



Illinois State Board of Education

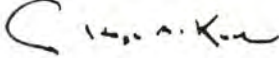
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Gery J. Chico
Chairman

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

June 28, 2013

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 Tom Cross, House Minority Leader

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

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

JUNE 2013



PROGRESS REPORT



ILLINOIS STATE BOARD OF EDUCATION



**Comprehensive
Strategic Plan
for Elementary
and Secondary
Education**

CHRISTOPHER A. KOCH, ED.D., STATE SUPERINTENDENT ● GERY J. CHICO, CHAIRMAN

STATE BOARD OF EDUCATION



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State Superintendent
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 28, 2013

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 2013 Report

Dear Governor Quinn and Members of the General Assembly:

The Education Reform and Accountability Act of 2004 calls upon the Illinois State Board of Education to develop and maintain a continuing, five-year comprehensive strategic plan for elementary and secondary education. ISBE's Comprehensive Strategic Plan for Elementary and Secondary Education, also called our Progress Report, shows the focus of agency resources and energy on our essential mission and goals, which 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.

This progress report specifically is meant to examine FY 2013, however, we must recognize that the legislature has provided a significant investment for education during FY 2014, including an increase of nearly \$140 million. Even so, this is a time of great challenges as well as unprecedented progress and reform. The fiscal year 2013 State General Fund allocation to ISBE totaled \$6.5 billion, an overall reduction of \$861 million, or 11.6 percent, from FY09 appropriation levels. The state's education budget has seen more than a dozen items reduced and more than 30 items totally eliminated since FY09. Still, we push forward, working hard to make the best use of resources and funding. The Board's strategy focuses on four critical areas to achieve our goals for Illinois schoolchildren. The four initiatives include:

- 1) Improving 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 work force;
- 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 agency's mission and goals drive the initiatives and changes we are seeing today. The state and districts are hard at work on all of these initiatives, including the introduction of the Common Core State Standards and implementing the wide-reaching reforms of Senate Bill 7. The agency has also taken drastic and unprecedented steps to turn around North Chicago School District 187 and East St. Louis School District 189.

Despite the challenging economic times many are facing, we have much to celebrate. A new assessment based on the Common Core will be in place for the 2014-15 school year. The Illinois Longitudinal Data System will

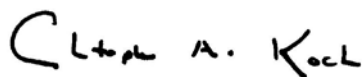
connect student data to teachers and principals to support the collection of data to support new teacher evaluation and licensure requirements. It is truly an exciting time in the field of education. Here are just a handful of highlights from the past fiscal year:

- The graduating Class of 2012 received the highest composite ACT score (20.9) among the nine states that tested 100 percent of 2012 graduates. Since 2003, Illinois' composite score has been among the highest for the group of states that annually test all of their students. Additionally, the state has shown continued improvement in the percentage of graduates who meet ACT's College Readiness Benchmarks over the last five years.
- The number of Illinois graduates who take AP exams during high school has more than doubled in the last decade, with low-income and minority students continuing to make record gains toward closing the achievement gap on these rigorous tests. In 2012, more than 26,400 graduates scored a 3 or higher on an AP exam, with 17.6 percent of these students coming from low-income backgrounds, according to the ninth annual AP Report to the Nation.
- Earlier this year, it was announced that 624 schools made the 2012 Illinois Honor Roll for their continued academic progress or excellence. The state's annual recognition program, based on the previous spring's state standardized tests and demographic information, shows 50 schools that are being recognized for the ninth or tenth consecutive year.

It has been a busy fiscal year indeed. Last fall, ISBE proudly launched the Center for School Improvement to help raise student performance across the state, particularly in the lowest performing schools. This past January, the State Board voted to raise the performance levels of the ISAT to align with the more rigorous Common Core State Standards. We continue to work with the U.S. Department of Education to secure a waiver from No Child Left Behind and we are maximizing our federal Race to Top award. The first Illinois 5Essentials Survey, which was completed this spring, is a statewide opportunity for educators and students to weigh in on learning conditions and school climate. The results will be a valuable tool for districts. ISBE is partnering with dozens of districts in the Kindergarten Individual Development Survey (KIDS) pilot project to assess the school readiness of individual kindergarten students and identify gaps in development. This past year, ISBE also announced more than \$14 million in 21st Century Community Learning Center (CCLC) grants to fund before- and after-school academic enrichment programs, and more than \$39.4 million under the federal School Improvement Grant (SIG) Program to help seven schools in three districts make comprehensive changes to improve student performance and ensure college readiness.

The State Board of Education thanks you for your dedication to education to make such progress attainable. The more we invest in our children today, the brighter future we will have in Illinois. As always, we look forward to working with you as we focus on the goal of making sure every student will be prepared for success with the guidance of highly prepared teachers and school leaders in safe and healthy learning environments.

Sincerely,



Christopher A. Koch
State Superintendent of Education



Gery J. Chico
Chairman

STRATEGIC PLAN UPDATE



Illinois
State Board
of Education

Comprehensive Strategic Plan Initiatives

As required by Public Act 93-1036, the Illinois State Board of Education drafted its first Comprehensive Strategic Plan in 2005. The plan focused on three primary goal areas: enhancing literacy, improving educator quality for all children and expanding data-driven management and school support practices. Each year, we revisit the plan to look at the agency's accomplishments and to guide our essential work of doing all that is possible to ensure every student is prepared to succeed after high school. In 2008, the Board updated their vision for education in Illinois, establishing a new mission and goals.

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.*

To this day, this mission and these goals drive the everyday activities of the agency and guide the alignment of resources, energy and initiatives. In recent years, the State Board of Education's strategy has focused on four critical areas to achieve these goals for Illinois schoolchildren. The four initiatives include:

- Improving 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 and agency staff are working hard on initiatives that impact these four key areas of reform, the first being the adoption and implementation of world class learning standards and assessments. The Board adopted the Common Core State Standards as Illinois' newly revised learning standards for K-12 education in English-language arts and math and a new assessment system based on the Common Core will be in place for the 2014-15 school year. The new standards are higher, clearer and fewer than the previous standards, which were adopted in 1997. They will better prepare students for success in college and careers by combining what students need to know and how the knowledge is applied to real-world situations. We need students who can transition into college and careers seamlessly. Since the passage of Public Act 97-104, ISBE has been coordinating the development of middle school and high school Mathematics Curriculum Models to aid school districts and teachers in implementing Common Core Mathematics State Standards for all students. This valuable resource will be available for educators and districts to implement this fall.



Through a collaborative, state-led process, new K–12 science standards have been developed that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The Next Generation Science Standards are based on the “Framework for K–12 Science Education” developed by the National Research Council. The Next Generation Science Standards,

released in April 2013, will be reviewed and considered for adoption by the Illinois State Board of Education this summer. A new social studies framework is also on the way. The College, Career and Civic Life (C3) Framework for Social Studies Standards were ready for a targeted review in April 2013.

The second key reform area is creating and implementing a statewide longitudinal data system. Other states look to us as a model on the design and development of the statewide Illinois Longitudinal Data System. With funding provided by federal grants that the agency secured, we continue to make progress in building the infrastructure and systems that will support the Illinois Longitudinal Data System. Work includes the collection of early childhood data of children from birth to 5 years of age that participate in early childhood programs funded by the ISBE administered block grant, the ISBE Student Information System collecting courses and grades for all students in public high schools, and the rewriting of teacher data collection systems. The statewide Illinois Longitudinal Data System will provide data to help track the outcomes of students as they progress from pre-K through postsecondary education and into the work force. Longitudinal data supports 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. The ILDS will also connect student data to teachers and principals to support the collection of data to support new teacher evaluation and licensure requirements.

The third key reform area is adopting policies and procedures to ensure that every student is supported by a highly effective teacher in the classroom and a highly effective school leader in every building. It is essential we send our children off to the best educators in every part of this

great state. ISBE has been collaborating with higher education partners to overhaul the state's principal preparation and certification requirements. ISBE received national recognition for setting higher standards for principal and teacher preparation programs. We have re-evaluated and approved raising the score needed to pass the Illinois Test of Basic Skills, the assessment individuals are required to pass in order to be admitted into an educator preparation program. We have also implemented legislation that is changing the way in which our teachers and school leaders are evaluated. These more rigorous evaluations will impact key personnel decisions in our school districts. Starting in the fall of 2012, some districts in Illinois began using either their own model or the state's model for a more meaningful evaluation. Districts throughout the state will follow suit until 2016 when all teachers will be evaluated under a new system.



The fourth initiative is to prioritize resources and have the political will to intervene with drastic measures in our lowest performing schools. We can no longer assume that outcomes for children in schools with student performance many times below the state average will improve without very intentional interventions led by the state. We have already seen significant improvements in the achievement of impacted students. Illinois removed the school board in North Chicago School District 187 and appointed an Independent Authority to run the district. In East St. Louis School District 189, as a result of an attempted intervention and litigation settlement, we have a court order which 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.

In addition, ISBE awarded more than \$39.4 million under the federal School Improvement Grant (SIG) Program last fall to help seven schools in three districts make comprehensive changes to improve student performance and ensure college readiness. These new awardees join 20 schools in eight districts in Illinois that are already undergoing such work under School Improvement Grant funding. This year marks the third round of districts to apply and receive School Improvement Grant (SIG) funds authorized under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and the American Recovery and Reinvestment Act (ARRA SIG) funds. In total, 27 schools in 10 districts across the state have been awarded funds, totaling more than \$148.1 million. Our lowest-performing schools need assistance to insure every student is prepared for success.

As we move forward with our work to improve outcomes and opportunities for Illinois children, the Illinois State Board of Education keeps its mission at the forefront. The Illinois State Board of Education will continue to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education. Our children are the drivers of tomorrow's Illinois economy, so we must invest in the production of college and career ready students. The agency's initiatives clearly show Illinois schoolchildren are the No. 1 priority.



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

Illinois Statewide Longitudinal P-20 Data System

The Illinois State Board of Education, the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) are actively moving forward with the implementation of the Illinois Statewide Longitudinal P-20 Data System (ILDS). This multi-year project is establishing the systems necessary for ISBE and its education partners to link and analyze P-20 education data, practices and outcomes. ISBE was awarded two federal grants to develop this system, including an \$8.9 million grant in 2009 and an \$11.9 million American Recovery and Reinvestment Act (ARRA) grant in 2010.



Illinois Public Act 96-0107 authorizes and directs ISBE, ICCB and IBHE to implement the systems and practices necessary to build the ILDS. The system will link student test scores to teachers and principals over time, and even follow students past graduation into higher education and the work force. It will also connect students to career planning and additional resources. ISBE and its partner agencies are also now actively forming a multi-agency data governance structure to facilitate collaboration and decision making around the ILDS.

The ILDS project has completed work to define an enterprise-wide data architecture that is now serving as the blueprint for the construction and implementation of a K-12 data warehouse. The data warehouse will allow for student-level data maintained by ISBE to be linked to other student-level and P-12 education data. Local districts will be able to obtain numerous additional data reports and have expanded ability to perform longitudinal data analyses using data maintained by ISBE. Included in the warehouse will be a Data Mart specifically for federal reporting that draws data from multiple systems and reduces the reporting burden on the state and local districts. The design and construction of the warehouse are under way, with a target of implementation of the initial functionality throughout 2013. The U.S. Department of Education has also approved a one year extension of the grant period to enable the work underway to advance supported by the SLDS grant funds through June 2014.

The ILDS Data Advisory Committee (DAC), a broad-based group of stakeholders, was established in 2009 and continues to advise ISBE and its education partners on data use and ILDS initiatives. This group is comprised of members from statewide education partners representing early learning, teachers, principals and administrators, postsecondary, research and work force and employment organizations. Through membership in the DAC, partner organizations are participating directly in the development of project requirements that shape how ILDS will be used to inform education.



Using grant funds ISBE continues to maintain a network of data stewards with responsibility for data quality and management for ISBE centers. The data stewards are identifying and documenting business rules for the centers, developing and implementing plans for improving the accuracy of submitted data, implementing processes of statistical checks for LEA data submissions, and are directly supporting LEAs with training and technical support to improve data quality. These resources are illustrative of ISBE's commitment to the collection and use of high-quality education data, and for the support of the users that will draw on the data in the performance of their activities.

As part of the project, ISBE and its education partners are building on existing efforts to enable use of the ISBE unique student identifier for linkages with postsecondary and employment data. Key data sharing agreements have been put in place between ISBE, ICCB and IBHE that enable the sharing and linking of this data. The agreements define the mechanisms and approaches for sharing this education data while meeting the requirements and conditions of the Family Educational Rights and Privacy Act (FERPA) and state privacy protection laws. Per the agreements, ICCB and IBHE are updating their information systems to support the capture of the ISBE student identifier to accomplish this linking.

ISBE is also participating with IBHE and ICCB as they advance work that the Illinois Higher Education Consortium (IHEC) is performing to establish data sharing among public, private and proprietary postsecondary institutions. This effort will simplify the process of linking data with postsecondary institutions by formalizing the participation of these institutions in a central data repository of higher education data. ICCB has in place an extensive data collection practice for community college data, and using SLDS funds a data collection system for four year postsecondary data has been constructed and implemented. Public four year institutions contributed data to the repository commencing in 2012, and other four year institutions are contributing data in 2013.

Grant funding allocated to the Illinois Student Assistance Commission (ISAC) is providing Illinois public and private high schools access to tools that support the submission of high school

transcripts to postsecondary institutions in Illinois, and to out-of-state members of the Midwestern Higher Education Compact (MHEC). A multi-year statewide rollout of the tools is under way, and will continue past the end of the SLDS grant period.

ISBE's Student Information System's (SIS) data collection capabilities have been expanded with the implementation of the Statewide Course Classification System. This system provides foundation information for establishing statewide course definitions while maintaining district control of their local curriculum. SIS now collects course information at the student level, including the grade and completion status for each course for grades K-12. SIS expanded functionality also includes the collection of the teachers assigned to the courses, enabling the establishment of the student to teacher link. Further enhancement of SIS collection capabilities included an expansion of the early childhood data collection to include infants and toddlers, covering the age range from birth to five for children in programs funded by the early childhood block grant.



ISBE has implemented the Employment Information System (EIS) as part of the ILDS project initiatives to rewrite the ISBE teacher and administrator data collection systems. In the summer of 2013 the Educator Licensure Information System (ELIS) will be implemented, and will support the transition from certification to licensure for Illinois teachers and administrators. The new teacher data collection systems will also maintain teacher evaluation results collected from districts.

Over the next year the ILDS project will be targeting to expand on data analytics and reporting capabilities, targeting to drive information back to districts, schools and into the classroom. The development of the ILDS is a critical step in the building of a data driven decision-making environment to inform our education practices. Development of the ILDS will continue through 2014.

Revising Illinois Learning Standards

The State Board of Education adopted a revised set of learning standards for K-12 education in mathematics and English language arts at the end of fiscal year 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 current Illinois standards that were developed in 1997. The new standards are higher, clearer and fewer. New standards in science, social studies and other subjects are also being developed, to be followed by new assessments. The Illinois State Board of Education plans to map all items on the 2014 ISAT reading and mathematics assessments to Common Core State Standards (CCSS). The reading and

mathematics assessments will be composed entirely of items written to CCSS. Approximately 20 percent of the operational items on the 2013 reading and mathematics ISATs were written to CCSS. In addition, the State Board of Education recently raised the performance levels of the Illinois Standards Achievement Test (ISAT) for elementary and middle school students. The new performance levels will align with the more rigorous Common Core State Standards in English Language Arts and Math and prepare for the higher expectations of a new assessment system set to debut in 2014-15.



Since the adoption of the New Illinois Learning Standards based on the Common Core in June 2010, ISBE has been moving forward with implementation. Specifically, there are three phases:

1. Adoption, Communication and Coordination;
2. Communication, Resource Design and Design of Implementation System; and
3. Transition, Implementation and Technical Assistance.

An implementation team representing the various divisions within the agency was established to provide guidance and leadership for the transition. An analysis of the former English and math standards compared to the new standards is guiding professional development for Illinois educators. ISBE created a clearinghouse for

the new learning standards on the agency website, produced a multitude of informational materials and held regional meetings to launch 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. They will better prepare students for success in college and careers by combining what students need to know and how the knowledge is applied to real-world situations. Standards are internationally benchmarked to high-performing countries to help kids compete globally.

Whether students choose to enter the work force right away or go to college, they need skills from consistent standards. Readiness skills include independence, strong content knowledge, comprehension and critique, use of technology, and understanding other perspectives and cultures. Math and English language arts standards were developed first because they teach a foundation upon which students build skill sets in other areas of learning. In English language arts, K-8 standards are listed by grade level, and 9-12 are listed in two-year bands to allow

flexibility in course design. The English language arts standards are separated in four strands: reading, writing, speaking and listening and they aim for a balance of literature and informational texts, and the strands incorporate a variety of subjects. The math standards emphasize problem-solving and communication, with high school standards emphasizing the use of math in the real world and geometric concepts developed in the middle grades. Students are expected to reach basic algebraic readiness by eighth grade.

The implementation of the New Illinois Learning Standards Incorporating English Language Arts and Math Common Core continues with various statewide activities and the development of resources to support local level efforts. An online district planning tool was developed and continues to be available for district leaders. The online tool provides guiding questions and sample indicators in the categories of leadership, curriculum and instruction, professional development and implications.



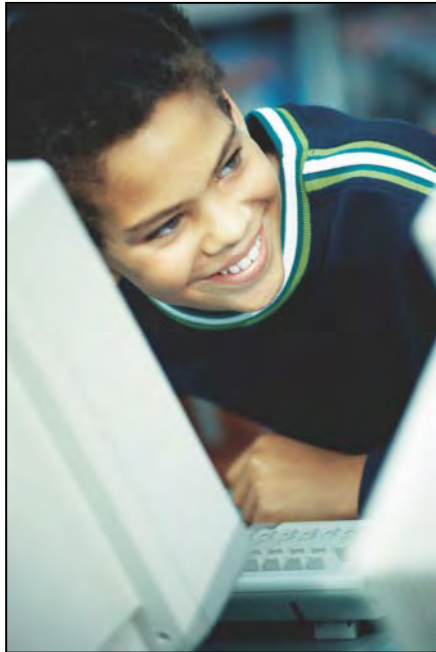
The tool is designed for schools and districts that are just beginning to detail their implementation plans. Additional resources, including critical area checklists for math, teaching strategies for ELA, webinars and recommended websites to other state resources, are all available on the common core section of the ISBE website.

Four content teams have been established to support implementation. The teams include data and assessment, math, English language arts, and learning supports. Each team has produced resources and facilitating professional development. View the Professional Learning Series http://www.isbe.net/common_core/pls/default.htm for professional development webinars, PowerPoints and resources.

The ELA content specialists developed a two-day professional development series focused on supporting administrators and teachers with the transition to the new Illinois ELA standards. The training provided a process for unpacking the new ELA standards; resources and tools to assist in designing lessons and assessments; and rubrics for monitoring implementation progress. The ELA series of nine workshops took place from January 2012 through April 2012 for more than 1,000 educators throughout the state. The ISBE English Language Arts content specialist have continued to conduct trainings, design resources, and help to facilitate the implementation of the Common Core State Standards across the State of Illinois. The ELA Content Area Specialists have hosted another professional development opportunity with several one-day stops around the state in the spring of 2013. Content was geared towards the shifts in instruction and updates that PARCC has made regarding assessments. In the winter of 2011, ISBE developed a 14 hour professional development series focused on the Common Core K-12 Mathematical practices. The workshop provided a framework to develop a deep understanding of the new math standards,

both content and practice; understanding the progression of the standards; and assisting teachers with transitioning to the new math standards. This train the trainers opportunity resulted in 220 trainers who are now available to deliver this content to their local schools and districts.

Mathematics Curriculum Models were released in April and may be accessed at http://www.isbe.net/common_core/htmls/math-models.htm. The Illinois Institute for



Mathematics is scheduled for summer 2013. In April 2013, we released a guidance document for “Documenting Common Core Standards on the Individual Education Program” (<http://www.isbe.state.il.us/spec-ed/pdfs/guidance-ccss.pdf>). ISBE continues to engage with ICCB and IBHE to co-sponsor alignment meetings and a summit for teacher preparation programs to further demonstrate the college and career readiness message at all levels of the education system. An interagency workgroup includes representation from each agency to recommend state and regional activities and provide collective input and feedback towards policy issues impacting each agency.

The Next Generation Science Standards (NGSS), released in April 2013, are available at <http://www.nextgenscience.org>. Illinois is one of twenty-six states that volunteered to be a Lead State Partner for the development of the Next

Generation Science Standards (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 provide guidance to the state throughout the standards development process. In addition to six reviews by the lead states and their committees, the NGSS were reviewed during development by hundreds of experts during confidential reviews and tens of thousands of members of the general public during 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.

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 based on the Common Core – Mathematics and English Language Arts along with the pending review for adoption of the Next Generation Science Standards, Illinois has made tremendous strides in the initiative to provide world-class standards for all students.

A new social studies framework is on the way. The College, Career and Civic Life (C3) Framework for Social Studies Standards were ready for a targeted review in April 2013.

Illinois Learning Standards Implementation Survey

A recent survey of 1,300 teachers across the state revealed that 80 percent of respondents are working in school districts with implementation plans for the new Illinois Learning Standards, which are based on the Common Core, ensuring more students will be instructed under the more rigorous, internationally-benchmarked standards. The majority of those responding report components of the new standards for math and English Language Arts are already part of their current lessons or will become part of instruction next school year.



Implementation varies from one school district to another because some districts are already using curriculum and practices that meet the new Illinois Learning Standards, while others are still establishing how they will transition to the new standards. Most implementation plans begin with establishing a school-based team that reviews the new standards, passed in 2010, and develops and executes an implementation plan.

The state-led movement to use common standards revolutionizes education in the United States because it's more likely that a student moving from one state to another will now face very similar content and expectations, and graduates will ultimately be better able to collaborate and compete with their peers in the global economy.

Survey findings include:

- More than 70 percent of responding teachers reported there is a point-person or committee leading the implementation efforts in their school or district.
- Sixty-eight percent of respondents are using data to improve curricula and classroom instruction and another 23 percent plan to start doing so next year.
- Nearly 67 percent of respondents said they're 'somewhat prepared' to implement the Common Core Standards and 13.5 percent said they're "completely prepared" to implement standards.

- The majority of teachers said they're already implementing specific components or instructional shifts in English Language Arts and Math Common Core Standards.

While many teachers and administrators have attended ISBE-sponsored professional development on the new Illinois Learning Standards, the need for more ongoing professional development is recognized. Many educators attended sessions offered through their Regional Offices of Education and their own local districts. More seminars will be offered through the summer and upcoming school year but much of the work begins with a school-based committee.

Partnership for the Assessment of Readiness for College and Careers

New assessments are being developed as the Illinois State Board of Education continues implementation of the new Illinois Learning Standards. Illinois is one of 13 states serving on the Partnership for the Assessment of Readiness for College and Careers' 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. In all, PARCC has 25 member states 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 in 2014. 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.

Race to the Top

Illinois was awarded a \$42.8 million phase three Race to the Top (RttT) grant in December 2012 after being a finalist in the competition's first two rounds. Under the Race to the Top grant, ISBE

is using half of the awarded funds for state projects with the remaining half set aside participating districts who agreed to a rigorous set of requirements. Each district's share is based on a required federal formula directing funds to those with the greatest number of low-income students. 35 districts have agreed to serve as leaders by implementing key initiatives aimed at improving school performance and student achievement across the state.



The federal grant is aimed broadly at closing achievement gaps. It will help bolster state initiatives across many areas. Funds will improve Science, Technology, Engineering and Math (STEM) education and build a stronger connection to post-secondary education and training. Funds will also support the on-going implementation of the new rigorous Common Core Learning Standards in Math and English Language Arts as well as innovative data systems that better

inform educators and improve classroom instruction. Chief among the reforms is that districts will use new, more comprehensive principal and teacher evaluations that tie student growth to educators' reviews. Legislation calls for all Illinois districts to incorporate student growth into teacher evaluations no later than fall 2016. Participating Race to the Top districts, however, will pilot these evaluation systems in the fall of 2013 with approximately half fully implementing in the fall of 2014 and the other half in the fall of 2015.

Illinois specifically established the following three goals for its RttT plan in its application:

- Participating Districts comprehensively address the RttT requirements, leading to dramatic student growth
- Participating Districts serve as leaders of the reform agenda for the entire State
- Build capacities for statewide implementation of key initiatives and systems

Learners are at the center of the state's RttT strategies, with integrated expectations and supports for:

- Implementing standards-aligned instructional systems that address curriculum, grading and reporting; instructional practices; and high quality assessments; and

- Improving educator quality and effectiveness through the establishment of redesigned performance evaluation systems; programs to attract effective educators to High Poverty High Minority schools; and induction and mentoring programs

These strategy areas are supported by three foundational elements:



- A common data and technology platform – the Illinois Shared Learning Environment (ISLE), which incorporates the Shared Learning Infrastructure and state-level enhancements and extensions to support personalized learning and access to high quality resources.
- A common comprehensive continuous improvement process – the “Rising Star” system, which will guide districts and schools through the procedures and practices for systemic change and instructional improvement.
- Integrated State supports, with increased capacity at ISBE and a new Center for School Improvement as the nexus of the Statewide System of Support.

The state’s achievement goals with Race to the Top include:

- Increasing proficiency levels in reading and math on the ISAT and PSAE: As State assessments are modified to align with the Common Core, Illinois expects steady gains throughout the RTTT grant period.
- The State’s goals are to increase overall National Assessment of Educational Progress (NAEP) overall proficiency rates in reading and math by 6 percent to align with gains that have been demonstrated by some of the top performing states over the prior decade.
- Consistent with the State’s overall achievement gap objectives, the State has established the goal to reduce the gaps for black, Hispanic, and low-income subgroup by 50% performance on National Assessment of Educational Progress (NAEP).
- With the State’s comprehensive focus on high schools, the goal is to achieve a 90 percent overall graduation rate in the next six years. For particular student subgroups, ISBE, over the next six years, plans to reduce by 1/2 the difference from 90 percent for each student subgroup's graduation rate.



During the first full school year of the grant, the state portion of the funds was used to launch and implement key initiatives. For example, the Performance Evaluation Reform Act pre-qualification training, which is a key building block of a new generation of educator evaluation systems, was successfully developed and trained nearly 13,000 evaluators. Also launched was the Pathways Resource Center to support the implementation of Programs of Study in STEM areas across the Race to the Top Participating Districts. Race to the Top funds also permitted the statewide implementation of The Illinois 5Essentials Survey of teachers, students and parents to help identify strengths and weaknesses in their school's climate and learning conditions. Funds have also been directed to complete the re-design of state school report card which when released in

October will include data from the 5Essentials Survey.

Participating Districts have focused on planning and ramping up their work on key requirements in the first school year of the grant. During the 2013-14 school districts will activate plans to pilot their re-designed teacher evaluation systems that include measuring student growth, pilot STEM Programs of Study, implement induction and mentoring programs for new teacher and principals, and implement the Common Core State Standards to name a few.

The Illinois 5Essentials Survey

Starting on Feb. 1 of this year, students and teachers were given the first statewide opportunity to weigh in on learning conditions and school climate. These indicators have been proven necessary for strong student outcomes, including better attendance and improved student performance. The State Board worked with UChicago Impact at the University of Chicago Urban Education Institute in providing the online survey, called the Illinois 5Essentials Survey, to help the state's nearly 4,000 schools better identify their strengths and areas needing improvement.

The Illinois 5Essentials Survey (Organizing Schools for Improvement) asked about leadership, collaboration, family involvement, instruction and the school environment and was administered between Feb. 1 and the end of March to all certified K-12 teachers and students in grades 6-12 across the state.

5Essentials will generate data that helps schools target resources and make decisions that help accelerate learning and test score gains. 5Essentials also demonstrates that teachers and students

can play a crucial role in school reform: What they share about their schools reliably predicts whether those schools are likely to improve or stagnate.



Based on 20 years of research conducted by the University of Chicago Consortium on Chicago School Research in more than 400 schools, including Chicago Public Schools, the 5Essentials has been shown to be strongly predictive of school improvement. Schools strong in 3 to 5 of the Essentials are 10 times more likely to improve student learning than schools weak in 3 to 5 of the Essentials. Those differences

remain true even after controlling for student and school characteristics, including poverty, race, gender and neighborhood characteristics. Strength on components within the Essentials also correlates with increased teacher retention, student attendance, college enrollment and high school graduation.

In addition to being used in CPS, a version of the 5Essentials survey has been administered in schools in Maryland, Massachusetts, Michigan, Minnesota, New York and Indiana.

The Illinois 5Essentials Survey, required to be implemented this school year by Senate Bill 7, passed in 2011, represents Illinois' first effort to administer a statewide survey of learning conditions to teachers and students. Statewide summary results will be shared with ISBE this summer. Schools will receive their results this summer and ISBE will incorporate results into the 2013 school report cards, typically released by ISBE at the end of October. Federal Race to the Top funds are covering the cost of the survey.

During this inaugural year, districts had the option of asking parents to participate in the survey. ISBE is considering requiring parental participation in the 2013-14 school year.

While this survey may help inform state policy and improvement initiatives, it is primarily intended to help schools at the local level by identifying strengths and areas that need improvement and provide more comprehensive information about each school for parents and community members.

The Center for School Improvement

In October of 2012, the Illinois State Board of Education announced the establishment of the Center for School Improvement to help raise student performance in the nearly 4,000 public kindergarten-12th grade schools across the state, particularly the lowest performing schools. The

State Board of Education awarded the American Institutes for Research (AIR), a proven international education reform leader, with a one-year contract worth just under \$10 million in federal dollars to lead the state in comprehensive school improvement work.

The Center will help coordinate various regional improvement efforts under the ISBE's existing network to ensure that schools receive expert, timely and relevant assistance with an emphasis on closing the achievement gap. The achievement gap refers to the performance disparity on various measures between groups of students, particularly English Language Learners, students with disabilities, low-income students and racial ethnic minority students.



The Center will bring high-quality, research-based services and resources that improve education outcomes for students. Some key features will include:

- The Center will employ content area specialists, coaches and turnaround experts with specific expertise in working with English Language Learners (ELLs), students with disabilities, low-income students and racial and ethnic minority students.
- On-going professional development for Center staff.
- An evaluation process for Center work to promote continuous improvement and better serve districts and schools.
- Collaboration with Regional Offices of Education and Intermediate Service Centers to improve student outcomes and opportunities.

AIR has established offices both internationally and across the nation, including offices in Chicago and Naperville. The State Board approved the AIR contract during the September 2012 Board meeting with plans to evaluate and renew the contract through Fiscal Year 2017.

Funding for The Center is supported by federal school improvement funds allocated to ISBE under the federal Title I grant as established under the Elementary and Secondary Education Act (ESEA) of 1965.

Early Childhood Education

The Division of Early Childhood has continued to administer and improve programs under the Early Childhood Block Grant, despite continued budget cuts. In FY13, the \$25 million reduction in the ECBG caused an 8 percent cut to all programs and an estimated 5,300 fewer preschool children served. Added to previous cuts, the ECBG has lost an aggregated \$80 million since

FY09 and is serving 22,000 fewer preschool children. Regardless, ISBE has continued to move forward with infrastructural and quality improvements, including initiating a new monitoring system for birth-to-three programs, strengthening the Program Improvement Plan process, and targeting low-rated preschool programs with instructional coaching.

Pursuant to the invitation from the U.S. Department of Education to re-apply for federal funding under Race to the Top-Early Learning Challenge-Phase 2 (ELC), the Illinois State Board of Education worked 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 prepare the ELC state plan. Illinois submitted its application in October 2012 and was awarded nearly \$34.8M in December of 2012. In March 2013, the state submitted a revised Scope of Work and received authorization to begin spending a percentage of the award.

The state plan includes a variety of projects which promote three strategic priorities: 1) deepening the integration of state supports to create a unified framework for all Early Learning and Development programs, 2) connecting the most-at-risk children with the supports and services they need, and 3) increasing program quality through supports for programs and educators.



In 2012, ISBE engaged in a variety of initiatives in support of those strategic priorities and its own board goals. The new Kindergarten Individual Development Survey (KIDS) pilot was implemented in 64 school districts across Illinois, with 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 over six hundred individuals, including all participating teachers, some administrators, and locally assigned coaches. FY 13 participation far exceeded initial targets. FY14 will be an expanded pilot year, expected to at least double FY13 participation targets.

Also in support of the ELC state plan, ISBE has revised benchmarks for the updated Early Learning and Development Standards and piloted the new Early Learning Guidelines for children birth to age three. ISBE collaborated with other state agencies to strengthen early childhood governance, through the early childhood Intergovernmental Agency Team (IAT). The IAT is working closely to finalize and operationalize cross-agency ELC projects, including the new Tiered Quality Rating and Improvement System, which will rate quality and deliver supports to the field. The Division of Early Childhood has also partnered with IDHS to coordinate the training of trainers on the revised Early Learning and Development Standards and

new Early Learning Guidelines and to bring teachers into a common early childhood educator registry.

Assessment Access for All Students

ISBE makes accommodations available through its state assessments for students with needs documented in a Section 504 Plan or Individualized Education Program (IEP) and for students with limited English proficiency. As part of the administration of the Illinois Standards Achievement Test, more than 55,000 reader scripts were distributed. These test booklets are specially designed to be read aloud for students who need them. In addition, more than 5,800 audio CD-ROMS or audiocassettes were distributed, as well as 1,100 large print tests and 70 Braille tests. For the Prairie State Achievement Examination, approximately 2,360 reader scripts, 4,640 audio DVD or cassettes, 240 large print and 16 Braille tests were ordered. The Prairie State Achievement Examination also distributed about 12,050 booklets for students who received extended time only for accommodations.

Accommodations were also made for students with limited English proficiency. Linguistically modified (LM) forms were developed for the mathematics and science assessment portions of the Illinois Standards Achievement Test. About 44,300 LM tests were distributed for student use. The linguistically modified items are not easier than their counterparts. They reduce or eliminate unnecessary complex language that interferes with students' abilities to demonstrate content knowledge. In addition, the mathematics short answer and extended response items were translated into Spanish and students were allowed to respond to the mathematics and reading short answer and extended response items in Spanish. For the Prairie State Achievement Examination, approximately 230 audio DVDs in Spanish were ordered for the mathematics and science portions.



CTE Curriculum Revitalization

ISBE is working with Career/Technical Education (CTE) stakeholders to revitalize CTE curriculum to infuse courses with 21st century literacy skills and meet core academic requirements, including the new Illinois Learning Standards based on the Common Core State 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 it 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 free of cost.

The project currently hosts 1349 lesson plans with accompanying PowerPoints, test items and student electronic units in 16 content libraries and 3 pullout libraries. It is expected that a minimum of 200 additional sets of curriculum materials will be posted to the web site in FY 14. This will increase the total inventory to approximately 1,550 sets for the next school year. This



development includes lessons from School Career Counselor's library.

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 Common Core

State Standards and utilizes the Common Core State Standards and other national content standards that are in alignment 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 future forecast of the CTE curriculum project is promising as efforts increase to make other high school instructors aware of the resources.

Illinois Statewide Technical Assistance Collaborative (IS-TAC)

The Illinois Statewide Technical Assistance Collaborative (IS-TAC) is a state sponsored and federally funded entity consisting of four collaboratively functioning projects funded by federal Individuals with Disabilities Education Act (IDEA) Part B discretionary monies. The purpose of the IS-TAC is to coordinate a regionalized system of technical assistance and training to build the capacity of schools to promote social and academic success of all students, including those with significant challenges and disabilities. IS-TAC promotes a prevention-based systems' approach, which includes data-based decision-making and research-based instructional practices.

The four collaborative projects that make up IS-TAC include the following.

1. Illinois Autism Training and Technical Assistance Project (IATTAP)
2. Parent and Educator Partnership (PEP)
3. Positive Behavior Interventions and Supports (PBIS) Network
4. Project Children Have Opportunities in Inclusive Community Environments and Schools (CHOICES)



The mission of IS-TAC is to support local education agencies (LEAs) in implementing school-wide reform efforts that effectuate improved teaching and learning outcomes for all Illinois students and educators. Toward that end, IS-TAC promotes consistent and sustainable use of effective practices for students with special needs, including emotional and/or behavioral disabilities, autism and other significant disabilities.

The priorities set forth by ISBE for IS-TAC and its collaborative projects include the following.

1. Increase the capacity of school districts to successfully educate all students in general education settings;
2. Implement a data-based evaluation system in collaboration with local and national entities;
3. Coordinate across projects the statewide, regional, and district planning and implementation of structures that support training, technical assistance, evaluation, and dissemination of effective school-wide practices that include a least restrictive environment (LRE) and strategies for students with emotional and/or behavioral disabilities, autism spectrum disorders, and other severe disabilities;
4. Facilitate training, technical assistance, evaluation, and dissemination of school-wide LRE processes and effective strategies for students with emotional and/or behavioral disabilities, autism spectrum disorders, and other severe disabilities; and
5. Ensure family and student input and ownership in designing and implementing school-wide systems and supports for individual students with disabilities.

In FY 2013, an integrated collaboration among IS-TAC projects (PBIS, IATTAP, CHOICES/Early CHOICES, and PEP) was reflected in the outcome of a mapping document

which outlined the concepts around which all 4 projects provide statewide professional development. These concepts were then correlated to the 8 Essential Elements outlined through the Statewide System of Support (SSOS) initiative.

In addition, operational components of ISTAC (i.e., job descriptions, personnel evaluation processes (aligned with the Danielson framework), budget, and evaluation plan with direct alignment to the State Performance Plan (SPP)) were developed, reviewed, and/or revised to plan for a smooth transition into partnering with the Illinois Center for School Improvement.

Through ISTAC's partnership with and coordination of statewide professional development services through the Illinois Center for School Improvement, a platform is being developed for providing a common language and foundational services to Illinois districts/schools within a continuous improvement process where the focus is integrated and supports the development of the "whole" child.



The Illinois State Response to Intervention (RtI) Plan

ISBE believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI), also known as a multi-tiered system of supports (MTSS), is an approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant, and durable for all students, families, and educators. RtI/MTSS involves an education process that matches instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions.

An RtI/MTSS process is also designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. Use of an RtI/MTSS process can help avoid a "wait to fail" situation because students get help promptly within the general education environment.

RtI/MTSS implementation requires collaborative efforts from all district and school administrators, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

The process of identifying learning needs and providing appropriate and timely instruction is foundational to a successful education system. The academic success of all students is improved when instructional and behavioral goals are frequently monitored. Data derived from such



monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

Districts are implementing RtI by carrying out their RtI Plans, which are incorporated into their District Improvement Plans, and/or by addressing

the RtI indicators within Rising Star. Connecting RtI to district and school improvement allows districts to implement a coordinated system for improving instruction and meeting the needs of diverse learners, thereby improving student outcomes.

ISBE also continued activities under the five-year State Personnel Development Grant (awarded in September 2010) to scale up implementation of a coordinated, statewide system of personnel development and thereby increase the capacity of school systems to establish and use a multi-tiered framework of scientific, research-based instruction, intervention and assessment to improve the progress and performance of all students, including those with disabilities.

Through this grant, ISBE's Illinois RtI (I-RtI) Network provides standardized professional development consisting of training, technical assistance and coaching to educators and parents throughout the state. These services focus on improving student performance in grades K-12 through the implementation of RtI/MTSS, with an emphasis on administrative leadership; scientific, research-based reading and math curricula and instruction at grades K-12; data-based decision making; universal screening and progress monitoring; and parent involvement.

During the past year, the I-RtI Network provided services to 83 school districts whose administration signed collaborative agreements to participate in the Network. Of those 83 districts, approximately 43 percent failed to meet Adequate Yearly Progress (AYP) standards and 70 percent have high percentages (40 percent or more) of students from low income backgrounds. Through the Network's coaching-of-coaches framework, districts are being supported in building, implementing, and sustaining RtI/MTSS as an integral part of the school and district improvement process. The coaching-of-coaches component is critical to the sustainability of the statewide implementation of RtI/MTSS, in that I-RtI Network staff train and support existing district and regional personnel to serve as external coaches for their districts and

schools. In turn, these personnel incorporate the content knowledge and competencies developed through their involvement in the Network into their existing jobs.

In order to ensure alignment of its professional development with adult learning principles and support the fidelity of its delivery, the I-RtI Network established a multi-year professional development scope and sequence. In 2012-2013, the Network's professional development focused on strengthening core curricula and instruction, also known as Tier 1 in an MTSS framework, and was delivered via onsite technical assistance and coaching with district and school teams, as well as "Networking Meetings" and "External Coaches Meetings."



The Networking Meetings are bi-monthly, area-based events designed to provide consistent, high quality professional development in the application of RtI/MTSS principles to all aspects of district and school improvement. With a target audience consisting of teams of staff and administrators who are supporting implementation of RtI/MTSS at the building and district levels, the meetings are a combination of training, technical assistance, and opportunities for cross-team networking.

Delivered by I-RtI Network staff, the External Coaches Meetings are monthly, area-based events designed to train and support the external coaches discussed above. Through their participation in these meetings, these individuals build their knowledge and skills in effective coaching strategies and in critical components of RtI/MTSS. In turn, they are better able to provide training, technical assistance and coaching in their assigned I-RtI Network districts and thereby support implementation of RtI/MTSS.

Finally, in an effort to provide a professional development opportunity for teams beyond those districts participating in the I-RtI Network, in September 2012 the project conducted a two-day statewide conference. This conference focused on building a sustainable system/infrastructure for RtI/MTSS implementation and included significant time for teams to work together, connect the conference content to their work, and develop an action plan with next steps for applying what they learned beyond the conference.

Illinois Virtual School

The Illinois State Board of Education envisioned increased learning opportunities for students (and educators) throughout the state with the Illinois Virtual School. A contract to manage the Illinois Virtual School (IVS) was awarded to the Peoria Regional Office of Education, in partnership with the Area III Consortium, in April 2009.

The Illinois Virtual School is an opportunity for public, private and home-schooled students in grades 5-12 with its standards-aligned online courses taught by Illinois certified, highly qualified teachers. IVS employs more than 50 certified teachers and offers online courses to public, private and home-school students in grades 5-12 across the state. Professional development opportunities are also offered to Illinois educators for certificate renewal purposes.



More than 130 different courses are offered in the Illinois Virtual School course catalog and have been reviewed for alignment to Illinois learning standards and appropriate assessments. In addition, IVS provides students with:

- Opportunities to take courses not offered by their face-to-face school, such as 23 Advanced Placement, six foreign language and other enrichment opportunities.
- Ability to enroll in courses that could not fit into their daily school schedule.
- Courses to recover credit.
- Access 24/7 to course content and interaction with Illinois certified teachers.

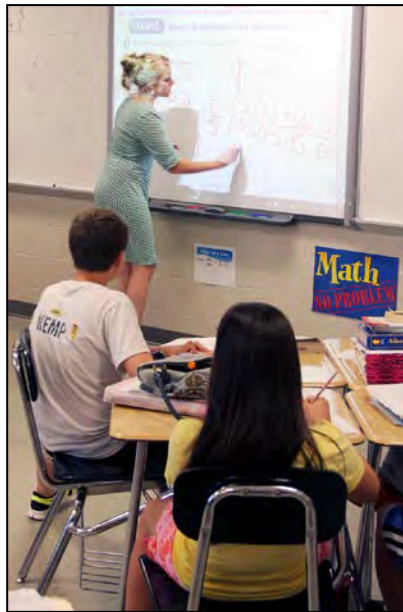
IVS has expanded services to include new credit recovery courses focused on competency of content as defined by standards through pre- and post-assessments. The target student population is students who were unsuccessful in earning academic credit the first time taking a course. IVS will be piloting with four to six schools in the 2013-14 school year to offer a blended learning solution that affords schools the needed infrastructure.



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

Better Preparing Teachers

The Illinois State Board of Education aims to enhance and strengthen teacher preparation to expand and improve the pool of highly qualified educators for the 21st century. Since February



2011, a group of educational stakeholders has worked at creating teaching standards for endorsements in the elementary grades and the middle grades based on the Common Core and Illinois Professional Teaching Standards. The proposed standards for elementary and middle grades endorsements developed by the Elementary and Middle Grades Advisory Group (EMAG) emphasize the development of a firm foundation in both content and pedagogy.

Building on the work of EMAG, the Early Childhood Advisory Group (ECAG) is continuing to work on a set of recommendations related to endorsements for early childhood. This group of stakeholders is considering the needs of our earliest learners and their parents. The incorporation of the Illinois Professional Teaching Standards and strategies for building early readiness in students for success with the

Common Core standards are priorities of the work.

Recognizing that all students should be served by highly prepared and effective teachers, standards for optional endorsement in gifted education have been proposed. 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.

Improving School Leadership

Through the efforts of ISBE in collaboration with the Illinois Board of Higher Education over 24 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 Illinois State Board of Education rules (<http://www.isbe.net/rules/archive/pdfs/30ARK.pdf>) addresses programs for the preparation of principals in Illinois..

New programs for the preparation of the Teacher Leader Endorsement have been and continue to be approved by the State Educator Preparation and Licensure Board for institutions of higher education to provide to candidates who are interested in adding this endorsement to their Professional Educator License. The teacher leader endorsement is intended to increase the quality of leadership, as well as teaching and learning practices, and 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 will create 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; and
- 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); and
- 8) other areas of responsibility as identified by school districts.



In 2012 and 2013, a group of educational stakeholders was formed to look at requirements for the current school superintendent requirements for certification. The many changes to the education landscape such as the implementation of the Common Core State Standards, performance evaluation requirements, increasing financial constraints and an ever changing needs of students and their families and communities caused this group to be formed to review the current preparation programs for superintendents and decide what should be expected or required to best prepare tomorrow superintendents. The Superintendent Advisory Group (SAG) met until the end of May, 2013, when they finalized their recommendations to ISBE for future rule changes and implementation. These recommendations contain information on the Standards and competencies for superintendent preparation and requirements of new programs.

Performance Evaluation of Educators

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 reform. The Performance Evaluation Advisory Council (PEAC) has worked with the agency to

develop new rules which are now in place. PEAC continues to work to develop a teacher evaluation model related to demonstrating growth. The state contracted with Consortium for Educational Change (CEC) to develop and implement a training program for evaluators of teachers and principals. Since June, 2012, over 14,000 educators have been trained which includes 11043 educators registered in the *teacher evaluation training* and approximately 87% of those completing the training to be considered “Prequalified” as is required for the purpose of providing evaluation to teachers. In addition there have been 3076 educators registered in the *principal evaluation training* with approximately 75% of those completing at a level to be considered “Pre-qualified” to evaluate principals or assistant principals. The Growth Through Learning Illinois System with a website located at <http://www.growththroughlearningillinois.org> provides further information about the training . The training consists of five modules for each of the trainings. Each online, self-paced training module is designed to be taken individually online.



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, Module 5 – Student growth.

For each individual user, as they complete each module and pass each assessment the next module/assessment will open for use and completion. If a user does not pass an assessment, they will be provided an invitation to register for a remediation session once complete their next module/assessment will open until all modules/assessments have been completed and passed.

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 been provided support for moving ahead on providing resources for districts as they begin implementation of PERA. Through the support of AI R, American Institute of Research, 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:

- [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](#)

Educator Licensure

Legislation was passed to change the current educator credentialing structure of certification to a licensure system. Over 60 different types of certificates will be exchanged for one or more licenses: Professional Educator License, Educator License With Stipulations, and Substitute License on July 1, 2013.



Current educators will maintain the same qualifications in the licensure system. Each license will identify specific endorsements, subjects and grade ranges for which the licensee is qualified. Educator credentials can be viewed online beginning July 1, 2013, as licenses will not be printed and mailed.

Individuals earning their first educator credential in Illinois will meet new course requirements to qualify for a Professional Educator License. Candidates in Illinois approved educator preparation programs will meet the new requirements of coursework in reading methods, reading in the content area, and special education methods within their programs as this coursework will be embedded. Individuals that have been prepared outside of Illinois are required to have credit from a regionally accredited institution: six hours in reading methods and reading in the content area, one course in methods of instruction of the exceptional child, and one course in instructional strategies for English language learners.

Educator Licensure Testing

- Beginning Sept. 1, 2015, each candidate completing an educator preparation program in a teaching field shall be required to pass the Teacher Performance Assessment (edTPA).

- Beginning July 1, 2015, each out-of-state individual applying for a professional educator license endorsed in a teaching field shall pass the edTPA.
- Applicants must pass the content test(s) prior to the final semester of student teaching, internship or residency (affects all endorsement types) and the Assessment of Professional Teaching before completing a teacher preparation program.
- Applicants from out of state or out of country must pass the Test of Academic Proficiency (TAP) and content area tests before obtaining the provisional endorsement on an Educator License With Stipulations.



New ELIS System to Be Implemented

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 Educator Licensure Information System (ELIS), in tandem with the newly designed Educator Information System (EIS), both to be implemented on July 1, 2013, will connect 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) supporting districts in accurately characterizing the performance of teachers and administrators; 2) streamlining the entitlement process for institutions of higher education; 3) providing timely and accurate information for State and federal reporting and other purposes; and 4) simplifying the licensure process for all education stakeholders.

One example of increased efficiency the system will afford is that applications will be held in queue until all required documentation is on file. Currently, an evaluator may have to review the same application several times as documentation often arrives in a piecemeal fashion. ELIS will

more closely tie licensure information with employment information. 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 will be implemented on July 1, 2013, in tandem with Licensure. Training and technical assistance will be provided to all internal and external stakeholders to assure a seamless transition from the current Educator Certification System (ECS) and Teacher Certification Information System TCIS) to ELIS.

Alternative Routes to Educator Licensure

The same legislation strengthens alternative routes to Educator Licensure. Alternative preparation programs will include a two-year residency and a comprehensive assessment of candidates' teaching effectiveness. Candidates in alternative programs will have greater support during their first year of teaching than the current programs provide. In order to participate in the second year of residency candidates will complete any additional coursework pertaining to Illinois Professional Teaching Standards and/or content area standards, pass the edTPA, APT and be recommended to continue.

National Board for Professional Teaching Standards

In addition, the legislation further places a greater emphasis on the process of obtaining National Board for Professional Teaching Standards as a means of professional development and growth of teachers. More than 5,500 Illinois teachers have earned National Board Certification. Illinois continues to be a national leader in the number of teachers who hold this advanced credential of professional excellence. The State of Illinois continues to recognize National Board Certified Teachers (NBCTs) as master teachers, with a special designation on the Professional Educator License (PEL) beginning July 1, 2013.



Achieving National Board Certification is a huge professional milestone. ISBE encourages educators to tap into the expertise of the more than 5,000 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 Common Core student standards, Illinois schools can draw on the leadership of National Board Certified Teachers (NBCTs).

Social and Emotional Learning Standards

In an ongoing effort to support statewide incorporation of Illinois Social and Emotional Learning Standards, ISBE principal consultants continued to facilitate the work of the Learning Support Specialist Team on 1) the ongoing development of an SEL guidance document for institutions of higher education and 2) the development and delivery of professional development resources that integrate learning conditions, including those that promote social and emotional development and align with the IL SEL Standards, with Common Core Mathematics and ELA content.

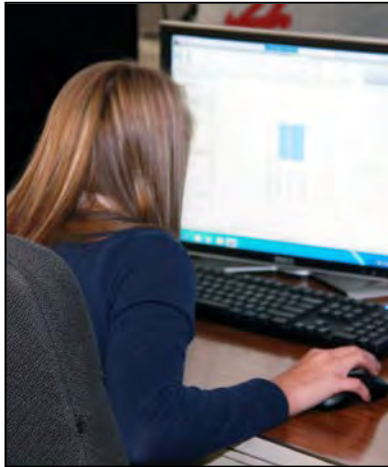


This past year, Learning Supports Specialists presented professional development sessions at the ELA spring conferences held throughout the state. Sessions presented included 1) practical strategies to promote constructive collaboration and communication and 2) creation of learning environments conducive to promoting critical thinking, collaboration, creativity, and other college and career readiness skills. The Learning Support Specialists also developed webinars on student engagement and discourse centered classrooms to support the Common Core Standards of Mathematical Practice. All of the sessions listed above can simultaneously address the SEL Standards as well as the skills outlined in the Common Core ELA Standards and/or Standards of Mathematical Practice.

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.

Currently, the state's regional service delivery system consists of 44 Regional Offices of Education (ROEs) and three Intermediate Service Centers (ISCs). The 44 ROEs serve 101 of Illinois's 102 counties and the three ISCs serve the densely populated suburban region of Cook County. This regional delivery system fashioned 10 Regional System of Support Providers (RESPROs) that allow for the focus of additional resources and expertise specific to schools and districts failing to meet Adequate Yearly Progress (AYP). Of those 10 RESPROs, six cover the geographical areas of multiple ROEs, three RESPROs align to the three ISCs, and the remaining one RESPRO provides support solely to the City of Chicago School District 299 and its schools.



Through the RESPROs, more than 200 coaches and school improvement specialists are providing direct assistance to districts and their schools. Strong partnerships with the Illinois Association of School Administrators (IASA), the Illinois Principals Association (IPA), and the Illinois Association of School Boards (IASB) further support the current regional delivery system.

The assistance provided through the Statewide System of Support includes programs and processes representing best practices in these areas: 1) standards-aligned instructional systems, 2) data-driven decision making for continuous improvement, 3) educator talent and effectiveness, 4) analysis and dissemination of research and effective practices, and 5) interventions for turning around low-performing schools.

This year agency staff focused on increasing our coaches guide leadership teams through a continuous improvement process at both the district and school level. Beginning in July 2010, ISBE piloted the Illinois Rising Star tool to support continuous improvement processes. Through Rising Star, a web-based tool, coaches assist district and school teams in evaluating the presence of indicators of effective practices in order to identify gaps and measure progress for continual improvement. The process to evaluate the presence of indicators of effective practice provide substantive direction for all Illinois schools through diagnosis, followed by targeted interventions, differentiated based on level of need, to improve student achievement. Now, in addition to scrutiny of student learning data, teams analyze the district's and school's practices that contribute to student outcomes. Rather than focusing only on improvement where the last annual test showed weakness, this continuous improvement approach examines professional practices school-wide and seeks to elevate performance across the board.

To support the Rising Star Conditions for Learning Indicators, an ISBE Learning Supports Webpage (www.isbe.net/learningsupports) went LIVE in FY 2013. The webpage provides contextual information to support the development and implementation of the necessary conditions for students to learn and teachers to teach. There are also A-Z topical pages linked to the Learning Supports main page. These pages provide best practice research covering multiple topics (i.e., bullying prevention, climate, engagement/re-engagement of students, etc.) along with ISBE internal and external links where all districts and schools can find additional information. ISBE, with both RTTT3 and Title I, Part A 1003(a) funds, will establish the Center for School Improvement (CSI) as the nexus of its Statewide System of Support (SSOS) to provide high-quality, coordinated and consistent support to districts and schools across the State. 1003(a) funds will be used to support CSI's activities in low-performing schools and districts eligible for such services under federal law. RTTT3 will be used to extend CSI's services to Participating LEAs, and to build capacity within CSI to support key reforms that are central to this Plan. The CSI provides ISBE with greater flexibility to quickly scale up capacity to work across the State's

reform agenda and move ahead with intensive work in the Participating LEAs while expanding its scope in key areas such as standards implementation and continuous improvement processes.

Illinois Institutes of Higher Education Partnership

As discussed under Goal 1 of this report, ISBE is utilizing its five-year State Personnel Development Grant to increase the capacity of school systems to establish and use a multi-tiered system of scientific, research-based instruction, intervention and assessment to improve the progress and performance of all students. Under this grant, the I-RtI Network works with educators in participating districts and schools to support their implementation of RtI/MTSS as an integral part of district and school improvement.

While supporting existing district and school administrators and staff in their implementation of RtI/MTSS is critical to ensuring that every student is supported by highly prepared and effective teachers, ISBE recognizes that it is equally important to improve the preparation of new teacher candidates to ensure they exit Institutes of Higher Education (IHE) programs with sufficient knowledge and skills in the area of RtI/MTSS.

Accordingly, IHE educator preparation program faculty members have a critical role in preparing teacher candidates with the requisite knowledge and skills to effectively educate students with diverse needs. Because the Illinois Professional Teaching Standards (IPTS) and Teacher Performance Assessment (TPA) embody the key principles of RtI/MTSS, educator preparation programs are responsible for providing meaningful coursework and field experiences that enable teacher candidates to learn and apply effective teaching practices (e.g., instructional planning and design, data-based decision making).



To support improvements in the preparation of future educators, ISBE established the Illinois IHE Partnership as another component of Illinois' State Personnel Development Grant. The primary objectives of the IHE Partnership are to:

- Facilitate incorporation of critical RtI/MTSS content into undergraduate and graduate educator pre-service program curricula,
- Increase options for undergraduate and graduate student field experiences in school sites where RtI practices are in place and implemented with integrity, and
- Forge collaborative relationships with Illinois school districts to facilitate the placement of highly qualified general and special education teachers in low performing districts with high populations of students from low income backgrounds.

The Illinois IHE Partnership works with nine universities that have some of the largest educator preparation programs in the state of Illinois, as follows:

- Chicago State University
- Eastern Illinois University
- Illinois State University
- Loyola University Chicago
- National Louis University
- Northern Illinois University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- Western Illinois University



The Partnership selected these universities based on their interest in and commitment to improving their educator preparation programs so that graduates enter the workforce with a solid foundation in effective instructional and school improvement practices, including RtI/MTSS.

In 2012-2013, the IHE Partnership Technical Assistance Coordinators (TACs) worked with elementary education program faculty teams at each participating IHE to review existing course content and determine the extent to which RtI/MTSS is addressed via instruction, readings, assignments, and field experiences. The TACs also provided RtI/MTSS resources that faculty members subsequently accessed for their own self-directed learning and incorporated into the teacher preparation program coursework.

Additionally, the Illinois IHE Partnership convened an IHE Summit in March 2013, which involved facilitated discussions among public school administrators and IHE faculty from elementary education programs. The main focus was on the RtI/MTSS related knowledge, skills and dispositions that administrators expect new teachers entering the field to exhibit. The IHE faculty then utilized the information gained from the administrators to inform their development of an implementation plan for improved integration of RtI/MTSS content, as embedded in the IPTS and the TPA, into program coursework.

Comprehensive System of Learning Supports

In FY 2013, the Regional Learning Supports Specialists continued with development and presentation of professional development focused on building capacity of classroom teachers, administrators and coaches to understand the classroom conditions necessary for learning. Knowledge, skills and attitudes related to planning and preparation were highlighted to support implementation of Common Core State Standards as an integrated curricular focus, within the broader effort to support continuous school improvement. Specifically, Learning Supports

Specialists (LSSs) continued to work in close collaboration with other ISBE content area specialists to develop professional development resources and presentations that integrate learning conditions considerations with Math and English/Language Arts (ELA) content. The LSSs presented professional development sessions at the ELA Content Area Specialists'-sponsored spring conferences held throughout the state. Sessions included:

- Practical strategies to promote constructive collaboration and communication in support of Common Core State Standards, and
- Creation of learning environments conducive to promoting critical thinking, collaboration, creativity, and other college and career readiness skills required for mastery of the standards.



LSSs also created resources for presentation as part of the ISBE Institute for Math Leaders (IML) to be facilitated by the Math Content Specialists in June, 2013. The LSSs have developed two separate webinars on Student Engagement and Discourse Centered Classrooms, for this purpose. In addition, they are reviewing these resources for addition to the online Professional Learning Series (PLS) featuring a collection of resources from all ISBE Content Area Specialist teams.

The Learning Supports Specialists have completed their final newsletter submission of the school year for the Capture the Core monthly newsletter to aid teachers in Common Core implementation. The monthly newsletter submissions provided practical teacher strategies for operationalizing all Illinois Rising Star Conditions for Learning Indicators. These submissions will now be compiled into one comprehensive guide to promote optimal conditions for learning in the classroom.

In continued support of the Illinois 5Essentials Learning Conditions Survey implementation, The LSS Team is collaborating closely with UofChicago's Urban Education Institute professionals, ISBE Race to the Top representatives, and now, ISBE Data and Assessment Specialists, to increase district awareness and participation in regard to the Illinois 5Essentials Survey statewide. Following waves of professional development focused on introductory information and implementation recommendations, the LSSs will be sharing information with districts to promote the meaningful incorporation of the IL 5Essentials Survey data into continuous school improvement efforts. This work takes several forms, including identifying key timeframes in the

SSOS-supported continuous school improvement process to ensure timely receipt of data to inform indicator assessment and drawing connections between IL 5Essentials measures and Rising Star Indicators of Best Practice.

Illinois Virtual School-Professional Development

The Illinois Virtual Schools (IVS) offers an online delivery system for statewide professional development (IVS-PD) as part of its contract with the Illinois State Board of Education. IVS has partnered with ISBE and regional agencies to deliver and host professional development opportunities for educators statewide. Since January 2011, 1,526 educators have enrolled in professional development opportunities through IVS.



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 available a robust registration and content delivery system for agencies to use as a one-stop location for state and regional directed 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
- Project Choices
- Getting Started with Co-Teaching
- Teaching for Success: Differentiating Instruction for ALL Learners
- Pre-School Mathematics course

IVS is in the midst of planning development for the following online professional development opportunities in conjunction with ISBE and/or Regional Offices of Education representatives.

- IATTAP’s online Autism Training Course – up to 1,500 enrollments anticipated

- 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, and Thinking Critically With Data.
- RTTT professional development
- School Nurse Certification

Finally, content is currently being developed for the new RtI online courses, which will consist of three grade level courses: K-3, 4-8 and 9-12.

Each course will be facilitator-led for 12 weeks, with four weeks devoted to an overview focused on the 5 Elements/Indicators, four weeks devoted to literature, and four weeks devoted to mathematics. The courses are scheduled to open in fall 2013.





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

Educator Misconduct

In recent years, ISBE 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.

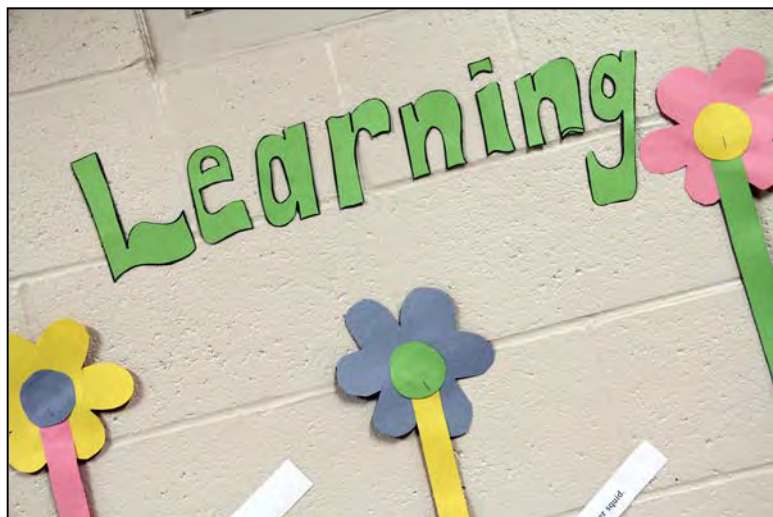


Within the past few years, ISBE has made great strides to address educator misconduct. In fiscal year 2009, for the first time and at the specific request of the State Board, the agency budget included a dedicated line item to address “Educator Misconduct.” The line item was funded in FY09 at \$375,000 and was funded in FY10 and FY11 at the same level. With funds from this line item, ISBE has been able to retain the law firm Shefsky & Froelich (Shefsky) to handle investigations of alleged educator misconduct and, where appropriate, to prosecute matters before hearing officers. In FY12, the line item was funded at \$184,000. The State Board recommended the line remain at \$375,000 in FY13 but the line item was approved again at \$184,000.

Additionally, during FY09, the State Board adopted as one of its legislative proposals SB 2071, which was signed into law Aug. 13, 2009, as Public Act 96-431. This initiative:

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

Thus far, in FY13, upon the action of the State Superintendent, the State Educator Preparation and Licensure Board (formerly the State Teacher Certification Board) has processed the automatic revocation of certificates for 14 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, in FY13, 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, the State Superintendent issued 22 Notices of Opportunity for Hearing, and investigation continues on the remaining files. A small percentage of cases did not require a hearing, either due to voluntary surrender of a certificate or the certificate holder's decision not to pursue a hearing related to the allegations against him or her. While only one hearing occurred during FY13, and currently there are six hearings pending before

hearing officers in the pre-hearing/discovery stage, and two cases that resulted in a settlement agreement. Notices of opportunity for hearing on at least six additional matters should be issuing in the next few weeks.

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.

School Maintenance Grants

This past October, ISBE announced it awarded more than \$39.2 million under the School Maintenance Grant Program to help 691 districts and vocational centers make necessary repairs and improvements on existing facilities. The dollar-for-dollar program provides up to \$50,000 in matching funds for the maintenance and upkeep of buildings or structures used for educational purposes.

The School Maintenance Grant Program, supported under the state's School Construction Funds, can go toward an array of improvement activities, including re-sealing a parking lot, removing asbestos, replacing playground equipment, repairing bleachers and more. The grants, awarded for the first time since 2001, were distributed to districts through the summer and the start of this school year.

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 receives 20 percent of the allocation or about \$6.5 million.

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 and Campus Security Training Program

Although schools are among the safest locations in our communities, they must be plan for all hazards, emergencies and disasters. In order to provide for effective learning and teaching, schools must ensure a safe educational environment. This requires ongoing training and awareness for all administrators, teachers, support staff and students. Schools are required to develop emergency operations and crisis response plans to prepare for, respond to and recover from any emergency or community disaster. School officials and staff at any moment may suddenly become first responders in critical incidents. They must be able implement school emergency plans to safeguard lives and manage the incident until emergencies response agencies arrive, then work collaboratively with them until the situation is stabilized. Once the incident is over, schools should be prepared to ensure family reunification and implement crisis response plans to address short- and long-term trauma to students and staff.



The Illinois School and Campus Security Training Program (SCSTP) is a collaborative effort of the Illinois Terrorism Task Force, Illinois State Board of Education and Illinois Emergency Management Agency program administration by the Illinois Law Enforcement Alarm System. Funded through state Homeland Security Grants, training is provided at no cost to public and non-public schools, higher education institutions and the first responder agencies that serve them. The program provides awareness and preparedness level courses designed to improve the school's capacity to respond to any hazard or emergency and the resilience to recover from catastrophic events. All courses provide continuing professional education credits and some are approved for Administrator Academy credits. Information and course descriptors can be viewed at www.isbe.net/safety.

Since 2005, the ISBE/ITTF sponsored program has provided more than 270 training courses for K-12 schools attended by 9,751 school personnel, local law enforcement, fire services and local emergency management staff. The SCSTP program also provides training to higher education institutions. During this time period, more than 430 participants from colleges and universities have taken advantage of the training opportunities provided by this program. A total of 13 additional courses are scheduled through June 2013. Significant accomplishments for this current fiscal year include:

- Forty-two K-12 courses were delivered from July 2012 through May 24, 2013, attended by 1,551 participants including school administrators, teachers and support staff.
- Three “Multi-hazard Emergency Planning for Schools-Train the Trainer” courses were delivered during this time period, including one for the Chicago Public Schools security staff.
- A total of 20 K-12 Student Behavioral Threat Assessment courses were delivered. Demand remains high for this training designed to identify and respond to students exhibiting threatening or aberrant behaviors.
- Due to high demand the “Advanced Student Behavioral Threat Assessment” course is under development, targeted for roll out in the summer of 2013.
- A new “School Safety Drill Best Practice and Procedures” DVD was produced and distributed to all public school districts in the state. Copies of the video were distributed to non-public schools, local law enforcement agencies, fire departments and local emergency managers. The training tool was developed in response to requests from school officials to visually depict immediate action steps for administrators, teachers and support staff when alerted to Lockdown, Shelter-in-Place, Evacuation, Reverse Evacuation, Bomb Threats, Drop/Cover/Hold and Family Reunification.
- A computer based training tutorial for the School Safety Drills was created incorporating the new DVD along with additional learning material and resource documents. Upon passing a final exam, users can download a certificate of training. The Illinois Principal’s Association has agreed to host the online program open to school administrators, teachers and support staff.
- SCSTP staff has provided media interviews and technical support to schools on school security protocols and response to active shooter incidents following the tragedy at Sandy Hook Elementary School in Newtown, Conn., early this year.
- A new model School Emergency Operations Plan has been posted on the ISBE Safety Page for schools to compare with their existing plans.



- A partnership with the Federal Transportation Safety Administration has resulted in delivery of five “Incident Response to Terrorist Bombings” classes, including a live explosive demonstration. Training is open to K-12 and higher education personnel tasked with developing bomb threat response plans or searches.
- A “Campus-Community Emergency Response Team” course was hosted by Benedictine University, Lisle, which featured training school teams in light search and rescue, disaster first aid, size-up, light fire suppression and incident command. The C-CERT teams provide initial response in disasters and support first responder personnel.

Healthy Eating Habits

ISBE continues to promote healthy eating habits for students throughout Illinois by administering the National School Lunch, School Breakfast, Special Milk, After-School Snack, Illinois Free Lunch and Illinois Free Breakfast programs. The agency also promotes safe meals 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) principals.

Millions of meals and snacks are provided to children throughout the state of Illinois. During state school year 2011-2012, more than 194 million lunches were served as part of the National School Lunch Program, more than 70 million breakfasts were served, approximately 12.6 million milks were provided as part of the Special Milk Program, and about 5.3 million after-school snacks were served.



Fresh Fruit and Vegetable Program

The 2012-13 school year was the fifth year that ISBE administered the Fresh Fruit and Vegetable Program (FFVP) grant in Illinois. The FFVP is a grant funded through the U.S. Department of Agriculture (USDA), which provided \$4.9 million to 265 Illinois schools. The FFVP exposed more than 98,000 students to fresh fruits and vegetables throughout the 2012-13 school year. The FFVP funding for Illinois remains at \$4.9 million for school year 2013-14, with 239 schools with an enrollment of approximately 98,000 students awarded a grant. The program requires that schools receive \$50-\$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 is funding at \$50.47 per student to allow more schools to participate.

School Breakfast Challenge and Summits 2012-2013

Research strongly shows that children who eat a nutritious breakfast perform better in school, have a better attendance record and exhibit 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 2012-13.

All Illinois schools participating in the School Breakfast Program (SBP) were eligible to participate automatically in the Illinois Breakfast Challenge. Participation increases were calculated by comparing the SBP participation rates from January-May of 2012 to August-December of 2012. A dozen awards were given to the schools with the largest percentage increases in average daily participation rates. There were four tiers of the challenge with each tier awarding three prizes: \$5,000, \$3,000 and \$1,000.



In addition, two Breakfast Summits were held this spring to provide an opportunity to inform attendees about the Breakfast Challenge, new grant opportunities and administration of the SBP.

HealthierUS School Challenge

The HealthierUS School Challenge (HUSSC) provides USDA recognition to schools that promote healthier food, nutrition and physical activity. The voluntary national certification initiative, HUSSC application and update requirements are available online at <http://www.fns.usda.gov/tn/healthierus/index.html> for all schools participating in the National School Lunch Program at award levels: Bronze, Silver, Gold and Gold of Distinction. The initiative includes nutrition standards, minimum average daily participation levels (exception for bronze level), as well as nutrition education and physical activity requirements. Awardees are certified for a four-year period and receive financial incentives. Since its inception, Illinois has received 228 HUSSC applications. The application and approval process is ongoing. Currently, 207 schools in 21 Illinois districts have received the HUSSC award.

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.

Illinois Enhanced Physical Education Strategic Plan

The Illinois State Board of Education, the Illinois Department of Public Health and the Illinois Public Health Institute released the Illinois Enhanced Physical Education Strategic Plan in June 2012. A group comprised of state agencies, advocates, public health and non-profit organizations, disability experts and professional associations across the public health and education sectors helped guide the effort. The strategic plan envisions daily, high-quality physical education as a reality for all Illinois K-12 students, and highlights the critical role of local school boards, superintendents and principals in enhancing P.E.

Illinois has a track record of prioritizing children's education and health. Illinois was the first state to require daily physical education for all K-12 students. Physical activity is as important as math, science or any of our other core subjects because we know it correlates directly to the health and well-being of students for the rest of their lives.



Building on ISBE and IDPH's leadership on this issue and partnership with advocates, public health and non-profit organizations, disability experts, and professional associations across the public health and education sectors, the Illinois legislature passed Public Act 97-1102 on August 27, 2012. This act created a statutory Enhance P.E. Task Force 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;
- and such other strategies as may be identified by the Task Force.

On or before Aug. 31, 2013, the task force shall make 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 shall focus on updating the standards based on research in neuroscience that impacts the relationship between physical activity and learning.

Illinois State Board of Education
PROGRESS REPORT 2013



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