Wise Ways have been sent out, and offer assistance if needed	Agenda Indicators with corresponding Wise Ways

Suggested Sequence	Protocol	Action Checklist	Resources/Tips
10-Review Indicators and Wise Ways	The Coach carefully reviews and highlights key concepts present in all indicators and Wise Ways to be used during the first Rising Star team meeting	___ Review and highlight key concepts in indicators and Wise Ways to be used during the meeting	Indicators with corresponding Wise Ways

Coaching Ongoing Rising Star District Meetings

Meeting Expectation: It is expected that the coach will attend all Rising Star team meetings. The recommended Rising Star meeting frequency is twice a month. Coaches will communicate weekly, as appropriate, with team leaders, members and/or Process Manager.

Prior to the Meeting

Suggested Sequence	Protocol	Action Checklist	Resources / Tips
1 - Pre-Meeting preparation	Three to seven days before the meeting, the Coach contacts the Team Leader and Process Manager to: <ul style="list-style-type: none"> • offer support • answer questions or concerns • remind him/her to distribute the agenda that was set by the Team and Rising Star 	___ Review the agenda ___ Offer any final assistance needed ___ Be familiar with the indicators, accompanying Wise Ways and Rising Star process so you can answer any questions or concerns	Indicators and Wise Ways to be assessed

Suggested Sequence	Protocol	Action Checklist	Resources / Tips
	Coach at the prior meeting <ul style="list-style-type: none"> • remind him/her to send or otherwise make available copies of needed mtg resources (e.g., indicators and Wise Ways, task completion report, summary report, etc.) 		
2-Review meeting purpose, outcomes, norms, roles	The Coach ensures that prior to the meeting the Team Leader reviews Rising Star meeting norms, purpose, outcomes, decision making process, roles.	___ Contact Team Leader and offer assistance as needed	Coaching Manual – See section on effective meetings
3-Sign-In Forms	Immediately before the meeting, the Process Manager logs participant and guest attendance with a sign in sheet. The Coach retains a copy (or original if required by the Coordinator) of the attendance / sign-in sheet and ensures that a copy of the sign-in sheet is kept by the district. (Collect reimbursement	___ Collect and keep on file the sign-in sheet (and reimbursement forms for stipends and subs—if applicable.) ___ Turn in sign-in sheets and reimbursement forms to SSOS Area Coordinator, if applicable.	Sign in sheets

Suggested Sequence	Protocol	Action Checklist	Resources / Tips
	forms for stipends and substitutes—if applicable.)		

During the Meeting

Suggested Sequence	Protocol	Action Checklist	Resources / Tips
1– Review previous meeting minutes	The Team Leader reviews with the team the previous meeting’s minutes.	___ Review the previous meeting minutes on the RS website	Hard copy of minutes or computer view
2-Review agenda	The Team Leader presents and reviews with the team the Rising Star Agenda via hardcopy and/or projected on a screen	___ Review Agenda	Hard copy of agenda or project on screen
3-Review designated indicators	<p>The Team Leader facilitates the discussion of designated indicators and Wise Ways for each of the following:</p> <ul style="list-style-type: none"> • Step 4 - Assess • Step 5 - Plan for implementation • Step 6 - Monitor progress toward completion of tasks and full 	___ Monitor, ask reflective questions, and offer assistance as needed	Coaching for School Improvement (pp. 64-65) Coaching Manual

	objective implementation		
4-Identify needs as related to fully implementing objectives	The Team identifies needs (e.g., further tasks, professional development and/ or other resources) needed to bring objectives to full implementation	<p>___ Check and offer assistance as needed</p> <p>___ Offer to provide resources to meet identified needs</p>	Run Summary report
5-Review existing task progress and where necessary, add additional tasks	The Team identifies and Process Manager enters into Rising Star new tasks (as necessary) to attain full implementation of Indicators.	___ Monitor, ask reflective questions, and ensure that tasks are likely to impact student achievement.	Step 5 worksheets
6-Evaluate progress	<p>During Step 6-Monitoring, when planned tasks have been completed, the Team:</p> <ul style="list-style-type: none"> • evaluates progress toward fully implementing objectives • provides summary evidence for indicators/objectives viewed as fully • implemented 	___ Monitor, ask reflective questions, and ensure the tasks are likely to impact student achievement.	Step 6 worksheets

Suggested Sequence	Protocol	Action Checklist	Resources / Tips
7- Next steps	The Team identifies necessary actions/tasks and timelines to be taken prior to the next meeting.	___ Check and offer assistance as needed	
8-Wrap-Up	The Team Leader and/or Process Manager summarize work accomplished, actions taken and next steps.	___ Check, ask reflective questions as appropriate, and offer assistance as needed	Summary Report
9-Schedule next meeting	The Team and Rising Star Coach establish/review next meeting date and set agenda.	___ Make sure date and draft agenda is set prior to close of meeting.	Agenda worksheets

After the Meeting

Suggested Sequence	Action Steps	Actions To Complete	Resources / Tips
1 - Coaching Comments	<p>1 to 2 DAYS AFTER:</p> <p>The Coach drafts coaching comments and reviews/discusses them with a colleague to refine and create consistency in area wide coaching comments, prior to entering them into Rising Star.</p> <p>The Coach enters coaching comments into Rising Star 24-48 hours following the meeting.</p>	<p>___ Review coaching comments with colleague.</p> <p>___ Enter coaching comments into Rising Star.</p>	<p>Coaching for School Improvement, pp. 64-65.</p> <p>Tip – Type comments in a Word document first to check for spelling and grammatical errors before posting on Rising Star</p>
2- Confirm next meeting	<p>3-5 DAYS AFTER:</p> <p>The Coach contacts District Team Leader / Designee to review and clarify meeting agenda and outcomes next meeting.</p>	<p>___ Review next meeting agenda and outcomes with District Team Leader</p>	<p>Rising Star Agenda Coaching Manual</p>
3- Posting meeting minutes	<p>ONE WEEK AFTER:</p> <p>The Coach checks the Rising Star site one week after the meeting to ensure meeting minutes have been entered</p> <p>If the minutes have not been entered, Coach contacts Team Leader / Process Manager to see if assistance is needed</p>	<p>___ Check Rising Star website for minutes and offer assistance as needed</p>	<p>Coaching Manual for suggestions on coaching comment entries</p>

Suggested Sequence	Action Steps	Actions To Complete	Resources / Tips
4- Coaching Comment responses	The Coach checks Rising Star to see if responses to Coaching Comments have been posted. The Coach replies as appropriate.	___ Check Rising Star for responses to Coaching Comments and reply as appropriate	

Statewide System of Support (SSoS)
Scope of Work for Districts and School Improvement
(Red text indicates change for 2012)

	FY 2011	FY 2012
Goals	Assist Districts in Corrective Action and chronically low-performing schools to implement effective instructional strategies and best practices to improve student achievement.	Assist Districts in Corrective Action and chronically low-performing schools to implement effective instructional strategies and best practices to improve student achievement. <p style="text-align: center;">Focus Areas include:</p> <ul style="list-style-type: none"> • Developing and implementing a rigorous curriculum aligned to the New Illinois State Standards Incorporating the Common Core in math and English Language Arts (ELA). • Cultivating strong instructional practices aligned to the New Illinois State Standards Incorporating the Common Core in math and English Language Arts (ELA). • Analyzing data to inform strategic decision making around the 8 Essential Elements-Comprehensive Planning, Conditions for Learning, Community and Family, Professional Development, Leadership, Curriculum, Instruction, Assessment <p>Build district capacity that allows for coaches to totally transition their work from school level to district level.</p>
Target Population	Title I Districts and Schools Districts in Corrective Action (CA) Schools within CA Districts in Restructuring Implementation, Restructuring Planning, Corrective Action, and School not making AYP for 3 years (Choice + SES) Any schools in Restructuring	<u>Districts Receiving Title I Funds</u> No New Schools will be added to receive SSoS services. Districts in Corrective Action (CA) Districts with schools in Restructuring Implementation, Restructuring Planning, Corrective Action, and School not making AYP for 3 years (Choice + SES)

	Implementation, Restructuring Planning, Corrective Action, and Choice + SES	Only those schools, previously served in FY 2011, which continue to remain in Restructuring Implementation, Restructuring Planning, Corrective Action, and Choice + SES
Roles	Coordinator Auditor and assessors Service providers for both district and school (<u>Coaches</u> and Trainers) Monitors	<ul style="list-style-type: none"> • Area Coordinator (10) • Statewide Professional Development Coordinators (3) • Area Experts in math, reading, data/ assessments whose work will address those Common Core elements • District/school coaches (approximately 150 statewide)
Services	<ul style="list-style-type: none"> • District improvement planning using Rising Star • Use data to identify critical needs • Cultivate District/Building leadership team • Determine areas of need develop research-based strategies and action steps focused on critical needs identified • Assist with implementation noting intensive focus on curriculum and instruction • Monitor progress and correct implementation plan • Collaborate with regional partners to share and disseminate best practices • Determine level of readiness Assist with school improvement planning using Rising Star • Assist with the alignment of professional development activities • Support the design and delivery of job-embedded professional development • Provide intensive, ongoing on-site coaching • Provide sustained and intensive site based assistance from RESPRO 	<ul style="list-style-type: none"> • Facilitate continuous improvement planning using Rising Star • Use data to identify critical needs • Cultivate District/Building leadership team • Determine areas of need related to curriculum, instruction and assessment and develop research-based strategies and actions to address needs • Assist with implementation of research based strategies noting intensive focus on curriculum, instruction, and assessment/data • Monitor progress and correct implementation plan • Collaborate with regional partners to share and disseminate best practices • Assist with the development of professional learning communities For schools not previously eligible to participate in RISING STAR, but wishing to do so, mentor district identified internal coaches on how to independently implement the RISING STAR continuous improvement process.

	improvement teams	
Expectations	<ul style="list-style-type: none"> • Collaboration with other RESPROs RESPRO Coordinator - 1 FTE All other staff at least .50 % of time dedicated to RESPRO work.	<ul style="list-style-type: none"> • Collaboration with other SSoSs, ROEs and ISCs Area Coordinator - 1 FTE Area Experts – 1 FTE All other staff at least .50 % of time dedicated to SSoS work.
Accountability Measures	<ul style="list-style-type: none"> • School’s Trend Report results • Decrease in students being suspended • Decrease in student drop-out rate • Increase in students graduating on-time • Increase in student attendance • Increase in students meeting proficiency in math and reading on the Illinois State Assessment • Improvement in student progress on formative assessments that are frequent and timely • Data points that inform teachers about the effectiveness of their instruction • Reduction of inappropriate referrals for special education 	<ul style="list-style-type: none"> • District’s Trend Reports • Decrease in students being suspended • Decrease in student drop-out rate • Increase in students graduating on-time • Increase in student attendance • Increase in students meeting proficiency in math and reading on the Illinois State Assessment • Improvement in student progress on formative assessments that are frequent and timely • Data points that inform teachers about the effectiveness of their instruction • Reduction of inappropriate referrals for special education

	<ul style="list-style-type: none">• Reduction in the number of students requiring intensive and/or specialized supports	<ul style="list-style-type: none">• Reduction in the number of students requiring intensive and/or specialized supports• 3 to 5 SSoS area selected progress indicators related ELA, math, assessment and data driven decision making
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ISBE PAST DISTRICT INTENSIVE INTERVENTIONS

Since 2006, ISBE has used a voluntary takeover intervention model in three Illinois school districts: Calumet Park School District 132 ("Calumet Park School District"), North Chicago Community Unit School District #187 ("North Chicago School District"), and East St. Louis School District #189 ("East St. Louis School District"). In all three cases, ISBE entered into intergovernmental agreements with the school districts pursuant to Section 10(a) of Article VII of the Illinois Constitution and Section 220/5 of the Intergovernmental Cooperation Act to provide additional oversight, and to aid in administration and operation of the districts.

A. Comprehensive Intergovernmental Intervention Agreements

In all three "voluntary" takeovers, ISBE used similar comprehensive intergovernmental agreements (the "Agreement(s)") in which the school districts ceded oversight, administrative and operational powers to ISBE and agreed that in the event the school districts did not comply with the Agreement, school board members could be removed pursuant to Section 3-15.5 of the Illinois School Code (105 ILCS 5/1-1 *et seq.*) (the "School Code"), and the district could be subject to additional types of interventions in accordance with the School Code and NCLB.

In these three interventions, ISBE used two varying governance models to exercise oversight and control of the school districts. In the Calumet Park School District Agreement, ISBE created a school district oversight board consisting of the following seven voting and two non-voting members:

- An individual with school business expertise appointed by the State Superintendent;
- An individual with special education administrative expertise appointed by the State Superintendent;
- A neighboring school district's superintendent, or his or her designee;
- An individual appointed by the teachers' union;
- An individual appointed by the Calumet Park Mayor;
- Two individuals who reside in the school district, appointed by the State Representatives for the representative districts;
- A member of the of the school district's board appointed by the board (non-voting); and
- The school district superintendent (non-voting).

The State Superintendent was given the power to confirm the qualifications for each member of the oversight board and to choose one voting member as a chairperson.

The primary role of the oversight board was to develop: (i) school board member training and general operating principals for board/staff roles and interactions; (ii) a corrective plan for

noncompliance; (iii) a financial plan; (iv) an instructional improvement plan; (v) a staffing needs analysis and plan; and (vi) a facilities plan (collectively, the Improvement Plans). The oversight board also had the power to appoint an administrator approved of by the State Superintendent. The administrator was tasked with implementing the oversight board's plans, reviewing all personnel, contracting and budgetary decisions to ensure consistency with the Improvement Plans, and to advise the school district superintendent and school board on operational and administrative matters. If there was a disagreement between the school district superintendent or school board and the oversight board on a particular matter, the oversight board was given the power to make the final determination. ISBE's Agreement with Calumet Park School District was for a two-year term that renewed automatically for three, additional one-year periods unless ISBE, in its sole discretion, determined that further oversight was unnecessary for the school to be in compliance.

ISBE used a slightly different oversight and governance model in its Agreements with North Chicago School District and East St. Louis School District. Instead of creating an oversight board, the school districts gave the State Superintendent the power to appoint a liaison to the school districts and gave ISBE a more direct role in the oversight of the districts. The liaison served generally the same role as the oversight board and was tasked to work with ISBE, ISBE partners, and the Regional Office of Education, to create the Improvement Plans for the school districts.

In addition, the Agreements with North Chicago School District and East St. Louis School District ceded final decision making powers to the State Superintendent instead of to an oversight board. If the liaison disagrees with the school board and school district superintendent, the liaison can refer the matter to the State Superintendent for a final decision. In the North Chicago School District Agreement, the district agreed not to hire or appoint a school district superintendent unless the State Superintendent approved of the selection. The Agreement also took the power away from the school board to recruit, hire and terminate employees, leaving this power to the school district superintendent and the liaison. The East St. Louis School District Agreement went even further, granting the State Superintendent the power to remove the current school district superintendent and hire an interim replacement. The liaison was then given the power to select nominees for the role of school superintendent and while the school board could select from among the nominees, its final selection required approval by the State Superintendent.

B. Comprehensive Partner Agreements

In addition, both the North Chicago School District and the East St. Louis School District Agreements permit ISBE to enter into contracts with one or more entities to assist with ISBE's intervention in the District. In North Chicago, ISBE and North Chicago School District entered into a subsequent "Consulting and Professional Services Agreement" (the "Partner Agreement") with the Academy for Urban School Leadership (AUSL). Under this Agreement, AUSL is advising and assisting North Chicago School District, in association with its School Improvement Grant (SIG), with the development and implementation of certain practices, policies and procedures designed to increase student achievement. Rather than transferring full control to AUSL, the Partner Agreement enables the development of a strong and collaborative relationship with both the North Chicago School District and its high school leaders. AUSL's

services under the Partner Agreement are classified as either "lead" or "advisory" services. Lead services include:

- Participation in the review of the current high school teachers, leaders and administrators and providing recommendations to North Chicago School District as to which employees should be retained or dismissed. AUSL will also participate in the review and consideration of individuals for vacancies at the high school throughout the term of the Partner Agreement.
- Review of all existing District-supported instructional programs at the high school and providing recommendations to the district on whether such programs should be continued, modified or eliminated.
- Review, if AUSL elects, of any third party agreements entered into by the district directly or indirectly related to the administration of the high school. AUSL may also provide recommendations as to the negotiation, amendment or termination of such agreements.
- Recommendations to the district on the curriculum and corresponding assessments for all grades and subject matters in the high school, including the selection of the instructional materials used with the curriculum.
- Recommendations to the district on the training for all instructional personnel at the high school in AUSL's curriculum and instructional methods. At the district's election, AUSL will provide mutually agreed upon training to the high school's instructional staff.
- Recommendations for job-embedded professional development programs aligned to the AUSL curriculum for all high school instructional personnel.
- Recommendations of policies and programs designed to create a high school environment that will promote student achievement and be safe and conducive to learning.
- Recommendations on policies and procedures for evaluating teachers and principals at the high school and the alignment of these evaluation policies with the high school's human capital strategy.

The "advisory" services include advising the district on: the recruitment of new teachers and staff, the classroom and subject-matter assignment of teachers, making adjustments, if any to the length of the school year and the school day, its special education program and services for English language learners (ELLs), extracurricular activities, development of budgets and financial plans, grant applications and working with the community to foster a positive high school-community relationship.

Under the Partner Agreement, AUSL is also providing the district with two full-time staff, a Project Director and a Coach, which will be on site at the high school at least four days per week to manage and oversee AUSL's services and additional AUSL employees, as needed, to

fulfill its obligations under the Partner Agreement. The Partner Agreement also contains a mutually-agreed upon Scopes and Schedules of Work. In the event ISBE is not satisfied with the district's progress, the Partner Agreement allows ISBE to terminate the Partner Agreement with ten days written notice to AUSL and in return, AUSL may terminate the Partner Agreement as of the last day of any school year with ninety days written notice to the parties.

DISTRICT TRANSFORMATION PLAN COMPONENTS

The District Transformation Plan (DTP) template will be based on indicators of effective district-level practice and other district improvement plan templates designed to increase district capacity, compliance and ability to support student outcomes. The DTP template and its components will be further refined during calendar year 2012. Several existing models for district continuous improvement and intervention plans will be integrated into the District Transformation Plan, including:

1. The indicators of effective district-level practice included within ISBE's district continuous improvement plan, based on the *Rising Star* continuous improvement process;
2. The expectations of school districts participating in the State's Race to the Top Phase 3 plan; and
3. The required improvement plans for those districts that have entered into intergovernmental agreements with ISBE permitting a voluntary intervention, as described in Appendix ___.

Example planning indicators and requirements from these three sources are set forth below.

Indicators of Effective District-level Practice

**(derived from ISBE district continuous improvement plan
and Race to the Top Phase 3 requirements)**

Continuous Improvement Focus Target Area 1: Vision and Direction

1. The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning.
 - a. Task Focus: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to available funding.
2. The superintendent and other central office staff are accountable for school improvement and student learning outcomes.
 - a. Task Focus: The district establishes systems to recruit and support strong instructional leadership at the school-level.

Continuous Improvement Target Area 2: Improvement Processes

3. The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development.
4. The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development.

- a. Task Focus (for indicators 3 & 4): The district implements a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).
5. The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them.
 - b. Task Focus: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build municipal and civic engagement.
6. The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them.
 - a. Task Focus: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build community engagement.
7. The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them.
 - a. Task Focus: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement.
8. The district operates with district-level and school-level improvement teams.
 - a. Task Focus: The district establishes professional learning communities to support all aspects of the instructional improvement process.

Continuous Improvement Target Area 3: Allocation of Resources for School Improvement

9. The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.
 - a. Task Focus: The district partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools.
10. The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
 - a. Task Focus: The district plans for and implements a strategy to link student data across local systems to support the creation of integrated learner profiles.
 - b. Task Focus: The district performs requirements gathering, systems analyses, and systems enhancements needed for integration of local student and educator data with the Illinois Shared Learning Environment.

11. The district regularly allocates/reallocates resources to support school, staff, and instructional improvement.
 - a. Task Focus: The district provides sufficient autonomy in the use of time and re-allocates professional development resources necessary for DTP implementation.

Continuous Improvement Target Area 4: Support for School Improvement and Student Achievement

12. The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school.
 - a. Task Focus: The district establishes alignment teams to address critical student transition points, as applicable: PreK to elementary, middle to high school, and high school to postsecondary.
 - b. Task Focus: The district performs grade-level curriculum analysis using the new State Standards and undertakes cross grade-level discussions to identify shifts in content.
 - c. Task Focus: The district integrates: (1) writing through-out the curriculum; (2) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (3) CCSS Science framework (when adopted) into the curriculum.
13. The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers.
 - a. Task Focus: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas.
14. The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners.
 - a. Task Focus (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.
 - b. Task Focus: The district, as applicable, establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.
15. The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (RtI) implementation by providing support, guidance, training, and professional development.

- c. **Task Focus:** The district's RtI implementation plan ensures targeted interventions and differentiated supports aligned to the revised Learning Standards.
16. The district implements a standards-based reporting system in Math, ELA and Science.
 17. The district develops a local assessment system that: (1) includes through-course, formative, and summative assessments in a coherent framework to support standards-aligned instruction and, where appropriate, measure student growth; and (2) integrates CCSS assessment items in subjects other than Math and ELA.

Continuous Improvement Target Area 5: Teacher and Leader Effectiveness and Supports

18. The school district implements PERA's teacher evaluation requirements on an aggressive timeline approved by ISBE.
19. The district establishes a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. In addition, the district uses positive performance evaluations as one of the criteria for selecting peer evaluators.
20. The district establishes a two-year induction and mentoring program for beginning teachers, subject to the availability of funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.
21. The district establishes a one-year induction and mentoring program for beginning principals, subject to the availability of funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.

District Improvement Planning Requirements

(derived from ISBE's existing intergovernmental agreements for district interventions)

1. Plan for Board Member Training and Operational Review: Development of a board member training plan and general operating principles for board/staff roles and interactions.
2. Corrective Plan for Noncompliance: Development and oversight of the implementation of a corrective plan addressing the District's noncompliance with any and all regulatory requirements.
3. Financial Plan: Development and oversight of the implementation of a plan for the financial operation of the District addressing, at minimum, the District's projected revenues and expenditures and a description of the means by which the District's budget will be brought into balance.
4. Staffing Needs Analysis and Plan: (i) Performance of an analysis of critical staffing needs within the District to support the District Transformation Plan; (ii) development of standards of excellence for staff; (iii) evaluation of current staff and the reassignment or

replacement of all staff unable or unwilling to meet the new standards of excellence established by this Plan; and (iv) development of a strategy for attracting candidates and posting positions to meet the District's critical staffing needs, in a manner consistent with the Plan's standards of excellence as well as financial plan.

5. Facilities Plan: Development and oversight of the implementation of a plan for the maintenance, repair and improvement of all District facilities (including, but not limited to, buildings used for instructional and administrative functions, indoor and outdoor recreational facilities, landscaping, parking and infrastructure related to traffic circulation) and the correction of any violations of the Health Life Safety Code for existing facilities.