



Illinois State Board of Education

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Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

June 30, 2014

TO: The Honorable Pat Quinn, Governor
The Honorable John J. Cullerton, Senate President
The Honorable Christine Radogno, Senate Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Jim Durkin, House Minority Leader

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

C. A. Koch

SUBJECT: Progress Report of the Comprehensive Strategic Plan
for Elementary and Secondary Education

The Illinois State Board of Education (ISBE) respectfully submits this progress report to the Governor and the General Assembly in fulfillment of the requirements of Public Act 93-1036.

In 2005, ISBE first developed and submitted its Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. ISBE monitors progress on the initiatives and evaluates the plan on an annual basis, making needed changes and additions to ensure that it remains a meaningful plan to lead education initiatives in Illinois.

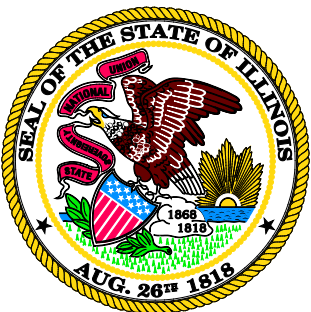
If you have any questions regarding this report, please contact Matt Vanover, Director of Public Information/Deputy Superintendent, at (217) 782-4648.

Enclosure

cc: Tim Anderson, Secretary of the Senate
Tim Mapes, Clerk of the House
Legislative Research Unit
State Government Report Center

Illinois State Board
of Education

PROGRESS REPORT - JUNE 2014



Christopher A. Koch, Ed.D., State Superintendent of Education
Gery J. Chico, State Board of Education Chairman

Comprehensive Strategic
Plan for Elementary and
Secondary Education

STATE BOARD OF EDUCATION



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

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

The Board appoints the State Superintendent of Education, who may be recommended by the Governor. Currently there is one vacancy.



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June 30, 2014

The Honorable Governor Pat Quinn
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – June 2014 Report

Dear Governor Quinn and Members of the General Assembly:

Each year, the Illinois State Board of Education updates its continuing, five-year comprehensive strategic plan for elementary and secondary education, per the Education Reform and Accountability Act of 2004. Annual developments in ISBE's Comprehensive Strategic Plan for Elementary and Secondary Education, also known as our Progress Report, illustrate how the agency concentrates its efforts and resources into making strides toward fulfilling our Board's mission and three goals. These are:

Mission: 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.

Goal No. 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Goal No. 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Goal No. 3: Every school will offer a safe and healthy learning environment for all students.

In recent years, ISBE has implemented significant education reforms to better prepare and equip each of Illinois' 2 million students with the knowledge and skills they need to be successful in college and their chosen career path. As part of these efforts, the Board has continued to urge lawmakers to support these reforms by making education funding a priority. Our initiatives are asking more of our school leaders and educators than ever before as they simultaneously face a harsh financial climate in which local revenue sources continue to dwindle and ongoing General State Aid proration leaves more budgets in the red. Statewide data shows that for Fiscal Year 2014, 532 districts – or nearly 62 percent – will deficit spend this year compared to 32.5 percent in 2008. Additionally, many districts have reduced their staff, foregone necessary supplies, delayed facility maintenance and construction projects and eliminated arts and after-school programs in order to meet their financial obligations. Therefore, ISBE continues to work hard to push for a greater investment in our state's future workforce by the General Assembly and to maximize our existing resources and funding to best meet our goals. The Board's strategy focuses on four critical areas to achieve our goals for Illinois schoolchildren. The four initiatives include:

- 1) Implementing internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
- 2) Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the workforce;
- 3) Implementing program and policy changes to improve teacher and school leader effectiveness; and
- 4) Targeting statewide interventions and support to our lowest performing schools and districts.

The Board's mission and goals drive the initiatives and reforms we're pursuing today to ultimately improve the quality of education and post-secondary outcomes for all Illinois children in a competitive 21st-century global economy. This Progress Report provides the opportunity to review our agency's accomplishments and success amid economic adversity.

Schools across the state are now implementing the new Illinois Learning Standards based on the Common Core, and preparations are underway for a new online assessment based on these more rigorous standards to debut during the 2014-15 school year. These preparations included raising the performance levels of the 2013 Illinois Standards Achievement Test (ISAT) administration in reading and math to align with the higher expectations of our new learning standards. The ISAT is given to all third- through eighth-grade students. Under these higher cut scores, our students continued to make progress over time as well as from one year to the next. Last fall, ISBE also unveiled a redesigned and improved State, District and School Report Card that provides multiple measures of student and school performance for more informed discussions about the unique qualities of our state's nearly 4,000 public schools and their improvement efforts. Below are just a few of the highlights from the past fiscal year that show how our efforts are paying off:

- In May 2014, the Education Commission of the States (ECS) identified Illinois as the top state in the country for creating school accountability reports that are accessible, understandable and provide sufficient data. Illinois was the only state to make the top picks for both parents and researchers.
- Illinois has become a national leader in closing the equity gap for Latino as well as low-income Advanced Placement test takers. Latino students represented 18.4 percent of Illinois' Class of 2013 but they represented 19.8 percent of graduates who took at least one AP exam during high school, according to the 10th annual AP Report to the Nation. Furthermore, the number of Latino graduates taking AP courses has more than quadrupled in the last decade with 8,661 in 2013 compared to 1,994 in 2003. The percent of Latino students scoring a 3 or higher is also showing gains with 16.1 percent of those Latino test takers earning a 3 or higher in 2013, compared to 14.6 percent in 2012 and 8.1 percent in 2003. Additionally, low-income students comprised 29.3 percent of graduates who took AP exams in 2013, compared to only 19 percent in 2008 and 12.1 percent in 2003. The number of low-income graduates scoring a 3 or higher nearly tripled in the last five years from 1,969 or 9.7 percent in 2008 to 5,758 or 19.8 percent in 2013. Research shows that minority and low-income students who earn at least a 3 on an AP exam are more likely than their peers to earn higher degrees in college and a college degree within five years of enrolling.
- Illinois' ACT score ranks among the best in the country as the graduating Class of 2013 achieved a composite score of 20.6, giving Illinois the second highest score among the nine states that give the test to 100 percent of its graduates. Illinois' ACT composite score is just slightly below the national average of 20.9, which is in contrast, based primarily on the scores of self-selected college-bound students.
- The new Report Card released in October showed that when we analyzed the previous ISAT composite scores for reading and math alone under the new, higher cut scores, we are still able to show that students demonstrated significant growth over the past five years, including overall performance on ISAT reading from 54.8 in 2009 to 59 in 2013. An analysis on ISAT math scores during that same five-year period shows an increase from 55.3 in 2009 to 58.7 in 2013. Meanwhile, the overall composite math and reading score under the new cut scores shows improvement, increasing from 55.1 in 2009 to 58.8 in 2013. Eleventh graders also posted improved scores on the

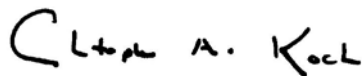
state's high school assessment, the Prairie State Achievement Exam (PSAE), which is given to all 11th graders and includes the ACT college admissions test.

The last fiscal year has been filled with initiatives to better prepare students in Illinois for success after high school graduation. We recently received approval from the U.S. Department of Education on our Elementary and Secondary Education Act (ESEA) waiver. We had already begun moving forward with many of the initiatives that are outlined in the waiver and aligned to our strategic goals, with the approval we will be able to move forward on all initiatives, and districts will receive relief to better serve students at the local level.

In addition to implementing the more rigorous new Illinois Learning Standards and raising the ISAT performance levels, Illinois has added a new assessment metric, the value tables growth model, to show how much schools have improved from one year to the next. During the spring, we conducted a field test for the new Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment, with more than 1,800 schools in about 650 districts participating. The practice tests gave students the opportunity to try the new testing format before it counts and will help test designers evaluate the fairness, validity and accuracy of the questions and format. ISBE also administered the 5Essentials Survey for the second time to collect valuable feedback on school learning conditions and climate. Illinois also won an additional \$18 million Race to the Top – Early Learning Challenge award to supplement the original \$35 million grant to improve infrastructure, raise program quality for all children and ensure that the highest need children have access to high quality early learning experiences. ISBE also awarded \$22 million in School Improvement Grants to four schools in three Illinois school districts to launch comprehensive changes to improve achievement in math and literacy.

On behalf of the State Board of Education, we thank you for your commitment to education, without which none of these achievements would have been possible. The challenges facing our state are many, and we believe that a continued investment in Illinois' schoolchildren will yield the highest possible dividends for years to come. We appreciate the opportunity and look forward to work together with you to ensure that every child is prepared for success in college and careers thanks to highly-qualified and dedicated teachers and school leaders in supportive, collaborative and safe learning communities.

Sincerely,



Christopher A. Koch
State Superintendent of Education



Gery J. Chico
Chairman

TABLE OF CONTENTS

COMPREHENSIVE STRATEGIC PLAN INITIATIVES	1
GOAL 1	4
NEW ILLINOIS LEARNING STANDARDS	4
PARTNERSHIP FOR THE ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS	11
RACE TO THE TOP	12
NEW REPORT CARD	18
THE ILLINOIS 5ESSENTIALS SURVEY	21
CAREER/TECHNICAL EDUCATION CURRICULUM REVITALIZATION	23
ILLINOIS STATEWIDE LONGITUDINAL P-20 DATA SYSTEM	24
THE ILLINOIS CENTER FOR SCHOOL IMPROVEMENT	27
LEAST RESTRICTIVE ENVIRONMENT (LRE) DATA COHORT	32
ILLINOIS VIRTUAL SCHOOL	33
EARLY CHILDHOOD EDUCATION	34
FAMILY ENGAGEMENT	36
GOAL 2	37
PERFORMANCE EVALUATION OF EDUCATORS AND SCHOOL LEADERS	37
IMPROVING EDUCATOR PREPARATION	40
TEACHER PERFORMANCE ASSESSMENT	44
NEW ELIS SYSTEM	45
NATIONAL BOARD CERTIFICATION	46
ILLINOIS STATEWIDE SYSTEM OF SUPPORT	47
ILLINOIS VIRTUAL SCHOOL – PROFESSIONAL DEVELOPMENT	50
ENGLISH LANGUAGE LEARNING PROFESSIONAL DEVELOPMENT	51
IMPROVING CHARTER SCHOOL CERTIFICATION PROCESS	52
GOAL 3	54
IMPROVING AND EXPANDING EDUCATOR MISCONDUCT WORK	54
SCHOOL AND CAMPUS SECURITY TRAINING PROGRAM	56
SCHOOL HEALTH SERVICES	59
FINANCIAL CONSULTING AND TECHNICAL ASSISTANCE	60
BUILDING AND MAINTENANCE ASSISTANCE	61
NATIONAL SCHOOL LUNCH PROGRAM	63
FRESH FRUIT AND VEGETABLE PROGRAM	63
HEALTHIERUS SCHOOL CHALLENGE	64
ANNUAL ILLINOIS SCHOOL WELLNESS AND RECOGNITION CONFERENCE	65
SCHOOL BREAKFAST	66
SUMMER FOOD SERVICE PROGRAM	67
ENHANCE PHYSICAL EDUCATION TASKFORCE	68

STRATEGIC PLAN UPDATE



Illinois
State Board
of Education



Comprehensive Strategic Plan Initiatives

The Illinois State Board of Education's 2014 Comprehensive Strategic Plan is the agency's 10th such report as required by Public Act 93-1036. The first plan focused on ISBE's three primary goal areas: enhancing literacy, improving educator quality for all children and expanding data-driven management and school support practices. Since 2005, agency staff members revisit the plan each year to review the agency's accomplishments and to update and refine our strategies to ensure every student in the state is prepared for success after high school graduation. In 2008, the Board updated their vision for education in Illinois, establishing a new mission and goals. These are:

Our mission

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.

Our goals

1. *Every student will demonstrate academic achievement and be prepared for success after high school.*
2. *Every student will be supported by highly prepared and effective teachers and school leaders.*
3. *Every school will offer a safe and healthy learning environment for all students.*

Our core mission statement and three primary goals continue to be the focus of our reform agenda as well as the agency's daily activities to provide each child a high-quality, 21st century education in a safe and healthy learning environment. In recent years, the State Board of Education's strategy has focused on four critical areas to achieve these goals for Illinois schoolchildren. These initiatives are:

- Implementing internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
- Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the work force;
- Implementing program and policy changes to improve teacher and school leader effectiveness; and
- Targeting statewide interventions and support to our lowest performing schools and districts.

The State Board of Education is moving forward with these initiatives aligned to our strategic goals, first and foremost as we implement the new Illinois Learning Standards for K-12

education in math and English language arts. The new standards, based on the more rigorous Common Core State Standards, were approved in June 2010 and replaced the previous Illinois standards that were last updated in 1997. The new standards are clearer, fewer and more rigorous, focused on equipping students with the skills and knowledge they need to be successful in college and careers. They emphasize critical thinking, concept mastery and the application of skills and knowledge. Districts fully implemented these standards during the 2013-2014 school year and already, many have experienced the benefits of more engaged learning and improved understanding of core concepts. To guide implementation, ISBE has developed a Professional Learning Services repository for professional development resources and tools. This past spring, 100 percent of the questions on the Illinois Standards Achievement Test (ISAT) for third-through eighth-graders were written to the new Illinois Learning Standards. In 2014-2015, students will take a new online assessment that goes beyond the traditional fill-in-the-bubble exam, is aligned to the new learning standards and will better measure student progress over time rather than provide a single snapshot of a student's performance at one point in time.

Illinois is also one of 26 states that volunteered to be a Lead State Partner for the development of the Next Generation Science Standards (NGSS), which were released in April 2013. The NGSS are internationally-benchmarked, offer a new vision for K-12 education in science and engineering and make way for a significant shift in how those subjects are viewed and taught. In February, the Board adopted the new standards, which are based on the "Framework for K-12 Science Education" developed by the National Research Council. A new social studies framework is also in development.

Advancements steadily continue in ISBE's second major reform area to develop and implement the Illinois Statewide Longitudinal P-20 Data System. Through collaboration with six other state agency partners, this project will enable the research and analysis necessary to measure the agency's progress toward achieving our mission and goals by linking student data from pre-kindergarten through college and the workforce to track student outcomes. This longitudinal data, while protecting student privacy consistent with applicable protection laws, will support an in-depth, comprehensive view of student progress and will help guide policymakers on where to invest time, energy and resources to most effectively improve student achievement in Illinois.

ISBE also continues to make strides in our third critical initiative to adopt program and policy changes to improve teacher and school leader effectiveness. Staff continues to work with stakeholders to enact the Performance Evaluation Reform Act, and the Performance Evaluation Advisory Council (PEAC) is developing a teacher evaluation model related to demonstrating growth. The state contracted with the Consortium for Educational Change (CEC) to develop and implement a training program for evaluators of teachers and principals. Since June 2012, more than 16,000 Illinois educators have been trained or are in the process of being trained to provide quality evaluations of teachers and/or principals and assistant principals. Additionally, more than 26 institutions of higher education and not-for-profit entities have completed the requirements for the design of a new principal preparation program that focuses on the preparation of the principal as an instructional leader. The Illinois State Educator Preparation and Licensure Board (SEPLB) has also approved 13 new programs for the preparation of the Teacher Leader Endorsement to date. In addition to working with various stakeholders to redesign preparation and leadership programs for superintendents and special education, early childhood and gifted

teachers, Illinois is one of six original states to pilot the Teacher Performance Assessment (edTPA). The edTPA is a performance and knowledge assessment for pre-service teachers that gathers and uses evidence of the qualities of teaching performance to improve teaching and teacher preparation.

Through the fourth initiative, ISBE constantly looks at ways to pool resources and best practices to intervene when schools and districts are struggling academically. The Board created the Illinois Center for School Improvement (Illinois CSI) to coordinate the delivery of high-quality, research-based resources and services designed to increase district capacity, improve student performance and close achievement gaps in our state's lowest performing schools. Last summer, ISBE awarded \$22 million in School Improvement Grants to four schools in three school districts to help them overhaul programs to improve student outcomes and transform their school culture. These awardees joined 20 schools in eight districts that are in the process of similar transformations through federal grant and state resources. ISBE staff and State Board members regularly visit grant recipients to monitor their progress.

The Board also remains committed to see positive change since intervening in East St. Louis School District 189 and North Chicago School District 187 in 2012. ISBE removed North Chicago's school board and appointed an Independent Authority to run the district. In East St. Louis, a court order provides enhanced state oversight into the district. Both districts are also under Financial Oversight Panels (FOP) in order to help the districts achieve financial stability. The work needed in these districts is substantial and requires a great deal of time and resources. However, the Board believes these efforts, though not easy, are necessary to turnaround these poor performing districts and will not stop until they achieve solid financial footing and their students are sufficiently prepared for college and careers.

The Illinois State Board of Education's mission and goals drive our efforts to ensure each student in the state receives a well-rounded, world-class education that prepares them for post-secondary success in a global economy. We have taken significant steps toward this end through an aggressive reform agenda that's raised the bar on what we expect our students to learn at each grade level as well as the quality of instruction, preparation and leadership provided by our educators and administrators. Though these initiatives pose initial challenges, we cannot afford to demand anything but excellence from our educational system. The state's long-term economic health and prosperity rely on the talents and abilities of our most precious resource, our children. ISBE will continue to provide leadership and advocacy to make our children the state's top priority and to give them a bright and prosperous future.



Every student will demonstrate academic achievement and be prepared for success after high school.

Initiative - Improving internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards

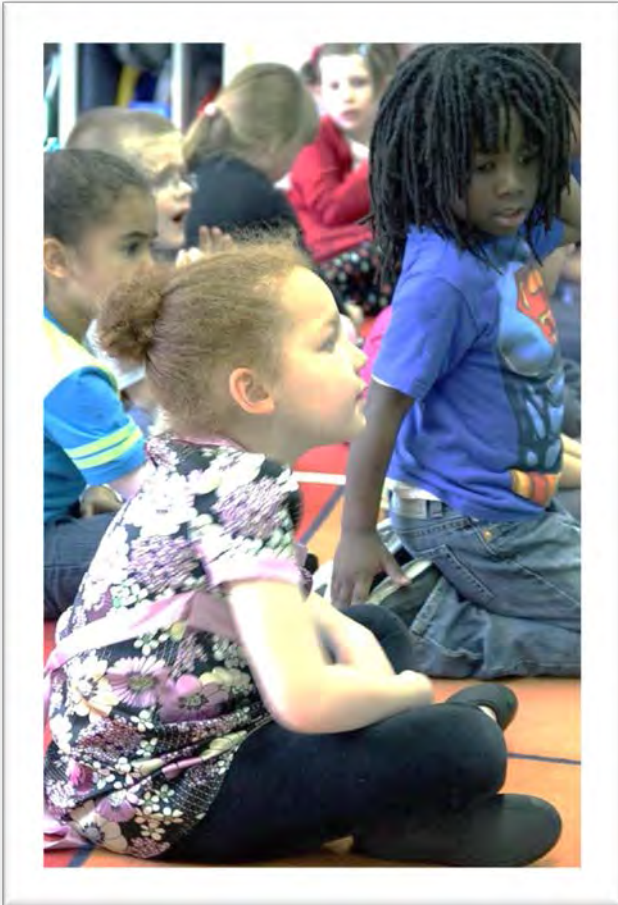
New Illinois Learning Standards

The Need

The Illinois State Board of Education adopted new Illinois Learning Standards for K-12 education in English language arts and mathematics in June 2010. The new Illinois Learning Standards, based on the more rigorous Common Core State Standards, will better prepare our students for success in college and careers, replacing the former Illinois standards that were developed in 1997. The new standards are higher, clearer and fewer. The Board also adopted new science standards earlier this year, and new social studies standards are under development.

These new standards meant that our current elementary assessment needed to be remapped to the new expectations and revised as much as possible. In January 2013, the State Board of Education

raised the performance levels of the Illinois Standards Achievement Test (ISAT) for elementary and middle school students. These new performance levels or “cut scores” align with the more robust and challenging new Illinois Learning Standards in English language arts and math.



The ISATs, which have been used as part of the state and federal accountability system, assess students in math, reading and science each spring but did not prove to be a strong indicator of college and career readiness. Previously, a disconnect existed between the higher scores of the ISAT results, at 82 percent of students meeting or exceeding standards statewide in 2012, and the lower scores of the Prairie State Achievement Exam (PSAE,) given to all 11th graders, at only 51 percent statewide in 2012. ISBE wanted to remedy that disconnect by raising expectations earlier to provide a more accurate indication of whether a student is on track for postsecondary success.

As expected, the higher expectations of the new ISAT cut scores caused a sharp decline in the number of students who meet or exceed standards. According to the 2013 ISAT results, the statewide composite score for students meeting and exceeding standards on the ISAT given to elementary students dropped from 82.1 in 2012 to 61.9 in 2013. However, when we map student

performance over time on the new performance levels, we are seeing steady growth in certain areas.

In reading, the percentage of grade 3-8 students meeting state standards grew 0.2 percentage points to 59 percent. Hispanic/Latino students showed improvement in reading, while students who qualify for free or reduced-price lunch also demonstrated gains. Meanwhile, high school students' academic performance showed improvement, with the percentage of juniors meeting or exceeding state standards in reading increasing 4.1 percentage points to 54.8 percent. The percentage of juniors meeting or exceeding state standards in math improved 0.2 percentage points to 51.8 percent, and all of the historically disadvantaged or underperforming subgroups showed improvement in FY 13.

The tables on the next two pages provide greater detail on key indicators for elementary and high school performance.

Elementary Grades Performance

Performance Metric	Actual (Old Cut Scores)			Actual (New Cut Scores)		Goal	
	FY 10	FY 11	FY 12	FY 12	FY 13	FY 14	FY 15
Academic Proficiency (Absolute)							
Illinois Standards Achievement Test (ISAT)							
Grades 3-8 meets/exceeds in reading	77.5%	79.0%	79.3%	58.8%	59.0%	59.2%	59.4%
Grades 3-8 meets/exceeds in math	84.7%	85.6%	85.7%	59.5%	58.7%	59.2%	60.0%
Grade 3 meets/exceeds standards in reading	73.7%	74.7%	76.1%	58.6%	58.8%	59.0%	59.2%
Grade 3 meets/exceeds standards in mathematics	86.3%	87.3%	87.7%	55.8%	54.9%	57.0%	59.0%
Grade 8 meets/exceeds standards in reading	84.1%	85.0%	86.2%	60.0%	59.8%	61.0%	62.0%
Grade 8 meets/exceeds standards in mathematics	83.7%	86.3%	85.0%	59.0%	58.9%	60.5%	62.0%
Academic Proficiency (Growth)							
ISAT growth model score in reading (Scale=0-200)	N/A	N/A	N/A	N/A	102	103	104
ISAT growth model score in math (Scale=0-200)	N/A	N/A	N/A	N/A	101	103	104
Academic Proficiency (Historically Disadvantaged or Underperforming Subgroups)							
ISAT grades 3-8 meets/exceeds standards in reading							
Black/African American	62.4%	64.9%	64.9%	38.6%	39.4%	40.2%	41.1%
Hispanic/Latino	65.2%	69.8%	70.6%	45.4%	45.6%	45.8%	46.0%
Students who qualify for free/reduced priced lunch	65.2%	68.0%	68.7%	43.1%	43.7%	44.3%	44.9%
Students with disabilities	41.7%	42.0%	41.2%	20.6%	20.3%	20.8%	22.0%
ISAT grades 3-8 meets/exceeds standards in math							
Black/African American	69.4%	72.1%	72.2%	37.3%	36.4%	37.4%	38.7%
Hispanic/Latino	79.2%	80.7%	81.1%	47.9%	47.9%	49.0%	50.1%
Students who qualify for free/reduced priced lunch	76.0%	77.7%	78.0%	44.2%	43.9%	45.0%	46.2%
	Actual (Old Cut Scores)			Actual (New Cut Scores)		Goal	
	FY 2010	FY 2011	FY 2012	FY 2012	FY 2013	FY 2014	FY 2015
Students with disabilities	56.1%	56.8%	55.9%	24.5%	23.5%	24.4%	25.2%

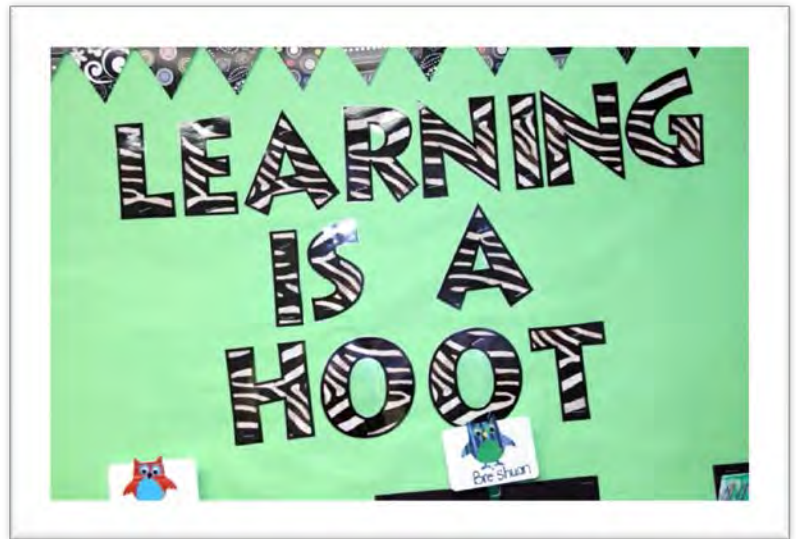
High School Grades Performance

Performance Metric	Actual				Goal	
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Graduation						
% Entering freshmen graduating within 5 years	NA	NA	84.0%	87.0%	90.1%	93.3%
College Readiness						
Average ACT Composite Score (Scale=1-36)	20.5	20.6	20.6	20.3	20.6	20.7
% Graduates ready for college coursework	NA	NA	47.6%	45.7%	47.0%	48.1%
In English	NA	NA	62.5%	61.0%	62.7%	64.0%
In social science	NA	NA	39.6%	38.9%	39.9%	41.1%
In math	NA	NA	43.1%	40.1%	41.5%	43.1%
In science	NA	NA	33.7%	33.9%	36.9%	39.1%
Academic Proficiency (Absolute)						
PSAE Grade 11 meets/exceeds in Reading	54.0%	51.0%	50.7%	54.8%	59.2%	64.0%
PSAE Grade 11 meets/exceeds in Math	52.7%	51.3%	51.6%	51.8%	52.0%	52.2%
Academic Proficiency (Historically Disadvantaged or Underperforming Subgroups)						
PSAE Grade 11 meets/exceeds in Reading						
Black/African American	27.6%	24.8%	24.2%	29.0%	34.8%	41.7%
Hispanic/Latino	33.2%	33.1%	33.5%	37.5%	42.0%	47.0%
Students who qualify for free/reduced priced lunch	31.8%	29.9%	30.7%	35.1%	40.1%	40.9%
Students with disabilities	17.2%	15.6%	16.4%	17.9%	19.5%	21.3%
PSAE Grade 11 meets/exceeds in Math						
Black/African American	20.4%	20.2%	20.9%	21.2%	21.5%	21.8%
Hispanic/Latino	33.8%	34.9%	36.2%	36.2%	37.5%	39.0%
Students who qualify for free/reduced priced lunch	29.0%	28.8%	30.3%	31.3%	32.3%	33.4%
Students with disabilities	13.3%	12.1%	13.3%	14.2%	15.2%	16.2%

In addition to aligning to the new Illinois Learning Standards, the new cut scores prepare for the higher expectations of a new assessment system to replace the ISAT in English language arts and math. The Partnership for Assessment of Readiness for College and Careers (PARCC) assessments are set to debut in 2014-2015.

Implementation

Since the adoption of the new Illinois Learning Standards for English language arts and math, ISBE has moved forward with implementation. During the 2010-2011 school year, activities focused on communication regarding the adoption of the new standards and coordination with stakeholders. The following school year, efforts continued with ongoing communication, and content teams were established to assist with Resource Design and Design of Implementation System. The Transition, Implementation and Technical Assistance phase is in progress and continues with the development of professional learning, resources and technical assistance to support districts transitioning to the new standards.



The new standards will help achieve the goal of preparing every child to succeed in careers and postsecondary education. Under the new standards, teachers and local school officials can develop their own education plans to help students achieve these new benchmarks. Students and parents will clearly understand the knowledge students are expected to gain each year. The standards will better prepare students for success in college and careers by combining what students need to know and how this information is applied to real-world situations. Standards are internationally benchmarked to high-performing countries to help children compete globally.

The implementation of the new Illinois Learning Standards for English language arts and math continues with various statewide activities and the development of resources to support local-level efforts. ISBE has established four content teams to support implementation. The teams include data and assessment, math, English language arts and learning supports. Each team has produced resources and is facilitating professional development. The Professional Learning Series located on the ISBE website (www.isbe.net/common_core/) includes presentations, facilitator guides, webinars and accompanying resources to support implementation of the learning standards. The Professional Learning Series currently houses 50 web pages, with more than 500 resources in the areas of math, English language arts, assessment and learning support.

A series of nine shift kits were developed, focusing on the English language arts (ELA) instructional shifts. Statewide training was developed and delivered to provide an overview of the kits. To support district professional learning efforts, a website was developed for the ELA shift kits. The website includes more than 300 resources. PowerPoints with notes, facilitator guides and handouts, research, recommended books, handouts and links to websites, videos and podcasts are available for ten separate topics including an administrator kit. A full set of kits was distributed to the Regional Offices of Education/Intermediate Service Centers for use in training.

The English language arts documents, “Features of a Standards Based Classroom,” are also aligned to the instructional shifts. The document provides guidance to the level of implementation against the shifts in teaching practice and rigor. It is intended to serve as a connection in thinking for the teacher or administrator to formulate a synthesis from the shifts of the new Illinois Learning Standards to practice in the classroom.

ISBE also developed middle and high school mathematics curriculum models to aid school districts and teachers in implementing Illinois Mathematics state standards for all students. The work was completed in conjunction with a committee representing a team of middle school mathematics teachers and a team of high school mathematics teachers. ISBE expanded the Model Curriculum Development Project to include scope-and-sequences and units for grades K-5 and assessments, model lessons and lesson documents for grades K-8 and Integrated Math 1, 2 and 3 high school courses. Earlier this year, the following grade level units were completed and made available on the ISBE website:

- Elementary: Kindergarten - 9 units; 1st grade - 7 units; 2nd grade - 7 units; 3rd grade - 7 units; 4th grade - 5 units; 5th grade - 6 units
- Middle School: 6th grade - 8 units; 7th grade - 8 units; 8th grade - 8 units
- High School: Math 1 - 10 units; Math 2 - 9 units; Math 3 - 9 units; Math 4 – Suggested course options

A series of documents were developed to determine the level of implementation for the mathematics learning standards. The Implementation Considerations are rubrics based on 23 specific education concepts, including: classroom, assessment, key shifts and mathematical practice standards. This document serves as a guide to navigate the full spectrum of implementation of the New Illinois Learning Standards for Mathematics. Rubrics are available by grade band, including K-2, 3-5, 6-8 and high school documents.

The New Illinois Learning Standards Conference was planned for June in Springfield, with the Illinois Association for Regional Superintendents of Schools (IARSS) as co-sponsor. This two-day conference featured teachers, practitioners and experts in the field of standards and assessment. A planning committee was established with the IARSS to assist with identifying sessions and topics.

ISBE is also providing informational support for the transition to a standards-based reporting system with a Standards-Based Reporting page. A two-day statewide professional development session was held in November 2013, featuring Thomas Guskey, an expert in the field of Standards-Based Grading. More than 400 individuals attended the session, which provided an overview of a standards-based reporting system. A website was launched on the topic, where participants will find information on where to begin, considerations for the transition to a standards-based report card, next steps, resources and suggested literature to support districts as they progress towards standards-based grading. Standards-based reporting PowerPoints, an overview bulletin and reading list are just some of the items currently available. Additional resources will continue to be added.

The Next Generation Science Standards (NGSS), which were adopted in February by the State Board of Education, are available at www.nextgenscience.org. Illinois is one of 26 states that volunteered to be a Lead State Partner for the development of the NGSS. As a lead state, Illinois convened the Illinois Lead State Review Committee, a broad-based team charged with providing feedback to the NGSS Writing Team and guidance to the state throughout the standards development process. In addition to six reviews by the lead states and their committees, hundreds of experts performed confidential reviews of the NGSS during development, and tens of thousands of members of the general public participated in two public review periods.



The NGSS combine the learning of Disciplinary Core Ideas through Science and Engineering Practices, in the context of Crosscutting Concepts. Students will demonstrate their scientific proficiency by engaging in actual scientific practices that demonstrate the ability to apply scientific concepts and ideas in any context.

Illinois is part of a multistate collaboration called Building Capacity for State Science Education (BCSSE) through the leadership of the Council of State Science Supervisors (CSSS), and our staff members are active participants. The BCSSE initiative engages members in discussions and activities designed to create and identify resources for states as they begin the work of implementation of NGSS. ISBE staff has participated with entities in the state to share ideas to ensure that initiatives align with the vision of NGSS. ISBE is planning a curriculum development initiative focused on integrating science curriculum at the middle school level, which began in March.

All Illinois K-12 students will be better prepared for entrance into college and careers resulting from effective teaching and learning in all disciplines. With the strategies and resources for effective implementation of the new Illinois Learning Standards for English language arts and math, along with the adoption of the new Illinois Learning Standards for Science, Illinois has made tremendous strides in the initiative to provide world-class standards for all students.

The National Council for Social Studies published the College, Career and Civic Life (C3) Framework for Social Studies Standards in 2013. The four dimensions of the C3 framework are:

1. Developing questions and planning inquiries
2. Applying disciplinary tools and concepts
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action



Partnership for the Assessment of Readiness for College and Careers

New assessments are being developed as ISBE continues implementation of the new Illinois Learning Standards. Illinois is one of 15 states and the District of Columbia serving on the Partnership for the Assessment of Readiness for College and Careers' (PARCC) governing board, which is providing leadership and oversight to the development of new assessments for use by states that have adopted the Common Core State Standards. PARCC member states are coming together to create an internationally benchmarked assessment system to be ready for the 2014-15 school year. These assessments will go beyond the traditional paper-pencil, fill-in-the-bubble tests, using new, innovative computer-based items and more extensive constructed response items. The alignment between curriculum, instruction and assessment will be stronger. Implementation of the new assessment system will contribute to greatly increasing the number of graduating students ready to succeed in college and the work force.

ISBE is working with Education Super Highway to collect data in support of planning for instruction and the PARCC online assessments this year. The information gained by this voluntary testing will be used to assist ISBE in its planning to improve statewide technology infrastructure and will also assist district planning. The School Speed Test has been endorsed by the State Educational Technology Directors Association, the U.S. Department of Education and the Council of Chief State School Officers as an effective way to accurately determine the

network infrastructure needs of districts and schools. ISBE is also using information gained from the PARCC Tech Readiness Tool to help determine school and district readiness to administer online assessments. At the current time, according to information gathered by the Tech Readiness Tool, about 60 percent of Illinois districts have the infrastructure and devices to administer the online test.



PARCC also developed the sample of districts/schools and classrooms that administered the field test to students in grades 3 through 11. More than 650 districts in Illinois, with more than 1,800 schools represented, participated in the field tests this past spring in English language arts or math. Almost 12 percent of Illinois students in testing grades were involved in some aspect of the field test, which allowed students to “test the test” before it counts. The field tests also allowed designers to determine the fairness, validity and accuracy of the questions and format to ensure a more

meaningful assessment system focused on concept mastery and real-world applications.

ISBE has presented workshops on the new standards and the new assessment throughout the state. The Educator Leader Cadre (ELC) is a group of trained educators who have provided information through multiple venues about the PARCC assessment. Webinars on the standards and the test have been provided to thousands of educators throughout the state. Members of the ELC continue to speak about PARCC and the standards to various stakeholder groups.

ISBE staff has also been working on dissemination of the PARCC accessibility and accommodations manual and accompanying information. Copies of the manual have been distributed to special education personnel throughout the state.

ISBE staff as well as educators from across the state continue to work with educators from other states on the development of the PARCC tests. Items are reviewed and revised using input from Illinois.

Race to the Top

In order to provide financial support for projects and activities aligned to the Board’s three strategic goals, Illinois submitted a successful proposal for the federally-funded Race to the Top (RttT) competitive grant program in 2011. Through Race to the Top, the Department of Education aims to increase student achievement and close persistent achievement gaps by creating the conditions for greater innovation in states and school districts. Illinois’ grant proposal included commitments to projects and activities that were aligned both to the ISBE goals and the vision for the federal Race to the Top program.

Illinois was awarded a \$42.8 million phase three RttT grant in December 2011 after being a finalist in the competition’s first two rounds. Under the grant, ISBE is using half of the awarded funds for state projects with the remaining half set aside for 34 participating districts who agreed to serve as leaders, innovators and early implementers for an ambitious set of educational systems improvements. These districts have committed to meet 17 RttT expectations over the course of the four-year grant, which ends in December 2015. Each district’s share is based on a required federal formula directing funds to those with the greatest number of low-income students.

The scope of work planned through Race to the Top is ambitious and broad, incorporating projects aligned to each of ISBE’s three goals. The table below describes the Race to the Top projects, many of which are highlighted in greater detail elsewhere in this strategic plan update.

<i>Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.</i>	
P-20 Programs Of Study and STEM Learning Exchanges	P-20 Programs of Study (POS) serve as a vehicle for improving academic achievement, increasing graduation rates, and improving transitions to postsecondary education and employment. STEM Learning Exchanges are a new innovative public-private partnerships that include students and representatives from various educational institutions, research centers, business and industry leaders, labor and professional organizations, state governmental agencies, and community partners statewide organized to support local implementation of P-20 STEM Programs of Study.
The Illinois Shared Learning Environment (ISLE)	Student data will be linked across instructional systems via ISLE, allowing educators to create integrated learner profiles that can support learning plans and other personalized learning tools. ISBE will also create a professional development training plan for ISLE's implementation and use.
Pathways Resource Center (PRC)	The Pathways Resource Center (PRC) serves as a centralized resource and assistance center for both the STEM Learning Exchanges and school districts establishing P-20 STEM Programs of Study (POS). The PRC provides services including coordinating applications and funding proposals for federal and foundation resources and statewide technical assistance and training in implementing STEM POS.
College And Career Readiness (CCR) Program	The College and Career Readiness (CCR) program is designed to increase alignment between high school and college curriculums and support student pathways from high school to postsecondary education. Seven colleges and Participating LEAs with students that feed into those colleges will participate in the CCR program.

<i>Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.</i>	
Redesign Of Teacher Preparation Programs	Incentives will be provided to develop new teacher preparation programs that are in alignment with the Common Core State Standards (CCSS) and Illinois Shared Learning Environment (ISLE). This project also aims to establish partnerships with Participating LEAs to support placements of teachers with extensive training on CCSS in High Poverty High Minority (HPHM) schools.
Performance Evaluation Reform Act (PERA) Pre-Qualification Program And Supports	In January 2012, the Illinois General Assembly passed the Performance Evaluation Reform Act (PERA), which requires all teacher and principal evaluation systems to include student growth as a significant factor in evaluations. The PERA Pre-qualification and Training Program must be completed by individuals who conduct evaluations of teachers, principals, or assistant principals.
Induction And Mentoring Supports	Tailored technical assistance will be provided to Participating LEAs on individual teacher and principal induction programs and the use of formative assessments related to evaluations. In addition, data will be collected and analyzed to determine the initial effect of these programs on teacher effectiveness, teacher retention, student achievement, and teacher efficacy. A process will also be developed to collect and disseminate information about best practices.
Performance Evaluation Reform Act (PERA) Research-Based Study	Passed by the Illinois General Assembly in January 2012, the Performance Evaluation Reform Act (PERA) requires all teacher and principal evaluation systems to include student growth as a significant factor in evaluations. The PERA Research-based study will be designed and conducted to determine the validity, reliability, and effectiveness of the reformed educator evaluation system. Results from this study will be used to inform recommendations and system improvements to ISBE.
Performance Evaluation Advisory Council (PEAC) Supports For Accelerated PERA Implementation	A PEAC Support entity is working with the PEAC subcommittees to facilitate the development of recommendations for the teacher evaluation system's components and framework for ongoing implementation.
<i>Goal 3: Every school will offer a safe and healthy learning environment for all students.</i>	
Illinois 5Essentials Survey	Beginning in 2013, the Illinois 5Essentials Survey is administered yearly for teachers, students, and parents to reflect on learning conditions and school climate. The online survey will help the state's nearly 4,000 schools better identify strengths and areas needing improvement.
Local Assessment Strategy (LAS) Supports	A Local Assessment Support (LAS) management entity will be selected to work with ISBE and to make commercial assessments available to districts to support the measurement of student growth for performance evaluations. In addition, the management entity will work with ISBE and teachers to develop local assessment resources that will be made available through a shared resources bank.

<i>Beyond the Three Board Goals: Cross-Cutting Support</i>	
Illinois Collaborative For Education Policy Research (ICEPR)	ISBE will collaborate with a Lead Partner institution, who will establish a research agenda in line with ISBE’s three goals. The Lead Partner will serve as a research resource for ISBE staff and executives, and produce its own research using ISBE data; they will also establish a process for third-parties access to data. With the Lead Partner, ISBE will develop a more robust connection between data, research, and practice.
Redesign Of The State Report Card	ISBE, in consultation with the P-20 Council redesigned the annual School Report Card so that information about schools and districts is accessible and parent-friendly. This project also provides support to principals about how to understand and engage families with the data. Visit the website: illinoisreportcard.com
Illinois Center for School Improvement	The Center will provide supports to Participating LEAs in the implementation of the RtT Expectations, including Common Core State Standards (CCSS), curriculum alignment, improvement of instructional practices, and support through the Rising Star continuous improvement process. This support is in the context of Illinois CSI’s general services to districts receiving focus, priority, and foundational services.

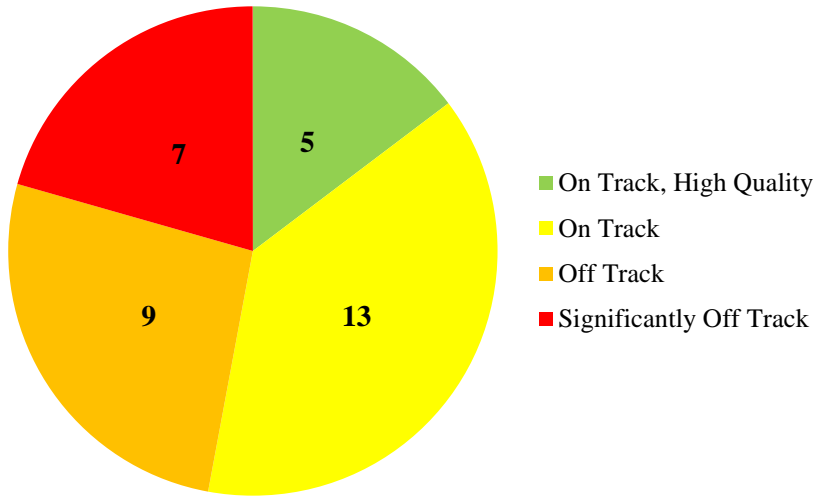
ISBE measures the performance of the Race to the Top initiative in several ways. First, we track the progress of each of the state-level projects toward completion compared to our planned scope of work. A summary of our progress on each project is included in the table below. Second, we have developed a performance agreement for each of the state projects. These performance agreements include measures of project success and implementation quality. For those projects highlighted in more detail elsewhere in this strategic plan update, we have included measures of project success and implementation quality in the detailed project descriptions.

Project	Status	Notes
2.2 Center for School Improvement	OT	All RtT districts are supported in their Rising Star work and development of Common Core content. Also, recently identified “priority” districts will receive technical assistance this year. Following changes in approach, the project will be on track with an amended scope.
2.3 State Report Card Redesign	OT HQ	The new State Report Card website successfully launched on October 31, 2013; district support continues through 2015 for understanding and engagement.
6.1 Local Assessment	OT	Despite delays in procuring services, 6.1 is moving forward by finalizing a model process for the Student Learning Objective (SLO) process, and planning to provide district training and resources. With an amended scope to reflect the recent selection of a vendor, the project is now on track.

6.2 STEM Learning Exchanges	OT	Nine regional STEM Learning Exchanges are approved, and support to districts is provided.
6.3 Pathways Resource Center	OT	The PRC is providing technical support to districts, as well as capturing Programs of Study choices of RttT districts.
6.4 College and Career Readiness	OT	CCR continues to provide support through Summer Bridge programs and Spring Interventions.
9.1 ISLE Data Integration	OT	RttT districts have continued to integrate student data into ISLE; the Dashboard application recently piloted in Bloomington SD 87. Following an amendment to scope and timeline, the project is on track.
9.2 ICEPR	OT	Despite delays due to change in vendors, the project is on track to provide ISBE with a strong research partner by December 2014.
9.3 PERA Research Based Study	OT HQ	Project 9.3 contractor Westat continues to work on the study with RttT districts with report delivery due in early fall 2014.
11.1 PERA Prequalification	OT HQ	ISBE continues to provide technical and programmatic support, and is conducting a follow up study of training effectiveness.
11.2 Survey of Learning Conditions	OT HQ	ISBE administered the Illinois 5Essentials Survey for the second time in March and April, 2014. The 2014 survey incorporated changes from the continuous improvement process.
11.3 PEAC Supports	OT HQ	Operational; released in early 2014 includes Type II assessment, ELL, and SPED guidance. American Institute of Research, project partner, is composing a long term plan into 2015.
12.1 Teacher Prep/HPHM	OT	Although behind schedule, recent changes to approach reflected in a submitted amendment will put 12.1 on track to developing new teacher preparation programs in line with the CCSS and ISLE.
14.1 Induction and Mentoring	OT	Although behind schedule, a new RFSP was recently released to provide support to districts for Induction and Mentoring programs. The project is now on track with and amended scope.

OT HQ – On Track, High Quality
 OT – On Track
 OFT – Off Track
 S OFT – Significantly Off Track

During the first two years of the grant, the 34 districts who have signed on as leaders, innovators, and early implementers have made great strides. These districts signed on to the work for a relatively modest appropriation of funds. Given this and the ambitious nature of the expectations, some districts have struggled to complete all they set out to achieve. The chart below demonstrates the distribution of progress among our 34 participating school districts.



As the chart demonstrates, some of our districts have had great success in what they set out to do. Among the promising practices these leading districts have begun are the following:

Beginning with the Race to the Top grant, participating district Bensenville SD 2 has developed a sophisticated Peer Evaluation Program to provide teachers with useful and ongoing support. As a three-step process, the peer evaluator and partnered teacher will meet in the fall, winter, and spring to set goals and self-reflect. In this system, the teacher can see that instruction is a skill to be continuously assessed, and most importantly have an important, supportive resource in their peer evaluator.

In Race to the Top district Freeport SD 145, Superintendent Roberta Selleck realized that “one size fits all is an inappropriate construct for learning.” Using this frame of mind, Freeport is slowly introducing the concept of *personalized mastery*, which allows for the district’s diverse set of students to master content at their own pace, instead of levels based on time or student age. Effective professional development opportunities have allowed this new approach to teaching gradually take hold in Freeport SD 145. To complement the bold initiatives Freeport SD 145 is taking, ISBE is able to provide foundational support for districts through the Center for School Improvement, such as professional development on the Common Core State Standards, access to content specialists, networking around key Illinois initiatives such as new performance evaluations, and support for district continuous improvement practices.

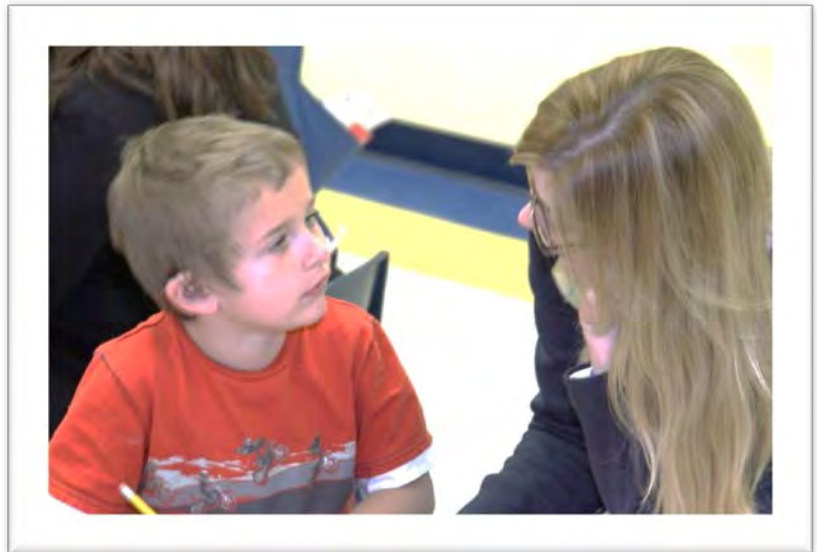
Both districts demonstrate the unique practices started to support improved student outcomes, and serve as exemplary models among Race to the Top districts and statewide.

New Report Card

On Oct. 31, 2013, ISBE unveiled a new, improved Report Card that changes how we report student and school results to offer a more complete picture of student learning and school climate in a more consumer-friendly format. The redesign offers much more than a new look. The State, District and School Report Cards now provide multiple measures of student and school performance for more informed discussions about the unique qualities of public schools and school improvement efforts. They also reflect our transition toward higher performance expectations at an earlier age and greater rigor in the classroom to make sure Illinois K-12 students are on track for success in college and careers.

ISBE developed a new website, www.illinoisreportcard.com, which was redesigned from the ground up to target parents, community members and the general public with a streamlined, visually fresh and easy-to-navigate format. The report card is available in two new formats:

- An online Report Card with an interactive tool for exploring school performance data. The tool includes simple, intuitive displays as well as detailed data views and descriptions for each school and district. The online Report Card continues to offer information on student demographics and performance. Users can search by school or district name.
- An At-a-Glance Report Card, found on each school's online Report Card, offers a two-page snapshot that can be downloaded, printed and distributed to local families and community members.



The new report card provides at-a-glance information about school performance, school conditions and learning environment. New metrics include “Student Academic Growth” by elementary school and district according to a new growth model using value tables that shows how much academic progress students have demonstrated from one year to the next in reading and math. Based on feedback from education experts, ISBE believes the growth model approach will improve our understanding of student learning and provide a more nuanced accountability system than simply the percentage of students meeting or exceeding standards on one state test.

The value table was used on an advisory basis in 2013-2014 to calculate student growth at the district- and school-level in grades 3 through 8 based on two years of performance on the Illinois

Standards Achievement Test (ISAT). The table has four performance categories and considers student growth to be movement from a lower proficiency level to a higher proficiency level.

ISBE collaborated with educators across the state to set growth scores for the value table, which awards more points to students who maintain or increase achievement at the meets or exceeds levels and gives lower scores to worsening or slower-paced progress. This approach acknowledges the difficulty in students consistently performing at the upper level of achievement and provides points to recognize continued excellence.

Below is the generic value table for the state:

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceeds Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130

For 2013, the statewide average K-8 Student Academic Growth score for math was 101.4 and 102.1 for reading. Student Academic Growth scores were initially reported on an advisory basis, not as part of the state’s accountability system. Schools that score below the average are not meeting the state average growth, and those scoring above are exceeding the average growth for a school. In 2013, 1,823 schools or 63 percent demonstrated positive growth in reading and 1,620 schools or 56 percent showed positive growth in math.

The growth score simply indicates the average amount of growth for students in a district or school and adds more context to the Adequate Yearly Progress measure and other metrics. It is

also another way we can measure how effective school and district academic programs are at preparing children for college and careers.

The new report card also features the academic courses, career development courses and programs, special programs of study, athletics, school awards, physical education, health and wellness and other programs and activities that make each school unique. The 2013 report card also provided summary responses to the first statewide learning conditions and school climate survey, called the 5Essentials, that was first administered in spring 2013. With more accessible and user-friendly information than ever before about each school's programs, performance and activities, the redesigned report card encourages a model of school improvement where all members have an opportunity to contribute to better outcomes. It also aims to foster more discussions and interest in school improvement.

As ISBE makes the transition from its current assessment system to one that is fully aligned with the new Illinois Learning Standards, the measures of performance displayed on the report card will be further improved. New measurements – such as the percentage of students entering college after high school, the percentage of students enrolling in remedial coursework during their first year in college and the percentage of students entering kindergarten ready to learn – will also be added as new data come online.

ISBE has established three goals against which to measure the success of the new report card. These are:

1. Families, educators and the public have a shared understanding of school performance enabled by an easily accessible report card that includes multiple dimensions of school performance and environment.
2. Family and community engagement improves through school leaders' use of the new report card and through additional engagement support provided to districts.
3. Stakeholders at all levels (state, regional and local) refer to report card measures for purposes of accountability and measuring program effectiveness, thereby improving alignment of purpose throughout the system.

ISBE is currently collecting baseline data to assess the following outcomes for the new report card in future years:

- **Usage:** Parents and the public are reaching and using the report card site (as of Feb. 28, 2014, more than 100,000 unique visitors have used the new report card site).
- **Accessibility:** Report card users find that the information on the new report card is more accessible and meaningful (Seventy-eight percent of principals report the new report card's appearance and displays make data accessible and easy for parents to understand).

- **Engagement:** The report card is used as a tool to increase parental and community engagement (Forty percent of principals report their school currently uses the report card as a tool to increase engagement with families and communities and 46 percent report that they plan to do so in the 2014-15 school year).

The Illinois 5Essentials Survey

This past school year was the second in which ISBE administered an online, statewide survey to collect feedback on individual schools' learning conditions and environment. The 5Essentials Survey is an evidence-based system designed to drive school improvement by measuring change and providing individualized, actionable reports for each school. The 5Essentials is for all certified pre-kindergarten through 12th grade teachers and students in sixth through 12th grades across the state, and all responses are anonymous. The survey is based on 20-plus years of research by the University of Chicago Consortium on Chicago School Research on five components found to be critical for school success:



1. **Effective Leaders:** The principal works with teachers to implement a clear and strategic vision for school success.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development and works together to improve the school.
3. **Involved Families:** The entire school staff builds strong relationships with families and communities to support learning.
4. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
5. **Ambitious Instruction:** Classes are academically demanding and engage students by emphasizing the application of knowledge.

ISBE is statutorily required to provide and each school district is required at least biennially to administer a learning conditions survey to help provide a more complete picture of what happens in the classroom. Beyond this legal requirement, this survey implementation is guided by three goals. Our first priority is school improvement – we want schools and districts to have stronger plans for improvement based on incorporating measures of learning conditions. Second, we seek improved targeting of supports through the Statewide System of Support based on use of survey data in the needs assessment process. Finally, we seek to engage all stakeholders in the school improvement planning process by including the data from the 5Essentials on the State School Report Card.

During the first administration last year, 87 percent of all public schools in the state met the required 50 percent participation threshold to receive survey results. More than 70 percent of all teachers and eligible students across the state took part in the 2012-2013 survey.

In 2014, only districts participating in Race to the Top and those that did not participate in the survey last year were required to participate. Any district that had teacher or student responses in 2013 was not required to participate. However, all districts had the option to participate and were strongly encouraged to do so as a second year of data could help a school confirm patterns, inform improvement efforts and keep parents, students and teachers engaged in the school and district's larger goals and needs to move towards improvement. Districts once again also had the option of asking parents to participate in the survey.

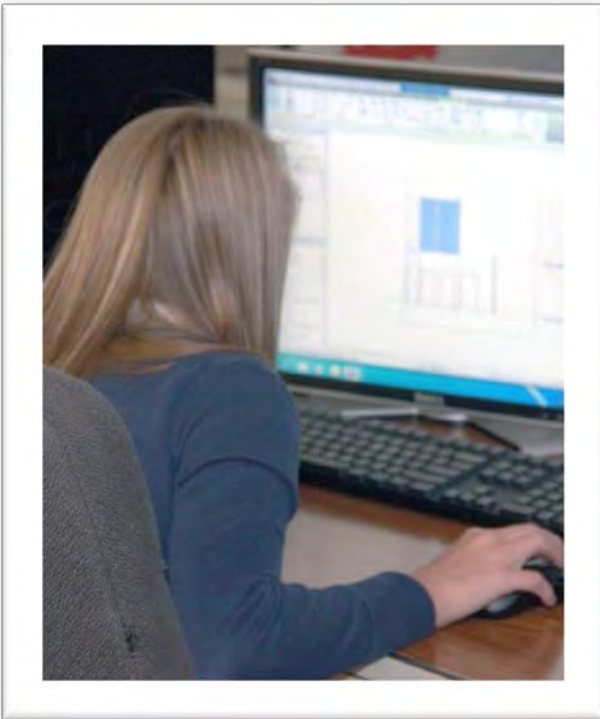
The information collected through the survey is rigorously reviewed and analyzed to generate a 5Essentials Report for each school. The 5Essentials Report includes a breakdown of teacher and student responses and, most importantly, provides a comprehensive picture of the school environment based on the five components listed above in a meaningful context of similar and successful schools. The 2014 results, collected from March 17 through April 25, will be shared publicly through the State School Report Card in late October.

The performance measures in the table below assist ISBE in measuring progress toward the goals of this project. Since 2013 was the first year of administration, it will serve as a benchmark against which to compare future results. In addition, ISBE has partnered with the Illinois Education Research Council to conduct a study on best practices for use of these survey data, which will be published in September. This study will help us better understand progress toward the first and most important of the project's three goals: school improvement.

Performance Indicator	2013 Result
Teachers Completing Survey	77%
Students Completing Survey	71%
Schools Receiving Report	87%
Principals Who Found Teacher Survey Data Valuable	49%
Principals Who Found Student Survey Data Valuable	49%
Principals Who Reported Using 5Essentials Data in Improvement Planning	48%
Principals Who Reported Modifying Their School Improvement Plan Based on 5Essentials Data	28%
Principals Reporting They Shared Data with Teachers	80%
Principals Reporting They Shared Data with Parents	44%
Principals Reporting They Discussed Data with Parents	21%
Superintendents Reporting They Reviewed Results at a District Leadership Level	82%
Superintendents Reporting They Reviewed the Results at a School Board Meeting	59%

Career/Technical Education Curriculum Revitalization

The Career/Technical Education (CTE) program aims to develop academic, career and technical skills for the secondary education students who elect to enroll in career and technical education programs. ISBE is working with CTE stakeholders to revitalize the CTE curriculum to infuse courses with 21st-century literacy skills and meet core academic requirements, including the new Illinois Learning Standards. This initiative - which is a partnership between ISBE, the Facilitating Council for Agricultural Education, the Southern Illinois University Center for Workforce Development and the Center for Agricultural Research and Training - is led by the College and Career Readiness Division.



The project, now in its eighth year, develops online tools that allow teachers to plan standards-based instruction, document the standards addressed in their curriculum, deliver via an attractive contemporary online format and assess student performance. The assessment data generated enables teachers to individualize instruction to the needs of students. Any Illinois teacher can access and use the online tools at no cost.

The project currently hosts 1,617 lesson plans with accompanying PowerPoints, test items and student electronic units in 17 content libraries and three pullout libraries. A minimum of 200 additional sets of curriculum materials are expected to be posted to the website in FY 14. This will increase the total inventory to approximately 1,817 sets, including new content from Illinois Career Counselors for the next school year. In addition, 40 CTE-specific, content-specific

CCSS Mathematics Integration Activities will be added to enhance math skills. The lessons can be viewed at www.mycaert.com.

The CTE curriculum project provides continuous consultation with educators, business and industry leaders from across Illinois and includes professional development activities for both teachers and guidance counselors. The CTE curriculum project also provides professional development for the implementation of the new Illinois Learning Standards and other national content standards that are aligned with business and industry organizations. Also, this project currently has several math, English and science instructors, as well as counselors utilizing the web materials. The www.ilcte.org website provides information regarding professional development and resources. The future forecast of the CTE curriculum project is promising as efforts increase to make other high school instructors aware of the resources.

Performance Measure	School Year 2011	School Year 2012	School Year 2013	School Year 2014 (estimate)
Percentage of CTE concentrators who completed secondary education	91.5%	94%	95.6%	94%
Percentage of CTE concentrators who passed the technical skills assessments (aligned with industry-recognized standards)	63.5%	70.9%	75.4%	74.8%
CTE student enrollment	-	262,982	262,950	262,900
Percentage of CTE concentrators who were placed in post-secondary education or training	73.5%	56.9%	65.9%	60%
Percentage of CTE concentrators who attained proficient or advanced levels in reading/language arts on statewide high school assessments	-	52.1%	49.6%	50%

Initiative - Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the workforce.

Illinois Statewide Longitudinal P-20 Data System

ISBE continues to work together with six other state agencies to develop and implement the Illinois Statewide Longitudinal P-20 Data System (ILDS). The ILDS will enable the research and analysis necessary to measure the agency’s progress toward achieving the Board’s mission and goals. The ILDS will achieve this by linking student data from pre-kindergarten through college and the workforce while protecting student privacy consistent with applicable privacy protection laws.

In April 2014, ISBE and its partner agencies published an inaugural annual report and 18-month strategic plan for the ILDS. Subject to availability of funds, the agencies have agreed to the following plan for making the vision for longitudinal data a reality:

1. Centralized Demographic Dataset (CDD) Administrator Services: A CDD Administrator will be identified and charged with developing a process through which data can be regularly matched across the agencies participating in the ILDS. The CDD Administrator will also be charged with maintaining the security of student data in compliance with applicable data privacy laws.

2. Intra-agency Enhancements: As financially feasible, each agency will make enhancements to its data collection systems to enable effective data sharing with the CDD Administrator and each other. Through the work described in more detail below, ISBE has made substantial investments in this area and has built a solid foundation for collecting, warehousing and reporting on its components of the ILDS.

3. End-user Services: With the support of the interagency data governance body and as financially feasible, the ILDS agencies will collaborate to produce public reports and research datasets in five areas of initial focus: early childhood, high school to college success, community college feedback, career pathways and college/career certificate completion. The table below details the planned work in these areas:

Focus Area	Fall 2014 Goals	18-Month Focus
Early Childhood	<ul style="list-style-type: none"> ▪ Merge Child Care data maintained by DHS, Preschool for All data maintained by ISBE, and Head Start data to identify an unduplicated count of children receiving services through these programs. This process will identify data quality issues and other barriers that can be addressed by the LDS Agencies moving forward. 	<ul style="list-style-type: none"> ▪ Publicly available dashboard reports and other reports addressing key policy questions and other questions as needed. ▪ Early learning analytical portal available to appropriate ISBE, DHS, INCCRRA, and Governor’s Office of Early Childhood staff.
High School to College Success	<ul style="list-style-type: none"> ▪ Include college enrollment information on fall 2014 Illinois Report Card. ▪ Develop remediation rate metrics and determine whether data quality allows for report card publication. 	<ul style="list-style-type: none"> ▪ Redesigned High School to Postsecondary Success reports produced by the agencies. ▪ Analytical portal available to appropriate ISBE, ICCB, and IBHE staff.
Community College Feedback	<ul style="list-style-type: none"> ▪ Prototype of community college feedback report for several pilot community colleges. 	<ul style="list-style-type: none"> ▪ Community College Feedback reports for the entire system produced by the agencies. ▪ Analytical portal available to appropriate ICCB, IBHE, and ISAC staff.

Focus Area	Fall 2014 Goals	18-Month Focus
Career Pathways	<ul style="list-style-type: none"> ▪ Publicize the availability of the CTE Earnings and Employment web portal ▪ Prototype reports for the WDQI Pathways Metrics project 	<ul style="list-style-type: none"> ▪ Enhance and expand the CTE Earnings and Employment web portal to: <ul style="list-style-type: none"> ○ Align employment outcome measures to IDES recommendations; and ○ Add pre-degree earnings, industry codes, and baccalaureate transfer and degree information ▪ Analytical portal available to appropriate ISBE, ICCB, IBHE, IDES, DCEO, and ISAC staff
College/Career Certificate Completion	<ul style="list-style-type: none"> ▪ Publicize the availability of current tracking processes ▪ Perform a supply and demand analysis 	<ul style="list-style-type: none"> ▪ Utilize data shared through the LDS governance processes to track performance toward the goal ▪ Establish and track ISBE Grade 9 benchmark ▪ Analytical portal available to appropriate ISBE, ICCB, IBHE, IDES, DCEO and ISAC staff

In parallel with the interagency strategic planning, ISBE has worked to complete its data warehouse containing data on students, educator employment, educator licensure and school and district entities. The warehouse, scheduled for completion in June 2014, builds on work completed by the agency over the last decade to establish high-quality data collections about student enrollment, course taking, course grades, disciplinary incidents and program participation as well as well as educator licensure, employment, salary and evaluation. The new data warehouse includes a link between students and educators as well as between educators and the preparation programs they attended.

In Fiscal Year 2015, ISBE plans to launch an ILDS reports portal to house reports produced through the ILDS effort. Building on the successful implementation of the State School Report Cards (www.illinoisreportcard.com), the ILDS reports portal will provide public access to education data aggregated to protect student privacy. The site will provide user-friendly

navigation to these data, access to a data dictionary and links to research completed with ILDS data.

ISBE has also developed an internal data stewardship program to ensure complete and accurate data are collected through the agency's systems. In the past year, the data stewards have worked to improve the quality of the agency's data by eliminating redundant data collections, refining data definitions, clarifying business requirements, improving communications to school districts and establishing a data collection help desk.

To date, ISBE has measured the outcome of its investments in longitudinal data based on the completion of the projects associated with the initiative. As we move into FY 2015, the agency is working to establish performance measures to gauge the ongoing performance of this initiative. These measures will demonstrate the agency's progress toward the following goals:



- Policy research relevant to the agency's goals is compiled on a timely basis and utilized in decision making at the Board and legislative levels.
- Data collection is efficient and results in high-quality (i.e., complete and accurate) data.
- The data needs of a wide variety of stakeholders are met, stakeholders regularly access reports and data tools created from the ILDS and stakeholders report that data and information are easy to find.
- ILDS data are used regularly as part of internal performance management and program operations.

Initiative - Targeting statewide interventions and support to our lowest performing schools and districts.

The Illinois Center for School Improvement

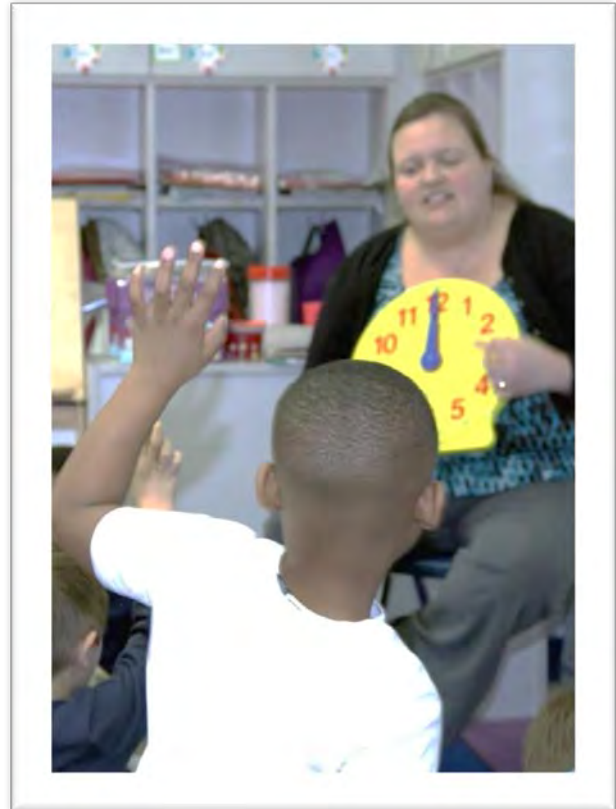
ISBE partnered with the American Institutes for Research (AIR) to establish the Illinois Center for School Improvement (Illinois CSI) to coordinate the delivery of high-quality, research-based resources and services designed to increase district capacity, improve student performance and close achievement gaps.

Roundtable

The ISBE Roundtable was established as a cross-divisional leadership committee that provides oversight, guidance, alignment and support to the Illinois CSI to ensure that the center's goals and practices support ISBE's vision and improvement initiatives.

Illinois CSI regularly updates the ISBE Roundtable on its developments and seeks continual feedback from the Roundtable on how best to advocate for top ISBE priorities, such as:

- a. Building state capacity to support and improve low-performing schools
- b. Adopting more rigorous standards and assessments at the school district level
- c. Recruiting, evaluating and retaining highly effective teachers and principals
- d. Creating accurate and actionable data systems that measure student success



Research Council

The Research Council for Illinois CSI is comprised of national education content experts, representatives from national educational organizations and experts of national standing from AIR. All Research Council members are able to speak authoritatively to at least one of the Eight Essential Elements of School Improvement as defined by ISBE – Comprehensive Planning, Leadership, Conditions for Learning, Family and Community Engagement, Professional Development, Instruction, Curriculum and Assessment.

The Research Council was established to provide research-based guidance and timely input into resources and services provided by Illinois CSI. Council members may also participate in Quarterly Research Forum meetings and provide detailed answers to questions posed by districts.

Research Council members are responsible for informing the work of Illinois CSI individually or in collaboration with their peers by engaging in the following activities:

- a. Incorporate knowledge and expertise – individual and collective – into Illinois CSI product design
- b. Act in a quality-assurance role to guide the direction of technical assistance plans and sessions and to offer suggestions for improvement and change
- c. Participate and inform the Quarterly Research Forums as appropriate

- d. Offer research-based contributions to Illinois CSI clientele by participating in research forums, Illinois CSI issue brief publications and other communications



The Illinois CSI research base is grouped around 10 areas (the Eight Essential Elements of Effective Education plus two additional, School and District Turnaround and Closing the Achievement Gap) central to effective education in Illinois. Each topic includes resources that examine numerous factors that affect education in the United States. Topics are organized into themes specific to the issues and perspectives that emerged from each topic area.

An annotated bibliography accompanies each topic and is currently available online and as a downloadable PDF document at www.illinoiscsi.org.

Foundational Services

Illinois CSI Foundational Services support all school districts in Illinois. Foundational Services are designed to target student achievement and continuous improvement through the Eight Essential Elements of Effective Education, with specific emphasis on the new Illinois Learning Standards based on the Common Core State Standards for grades K-12, and implementing the school improvement process through Rising Star, Illinois' tool for continuous improvement planning. Foundational Services provide resources that guide and promote practices necessary to successfully implement Rising Star improvement plans.

Services and resources:

- a. Statewide resources aligned to the Eight Essential Elements
- b. Statewide virtual training and professional development on implementing the Eight Essential Elements and new Illinois Learning Standards in English language arts and math (Common Core State Standards)
- c. Regional training and professional development on implementing the Eight Essential Elements and the new Illinois Learning Standards in English language arts and math (Common Core State Standards)

Illinois CSI Foundational Staff Resources:

- Statewide content specialists who create resources, tools and professional development in the areas of: English language arts, mathematics, data and assessment and learning supports

Focus Services

In addition to having access to the Foundational Services available to all Illinois districts, districts receiving Focus Services and Priority Services will receive additional resources and services. For districts receiving Focus Services, Illinois CSI efforts are designed to target achievement gaps.

Services and resources:

- A district needs assessment will be used to create a District Service Agreement that will prescribe targeted coaching based on areas of need.

District Leadership Team (DLT) Learning Network will connect colleagues from districts with similar needs and will emphasize Illinois CSI's improvement principles:

- a. Collaborative leadership teams
- b. Data systems that drive decisions
- c. Deep implementation
- d. Intentional monitoring and feedback



Customized coaching will support the implementation of the District Service Agreement's priority areas and further the implementation of the DLT Learning Networks with particular emphasis on data systems, monitoring and feedback.

Staffing:

- District Liaisons for districts receiving Focus Services will coordinate and implement statewide supports and lead district assistance teams in providing strategic coaching to school districts.
- District Assistance Teams will provide direct support to ISBE-designated districts which receive Focus Services. These teams work with district leadership teams on building their capacity and may be involved in planning, implementing and refining district improvement plans.

Priority Services

In addition to the Foundational Services available to all Illinois districts, districts receiving Priority Services will receive similar resources and services available to districts receiving Focus Services but will also benefit from more intensive coaching time and attention. For districts receiving Priority Services, Illinois CSI efforts are designed to target large-scale systems change and governance for overall teaching and learning effectiveness.

Services and resources:

- A district needs assessment is used to create a District Service Agreement which is based on priority areas and determines areas of targeted coaching.



A District Leadership Team (DLT) Learning Network will connect colleagues from districts with similar needs and will place emphasis on Illinois CSI's improvement principles:

- Collaborative leadership teams
- Data systems that drive decisions
- Deep implementation
- Intentional monitoring and feedback

Customized coaching will support the implementation of the District Service Agreement's priority areas and further the implementation of the DLT Learning Network, with particular emphasis on data systems, monitoring and feedback.

Staffing:

- District Liaisons service districts receiving Priority Services will coordinate and implement statewide supports and lead district assistance teams in providing strategic coaching.
- District Assistance Teams will provide direct support to ISBE-designated districts that receive Priority Services. These teams will work with district leadership teams on building their capacity and may be involved in planning, implementing and refining district improvement plans.

- There are 30 districts and 147 schools designated to receive Priority Services. District Needs Assessments (DNA) are currently being conducted in these districts. Their customized service agreements and coaching will be based upon the key findings of the DNA.

Internal Evaluation Overview

As part of Illinois CSI's mission to lead the delivery of high-quality, research-based services designed to raise student performance by increasing district-level capacity for exceptional teaching and learning, a comprehensive evaluation plan consisting of an audit and an internal evaluation was designed to ensure transparency and effectiveness of Illinois CSI operations and to support improvement.



The baseline needs assessment for the internal evaluation was informed by a Statewide System of Support (SSOS) audit in spring 2013. The second component of the Illinois CSI evaluation plan, the internal evaluation, utilized the results of the audit (and annual follow-up) to set, track and revise Illinois CSI evaluation goals. Through frequent formative feedback and other sources of evaluation data such as surveys, site analytics and district and school documents, the internal evaluation will enable ongoing performance monitoring that will inform and improve service delivery over the course of the grant.

Least Restrictive Environment (LRE) Data Cohort

ISBE's Special Education Services Division began conducting the Least Restrictive Environment (LRE) Data Cohort as a way for districts to improve their school climate so that students with Individualized Education Programs (IEPs) would have greater access to the general education environment and to create a more robust continuum of alternative placement options. As a whole, Illinois lags behind other states in the placement of students with disabilities in the Least Restrictive Environment. This initiative allows participating districts to delve into their data to determine possible reasons why many students with IEPs are not being placed appropriately.

In 2013, ISBE conducted two data cohorts. Thirteen districts participated in cohort 2 and showed an average increase in the percentage of students with IEPs served in the general education classroom 80 percent or more of the day by 1.5 percentage points, according to the data districts submitted in December 2013. This data also showed that eight districts participated in cohort 3 and showed an average increase in the percentage of students with IEPs served in the general

education classroom 80 percent or more of the day by 1.9 percentage points. When enrollment for the fourth cohort began in early 2014, 19 districts volunteered to participate.

Each district develops their own action plan to promote general education placement opportunities. Some of these include implementing/increasing co-taught classes, analyzing why there is a higher trend to placing students in a more restrictive environment in higher grade levels, adjusting their bell-to-bell minutes to provide more academic instruction within the school day and providing needed accommodations and modifications within the general education setting.

Illinois Virtual School

The Illinois Virtual School (IVS) contributes to the goal of college and career readiness by expanding learning opportunities for students throughout the state.

IVS provides online, teacher-facilitated courses to public, private and home-schooled students in grades 5-12. All courses are standards-aligned and taught by certified Illinois teachers. Upon completion of an IVS course, schools and students receive a Completion Certificate. The local school determines the final grade and awards course credit.

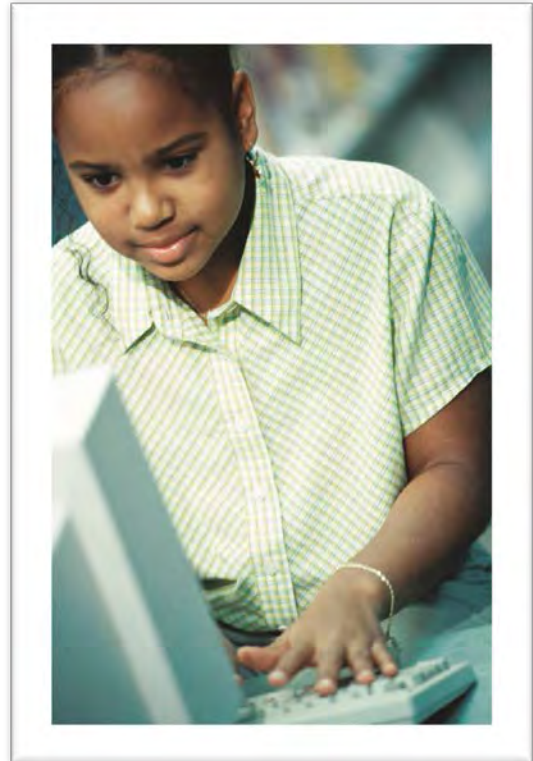
IVS offers a number of courses in the curricular areas of Business and Economics, Career Planning, Computer Technology and Information Technology, Fine Arts, Health, Language Arts, Mathematics, Science, Social Studies and World Languages.

The cost of teachers is covered by the fees paid by the districts or students. The investment of the Illinois State Board of Education supports the technology and infrastructure.

IVS served **2,255** students in 2012-13, through **3,185** course enrollments. These include:

- Opportunities to enroll in courses that could not fit into their daily school schedule
- Courses not offered by a student's face-to-face school, such as Advanced Placement, world languages and other enrichment opportunities
- Options to retain resident students looking for an online option or who may have previously dropped out of school
- Credit recovery options for students to graduate on time

When a student requests an IVS course, they must indicate one of the following reasons for taking a course:



- Enrichment (11 percent)
- Need to Retake (13 percent)
- Not Offered at My School (19 percent)
- School Requirement (39 percent)
- Other (18 percent)

Illinois Virtual School Outcomes	FY 2011	FY 2012	FY 2013
Percentage of Course Enrollments Receiving a Completion Certificate	97%	98%	98%
Percentage of Course Enrollments Completed with Passing Grade	92%	91%	90%
Total Cost per Unit of Service (includes state and local funds)	\$509	\$445	\$467
Percentage of Students Making Adequate Progress from Pre- to Post-Assessment (in development)	N/A	N/A	N/A
Percent of Students Reporting Satisfaction with Online Learning	66%	74%	N/A
Percentage of Districts Reporting Satisfaction with IVS Services (in development)	N/A	N/A	N/A

Other Key IVS Facts	
Student Fee per Full-Service Course	\$250
Student Fee per Credit Recovery Course	\$70
FY 2013 Course Enrollments	3,185 (increasing each year since 2,530 since FY 2010)
Full-Service Online Courses	147 Semester Courses Recognized by the NCAA and College Board
Participating Districts	285 Districts
Participating Schools	417 Schools (373 public, 44 private)
Certified Teachers Employed by IVS	59 Teachers

Early Childhood Education

The Division of Early Childhood continues to administer and improve programs under the Early Childhood Block Grant, despite ongoing budget constraints. The ECBG was level-funded in FY 14 after being cut by \$25 million during the previous year, and a total of 75,623 preschool children were served statewide. In addition to previous cuts, the ECBG has lost a collective \$80 million since FY09 and is serving 19,500 fewer preschool children than five years ago. ISBE has continued to move forward with infrastructural and quality improvements, including strengthening the Program Improvement Plan process and targeting low-rated preschool programs with instructional coaching.

Fiscal Year	Early Childhood Block Grant (ECBG)*	Students Served, Preschool 3-5 only
FY 2009	\$380,261,400	95,123
FY 2010	\$342,235,300	87,580
FY 2011	\$342,235,300	82,150
FY 2012	\$325,123,500	78,607
FY 2013	\$300,192,400	75,623
FY 2014	\$300,192,400	70,032 (Estimated)

***Includes funding for Prevention Initiative Birth to Age 3 Years old Programs**

During 2013, the Early Childhood Division continued to work closely with the Governor’s Office of Early Childhood Development, the Illinois Department of Human Services (IDHS), the Illinois Department of Child and Family Services, the Illinois Early Learning Council and other public and private partners to implement the Race to the Top-Early Learning Challenge-Phase 2 (ELC) grant plan. ISBE regularly coordinated with other agencies through the Intergovernmental Agency Team convened by the Governor’s Office. Interagency coordination focused on developing a Quality Rating and Improvement System that will include all Preschool for All programs, incorporating teachers into the Gateways to Opportunity Registry, coordinating trainings and trainers from each of the state-funded systems and laying the foundations for the Unified Early Childhood Data System.

ISBE also engaged in a variety of initiatives in support of the ELC grant and ISBE’s own board goals. The Kindergarten Individual Development Survey (KIDS) pilot was completed in the summer of 2013, with 64 school districts participating and nearly 400 teachers administering KIDS to approximately 7,000 kindergarten children. A comprehensive, two-day training on observational assessment and on the KIDS instrument was provided to more than 600 individuals, including all participating teachers, some administrators and locally assigned coaches.

In the fall, ISBE began the second-year expanded administration of KIDS and the field study. For the second-year administration of KIDS, 127 districts are participating and 771 kindergarten teachers and 277 school administrators and other district personnel have been trained to use KIDS. Observations were also performed on more than 13,000 kindergarten students. ISBE also funded several initiatives to support the implementation of the revised Early Learning and Development Standards for Three- to Five-Year-Olds and Early Learning Guidelines for Birth to Three-Year-Olds, including enhanced teacher training, translated materials and parent tip sheets.

Family Engagement

ISBE believes that when families, schools and communities come together to promote learning and healthy development for all children, schools flourish and individual student outcomes improve. Research shows that students perform better academically when their parents are engaged in their education, whether in school or at home. To strengthen partnerships between families and schools, ISBE has developed a shared framework guide for engaging families.



In August 2013, ISBE held a Family Engagement Symposium to present the new Family Engagement Framework Guide to support family involvement and participation in education. The guide and framework are the result of a committee representing multiple programs and perspectives, charged with improving collaboration to enhance engagement efforts. The framework is research-based and presents four core principles of effective family engagement: developing a family engagement system, building a welcoming and supportive environment,

enhancing communication and including parents in decision making. It then applies these principles across the eight essential elements of school improvement - Comprehensive Planning, Leadership, Curriculum, Assessment, Instruction, Professional Development, Conditions for Learning and Family and Community – to demonstrate how schools and districts can incorporate engagement into their core initiatives. ISBE is currently collecting feedback on the guide. In 2014, ISBE will finalize the guide, host a series of webinars and develop complementary trainings and resources for districts.



Every student will be supported by highly prepared and effective teachers and school leaders.

Initiative - Implementing program and policy changes to improve teacher and school leader effectiveness.

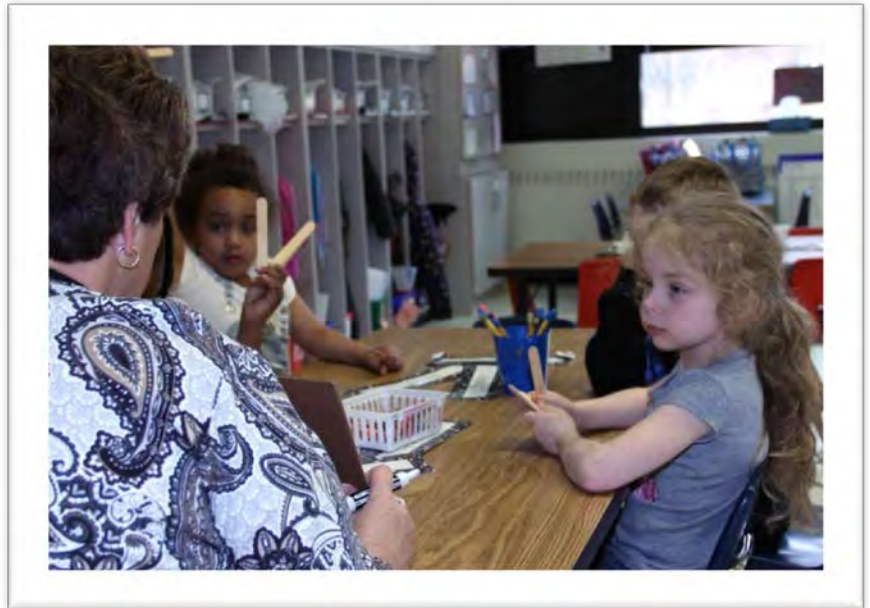
Performance Evaluation of Educators and School Leaders

The Illinois State Board of Education continues to work with stakeholders to enact the Performance Evaluation Reform Act (PERA), which is a cornerstone of teacher and principal enhanced accountability. The Performance Evaluation Advisory Council (PEAC) continues to work to develop a teacher evaluation model related to demonstrating growth. The state contracted with the Consortium for Educational Change (CEC) to develop and implement a training program for evaluators of teachers and principals. Since June 2012, more than 16,000 Illinois educators have been trained or are in the process of being trained to provide quality evaluations of teachers and/or principals and assistant principals.

The Growth Through Learning Illinois System, which has a website at www.growththroughlearningillinois.org, provides further information about the training. There

are five modules for each of the trainings. Each online, self-paced training module is designed to be taken individually. Each module includes narration and is interactive with practice exercises focusing on the minimum requirements outlined in the module. All modules for both the Teacher and Principal Evaluator Training support the framework of: Module 1 – Understand the foundation for evaluation through PERA, SB7 and school code; Module 2 – Validate through observations and evidence collection; Module 3 – Collaboration through professional conversations; Module 4 – Reflection and reaching summative rating; and Module 5 – Student growth.

Each module has downloadable reference guides/guidebooks and available resource materials. All modules reference the minimum requirements based on the administrative rules by using an icon of an exclamation point on the page and all best practices will be identified with an icon of a star. The assessment for each module is based on the minimum requirements set forth by the administrative rules.



Since July 2012, PEAC has provided support for moving ahead on providing resources for districts as they begin implementation of PERA. Through the support of the American Institute of Research (AIR), PEAC has developed and began dissemination of a variety of guidance documents to assist superintendents, principals, teachers and others who are involved in the implementation of PERA. The guidance documents address the following areas and can be found at www.isbe.net/peac:

- Guidance on Using Illinois 5Essentials Survey Data in Principal Evaluation
- Guidance on Collecting Evidence of Teacher Practice Not Observable During Classroom Observations in Teacher Evaluation Systems
- Guidance on District Decision Making
- Guidebook on Student Learning Objectives for Type III Assessments
- Guidance on Student Learning Objectives in Teacher Evaluation: Fact Sheet
- Model Teacher Evaluation System - Measuring Student Growth Using Type III Assessments

- Guidance on Alignment of Three Factors in Principal Evaluation
- Guidance on Measuring Student Growth for First-Year Principals in Principal Evaluation Systems
- Model Teacher Evaluation System - Creating a Summative Rating
- Guidance on Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems



- Guidance on Creating a Summative Rating in Teacher Evaluation Systems
- Guidance on Peer Evaluation in Teacher Evaluation Systems in Illinois
- Guidance on Teacher Evaluation Systems for Beginning (Novice) Teachers in Illinois
- Guidebook on Implementing the Student Growth Component in Teacher and Principal Evaluation System

- DRAFT Student Learning Objective Template

Work is ongoing to develop free training modules for districts to utilize in the implementation of the Student Learning Objective Templates as the measurement tool for Type III assessments. PEAC and ISBE are also in progress with developing an item bank of assessment items for use in Type II assessments.

Below is a snapshot of where trainings stood as of February 2014:

Teacher Evaluation

- **10,988** evaluators are qualified to evaluate teachers without using student growth in their overall evaluations
- **8,053** are qualified to evaluate any teacher, including those who have student growth as part of their evaluation

- Illinois has **4,495** evaluators in the process of training at one point or another (Growth Through Learning Illinois contains five modules total for training)

Principal Evaluation

- **2,702** principal evaluators have completed the entire five modules of Growth Through Learning Illinois for Principal Evaluation
- Another **1,165** are still enrolled in the training

Improving Educator Preparation

ISBE aims to enhance and strengthen teacher and leader preparation to expand and improve the pool of highly-qualified and effective educators for the 21st century.

Principal Preparation Redesign

Through the efforts of ISBE, in collaboration with the Illinois Board of Higher Education, more than 26 institutions of higher education and not-for-profit entities have completed the requirements for the design of a new principal



preparation program that focuses on the preparation of the principal as an instructional leader. The principal preparation is based on Section 21B-60 of Public Act 097 0607, which stresses that an essential element of improving student learning is supporting and employing effective school principals in leadership roles who can improve teaching and learning and increase academic achievement for all students. Part 30 of the ISBE rules (available on our website at www.isbe.net/rules/archive/pdfs/30ARK.pdf) addresses programs for the preparation of principals in Illinois.

Teacher Leader Preparation Programs

The Illinois State Educator Preparation and Licensure Board (SEPLB), under the direction of ISBE, has approved 13 new programs for the preparation of the Teacher Leader Endorsement to date. This advanced program provides candidates who are interested in adding the Teacher Leader Endorsement to their Professional Educator License, an opportunity to increase their quality of leadership, as well as, teaching and learning practices. The inception of this endorsement provides an opportunity for districts to recognize the critical importance that leadership by teachers brings to the overall school improvement mission of the school and its personnel. The teacher leader endorsement creates a career path to retain and develop high-performing teachers for leadership roles; formalize, define and build the competencies necessary

for high-quality leadership to improve student learning; and recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

A teacher leader is defined as an individual with the capacity and skills to:

1. Harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success



2. Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement

3. Model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention

4. Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning

5. Promote and influence change to improve school and student outcomes.

A teacher leader may serve in a variety of roles within the school district, including but not limited to:

1. Curriculum specialist (i.e., identifying, designing and implementing curriculum and school and district improvement)
2. Coach (i.e., providing coaching to other teachers and staff on instructional practice and methods)
3. Mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance)
4. Department chair or lead teacher
5. Content specialist (i.e., leading instructional programs in a specific content area)
6. Teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned

7. Program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction or assessment)
8. Other areas of responsibility as identified by school districts

Superintendent Preparation Redesign

A group of educational stakeholders and experts from the field was formed in 2012 to look at requirements for the current school superintendent licensure requirements. The many changes to the education landscape – such as the implementation of the new Illinois Learning Standards based on the Common

Core, performance evaluation requirements, increasing financial constraints and the ever-changing needs of students and their families and communities – led to the formation of this group to review the current preparation programs for superintendents and decide what should be expected or required to best prepare tomorrow's

superintendents. The Superintendent Advisory

Group (SAG) met until the end of May 2013 when they finalized their recommendations to ISBE for rule changes and implementation. These recommendations contain information on the standards and competencies for superintendent preparation and requirements of new programs with administrative rules being promulgated at this time.



Special Education Teacher Preparation & Director of Special Education Preparation Redesign

ISBE is partnering with higher education institutions and stakeholders with expertise in the field to develop recommendations for changes to special education teacher preparation programs and director of special education leadership programs. The recommendations produced by this newly formed advisory group will be based on current research in the field as well as the needs of schools, students and communities and will eventually inform administrative rule changes to the requirements of the preparation programs for these educator endorsements as well as recommendations to the preparation programs for all educators regarding special education students.

Elementary and Middle Grades Teacher Preparation Redesign

A devoted group of educational stakeholders and preparation experts, known as the Elementary and Middle Grades Advisory Group (EMAG), developed standards and requirements for endorsements in the elementary grades and the middle grades based on the Common Core and Illinois Professional Teaching Standards as well as other pertinent professional standards. This work led to the promulgation of new administrative rules and requirements for elementary and middle grade teacher preparation programs with Illinois' first-ever dedicated middle grades

preparation program requirements. These new requirements reduce the number of grade levels each type of teacher is being prepared to teach so they can have a deeper and more targeted training in content and pedagogy for those grade spans. This reduction allows new teachers to have more focused training on the grades and content they are endorsed to teach rather than an extremely broad preparation, which did not provide the depth of knowledge in both content and pedagogy needed for teachers to be able to be as effective as needed in today's educational environment. The new



grade spans for elementary preparation programs are grades 1-6 and middle grades are grades 5-8. These new spans mean that teachers coming out of the newly-approved elementary programs and middle grade programs will be endorsed to teach in these grades.

Early Childhood Education Teacher Preparation Redesign

Building on the work of the EMAG, the Early Childhood Advisory Group (ECAG) also developed a set of recommendations related to endorsements for early childhood. This group of stakeholders has considered the needs of our earliest learners and their parents within the context of their communities. The incorporation of the Illinois Professional Teaching Standards and strategies for building early readiness in students for success with the new Illinois Learning Standards are priorities of the work along with coordinating the various community resources and educational resources that are often working in conjunction with one another. The recommendations of this group of experts will be moving into the rule writing stage in the near future.

Gifted Teacher Preparation Standards and Preparation Program Requirements Developed

Recognizing that all students should be served by highly prepared and effective teachers, standards and preparation requirements for endorsements in gifted education have been disseminated. Two endorsements, one for a gifted teacher and one for a gifted specialist, have

been carefully designed by the Gifted Advisory Council (GAC) based on programming standards developed by the National Association for Gifted Children.

Teacher Performance Assessment

Illinois was one of six original states to pilot the Teacher Performance Assessment (edTPA). The edTPA is a performance and knowledge assessment for pre-service teachers that gathers and uses evidence of the qualities of teaching performance to improve teaching and teacher preparation.

The edTPA was legislated by 105 ILCS 5/21B-30 (f) (from Senate Bill 1799) to require that starting on Sept. 1, 2015, all candidates completing teacher preparation programs in this state must pass an evidence-based assessment of teacher effectiveness. All recognized institutions offering approved teacher preparation programs were required to begin phasing in the approved teacher performance assessment no later than July 1, 2013. Student teachers must pass this assessment to be considered a completer of their teacher preparation program and to be eligible for entitlement by the college or university for their teaching license. As such, the 58 teacher preparation programs in Illinois are at some level of setting the groundwork to meet the timeline required in the School Code.

States with edTPA Policies or Institutions Participating in edTPA	
Arizona	Minnesota
Arkansas	Missouri
California	New Jersey
Colorado	New York
Connecticut	North Carolina
Delaware	Ohio
District of Columbia	Oklahoma
Florida	Oregon
Georgia	Pennsylvania
Hawaii	Rhode Island
Idaho	South Carolina
Illinois	Tennessee
Indiana	Texas
Iowa	Virginia
Maryland	Washington
Massachusetts	Wisconsin
Michigan	Wyoming

Public schools are integral in the preparation of our future teachers. The edTPA is meant to evaluate the level at which these pre-service teachers meet the performance standards in a consistent and comparable way within an authentic setting.

Pearson, ISBE’s testing partner, is responsible for the assessment of the edTPA. They are in the process of training evaluators and providing ongoing professional development for these evaluators. Quality control, including statistical validity and reliability, is Pearson’s responsibility.

The edTPA targets five key competencies: planning, assessment, instruction, reflection and academic language. The process used is similar to the process used for National Board Certification. The student teacher must provide a professional portfolio, which is uploaded to a

Pearson secure site. Specific artifacts reflecting the six competencies must be included in the portfolio, including video recordings of the student teacher's interaction with students in the classroom. More information is available on our website at www.isbe.net/licensure/html/higher-education.htm.

New ELIS System

The Educator Licensure Information System (ELIS) is Illinois' new credentialing system and database software. The P20 Longitudinal Education Data System Act [PA 96-0107] required the redesign of the former Teacher Service Record (TSR) and Teacher Certification Information System (TCIS) to establish the necessary capacity for linkage to other data systems as part of the Illinois longitudinal data system. The resulting ELIS, in tandem with the newly designed Educator Information System (EIS), connects data from all existing systems to create a user-friendly environment for educators to manage and track their credentials.



The ability to customize queries, reports, timelines, letters and imaging in a dynamic fashion will enable efficiency, accuracy and confidentiality throughout the reporting and credentialing process. This system will enhance the work of ISBE staff in providing assistance to external stakeholders by 1) streamlining the entitlement process for institutions of higher education; 2) providing timely and accurate information for State and federal reporting and other purposes; and 3) simplifying the licensure process for all education stakeholders.

One example of increased efficiency the system affords is that applications will be held in queue until all required documentation is on file. Previously, an evaluator may have had to review the same application several times as documentation often arrives in a piecemeal fashion. ELIS will now more closely tie licensure information with employment information. As a result, the new licensure system will better represent the content areas and grade levels that a teacher is qualified to teach or specific positions that can be held by licensed administrators and school service personnel.

ELIS was implemented on July 1, 2013, in tandem with the transition from the previous certification system to a licensure system. Training and technical assistance was provided to all internal and external stakeholders to assist in the transition from certification to licensure. Training and technical assistance continues as ELIS is refined and enhanced.

In the past, Illinois educator certificates sometimes caused confusion for teachers and administrators as it was not always clear from the certificate which subjects or grade levels the holder was qualified to teach. The transition to the licensure system clarifies this confusion by reducing 60 types of educator certificates and endorsements to only three types of licenses: Professional Educator License (PEL), Educator License with Stipulations (ELS) and Substitute License. On July 1, all Illinois teaching, administrative, and school service personnel certificates were converted to a license with corresponding endorsements. Educators did not lose any of their credentials or endorsements in this transition.

Since Illinois moved to licensure, the following credentials have been issued on average each month:

- Professional Educator License (by evaluation) – **86**
- Professional Educator License (by entitlement) – **433**
- Educator License with Stipulations endorsed as a Provisional Educator – **51**
- Educator License with Stipulations endorsed as a Paraprofessional – **560**
- Substitute License – **800**



With the implementation of licensure, educators who were prepared outside of Illinois and are seeking Illinois licensure for the first time are now required to have completed six semester hours in courses that prepare them to teach reading skills and reading in content areas such as social science, math and science, one course in instructional strategies for English language learners and one course in methods of instruction for special education students.

New educators from approved Illinois preparation programs must complete coursework that meets state standards in the areas of reading methods, reading in the content area and methods of instruction for special education. Additionally, in accordance with Section 21B-30 of the School Code, all substitute teachers must now pass a test of basic skills in order to renew their licenses.

National Board Certification

The process of obtaining National Board for Professional Teaching Standards is a priority for Illinois as a means of professional development and growth for our teachers. The state continues

to be a national leader in the number of teachers who hold this advanced credential of professional excellence. Since Nov. 30, 1995, 5,842 of Illinois’ teachers have earned National Board Certification. Our state also continues to recognize National Board Certified Teachers (NBCTs) as master teachers, with a special designation on the Professional Educator License (PEL).

National Board for Professional Teaching Standards (NBPTS)	School Year 2011	School Year 2012	School Year 2013	School Year 2014 (Target)
Number of NBCTs in Illinois	5,155	5,582	5,842	6,180
Percentage of candidate applicants from targeted schools: Academic Early Warning list, Academic Watch list or schools with 50 percent or more students on free or reduced lunch program	92%	91%	92%	93%

Achieving National Board Certification is a huge professional milestone. ISBE encourages educators to tap into the expertise of the more than 5,800 NBCTs teaching in Illinois schools. They are a great resource for principals and school administrators as they serve as mentors, coaches and classroom leaders. As Illinois moves forward with critically important state initiatives including the Danielson Framework and the new Illinois Learning Standards based on the Common Core, Illinois schools can draw on the leadership of National Board Certified Teachers (NBCTs).

Below is the number of teachers who achieved National Board Certification by year since FY 2006:

FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
431	511	704	732	771	461	436	261	TBD

Illinois 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 Illinois districts and schools. This work is focused around: School Improvement Grants 1003 (g), Rising Star Continuous Improvement Planning and District Interventions.

School Improvement Grants (SIG), as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are made available from the U.S. Department of Education to provide grants to districts for use in the lowest performing schools. In awarding such grants, ISBE gives priority consideration to those districts that demonstrate the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise their students' achievement so as to enable the schools to make Adequate Yearly Progress and exit improvement status.

Selected grantees are required to implement one of four approved school intervention models for each participating school: restart, closure, turnaround or transformation. Most of the state's awarded schools have chosen to implement transformation as their model. This model is characterized by having strong leadership with the operational flexibility to change existing structures that led to the poor performance along with engaged parent and community members, job-embedded professional development, delivery of a curriculum aligned to high standards, and data use from quality classroom assessments to make changes in instruction and provide student interventions.



The first group to receive these grants finished their work on June 30, 2013. These six schools were awarded a total of \$57.1 million. Their accomplishments include:

- While the state's graduation rate declined, five of these awardees increased their graduation rates between .3 and 17 percent. Attendance also improved by between 1.5 and 23 percent.
- Four of the schools showed more students meeting standards in reading with between a 1.6 to 10.2 percent increase
- For math, five of the schools showed between .1 and 16 percent more students meeting standards.

Our largest group of schools (13) will be completing their third year of transformational activities on June 30, 2014, and final data on their increased achievement and graduation results will be calculated. This group has been awarded a total of \$74.9 million for the past three years of activities.

Two groups of awardees are still implementing their intervention model. Seven awardees are in their second year of implementation, with a total award of \$37 million and four schools just started this year. Over the next two years, this new group will be awarded up to \$22 million for transformation. A list of all schools and awards is available on our website at http://isbe.net/sos/htmls/sip_1003.htm.

The Rising Star Continuous Improvement Planning platform is in full implementation. More than 820 of the state's 860-plus districts have enrolled in the system and have more than 6,000 users registered. These users visited their plans more than 23,000 times during August through October. For school improvement plans, 2,570 of our 3,875 schools are enrolled with more than

19,000 users. These users visited their school plans more than 37,000 times during the same time this fall.



In anticipation of the federal waiver to ESEA, ISBE last fall completed a Rising Star Survey with more than 2,900 respondents. Approximately 200 respondents participated in focus groups for more in-depth conversation about the usefulness and effectiveness of this platform. This information will be used to consider updates, revisions or other changes to the platform this next year.

Additionally, District Interventions staff has made considerable changes to their work this year. Not only has the Illinois Center for School Improvement been fully launched but professional development in four key ISBE initiatives is being rolled out through the Regional Offices of Education/Intermediate Service Centers. Resources for the new Illinois Learning Standards in English language arts and math, continuous improvement planning and balanced assessment systems were rolled in April 2014. More than \$2.2 million is available for statewide delivery of ISBE- approved training in these topics.

Important partners such as the Illinois Association of School Boards and Illinois Association of School Business Officials continue to add expertise in key areas for our low-performing districts. Additionally, ISBE entered into a partnership with the Illinois Principals Association to provide access for 11,000 Illinois administrators into the Ed Leaders Network, an online professional development and communication platform. Content experts have been working to load webinars and other resources into the system. Training is being provided through Illinois CSI and SSOS.

Illinois Virtual School-Professional Development

In January 2011, the Illinois Virtual School (IVS) began to offer an online delivery system for statewide professional development for Illinois educators, using the same technology built to provide student courses. IVS has partnered with ISBE and regional agencies to deliver and host



professional development (PD) opportunities for educators statewide. Professional development opportunities are also offered to Illinois educators for license renewal purposes. Eleven online courses were available for educators in FY 2013.

The IVS-PD platform allows for a variety of professional development models, including blended, self-paced and instructor/facilitator-led training. In developing this platform, the

goal was to make a robust registration and content delivery system available for agencies to use as a one-stop location for state and regional educator professional development. IVS-PD currently delivers the following online professional development:

- ISBE's Reading First Academy series for kindergarten through third grade
- ISBE's EFAST – Effective Formative Assessment for Students and Teachers
- Fundamentals of Literacy Instruction for Students – ROEs/ISCs
- Introduction to Online Learning – IVS
- Teaching Online 101 – IVS
- Teaching Online 102 – IVS
- ISTAC - Project Choices
 - Getting Started with Co-Teaching
 - Teaching for Success: Differentiating Instruction for ALL Learners
- Intel Teach Elements series, which includes:
 - Project-Based Approaches
 - Assessment in the 21st Century Classrooms
 - Collaboration in the Digital Classroom
 - Educational Leadership in the 21st Century
 - Thinking Critically With Data
- Pre-School Mathematics course

IVS, in conjunction with ISBE and the Regional Offices of Education, is planning for the development for the following online professional development opportunities:

- IATTAP’s online Autism Training Course – up to 1,500 enrollments anticipated
- Course for non-licensed registered nurses regarding special education services

English Language Learning Professional Development

In 2013, English Learners comprised approximately 9.5 percent of Illinois’ total student population. The following chart lists the number of English Learners in the state for the last five school years:

FY 2010	193,023
FY 2011	172,532
FY 2012	178,277
FY 2013	207,413
FY 2014	201,068

The Division of English Language Learning (DELL) implemented several new initiatives to further support the field in providing high-quality services to English Learners. DELL enhanced its professional development offerings to make them more accessible to the field, including new free or low-cost workshops, leadership institutes and regional institutes throughout the state. The division also developed a new technical assistance program to support selected districts with on-site consultation to improve their services.

Additionally, DELL has revised internal protocols and developed additional guidance for the field to improve program administration. The division has streamlined its compliance procedures and adopted more user-friendly report and corrective action plan templates and committed to a timely response to monitored districts. DELL has also enhanced its grant application review process, providing districts with an earlier timeline to apply and access their funds.

As an initial effort to improve communication, the division launched a newsletter to regularly update program directors on new initiatives and developments in the field, which include updates on legislation, professional development and funding opportunities and different events of interest to the field. DELL is also co-convening a group that will help develop new teacher preparation standards for bilingual and ESL endorsed teachers, which will improve the quality and consistency of teacher preparation programs.

The following table represents the number of teachers from districts that receive state and/or federal funds who qualify to teach English Learners by type of certification:

Type of Certificate	School Year 2011-2012	School Year 2012-2013
Certificate with ESL endorsement and/or Approval	2,052	2,279
Certificate with Bilingual endorsement and/or Approval	2,096	1,539
ESL and Bilingual Endorsement	2,057	3,766
Other certification	1,209	2,011

Improving Charter School Certification Process

The Illinois State Board of Education monitors charter schools and authorizers on an ongoing basis. Our agency is now developing rules to remove an authorizer’s power to authorize charter schools if the authorizer has not demonstrated a commitment to high-quality authorization practices. The draft rules were presented during the State Board’s May meeting and will then follow the Joint Committee for Administrative Rules (JCAR) process for public comment, etc.

Since November 2010, ISBE has only denied one certification. At the January 2014 State Board of Education meeting, staff recommended that the Board deny recertification to Tomorrow’s Builders YouthBuild Charter School in East St. Louis School District 189 and order the district to close the charter school at the end of the 2013-2014 academic year. Board members voted unanimously (8-0) to do so. ISBE has also issued a number of certificates where certification or recertification was conditioned on the charter school meeting certain performance goals.

Until the new rules to remove an authorizer’s power are codified, we will not take action against an authorizer. Thus, no authorizer (either a local school district or the State Charter Commission) to date has had its authorization powers revoked by ISBE.

ISBE has taken steps to improve the certification process by hiring a new employee to manage the certification process for new charter schools, charter schools that have been renewed and material modifications to already-certified charter agreements. This hire increased the Charter Division staff to nearly two full-time positions.

Our agency has also developed a consistent certification path for charters to follow, which includes certain required forms pertaining to the charter school's proposed budget and its plan for the implementation of special education services. ISBE's certification requirements and required forms are available on the ISBE charter webpage at www.isbe.net/charter.

In addition, ISBE has developed internal rubrics that are utilized consistently by ISBE program staff to evaluate certain components of charter proposals, including curriculum, budget, special education services and overall compliance with the Charter Schools Law (Article 27A of the School Code). Staff use these tools to evaluate whether all required components are included in the proposal and sufficiently clarified.



Charter staff has worked diligently to communicate certification requirements well before the school opens (or begins its renewal process) in order to prevent charter schools from operating with a certificate in pending status. For example, in April and November of 2013, staff participated in two conference calls facilitated by the Illinois Network of Charter Schools for all charter schools outside of Chicago. During these calls, ISBE staff walked through certification requirements, including the location of required forms, timelines, etc.

With our new certification processes in place, ISBE has issued 15 charter certifications since June 30, 2013. All charter schools outside of Chicago, and all charter schools authorized by the State Charter School Commission, are currently certified. Within Chicago, there is a backlog of charter certifications of eight schools. Since November 2010, Chicago Public Schools has opened 10 new charter schools and approved four additional charters to open in fall 2014, and all of these new schools required ISBE certification. Additionally, CPS has renewed between five and 10 charters each year during the same time period. Charter schools that have been renewed by an authorizer also require ISBE certification. For schools that remain in the backlog, either the school or the district has failed to submit documentation requested by ISBE to complete the certification process. The backlog does not include new charters approved to open in 2013, charters renewed for a term starting in fall 2013 or any charter school that was approved by CPS but has not yet entered into a charter agreement with the district. All of these applications are pending as CPS has not timely submitted required materials and the applications are thus considered incomplete.



Every school will offer a safe and healthy learning environment for all students.

Initiative: Targeting statewide interventions and support to our lowest performing schools and districts.

Improving and Expanding Educator Misconduct Work

In recent years, the Illinois State Board of Education has made it a priority to provide agency staff with the resources to investigate evidence of teacher and administrator professional misconduct. Historically, the agency has not had the necessary resources for these types of investigations, nor has there been an effective reporting mechanism for the agency to be notified when accusations of misconduct arise.

Within the past few years, ISBE has made great strides to address educator misconduct. In Fiscal Year 2009, for the first time and at the specific request of the State Board, the agency budget included a dedicated line item to address “Educator Misconduct.” The line item was funded in FY 2009 at \$375,000 and was funded in FY 2010 and FY 2011 at the same level. With funds from this line item, ISBE retained the law firm Shefsky & Froelich (Shefsky) to handle

investigations of alleged educator misconduct and, where appropriate, to prosecute matters before hearing officers.

In FY 2012, the line item was funded at \$184,000. The State Board recommended the line remain at \$375,000 in FY 2013, but the line item was approved again at \$184,000. The appropriation for FY 2014 remains at \$184,000. In FY 2014, ISBE hired a full-time investigator and has been able to conduct all investigations in-house. Also in FY 2014, ISBE retained the law firm Laner Muchin to prosecute educator misconduct hearings.



During FY 2009, the State Board adopted as one of its legislative proposals Senate Bill 2071, which was signed into law Aug. 13, 2009, as Public Act 96-431. This initiative did the following:

- Clarified and streamlined the investigation and hearing system
- Improved the reporting of information of actual and possible misconduct to the State Board
- Added training requirements for school districts related to educator ethics and teacher-student conduct.

In FY 2013, upon the action of the State Superintendent, the State Educator Preparation and Licensure Board (SEPLB, formerly the State Teacher Certification Board) processed the automatic revocation of certificates for 16 educators pursuant to Section 21B-80 of the School Code (automatic revocations relate to convictions for one or more offenses enumerated in Section 21B-80). Furthermore, Shefsky was sent approximately 100 cases for review to determine whether the State Superintendent had sufficient evidence to initiate certificate action pursuant to Section 21B-75 (where the educator has the right to notice and an opportunity for hearing). Of those 100 cases, the State Superintendent issued 22 Notices of Opportunity for Hearing. And of those, in 10 cases the certificate holder did not require a hearing or voluntarily surrendered his or her certificate.

While only one hearing occurred during FY 2013, several matters were pending before hearing officers in the pre-hearing/discovery stage and carried over into FY 2014, and four cases either resulted in a settlement agreement or the certificate holder's withdrawal of his or her request for hearing.

Thus far in FY 2014, upon the action of the State Superintendent, the SEPLB has processed the automatic revocation of certificates for 21 educators pursuant to Section 21B-80 of the School Code. The State Superintendent has issued 26 Notices of Opportunity for Hearing. Of those 26 Notices, in 13 cases the licensee did not request a hearing, resulting in eight suspensions and five revocations being imposed. Eight of the revocations were based on the licensee’s voluntary surrender of his or her license. Of the 13 cases where hearings were requested, one case was resolved via settlement outside of hearing, and several more are in settlement negotiations.

The State Board and agency staff, with the assistance of outside counsel, continue to make sure that allegations of educator misconduct are reviewed, investigated and, where appropriate, prosecuted, so that individuals found to have engaged in misconduct are sanctioned.

The below table provides a summary of our agency’s efforts in recent years:

<u>Educator Misconduct</u>	2011	2012	2013	2014 (Estimated)
Eliminating from the classroom and field all teachers who commit serious acts of misconduct through suspension or revocation of license	18	35	39	45
Investigate all allegations of misconduct in a timely manner	100%	100%	100%	100%
Investigate all allegations of misconduct in an effective manner	100%	100%	100%	100%

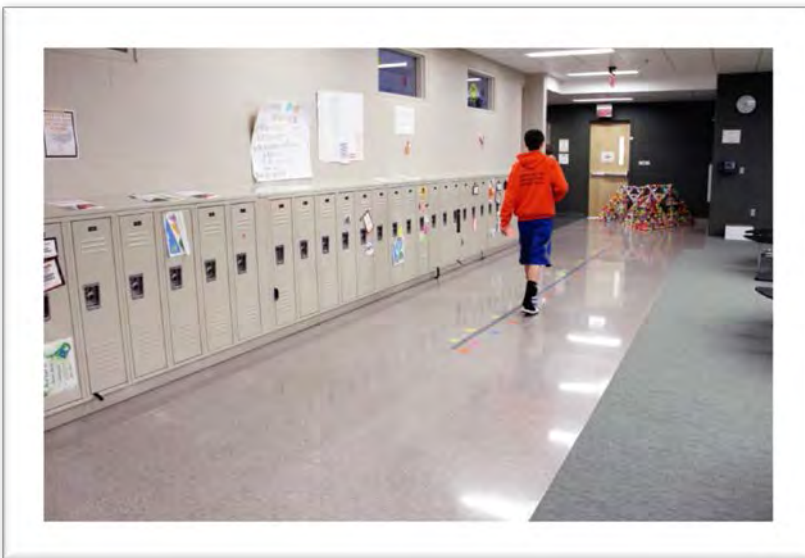
School and Campus Security Training Program

Every day, parents entrust our state’s schools with providing a safe, welcoming and healthy environment for their children to learn and develop the skills and knowledge they need to be successful after high school graduation and beyond. To meet this great responsibility, schools and districts must work together and undergo training to identify potential threats, emergencies and disasters, prepare for them and develop plans that ensure quick, efficient responses with the best possible outcome for students and staff members’ well-being.

The Illinois School and Campus Security Training Program (SCSTP) is a collaborative effort of the Illinois Law Enforcement Alarm System, Illinois Terrorism Task Force, Illinois Emergency Management Agency and the Illinois State Board of Education. The program was created to help schools and higher education institutions improve their ability to prevent, protect, mitigate, respond to and recover from any hazard or critical incident. Its goal is to “provide practical, accurate and best practices information regarding school or higher education institution emergency management planning.” The program achieves this through continuing education and training opportunities to update school and campus emergency plans. Training opportunities aim to improve educational institution’s response capabilities by enhancing key staff knowledge, skills and abilities to manage emergencies until first responders arrive, work in collaboration

with them to resolve the incident and implement post-event recovery efforts to resume the educational process as soon as possible.

The program completed its eighth year in 2013 and has expanded to include 17 different courses designed to address the updating of emergency operations and response plans for various scenarios, such as fires, bomb threats or bus accidents. An all-time high of 82 courses were delivered in 2013, and high demand continues with 18 courses scheduled through June of this year. All



courses are updated annually to reflect the latest research, lessons learned from real events and best practices. The program also relies on a multi-disciplinary corps of expert instructors who represent state and local law enforcement, K-12 and higher education administration, psychologists, fire services and emergency management.

Since 2005, the SCSTP project has provided 471 courses for K-12 schools with 13,884 participants. This participation represents 92 percent of all public school districts and 40 percent of non-public schools.

Significant accomplishments achieved in 2013 include:

- Delivery of **82** trainings attended by **3,330** participants from schools, higher education institutions, local law enforcement and fire services and local emergency management staff.

- An offering of **56** courses for K-12 schools with **2,596** participants attending. The most requested courses included: Student Behavioral Threat Assessment; Advanced Student Threat Assessment; Creating an Action Plan: Forming Critical Incident Teams; Introduction to Incident Command for Schools (IS100SCa) & NIMS (IS700a); Planning for an Active Shooter; and Multi-hazard Emergency Planning for Schools (two-day course).

- A total of **26** planning courses for higher education institutions were delivered to **734** participants.

- Delivery of workshops at **eight** Illinois Emergency Management Regional Coordinators meetings attended by **171** local emergency management staff. The sessions included a review of the School Safety Drill Act and amendments to

required law enforcement drills, an overview of the minimal components of School Emergency and Crisis Response Plans and Campus Emergency Operations Plan; and training available to assist schools and higher education institutions increase preparedness.

- A Behavioral Threat Assessment Summit was delivered Nov. 6, 2013, co-sponsored by Heartland Community College and State Farm Insurance. The event featured nationally recognized experts in the field of behavioral threat assessment and showcased best practices in school, campus and workplace violence prevention.

- Delivery of eight bomb threat response planning courses in partnership with the Transportation Security Administration and Secretary of State Bomb Squad to provide live explosive demonstrations. The courses are designed to help schools and higher education institutions update bomb threat response plans, identification of improvised explosive devices or components, search techniques and threat assessment to determine appropriate actions including shelter-in-place, evacuation or partial evacuation considering factors of time, distance and shielding.

- “The School Safety Drill: Best Practices and Procedures” DVD was developed to visually depict immediate response actions for school personnel when alerted to lockdown, evacuation, reverse evacuation, shelter-in-place, off-campus evacuation and family



reunification. More than **3,000** DVDs were distributed to **863** public school districts and more than **640** non-public schools, **35** Regional Offices of Education, local law enforcement agencies, fire departments and local emergency management agencies statewide.

- School and campus security director and co-directors provided interviews for media concerning school safety topics. In addition, technical assistance was provided to schools seeking guidance on updating emergency and crisis response plans.

School Health Services

The School Health Services program within ISBE's Special Education Services Division serves as the primary contact for the coordinated school health objectives in school health services, health education and physical education and environment as well as the Center for Disease Control's Division of Adolescent Health project.

This past year, School Health Services partnered with the Illinois Department of Public Health to provide low-income students more access to dental care. ISBE provided a letter of support and sought assistance from school nurses to facilitate the dental clinics. The program also created a web-delivered course for registered nurses who do not hold certification in school nursing to increase competency and skills in evaluating students for special education services. The course launched in April 2014.

School Health Services has facilitated school districts' increased access to life-saving medication for students experiencing severe food allergies. The program also improved protection for all students from vaccine-preventable diseases by enforcing requirements related to exemptions from vaccination.

Additionally, the program adopted new standards for instruction in physical development and health. The previous standards had been unchanged since the 1980s, when childhood obesity was less prevalent, abuse of drugs (both illicit and legal) was not as high and HIV was only recently diagnosed. The new standards move physical education away from concepts based primarily on competitive sports toward concepts of individual health and wellness, whether engaged in team sports or not.



Strides were also made in suicide prevention as School Health Services led school staff toward increased training in recognizing the signs and symptoms of suicide in adolescents. Such training meets state law mandating some instruction of school staff on critical health issues of students. The program also resurrected the previously dormant Critical Health Problems and Comprehensive Health Education Advisory Committee, which now is serving an active role in evaluating ISBE's provision of health education. The committee has a goal of providing some recommendations for improvement next fall.

Through the Centers for Disease Control and Prevention project on adolescent health to reduce HIV/STD and teen pregnancy, ISBE is providing professional development and technical assistance to teachers to elevate the content of sex education to more effectively reach today's adolescents, to increase access for teens to sexual health services, independently or with their parents, and to provide all students with a safe and supportive emotional environment. The goal for a safe and supportive environment is directed toward students who identify differently from the norm on gender issues.



Financial Consulting and Technical Assistance

ISBE's School Business Services Division provides financial consulting and technical assistance to school districts in need. In instances of poor financial health and mismanagement, ISBE will establish a Financial Oversight Panel (FOP) that exercises financial control over a school district and provides financial management expertise to help the district meet obligations to

creditors and debt holders. Currently, the state operates FOPs in three districts: East St. Louis School District, North Chicago School District and Proviso School District. ISBE staff works with these districts on a continual basis. The FOPs hold their meetings with district administration at least once a month or more if special needs arise.

Since the Proviso School District petitioned ISBE in December 2008 to create an FOP, the district has made continued financial improvements. This year was the fourth the district has realized the highest designation of Financial Recognition on the state's annual Financial Profile of the state's public schools. With the assistance of the FOP, the district is in the process of finalizing its five-year financial projections, which will include funding options for their facility health/life and safety needs.

In North Chicago, where the FOP was named in June 2012, the panel is helping the district review its budget for necessary reductions. The district is in the process of closing two schools to decrease its staffing needs. The district also continues to spend more than it takes in, resulting in

less fund balances. With continued budget reductions and an economic turn, ISBE hopes North Chicago's finances will see an improvement.

The East St. Louis administration has made significant budget reductions since its FOP was put in place in May 2012 and is currently updating its five-year financial projections as well. The plan will include additional budget reductions, closing of schools and funding for necessary building health/life and safety needs. As reflected on the 2014 Financial Profile, because of an extremely low tax base, this district continues to struggle. East St. Louis realized the designation of Financial Review only due to the supplemental appropriation the district received from the state. Without an FOP, it is unlikely East St. Louis would have been able to receive these supplemental funds.

Meanwhile, ISBE continues to work with two districts that are currently certified in financial difficulty: Cahokia School District and Harrisburg School District. Lemont-Bromberek School was removed from this list by the Illinois State Board of Education in May. The district has made steady improvements over the past four years, moving from the lowest Financial Profile designation of Financial Watch in 2011 to the highest category of Financial Recognition for 2014.

The economic strain is apparent in Harrisburg. The district improved from earning the lowest Financial Profile designation of Financial Watch from 2004 through 2008 to receiving the second highest category of Financial Review in 2012. However, Harrisburg reverted back to the second lowest category of Financial Early Warning for the 2013 and 2014 Financial Profiles. Cahokia is experiencing similar struggles. The district has a low tax base with a very high property tax for the equalized assessed value. Nine of the past 11 Financial Profiles designated the district in the lowest category of Financial Watch. In 2014, the district improved slightly to the Financial Early Warning category. As with the FOPs, ISBE staff continues to meet with these districts on a continual basis and give assistance with cash flow projections, financial projections, enrollment projections, tax levies and any other financial technical assistance as needed.

Building and Maintenance Assistance

School Maintenance Project Grant

As a part of the Illinois Jobs Now! Capital Program, Gov. Pat Quinn released \$50 million in February 2012 and an additional \$50 million in August 2013 for the School Maintenance Grant Program. The School Maintenance Grant Program is a dollar-for-dollar program that provides up to \$50,000 in matching funds for the maintenance and upkeep of buildings or structures used for educational purposes.

The program, supported under the state’s School Construction Funds, can go toward an array of improvement activities, such as replacing windows, heating and electrical systems, re-sealing parking lots, removing asbestos, replacing playground equipment, repairing bleachers and more. All school districts, cooperative high schools and Type 40 area vocational centers were eligible to apply for a grant. Under the terms of the program, Chicago Public Schools (CPS) receives 20 percent of the allocation.

The program has had four rounds since 2012:

- More than **1,500** grants have been awarded to date, resulting in **\$81.5 million** going to school districts and vocational centers for the upkeep of their facilities (This includes **\$13.5 million** allocated to **CPS** for their 20 percent).
- A final round was offered in February 2014 to award the remaining funding. In that final round, **292 districts** submitted applications, requesting approximately **\$12 million** in funding. **CPS** received about **\$2.5 million** from this latest round. ISBE is currently in the process of reviewing the applications from the latest round.



Under law, the School Construction Funds was created as a special fund in the State Treasury, which receives bond proceeds from the state’s sale of General Obligation Bonds for the purpose of financing school maintenance and construction.

School Energy Efficiency Project Grant:

In FY 2010, the governor signed the Capital Bill providing \$50 million for Energy Efficiency Grants. The School Energy Efficiency Project Grant is a dollar-for-dollar program that provides up to \$250,000 in matching funds for projects that are designed to improve, repair, alter or better any building or facility owned or operated by an eligible applicant by reducing energy consumption. This grant is open to any school district, charter school, public university laboratory school, area vocational center or special education cooperative.

- During Round 1 in 2011, **\$30 million** was awarded and distributed to **158 districts**.

- Round 2 was awarded in January 2014, with **95 districts** being awarded the remaining **\$20 million**.
- Under the terms of the program, **CPS** receives 20 percent of the allocation or about **\$8.3 million**.

National School Lunch Program

ISBE administers the National School Lunch, School Breakfast, Special Milk, After-School Snack, Illinois Free Lunch and Illinois Free Breakfast programs, which are all aimed at promoting healthy eating habits for Illinois’ more than 2 million students. The agency also supports safe meals for children by offering workshops to schools participating in the school-based child nutrition programs on developing a school food safety plan, based on the Hazard Analysis Critical Control Points (HACCP) principles. Training is provided to participating schools on a variety of regulatory topics through in-person workshops and webinars as well as technical assistance via telephone calls, email and onsite visits.

Millions of meals and snacks are provided to children throughout the state. During the 2012-2013 school year, more than 192 million lunches were served as part of the National School Lunch Program, more than 60 million breakfasts were served and about 4.7 million after-school snacks were served.

The table below provides a historic look at National School Lunch Program participation in Illinois over the last five years:

National School Lunch Program in Illinois		
Fiscal Year	Total Participation	Total Lunches Served
2013 (preliminary)	1,153,540	189,779,272
2012	1,142,443	190,142,378
2011	1,162,998	194,482,208
2010	1,167,580	195,217,462
2009	1,148,891	190,133,762

Source: U.S. Department of Agriculture Food and Nutrition Service Program Data

Fresh Fruit and Vegetable Program

ISBE continues to administer the Fresh Fruit and Vegetable Program (FFVP) grant in Illinois, which is currently in its sixth year. The FFVP is a grant funded through the U.S. Department of Agriculture (USDA), which provided \$4.9 million to 239 Illinois schools during the 2013-14 school year. The FFVP exposed more than 99,500 students to fresh fruits and vegetables throughout the 2013-14 school year. The program requires that schools receive \$50 to \$75 per enrolled student to use towards the purchase of fresh fruits and vegetables to be consumed at school, as a snack, at times other than during the meal periods. Illinois funded at \$50.03 per student to allow the most eligible schools to participate for 2013-2014.

School Year	Number of Selected Schools	Total FFVP Funding
2009-2010	140	\$2,207,821
2010-2011	187	\$3,344,396
2011-2012	215	\$4,756,050
2012-2013	265	\$4,921,609
2013-2014	239	\$4,981,761

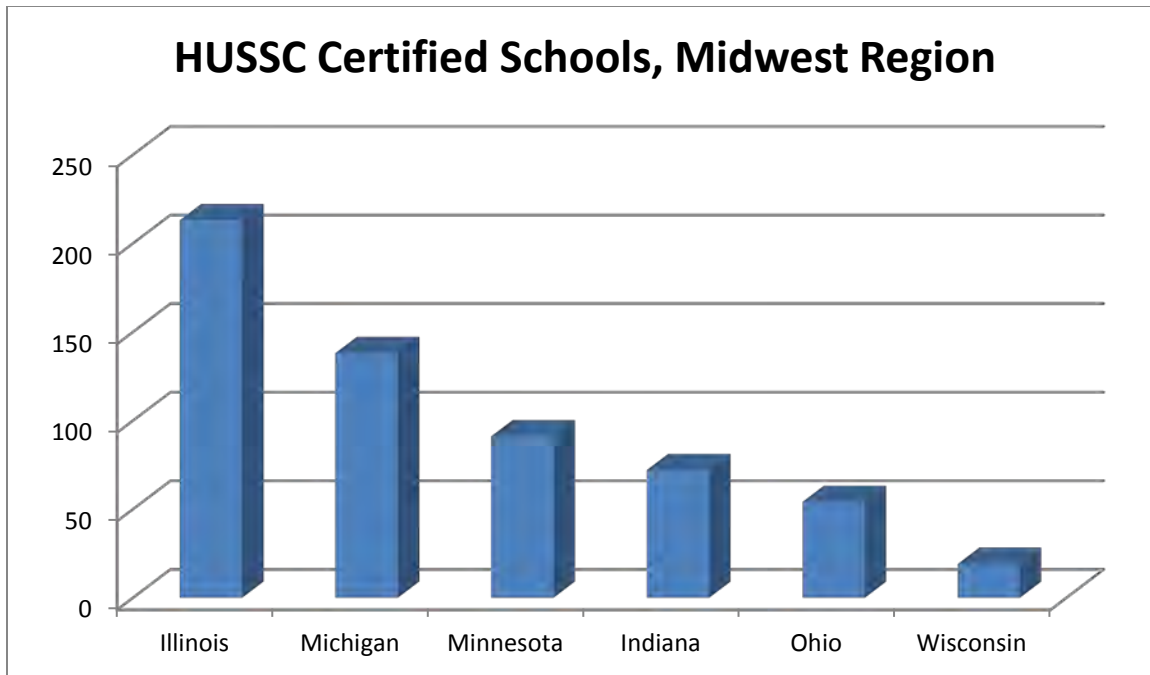
HealthierUS School Challenge

The USDA recognizes schools that promote healthier food, nutrition and physical activity for students through the HealthierUS School Challenge. The voluntary national certification initiative, HUSSC application and update requirements are available online at www.fns.usda.gov/hussc/healthierus-school-challenge. Team Nutrition schools participating in the National School Lunch Program and School Breakfast Program are eligible to apply for this recognition at the following award levels: Bronze, Silver, Gold and Gold of Distinction. The initiative includes nutrition standards, minimum average daily participation levels (exception for bronze level) and nutrition education and physical activity requirements. Awardees are certified for a four-year period and receive financial incentives, national recognition on the USDA’s webpage, a certificate and wall-size banner. Since its inception in 2004, Illinois has received 279 HUSSC applications. The application and approval process is ongoing. Currently, 213 schools in 23 Illinois districts have received the HUSSC award.

School Year (July through June)	HealthierUS School Challenge Certified Schools
2010	2
2011	57
2012	52
2013	96
2014	9*
Total	207
Denied	23

*40 applications under review or awaiting review

The criteria used to review these HUSSC applications include participation in the school breakfast program, an “other criteria for excellence” category and NSLP meal pattern requirements. Schools must meet two to eight “other criteria” for different award levels. The criteria include program outreach, physical activity, nutrition education and school and community involvement in wellness efforts. The graph below shows Illinois’ HUSSC participation compared to other states in the Midwest Region:



Illinois leads the Midwest Region with 213 HealthierUS School Challenge certified schools. That accounts for 36 percent of the 587 certified schools in the Midwest Region.

Annual Illinois School Wellness and Recognition Conference

For the last seven years, ISBE has hosted an annual spring Illinois School Wellness and Recognition Conference in central Illinois with several partners, including Action for Healthy Kids of Illinois, Midwest Dairy Council and others. This annual event continues to recognize the many Illinois schools that provide health and wellness to foster healthy students who engage in healthy habits. The Recognition Conference was held in response to Public Act 094-0190, School Health Recognition.

Attendees representing early childhood educators through high school staff learn about successful health and wellness initiatives, such as coordinated school health, School Breakfast Program success stories, the USDA’s HealthierUS School Challenge, strategies for increasing physical activity in school and grant opportunities. Annually, four to eight individuals are recognized during the lunch recognition program for their efforts to strengthen the school health and wellness environment. Attendees also receive Take Back-to-School tips to use in their own environments. The seventh conference, entitled “Every Kid Healthy,” took place on April 30, 2014, in Champaign.

School Breakfast

A healthy breakfast is an essential component of a student's overall well-being and ability to learn and focus in the classroom. ISBE has three initiatives underway to increase the number of school children who receive breakfast each morning:

School Breakfast Challenge

Research strongly shows that children who eat a nutritious breakfast perform better in school, have lower rates of absences and tardiness and fewer behavior problems. In order to increase participation in the School Breakfast Program (SBP) in Illinois, ISBE, the Illinois No Kid Hungry Campaign and the Midwest Dairy Council partnered in a private-public partnership to sponsor the new School Breakfast Challenge 2013-14.

All Illinois schools participating in the School Breakfast Program (SBP) were eligible to participate and were automatically entered in the Illinois Breakfast Challenge. Participation increases will be calculated by comparing the average daily

participation (ADP) rates for SBP from 2012-2013 to 2013-2014. Schools must have a minimum ADP of 10 and an increase of at least 20 percent to qualify. The challenge has four tiers, with each tier awarding three prizes: \$5,000, \$3,000 and \$1,000.



Breakfast Summits

ISBE held six Breakfast Summits throughout Illinois from January to March to provide an opportunity to inform attendees about the Breakfast Challenge, new grant opportunities and administration of the SBP. These summits together had more than 170 participants representing 45 school districts.

School Breakfast Program Expansion Grant

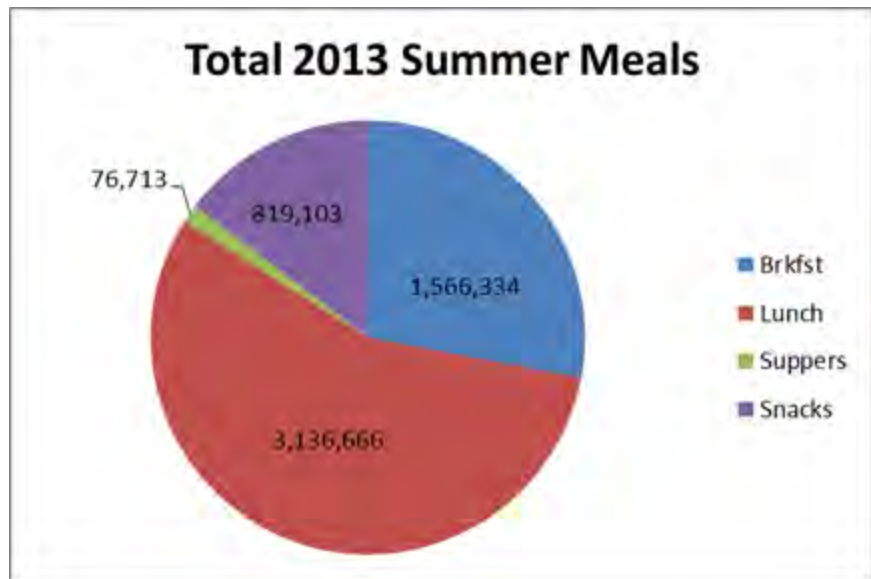
The USDA provided a one-time allocation to Illinois of \$187,000 for grants of up to \$10,000 per eligible School Food Authorities to increase breakfast participation in qualifying schools. A qualifying school was one that had more than 40 percent of their students eligible for free and

reduced-price meals in school year 2011-2012. The application period ended Feb. 14, 2014, and grantees were notified by the end of March.

Average Daily School Breakfast Program Participation in Illinois	
2005-2006	257,627
2006-2007	267,427
2007-2008	275,469
2008-2009	290,745
2009-2010	331,175
2010-2011	341,953
2011-2012	393,816
2012-2013	418,044

Summer Food Service Program

ISBE wants to ensure that when school is out for the summer, no child is left without access to healthy meals. The agency administers the USDA’s “Summer Food Service Program,” also known as “Summer Meals,” which is designed to bridge the summer nutrition gap by offering free nutritious breakfasts, lunches or snacks to children age 18 and younger. ISBE works to promote and increase awareness of free summer meals each year by encouraging school



districts, local government entities and non-profits to become a summer food site sponsor and/or site to provide free, healthy meals and snacks to low-income children.

During the summer of 2012, nearly 95,000 low-income Illinois children ate free meals through summer food programs. Those children represent 12.8 percent of the roughly 740,000 children who ate free or reduced-priced meals during the 2011-2012 school year. Nationally, the U.S.

Department of Agriculture reports that only 2.8 million children received summer meals on an average day during the summer. The total number of children participating in summer nutrition nationally saw a small increase of 13,000 meals in July 2012 from July 2011. However, only one in seven children who receive regular year school lunch is getting summer nutrition. During summer 2013, Illinois had more than 1,700 summer food service program sites and 150 participating sponsors across the state, which served a total of nearly 5.6 million meals.

Enhance Physical Education Taskforce

Public Act 97-1102 created the Enhance Physical Education Task Force (EPETF). The purpose of this task force was to promote and recommend enhanced physical education programs that can be integrated with a broader wellness strategy and health curriculum in elementary and secondary schools in this state, including:

- Educating and promoting leadership on enhanced physical education among school district and school district officials
- Developing and utilizing metrics to assess the impact of enhanced physical education
- Promoting training and professional development in enhanced physical education for teachers and other school and community stakeholders
- Identifying and seeking local, state and national resources to support enhanced physical education
- Other strategies as may be identified by the task force



In August 2013, the task force submitted its recommendations to the governor and the General Assembly on Goals 19-24 of the Illinois Learning Standards for Physical Development and Health. The task force focused on updating the standards based on research in neuroscience that affects the relationship between physical activity and learning. The report, along with member listings and minutes from meetings, is available at www.isbe.net/EPE/html/EPETF.htm.

ISBE is also currently working with the Illinois Public Health Institute to apply for a U.S. Department of Human Services grant that would assist in implementing both the recommendations of the EPETF and the revised Illinois Learning Standards related to health.

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