

Wednesday, September 14, 2016

10:30 a.m. to 2:30 p.m.

IASA Office



Governmental Relations & Advocacy Committee



IASA Office

2648 Beechler Court

Springfield, IL 62703

217.753.2213

**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS
GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE**

Wednesday, September 14, 2016 – 10:30 a.m. to 2:30 p.m.

IASA Office
Springfield, Illinois

AGENDA

- I. CALL TO ORDER
- II. ROLL CALL
 - A. Committee List (Page 1)
- III. FUNCTION OF THE GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE (Page 2)
- IV. APPROVAL OF THE FEBRUARY 25, 2016 MINUTES (Pages 3-6)
- V. VETO SESSION UPDATE
 - A. Illinois School Funding Reform Commission (Pages 7-12)
 - 1. Vision 20/20 - Evidence-Based Funding for Student Success (Pages 13-26)
 - B. Pension Update
 - 1. Governor's Pension Reform Bill (Pages 27-28)
 - 2. SJ-R article – Despite budget warnings from Rauner, TRS board votes to lower investment estimates (Pages 29-32)
 - 3. Pensions and the Cost Shift (Pages 33-38)
 - C. Veto Session Schedule: November 15,16, 17 and November 29, 30 & December 1, 2016 (Page 39)
 - D. General Election: November 8, 2016 (Page 40)
- VI. ESSA UPDATE
 - A. Email - ISBE to begin ESSA Second Round of 'listening tours" (Pages 41-43)
 - B. Schedule of Listening Tours (Pages 44)
 - C. Reader's Guide for the ISBE Every Student Succeeds Act (ESSA) (Pages 45-91)
 - D. ESSA Frequently Asked Questions (Pages 92-98)
- VII. FY 2017 BUDGET-SCHOOL FUNDING
 - A. Education Funding Package (Pages 99-109)
 - B. CPPRT repayment update (Pages 110-111)
- VIII. SUMMARY OF LEGISLATION THAT HAS BEEN SIGNED INTO LAW BY THE GOVERNOR
- IX. FORMULATION OF THE 2017 SPRING LEGISLATIVE PROGRAM
 - A. IASA Legislative Program for 2016 (Page 112)
- X. OTHER BUSINESS
 - A. IASA Legislative Activities Calendar (Pages 114)

- B. Illinois School Administrators Political Action Committee (IPAC) and the Alliance Political Action Committee (APAC) (Pages 115-117)
- C. Suggested talking points regarding IPAC (Pages 118)
- D. Time to Engage with Legislators article (Pages 119)

XI. IASA POSITION STATEMENTS (Pages 120-144)

XII. REVIEW OF 2016 IASB RESOLUTIONS COMMITTEE REPORT

- A. 2016 IASB New Resolutions-IASB Resolutions committee Recommends Do Adopt (Pages 145-148)
- B. 2016 IASB Amending Existing Positions (Pages 149-154)
- C. 2016 IASB Reaffirmation of Existing Positions IASB Resolutions Committee Recommends Do Adopt (Pages 155-158)
- D. 2016 IASB Proposed deletions of current position statements (Pages 159-163)

XIII. PRESENTATION ON EVIDENCE-BASED FUNDING FOR STUDENT SUCCESS (DR. BRENT CLARK AND GARY TIPSORD)

XIV. FUTURE MEETINGS

The February 2017 Governmental Relations and Advocacy Committee has been cancelled so members can participate in scheduled Capitol visits during the Alliance Leadership Summit February 21 – 22, 2017

XV. ADJOURNMENT

Governmental Relations and Advocacy Committee FY 2017**Chair**

Dr. Kevin J. O'Mara, Supt.
Argo Comm #217
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Associate Chair

Dr. Scott E. Doerr, Supt.
Nokomis Comm #22
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Associate Chair

Dr. Sheila Harrison-Williams
Hazel Crest #152-5
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Associate Chair

Cliff McClure
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Abe Lincoln

Adam Ehrman
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Blackhawk

Dr. Jay Morrow, Supt.
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Egyptian

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Kishwaukee

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Lake

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Shawnee

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Leigh A. Lewis, Supt.
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Starved Rock

Matt Seaton, Supt.
Streator Twp HS #40
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Three Rivers

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Two Rivers

Dr. Kerry L. Cox, Supt.
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Wabash Valley

William S. Fritcher, Supt.
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Western

Ralph E. Grimm, Supt.
Galesburg #205
rgrimm@galesburg205.org

III. Function of the Governmental Relations and Advocacy Committee

The members of this committee will work closely with the Director of Governmental Relations to monitor those legislative and otherwise political activities that may impact Illinois public schools. The Committee shall serve as a statewide voice for excellence in education and shall work to ensure that legislative positions, public positions of IASA, and governmental communications shall accurately reflect the interests of administrators and students across Illinois.

The Committee shall meet to consider proposed legislation, House and Senate Bills, State Board of Education positions and other matters, which would affect public education and will work closely with the Director of Communications to prepare necessary and appropriate responses that may be available for all members within their school community and across the State of Illinois.

Regional representation on IASA committees enhances the association's ability to be a strong and viable organization. Each committee includes a representative from each of the 21 IASA Regions. Members of the IASA Board of Directors are assigned by the President to serve as Chair and Associate Chair.

A current list of the members of the IASA Governmental Relations and Advocacy Committee is available on the IASA website.

In addition to the above, members of the Governmental Relations and Advocacy Committee also serve on the **Governmental Strategies Delegation (GSD)**. The following is a brief description of the function of the GSD:

The GSD is comprised of the Board of Directors, IASA-ISBE Advisory Committee and Governmental Relations and Advocacy Committee. Members of this delegation function as advisors to the Governing Board. Members will develop IASA strategies for implementing the Position Statements and will coordinate the work done by the committees relative to the General Assembly, ISBE, State Superintendent and Staff, and other Governmental Agencies.

GSD meetings will be held as needed.

Committee Expenses

Expenses of the committee members will be a flat mileage rate to be approved annually by the Board of Directors and based on the current Internal Revenue Service reimbursement rate in effect on July 1.

Expenses will not be paid when the meetings of the committees are in conjunction with conferences of the Illinois State Board of Education or the Illinois Association of School Administrators.

In order to provide you with the most current information, the majority of correspondence from me will be sent to you via email. If you have any questions, please let me know.

ITEM IV. Approval of the February 25, 2016 Minutes

Draft until approved at the next GRAC Meeting

**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS
GOVERNMENTAL RELATIONS & ADVOCACY COMMITTEE**

Thursday, February 25, 2016 9:00 a.m.
Crowne Plaza - Springfield, Illinois

I. CALL TO ORDER/ ROLL CALL

The meeting was called to order at 9 a.m. by Acting Chair Dr. Scott Doerr. He thanked members for their attendance, especially in light of the weather and thanked IASA for the flexibility of being able to call in to the meeting. Roll call was taken.

Present: Dr. Kevin O'Mara, Chair
Dr. Scott Doerr, Co-Chair
Dr. Sheila Harrison-Williams, Co-Chair
Dr. Judith Hackett, Co-Chair
Mr. Gary Tipsord, Co-Chair alternate
Mr. Adam Ehrman, Abe Lincoln
Dr. Jay Morrow, Blackhawk
Dr. Lindsey Hall, Central Illinois Valley
Dr. Judy Hackett, Cook North alternate
Dr. Darryl Taylor, Cook South
Dr. Edward Condon, Cook West
Mr. Gary Tipsord, Corn Belt
Dr. Gwynne Kell, DuPage
Dr. Michael Smith, Egyptian
Mr. Andrew Larson, Illini
Mr. Michael Kelly, Kaskaskia
Ms. Lea Damisch, Kishwaukee
Dr. Prentiss Lea, Lake
Mr. Thomas Mahoney, Northwest
Dr. Steve Webb, Shawnee
Ms. Leigh A. Lewis, Southwestern
Mr. Jay McCracken, Starved Rock
Dr. Sonya Whitaker, Three Rivers
Dr. Kerry Cox, Two Rivers
Mr. William Fritcher, Wabash Valley
Mr. Ralph Grimm, Western
Dr. Brent Clark, IASA
Ms. Diane L. Hendren, IASA
Ms. Mary Ellen Buch, IASA
Dr. Calvin Jackson, IASBO

Absent: None

II. APPROVAL OF THE SEPTEMBER 16, 2015 MINUTES

Acting Chair Doerr noted that a copy of the September 16, 2015 Minutes were included in the packet as informational. Dr. Jay Morrow made a motion to approve the Minutes as noted. The motion was seconded by Dr. Steve Webb and approved by a voice vote of the committee.

III. FORMULATION OF THE 2016 SPRING LEGISLATIVE PROGRAM

- A. A copy of last year's program was included in the packet as informational. There was no discussion regarding the Legislative Program.

IV. DISCUSSION OF HOT TOPICS

- A. Budget issues

Ms. Diane Hendren discussed the Illinois Education budget issue. ISBE's proposed budget and the governor's proposed budget are very different. She indicated that she did not expect movement on the budget in the near future, perhaps not even until after the General Election. Dr. Clark stated that if there is still no budget by mid-summer, some schools won't be able to open and others will only be able to stay open for a little while. Superintendents need to think about what that scenario would look like in their district and local community. The next series of meetings for the House Funding Task Force Committee on the education budget will take place March 1.

- B. Education Funding Reform

Information regarding education funding reform was included in the packet as informational. Mr. Gary Tipsord told the committee that meetings continue and it is a diverse committee with broad interests. The group met yesterday and there were many positives as the group gains an understanding of adequacy. They will meet again in mid-April.

- C. Pension Update

Governor Rauner has come up with a pension proposal where the 6% cap is moved to a 2% cap with school districts paying anything over 2%. A second option was that school districts would pay for any pensionable costs of a salary over \$180,000 (the governor's salary). It is necessary to get to a common sense solution that will fix the pension situation. The Cost Shift would shift pension costs to districts but then the General Assembly is still liable for the huge unfunded liability caused by years of underfunding or no payments.

- D. Vision 20/20 update

Several bills with ties to Vision 20/20 have been introduced this Session including SB 2759, SB 3098, SB 2912, and SB 3182. Each of these bills is included in the extra handout as informational. In regards to teacher and substitute shortages, Ms. Hendren and Ms. Sara Boucek have been included in meetings of educator licensure. The group has discussed out of state reciprocity as well as substitute teaching.

- E. KIDS Assessment

Dr. Gwynne Kell discussed the KIDS Assessment with the group. She and a group of superintendents met with State Superintendent Dr. Tony Smith yesterday on the topic and presented a timeline to him. Districts feel as if they are already collecting

the data that the KIDS Assessment asks for and feel they should be able to use those tools in place of KIDS. During the meeting there was a lot of discussion regarding concerns with KIDS. Early Childhood is a priority for this administration, and ISBE needs assessment data to ask for money from the General Assembly. Dr. Smith implied that flexibility of assessments may be considered. He also invited the group back to a KIDS Assessment meeting on March 17 to keep the discussion going. Dr. Kell will keep the group apprised of the situation.

F. Tax Caps

Information regarding SB 318 (Cullerton, D-Chicago) was included in the packet as informational. The deadline on the bill continues to be extended. Districts across the state will look to IASA for talking points if poor districts and wealthy districts are pitted against each other for new revenue.

G. TAP Assessment

This assessment is taken by students who are studying to become teachers. It sets specific cut scores they must get in order to remain in the Teacher Education program. While the assessment is a good tool, it may be eliminating candidates fearful of not getting a high enough score. This is something that may need to be explored further in light of the current teacher and substitute teacher shortages in Illinois. The possibility of bringing it up at the March IASA-ISBE Advisory Committee meeting was discussed.

V. LEGISLATIVE ISSUES FROM THE REGION

No legislative issues were brought up from committee members.

VI. BILLS LIST

A list of Bills was distributed to members. There was discussion on HB 4380 (McSweeney, R-Cary) and members asked for additional information before making a position. An email will be sent out with information for members to decide on a position. In addition, Ms. Hendren asked the group to review all of the bills and if there are any questions or comments to contact her.

VII. OTHER BUSINESS

A. IPAC and APAC

IPAC and APAC membership forms were included in the packet as informational.

B. IASA Legislative Activities Calendar

The Legislative Activities calendar was included in the packet as informational.

C. Illinois House and Senate Calendar dates

The General Assembly Session dates were included in the packet as informational.

D. Election dates

The Primary Election is scheduled for March 15, 2016 and the General Election is scheduled for November 8, 2016.

VIII. FUTURE MEETINGS

There are no meetings scheduled through June 30, 2016.

IX. ADJOURNMENT

There being no further discussion, Mr. Adam Ehrman made a motion to adjourn the meeting and Dr. Steve Webb seconded that motion. The meeting was adjourned at 11:15 a.m.

Respectfully submitted,

Dr. Scott Doerr, Acting Chair
IASA Governmental Relations & Advocacy Committee



Illinois State Board of Education

James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent of Education



Follow us:  

Illinois School Funding Reform Commission (ISFRC)

On July 12, 2016, Governor Bruce Rauner created the Illinois School Funding Reform Commission to make recommendations to the General Assembly to revise the current school funding formula by February 1, 2017.

The Commission is [comprised of 25 members](#) designated by the Governor and the legislative leaders. James Meeks, Chairman of the Illinois State Board of Education (ISBE), will facilitate the Commission's work with the support of his staff.

Questions? For more information please contact ISBE Office of Governmental Affairs at 217/782-6510.

Meeting Notice

Date	Description
<p style="text-align: center;">September 7, 2016</p>	<p>Illinois School Funding Reform Commission (ISFRC) Noon - 3 p.m. Illinois State Board of Education</p> <p>Chicago: James R. Thompson Center Video Conference Room, Suite 14-300 100 W. Randolph Street</p> <p>Springfield: Alzina Building Video Conference Room, 3rd Floor 100 N. First Street</p> <p>Join via webinar</p> <p>Agenda</p>

ISFRC Meeting Archive

September 7, 2016

[Agenda - Coming Soon](#)

August 16, 2016

[Agenda](#)

[August 16, 2016 Audio and Webinar](#) (2:26:00)

Presentations

[Richard Laine, National Governors Association](#)

[Michelle Turner Mangan, Ph.D., Concordia University of Chicago](#)

[Minutes - Coming Soon](#)

August 3, 2016

[Agenda](#)

[August 3, 2016 Audio and Webinar](#) (2:39:47)

Presentations

[Beth Purvis, Committee Chair](#)

[Michael Griffith, Education Commission of the States](#)

Illinois School Funding Reform Commission

Appointment Roster as of July 26, 2016

Jason Barickman
Senator, 53rd District

Jennifer Bertino-Tarrant
Senator, 49th District

Daniel Biss
Senator, 9th District

Avery Bourne
Representative, 95th District

Barbara Flynn Currie
Representative, 25th District

Fred Crespo
Representative, 44th District

William Davis
Representative, 30th District

James Dimas
Secretary, Department of Human Services

Jennifer Hammer
Deputy Chief of Staff for Policy

Sheri Jesiel
Representative, 61st District

Dwight Kay
Representative, 112th District

Kimberly Lightford
Senator, 4th District

Dave Luechtefeld
Senator, 58th District

Andy Manar
Senator, 48th District

Iris Martinez
Senator, 20th District

Rita Mayfield
Representative, 60th District

Dan McConchie
Senator, 26th District

Karen McConnaughay
Senator, 33rd District

Emily McAsey
Representative, 85th District

Bob Pritchard
Representative, 70th District

Beth Purvis, Commission Chairperson
Secretary of Education

Sue Rezin
Senator, 38th District

Evelyn Sanguinetti
Lieutenant Governor

Jodi Scott
*Regional Superintendent of Schools for
Henderson, Knox, Mercer and Warren
Counties*

Christine Winger
Representative, 45th District

James Meeks, Illinois State Board of Education Chairperson, will act as Commission convener and facilitate the Commission's work through the support of his staff.

Diane Hendren

From: Shaw, Sara <Sara.Shaw@illinois.gov>
Sent: Monday, August 22, 2016 10:05 PM
Cc: Purvis, Beth
Subject: Funding Commission Meeting 2 - follow-up
Attachments: Funding Commision Meeting 2 Stakeholders.xlsx

Dear colleagues and interested parties,

Thank you for engaging last week at the second Illinois School Funding Reform Commission meeting. Please see below for the follow-up email that was sent to Commission members, as it may contain items of interest, including the list of upcoming Commission meeting dates. As times are finalized, we will reach back out.

As ever, please be in touch with any additions or subtractions that we should make from this advocate distribution list.

My best,

Sara

From: Shaw, Sara
Sent: Friday, August 19, 2016 4:30 PM
Subject: Funding Commission Meeting 2 - follow-up

Dear Commission Members,

Thank you again for attending and engaging at Tuesday's Commission Meeting 2. In response to members' questions and thoughts, see below for a few follow-up items:

- The **recorded webinar** and all meeting materials are available at the [ISBE Commission webpage](#)
- Attached is a spreadsheet containing the list of **organizations represented** at the external stakeholder meeting and the Commission meeting, whether in person or via webinar. We are still adding to our distribution list as advocates express interest.
- **Upcoming meeting dates** are copied below for easy reference and will also be shared out with stakeholders. Times will be sent out once finalized.
- For those wanting to delve more deeply into **adequacy-based legislation**, 3 bills in the recent past related directly to the evidence-based model:
- [SB1403](#) proposed an adequacy study done by a professional judgment panel that would result in an evidence-based funding formula
- [HB828](#) proposed the evidence-based model with a distribution mechanism attached (i.e., both a method for calculating adequacy and a way of distributing the money)
- [HB3190](#) was a hybrid bill that adopted SB231 (weighted student funding) for year 1 and then HB828 (evidence-based model and distribution mechanism) for years 2 and beyond

- For those wanting to follow up on Dr. Mangan’s mention of the Rutgers **school funding equity report card**, it is available at http://www.schoolfundingfairness.org/National_Report_Card_2016.pdf

More requested follow-up will be coming next week with additional readings and other items. If you have thought of further questions or readings and have not yet been in touch, please feel free to reach out. Stakeholders will be receiving a similar summary email next week as well.

All best,

Sara

Please hold the tentative 2016 dates below for upcoming meetings, with further details to come. All meetings will be open in both Springfield and Chicago and will be hosted by ISBE.

- *Wed., 9/7 – morning*
- *Wed., 9/21 – morning*
- *Wed., 10/5*
- *Wed., 10/19*
- *Wed., 11/2*
- *Tues., 11/15 – morning*
- *Tues., 11/29 – morning*
- *Wed., 12/14*

Sara R. Shaw
 K-12 Projects Manager
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Large Unit District Association (LUDA)
Latino Policy Forum
Legislative Education Network of DuPage County (LEND)
LeRoy School District #2
Murphysboro High School
National Public Radio Illinois (NPR Illinois)
New Schools for Chicago
Office of the Governor
Office of the Lt. Governor
Ounce of Prevention
Parent
Quand County Urban League
Regional Office of Education #21 (Franklin-Williamson)
Regional Office of Education #33 (Henderson, Knox, Mercer, and Warren Counties)
Riverton School District
Special Education Association
Springfield School District #186
Stand for Children
Stricklin & Associates
Teach Plus
The Cove School
The Menta Group
University of Illinois at Springfield
University of Oklahoma
Valley View School District
Vandalia School District
Voices for Illinois Children

**Groups Attended 8/16/16 Commission Meeting,
in person or via webinar**

A Better Chicago
 Advance Illinois
 Alexander Leigh Center for Autism
 Association of Illinois Rural and Small Schools (AIRSS)
 C&G Consulting
 Charleston School District
 Chicago Public Education Fund
 Chicago Public Schools (CPS)
 Chicago Teachers' Pension Fund
 Chicago Tonight
 Children's Home + Aid
 Community Consolidated School District #59
 Concordia University in Chicago
 Darien School District #61
 DuPage School District #88
 East Moline School District #37
 ED-RED
 Educators for Excellence (E4E)
 Effingham School District
 Elgin School District
 Federation of Community Schools
 Funding Illinois' Future
 Galesburg School District #205
 Governor's Office of Early Childhood Development
 Harrisburg School District #3
 High School District Organization
 Illinois Association of Private Special Education Centers (IAPSEC)
 Illinois Association of School Administrators (IASA)
 Illinois Association of School Board Officials (IASBO)
 Illinois Association of School Boards (IASB)
 Illinois Center for Autism
 Illinois Community College Board (ICCB)
 Illinois Department of Children & Family Services (DCFS)
 Illinois Department of Human Services
 Illinois Department of Innovation & Technology (DoIT)
 Illinois Department of Juvenile Justice (IDJJ)
 Illinois Educators Association (IEA)
 Illinois Federation of Teachers (IFT)
 Illinois Math and Science Academy (IMSA)
 Illinois Office of Management & Budget (GOMB)
 Illinois Principals Association (IPA)
 Illinois State Board of Education (ISBE)
 Illinois Student Assistance Commission
 Indian Prairie School District
 Joliet School District

Total number of

Adequacy

Best Practices

Equity

Evidence-based Funding for Student Success

Better Funding for Better Schools

Evidence-Based

Base Funding Guarantee

Helping Districts in Need

Transparency



Fulfilling the Promise of Public Education

Illinois Evidence-Based School Funding Formula targets equity and adequacy

Like most who have studied the issue of school finance in Illinois, the coalition of front-line educators, board members and business officials that developed Vision 20/20 came to an inevitable conclusion: The school funding formula needs to be changed – and in a way that goes beyond rearranging the arbitrary weights that drive the current formula.

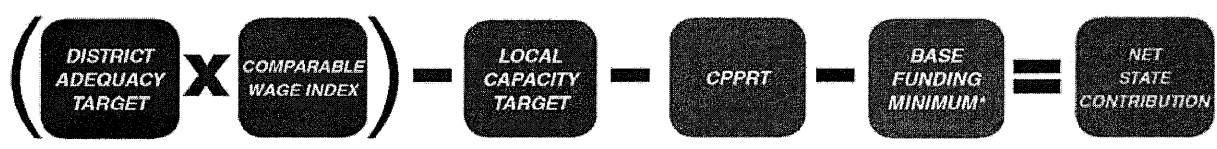
The goal of providing equitable and adequate funding for public schools became one of the four main pillars of the Vision 20/20 document, a blueprint for the future of public education in Illinois. After several months of study, the Vision 20/20 committee recommended the Illinois Evidence-Based Funding Model created by professors at the University of

Wisconsin (Dr. Allan Odden) and the University of Southern California (Dr. Lawrence Picus). That model currently is being used in states such as Maryland, Vermont and Wyoming and was studied and vetted in 2010 by the Illinois School Finance Adequacy Task Force -- a broad-based, bipartisan group of educators, legislators, the business community, advocacy groups and taxpayers.

Unlike models that use foundation levels and arbitrary weights, the key components of the Illinois Evidence-Based Funding Model are that it uses actual dollar figures tied to research-based programs and outcomes. Simply put, this approach starts with identifying the educational environment or conditions

A FUNDING FORMULA USING THE EVIDENCE-BASED MODEL

It is one thing to identify what we want for all students to experience in Illinois schools. It is another to determine how to allocate resources to support that expectation. Below is how the formula would be implemented in Illinois:



District Adequacy Target: This is derived by applying local district student demographics to the Illinois Evidence-Based Adequacy Model.

Comparable Wage Index (CWI): The CWI allows for a regional cost differentiation to be applied to the Adequacy Target of each district.¹⁹ The CWI was initially developed by the National Center for Educational Statistics and further updated by Dr. Lori Taylor at Texas A&M University. The range of the index in Illinois is from .85 to 1.20.

Local Capacity Target (LCT): An Adequacy to EAV Ratio is used to determine the LCT for each district. Using this method all districts are compared equally based on unique local capacity and the resources they need to fully implement the Illinois Evidence-Based Adequacy Model. The steps in the calculation of LCT are quite technical but in the end the average district in Illinois would provide 49% local funding allowing the state to provide the difference.

Corporate Personal Property Replacement Tax (CPPRT): This is considered local revenue as it is based on the corporate personal property tax the district received prior to the elimination of the personal property tax in 1979. For purposes of the funding formula, the prior year CPPRT distribution from the Illinois Department of Revenue is utilized.

Base Funding Minimum: One promise of Vision 20/20 and the Evidence Based Formula is to not create "winners" and "losers" in the development and implementation of a new funding formula. Therefore, under this model all districts would be granted a Base Funding Guarantee and receive no less in state funds per pupil than was received in the prior fiscal year. State revenues per pupil from the following funding sources would comprise the Base Funding Guarantee:

- General State Aid
- Special Ed Pupil (Child Funding)
- Bilingual or EL
- Special Ed Summer School
- Special Ed Personnel
- Driver's Education

In order to continually reflect student demographic changes, the original Base Funding Guarantee would be adjusted annually on a per pupil basis.

**If applicable*



VISION 20/20

Fulfilling the Promise of Public Education

Example:

Three real districts with Evidence Based Model applied.

Note: District B would be under a hold harmless with no reduction in state resources.

District Type	A Unit	B Elem	C Elem
ADA	5,655	3,379	373
Free and Reduced	49%	3%	54%
ELL	9%	2%	1%
Local Effort Tax Rate	3.0%	2.3%	2.3%
EAV/Pupil	\$148,833	\$500,304	\$96,609
Local Resources	\$4,465	\$11,507	\$2,222
State Resources	\$7,110	\$2,099	\$6,654
OEPP FY14	\$11,575	\$13,606	\$8,876
Adequacy	\$12,111	\$11,370	\$12,137
OEPP Compared to Adequacy	-\$536	\$2,236	-\$3,261
State Resource Target	\$7,646	\$2,099	\$9,915
New State Revenue per pupil	\$536	\$0	\$3,261

necessary to deliver a high quality education to all learners, applies research-based evidence of those high-impact conditions, and then identifies the specific funding needs to provide for those conditions for each unique school district, its specific student population, and the regional differences in cost to deliver services. That is a very different approach from the current system of taking a pot of money and dividing it per student according to an outdated weighted formula.

In terms of a mathematical formula (see graphic to left), the Net State Contribution for each district would be determined in this manner: District Adequacy Target (using local student demographics applied to the Evidence-Based Model) multiplied by the Comparable Wage Index (unique for geographic regions of our state) minus the Local Capacity Target (with the average district providing 49 percent), CPPRT revenue.

The Vision 20/20 proposal contains a Base Funding Guarantee that protects against the “winners” and “losers” concept that is a feature of other proposals. The guarantee means that every district would receive base funding that is not less than the state funding for FY16 using the following funding sources: General State Aid, Bilingual or ELL, Special Ed Personnel, Special Ed Pupil (Child Funding), Special Ed Summer School and Driver's Education.

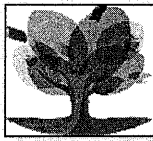
The Evidence-Based Model produces district-specific funding needs based on prototypical educational programs for that district's unique set of students. Equity is built into the system by the fact that the programs

being funded by the state would be the same research-based programs for every district with the ultimate goal being the educational development of each student to the limits of their capacity.

To achieve adequacy as well as equity – the goals of the Vision 20/20 pillar – requires the Net State Contribution to be fully funded. However, the Evidence-Based Model is scalable and designed to be fully implemented over time with a goal of achieving full funding within seven years. In the interim, it is built upon the concept that districts with the largest gaps between the Base Funding Guarantee and adequacy would receive the greatest investment of new revenue. This model also protects against the current disproportionate impact of state cuts to education funding as it uses an inverse formula, where those with the greatest gap to adequacy would maintain their Base Funding Guarantee.

Key research-based resources and programs that are part of the Evidence-Based Model include core staffing based on the number of enrolled students, per student programs based on average student cost, central services based on current average spending, and staffing and programs for challenged learners based on uniquely identified students in each school.

While the Illinois Evidence-Based Funding Model identifies a menu of practices and programs that have been proven to be effective, it does not mandate those items. Local school boards and administrators would have the autonomy to use their funding in what they deem to be the most appropriate manner for their



VISION 20/20

Fulfilling the Promise of Public Education

students and their community as long as they are meeting the state's accountability measures.

Some specific parts of the Illinois Evidence-Based Funding Model include:

- ◆ Smaller classes of no more than 15 in kindergarten through third grade, and no more than 25 in grades 4-12
- ◆ Extended learning strategies such as tutoring, extended days, academic summer school, ESL help for ELL students, and special education
- ◆ Full day kindergarten
- ◆ Technology for schools
- ◆ Gifted and talented programs
- ◆ Intensive teacher training, including instructional coaches
- ◆ Elective teachers, substitute teachers and Tier 2 intervention teachers
- ◆ Guidance counselors and nurses as well as supervisory aides and library/media specialists
- ◆ Critical pupil support and parent outreach

Recommendations for future study include taking a look at the current facilities allocation with the goal of improving efficiency, a statewide benefits study, and a per-pupil target for technology (there is a California study referenced in the Vermont Evidence-Based Model that reflects the cost of a 1:1 model).

The benefits of the Illinois Evidence-Based Funding Model also include a level of transparency and accountability that are not part of the current formula. Every legislator would know specifically what research-based programs and targeted outcomes they were funding – or not funding. Every school administrator, teacher, parent and community member would know what those targeted outcomes or goals are, and the results would be measurable based on the level of state funding provided. That accountability would be based on much more than one standardized test.

The biggest benefit of the Illinois Evidence-Based Funding Model would be to the more than 2.1 million children we have the responsibility to educate. With clearly outlined educational objectives, transparency in the funding process and an equitable approach, the playing field would be much more level and a child's opportunity would not depend nearly so much on their zip code.

What are the Potential Effects of the Research Based Recommendations?

Note: An effect size of .25 is statistically significant. An effect of 1.0 would result in a performance change from the 50th to 83rd percentile.

Recommended Strategy	Effect Size
Full Day Kindergarten	0.77
Class Size of 15 in Grades K-3	
Overall	0.25
Low Income and Minority Students	0.50
Multi-age Classrooms	
Multi-grade Classrooms	-0.1 to 0.0
Multi-age Classrooms	0.0 to 0.50
Professional Development with Classroom Instructional Coaches	1.25 to 2.70
Tutoring with Tier 2 Intervention Teachers, 1-1 and small group	0.4 to 2.5
English Language Learners Direct Intervention Support	0.45
Structured Academic Focused Summer School	0.45
Embedded Technology	0.30 to 0.38
Gifted and Talented	
Accelerated Instruction or Grade Skipping	0.5 to 1.0
Enrichment Programs	0.4 to 0.7

Summary of Current Evidence-Based Funding for Student Success: Model Recommendations

Developed collaboratively by: LUDA, ED-RED, LEND, SCOPE, IASBO, IASA, IASB, IPA, CTBA, CUC with input from IAASE, SCSDD, IARSS, FIF Working Draft - May 1, 2016

Odden/Picus Studies Referenced:
 - National Louis IL Adequacy Study 2008
 - Vermont Study 2015

Prototype School Size
 Elementary (K-5): 450
 Middle (6-8): 450
 High (9-12): 600

Definitions:
 - AFR = Annual Financial Report
 - CWI = Comparable Wage Index

CWI Applied	Funding Basis	EB Model Element	Element Definition	Current Recommendation	Comment/Source
STAFF RESOURCES FOR CORE PROGRAMS					
Yes	Research Based	1. Full Day Kindergarten	All kindergarten students attend school full-day vs half-day. Scheduling is similar to 1-3 with academic focus.	Each K student counts as 1.0 pupil in the funding model	NL IL Adequacy Study 2008
Yes	Research Based	2. Core elementary class sizes/Core teachers	Core teachers are the grade-level classroom teachers in elementary schools and the core subject teachers in middle and high schools (e.g., mathematics, science, language arts, social studies and world language, including such subjects taught as Advanced Placement in high schools).	Grades K-3: 15 Grades 4-5: 25	NL IL Adequacy Study 2008
Yes	Research Based	3. Secondary class sizes/ Teachers	See above	Grades 6-12: 25	NL IL Adequacy Study 2008
Yes	Research Based	4. Specialist teachers	Elective teachers are all teachers for subject areas not included in the core, including such classes as art, music, physical education, health, and career and technical education, etc.	Elementary Schools: 20% of core elementary teachers Middle Schools: 20% of core middle school teachers High Schools: 33 1/3% of core high school teachers	NL IL Adequacy Study 2008
Yes	Research Based	5. Instructional Facilitators (Coaches)	Instructional coaches--also called mentors, site coaches, curriculum specialists, or lead teachers -- coordinate the school-based instructional program, provide the critical ongoing instructional coaching and mentoring that the professional development literature shows is necessary for teachers to improve their instructional practice, do model lessons, and work with teachers in collaborative teams using data to improve instruction.	1.0 Instructional coach position for every 200 students	NL IL Adequacy Study 2008

CWI Applied	Funding Basis	EB Model Element	Element Definition	Current Recommendation	Comment/Source
Yes	Research Based	6. Core Tier 2 Intervention Teachers	Tier 2 Interventionists, are licensed teachers who, during the regular school day, provide 1-1 or small group (no larger than 5) tutoring to students struggling to meet proficiency in core subjects.	1.0 teacher position in each prototypical school (Additional tutors are enabled through the at-risk and ELL student counts in Element 22)	NL IL Adequacy Study 2008
Yes	Operational Average	7. Substitute Teachers	Substitute teacher costs are for either per diem teachers outside of the regular staff or per period coverage costs for regular staff to "cover" additional sections for other teachers. Related to element 14 below.	5% of 180 day school schedule for core and elective teachers, instructional coaches, tutors (and teacher positions in additional tutoring, extended day, summer school and ESL positions (Assume 33.3% per diem rate)	NL IL Adequacy Study 2008: Allows for 9 days outside the classroom (sick, FMLA, professional development, personal days etc.) Assumes subs are paid on a per diem not to exceed 33.3% of average teacher salary.
Yes	Research Based	8. Core Guidance Counselors and Nurses	These include guidance counselors, social workers, psychologists, family outreach workers, nurses, etc. Guidance counselors and nurses are provided for all students, and additional student support staff are provided for challenged learners in element 23 below.	1 guidance counselor for every 450 grade K-5 students 1 guidance counselor for every 250 grade 6-12 students 1 nurse (CSN) for every 750 K-12 students, (Additional student support resources are provided on the basis of poverty and EL students in Element 23 below)	NL IL Adequacy Study 2008
Yes	Research Based	9. Supervisory Aides	These are non-licensed employees who help students get on and off buses, monitor the hallways, doors and playgrounds, and supervise the lunchroom.	1 for every 225 elem students 1 for every 225 MS students 1 for every 200 HS students	NL IL Adequacy Study 2008
Yes	Research Based	10. Librarians	These are teachers with endorsements as school librarians.	1.0 librarian position for each prototypical school 1.0 librarian aide/media tech for every 300 students	NL IL Adequacy Study 2008 but added library/media tech aide based on Vermont Study
Yes	Research Based	11. Principal/ Assistant Principal	These are administrators endorsed to be school principals.	1.0 principal per prototypical school 1.0 assistant principal per prototypical school	NL IL Adequacy Study 2008
Yes	Operational Average	12. School Site Secretarial Staff	School site secretarial staff includes the primary school secretary and any additional clerical personnel assigned to the school.	1 secretary position for every 225 elementary students 1 secretary position for every 225 middle school students 1 secretary position for every 200 high school students	NL IL Adequacy Study 2008, but eliminated differentiation between school secretary and clerical. Allows for 2 positions per prototypical elem and MS and 3 positions for prototypical HS

CWI Applied	Funding Basis	EB Model Element	Element Definition	Current Recommendation	Comment/Source
PER STUDENT RESOURCES					
Yes	Research Based	13. Gifted and Talented	Gifted and talented students are those who exhibit top levels of performance, and can handle much more than a year of academic work in a regular school year.	\$40 per student	Increase to NL IL Adequacy Study 2008 . NL = \$25 per student. (Recommendation consistent with current IL allocation per AFR)
Yes	Research Based	14. Professional Development	Professional development includes all training programs for licensed teachers in schools, including professional development for implementing new curriculum programs, sheltered English instructional strategies for EL students, gifted and talented, etc. It also includes assistance to teachers working in collaborative groups and ongoing coaching of teachers in their individual classrooms. Resources include instructional coaches, 10 pupil-free days for training, and additional per pupil funds for trainers and other expenses.	For training built into teacher contract year \$125 per student for trainers in addition to instructional coaches (Element 5) and provides time for collaborative work	Increase to NL IL Adequacy Study 2008 . NL = \$100 per student. Based on Vermont Study 2015. Note \$125 per student is for trainers. Substitutes (item 7) cover the release time needed and institute days covers the remainder.
No	Operational Average	15. Instructional Materials	These include textbooks, consumable workbooks, laboratory equipment, library books and other relevant instructional materials.	\$190 per student for instructional and library materials	Increase to NL IL Adequacy Study 2008 NL = \$140 elem & middle, \$175 high school. (Recommendation consistent with current IL allocation per AFR)
No	Operational Average	16. Assessment	These include benchmark, progress monitoring, formative, diagnostic and other assessments teachers need in addition to state accountability assessment data.	\$25 per student for local assessments	NL IL Adequacy Study 2008 (Recommendation consistent with current IL allocation per AFR)
No	Operational Average	17. Computer Technology and Equipment	These include within school technology - computers, servers, network equipment, copiers, printers, instructional software, security software, curriculum management courseware, etc.	\$571 per student for school computer & technology equipment (based on 1:1 program cost)	Upgrade from NL IL Adequacy Study 2008 . Change from 3:1 to 1:1. Cost is based on optional recommendation in Vermont Study.
Yes	Research Based	18. Extra Duty and Student Activities Stipends	These include non-credit producing after-school programs ,including clubs, music, drama, sports, and other such activities.	Elem: \$100 per student MS: \$200 per student HS: \$675 per student	Increase to NL IL Adequacy Study 2008 . NL = \$175 per student at all levels. (Recommendation consistent with current IL allocation per AFR)

CWI Applied	Funding Basis	EB Model Element	Element Definition	Current Recommendation	Comment/Source
CENTRAL OFFICE FUNCTIONS					
Yes	Operational Average	19. Maintenance and Operations	Covers functions such as custodial services, grounds maintenance and facilities maintenance, and minor repairs. Includes salary, supplies and materials as well as purchased services. Excludes employee	\$1,038 per student (33.57% or \$348 is the salary component that applies to element 21 - Employee Benefits)	Based on AFR study of current average IL expenses. Not addressed in NL Study.
Yes	Operational Average	20. Central Office Staffing	Resources for central office staff including administrators and classified personnel charged with managing the instructional programs and business/operations of the school district. Includes salary, supplies and materials, telephone, software, computers, as well as purchased services (e.g. auditors, legal services, financial advisory services, etc). Excludes employee benefits.	\$742 per student (49.04% or \$364 is the salary component that applies to element 21 - Employee Benefits)	Based on AFR study of current IL expenses. (NL IL Adequacy Study 2008 called for \$658 per student)
Yes	Operational Average	21. Employee Benefits	Includes health, dental and vision insurance typically offered to all employees. Also includes any costs associated with payment of normal cost for teacher pensions. Does not include SS or IMRF contributions for non licensed personnel.	30% of total payroll + any additional employer pension normal cost shift	Decrease from NL IL Adequacy Study 2008. NL = 37.5% based on a similar study in WI. (Recommendation consistent with current IL allocation per AFR) Note: % would increase with pension cost shift.
RESOURCES FOR CHALLENGED LEARNERS					
Yes	Research Based	22. Tier 2 Intervention Teachers	Tier 2 Interventionists, are licensed teachers who, during the regular school day, provide 1-1 or small group (no larger than 5) tutoring to students with the need for additional support See Element 6 above.	1.0 teacher position for every 125 DHS Poverty Count 1.0 teacher position for every 125 EL students (in addition to the one core intervention position in each prototypical school). These positions are provided additional days for professional development	Vermont Study 2015. NL = 1.0 for every 100 students on FRL. Current IL duplicated count is used.
Yes	Research Based	23. Additional Pupil Support Teachers	See Element 8 above.	1.0 pupil support teacher position (i.e. social worker) for every 125 DHS Poverty Count students 1.0 pupil support teacher position for every 125 EL students.	Vermont Study 2015. NL = 1.0 for every 100 students on FRL plus one guidance counselor for every 250 students (counselors addressed in Element 8 above). Current IL duplicated count is used.
Yes	Research Based	24. Extended Day	Extended-day programs provide academic extra help to students outside the regular school day before and after school.	1.0 FTE teacher position for every 120 DHS Poverty Count students and EL students.	Vermont Study 2015 terminology and model. NL study = "at risk" vs DHS w 15:1 for half of students qualifying for FRL.

CWI Applied	Funding Basis	EB Model Element	Element Definition	Current Recommendation	Comment/Source																				
Yes	Research Based	25. Summer School	Summer school includes all programs provided during the summer months, i.e., outside the regular school year, largely focusing on academic deficiencies of students but includes a wider array of classes for high school students.	1.0 FTE teacher position for every 120 DHS Poverty Count students and EL students.	Vermont Study 2015 terminology and model. NL study = "at risk" vs DHS w 15:1 for half of students qualifying for FRL.																				
Yes	Research Based	26. English Learner Students	EL students are those who come from homes where English is not the native language and who perform at Levels 1, 2 and 3 in English; in addition to the at risk resources of intervention teachers, extra pupil support, extended day and summer school, the model also provides resources to provide English as a Second Language or other extra help services for EL students. The model provides resources for all EL students regardless of DHS Count.	1.0 teacher position for every 100 identified EL students. This provision is in addition to intervention specialists and additional pupil support, extended day and summer school resources. These positions are provided additional days for professional development (Element 14) and substitute teachers (Element 7).	NL IL Adequacy Study 2008																				
Yes	Research Based	27. Special Education	Programs for students with moderate learning disabilities often referred to as high incidence/low cost. Services can be in the form of self-contained classrooms or as a part of regular education classes.	1.0 positions per 141 students for services for students with mild and moderate disabilities. Includes special ed teachers and the related services of speech/hearing pathologies and/or OT PT as well as related social workers. Research base would suggest the following FTE targets per prototypical school: <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>Elem</td> <td>MS</td> <td>HS</td> </tr> <tr> <td>Sp Ed Teachers</td> <td>2.2</td> <td>2.3</td> <td>3.0</td> </tr> <tr> <td>Behavior Spec</td> <td>0.4</td> <td>0.5</td> <td>0.6</td> </tr> <tr> <td>Related Serv</td> <td>0.5</td> <td>0.5</td> <td>0.7</td> </tr> <tr> <td>Total FTE</td> <td>3.1</td> <td>3.3</td> <td>4.3</td> </tr> </table> 1.0 psychologist per 1,000 students to overview IEP development and ongoing review. 0.5 teacher aides per 141 students.		Elem	MS	HS	Sp Ed Teachers	2.2	2.3	3.0	Behavior Spec	0.4	0.5	0.6	Related Serv	0.5	0.5	0.7	Total FTE	3.1	3.3	4.3	Upgrade from NL IL Adequacy Study 2008. Change from 1.0 teacher per 150 students to recommendation in Vermont Study 2015 of 7.1 teachers per 1,000 students or 1.0 per 141 students. Note: Low incidence/high cost students to be supported through grant funding using IAASE placement neutral reimbursement proposal.
	Elem	MS	HS																						
Sp Ed Teachers	2.2	2.3	3.0																						
Behavior Spec	0.4	0.5	0.6																						
Related Serv	0.5	0.5	0.7																						
Total FTE	3.1	3.3	4.3																						

CWI Applied	Funding Basis	EB Model Element	Element Definition	Current Recommendation	Comment/Source
Position					
COMPENSATION TARGETS (Statewide Average)					
K-8					Comment/Source
Yes	Average	Teacher	\$60,578	\$67,565	EIS Full Time Salary Data
Yes	Average	Guidance Counselor	\$68,887	\$74,674	EIS Full Time Salary Data
Yes	Average		K-12		EIS Full Time Salary Data
Yes	Average	Social Worker	\$64,647		EIS Full Time Salary Data
Yes	Average	Psychologist	\$71,058		EIS Full Time Salary Data
Yes	Average	Librarian/Media Tech	\$68,919		EIS Full Time Salary Data
Yes	Average	Nurse	\$56,139		EIS Full Time Salary Data
Yes	Average	Principal	\$104,135		EIS Full Time Salary Data
Yes	Average	Assistant Principal	\$91,080		EIS Full Time Salary Data
Yes	Estimate	Secretaries	\$30,000		Estimate in lieu of available data
Yes	Estimate	Clerical	\$25,000		Estimate in lieu of available data
Yes	Estimate	Non-Instr Assistants	\$25,000		Estimate in lieu of available data

EVIDENCE-BASED FUNDING FOR STUDENT SUCCESS

Adequacy #2

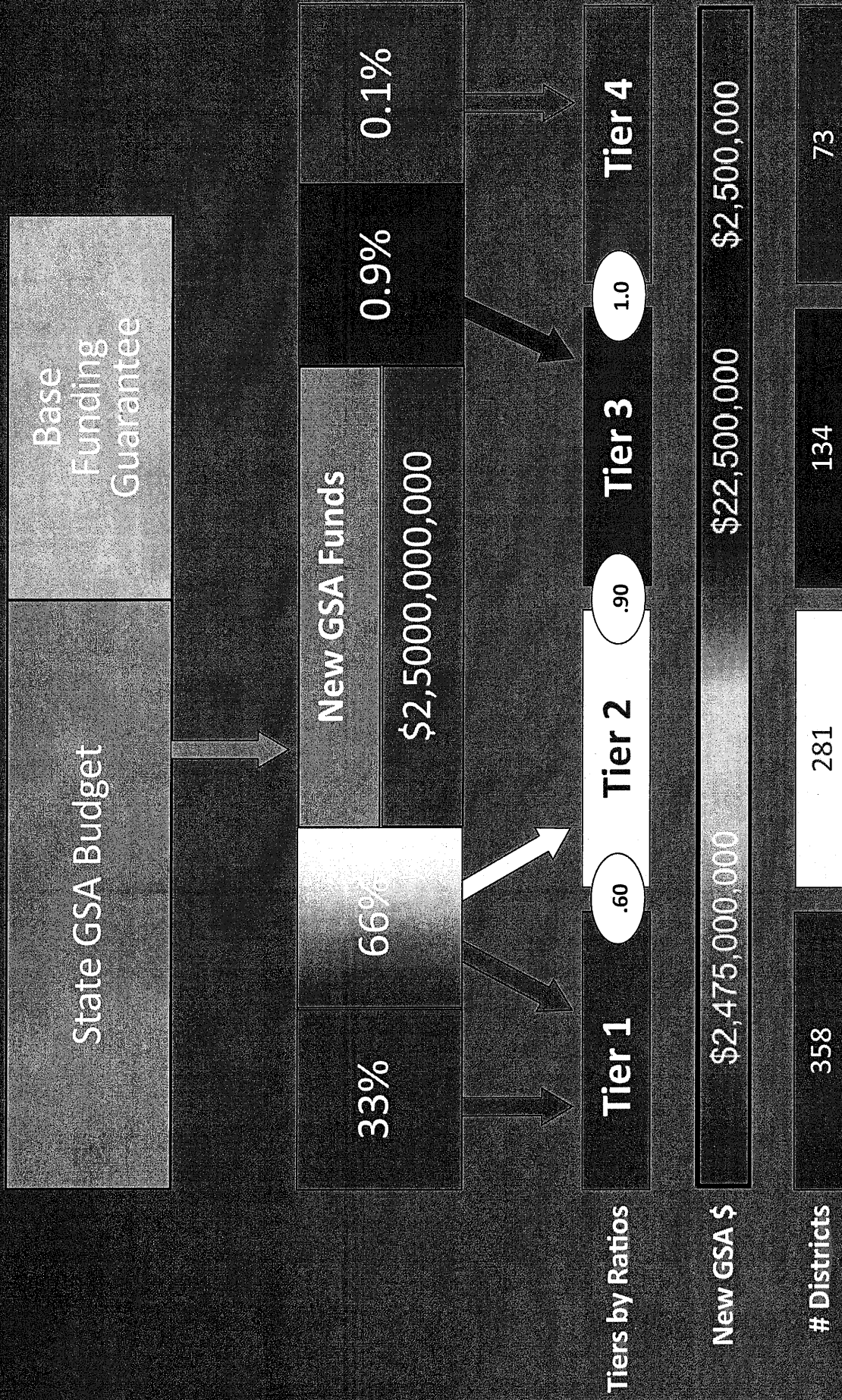
SAMPLE DISTRICT

ASSUMPTIONS: 900 Elem, 450 MS, 600 HS, State Avg DHS(53%), EL (11%)

Evidence Based Elements:

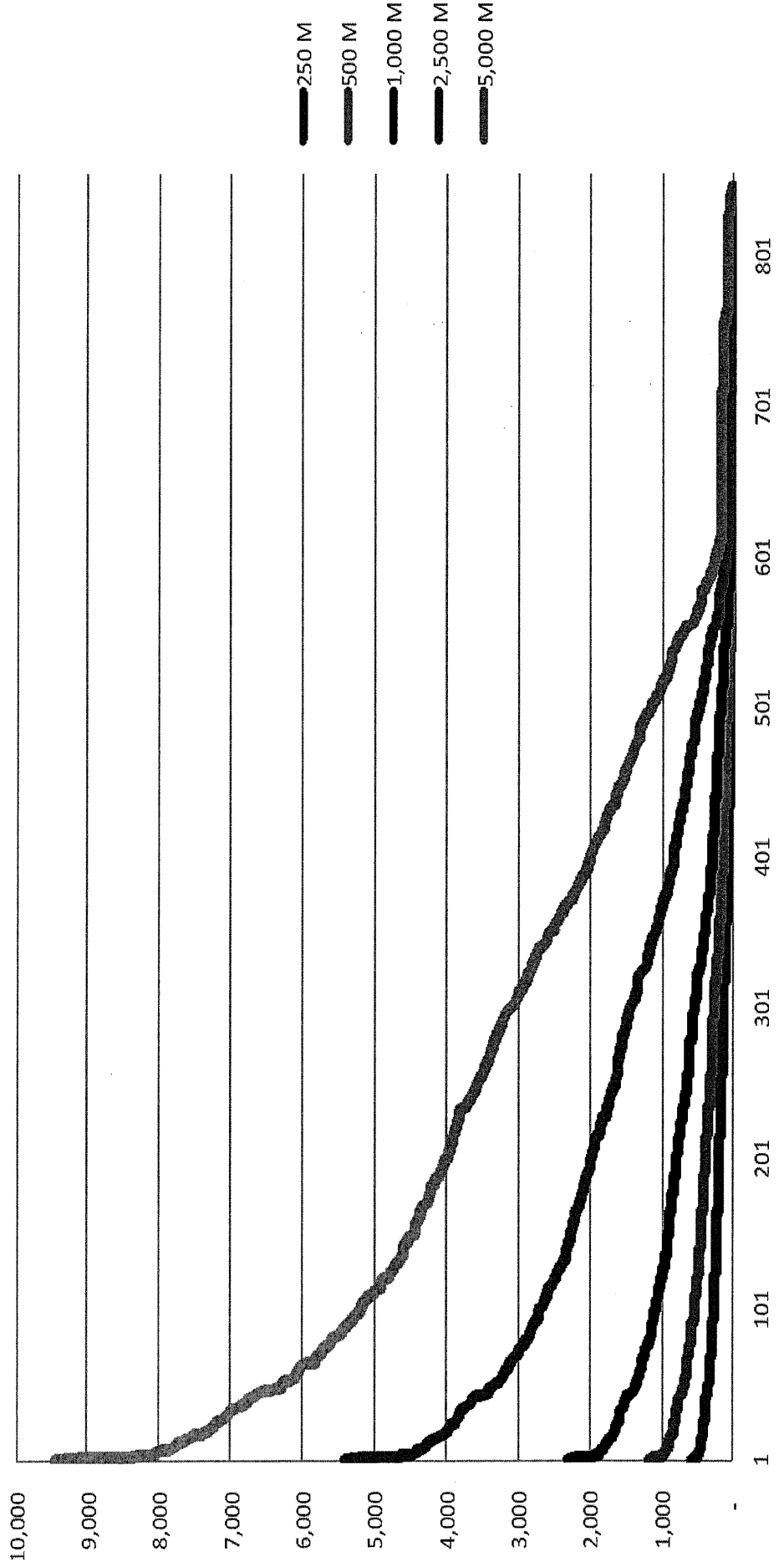
Core FTE	Key			Key			Key			FTE	Cost	Applied
	Variable 1	Factor 1	Key	Variable 2	Factor 2	Key	Variable 3	Factor 3	Key			
1	Full Day Kindergarten	Class Size	15							10.0	605,780	605,780
2	Core Teachers 1-3	Class Size	15							30.0	1,817,340	1,817,340
3a	Core Teachers 4-5	Class Size	25							12.0	726,936	726,936
3b	Core Teachers 6-8	Class Size	25							18.0	1,090,404	1,090,404
3c	Core Teachers 9-12	Class Size	25							24.00	1,621,560	1,621,560
4	Specialist Teachers	K-5 % of Core	20%	6-8 %	20%	9-12 %	33%			21.92	1,383,207	1,383,207
5	Instructional Facilitators	K-5	200	6-8	200	9-12	200	1 FTE per		9.75	611,597	611,597
6	Core Intervention Teachers	K-5	450	6-8	450	9-12	600	1 FTE per		4.00	249,299	249,299
7	Substitutes	9 Days/FTE	33.33% of average teacher or sp ed aide salary				1781	days			204,700	204,700
8a	Core Guidance	K-5	450	6-8	250	9-12	250	1 FTE per		6.20	440,988	440,988
8b	Nurse	K-5	750	6-8	750	9-12	750	1 FTE per		2.60	145,961	145,961
9	Supervisory Aides	K-5	225	6-8	225	9-12	200	1 FTE per		9.00	225,000	225,000
10a	Librarian	K-5	450	6-8	450	9-12	600	1 FTE per		4.00	275,676	275,676
10b	Library Aide/Media Tech	K-5	300	6-8	300	9-12	300	1 FTE per		6.50	162,500	162,500
11a	Principal	K-5	450	6-8	450	9-12	600	1 FTE per		4.00	416,540	416,540
11b	Asst Principal	K-5	450	6-8	450	9-12	600	1 FTE per		4.00	364,320	364,320
12	School Site Staff	K-5	225	6-8	225	9-12	200	1 FTE per		9.00	270,000	270,000
13	Gifted	\$ per Student	\$40	6-8	\$200	9-12	\$675			no CWI	78,000	78,000
14	Professional Development	\$ per Student	\$125							no CWI	243,750	243,750
15	Instructional Materials	\$ per Student	\$190							no CWI	370,500	370,500
16	Assessment	\$ per Student	\$25							no CWI	48,750	48,750
17	Computer Technology	\$ per Student	\$571							no CWI	1,113,450	1,113,450
18	Student Activities	K-5	\$100								585,000	585,000
Central Services												
19	Maintenance and Oper	\$ per Student	\$1,038								2,024,100	2,024,100
20	Central Offices	\$ per Student	\$742								1,446,900	1,446,900
21	Employee Benefits	30% of Salary	30%	Norm Cost	0%					no CWI	4,719,819	4,719,819
Challenged Learner FTE												
22	Intervention (Poverty/EL)	Per DHS	125	Per EL	125			1 FTE per		9.98	639,690	639,690
23	Pupil Support (Poverty/EL)	Per DHS	125	Per EL	125			1 FTE per		9.98	639,690	639,690
24	Extended Day (Poverty/EL)	Per DHS	120	Per EL	120			1 FTE per		10.40	666,344	666,344
25	Summer Sch (Poverty/EL)	Per DHS	120	Per EL	120			1 FTE per		10.40	666,344	666,344
26	English Learners (EL)	Per EL	100	Per EL	100			1 FTE per		2.15	137,433	137,433
27a	Special Ed Teachers	K-5	141	6-8	141	9-12	141	1 FTE per		13.83	867,513	867,513
27b	Psychologist	K-5	1000	6-8	1000	9-12	1000	1 FTE per		1.95	138,563	138,563
27c	Special Ed Aides	K-5	141	6-8	141	9-12	141	1/2 FTE per		6.91	172,872	172,872
											CWI Applied	
											Base Adequacy Level:	
											25,170,525	
											Per Pupil Base Adequacy Level:	
											12,907.96	

Evidence-Based 5-Year Distribution of New State Education Funds



The Evidence Based Formula works at all funding/ investment levels

Increased GSA Funding \$/Student (by District, Statewide)



Pension Reform Bill

Summary:

- **Applies consideration model to State of Illinois pension plans, downstate public safety plans and Chicago Teachers' Pension Fund**
- **Adopts Mayor Emanuel's pension bill, and adds downstate public safety while providing more local control over funding and benefits**
- **Provides Cook County a choice of their pension reform bill or a consideration model**
- **Grants local governments the right to restructure finances**

Changes Based on the Consideration Framework

- **SERS**
 - After removing certain subjects from collective bargaining, create a baseline independent of pension benefits:
 - Wages guaranteed not to decline for five years;
 - Vacation reset to two weeks (under 15 years of service) and three weeks (15+ years of service);
 - Adjusted vacancy/overtime rights; and
 - Overtime pay normalized to match federal law, kicking in at 40 hours, not 37.5
 - Create several optional packages to incentivize different groups of employees to transition into Tier 2 pension formula prospectively:
 - Salary package: \$2000 transition bonus; one-time \$3000 salary increase; OT at 37.5 hours; no additional vacation
 - Vacation package: \$2000 transition bonus; one-time \$2000 salary increase; OT at 37.5 hours; 2 additional weeks of vacation
 - Overtime/vacancy package: \$2000 transition bonus; no salary increase; OT at 37.5 hours; 2 additional weeks of vacation; priority rights in work schedule, vacation, overtime, and "bumping"
- TRS, SURS, GARS, CTPF, and Downstate Police and Fire Tier 1 employees must choose between:
 - A. COLA shifts from 3% compounded (Tier 1 COLA) to the lesser of 3% or 1/2 CPI non-compounded (Tier 2 COLA) OR
 - B. All future salary increases are not included in pension benefit calculations
- Cook County must choose between:
 - A. Pension plan as introduced by Cook County (except with collective bargaining changes discussed above) OR
 - B. A consideration-based plan that prompts employees to choose between a reduced COLA benefit or agreeing that all future salary increases are not included in pension benefit calculations

Public Safety Changes

- Chicago Police and Fire funding schedule is changed from the current target of 90% by 2040 to 90% by 2055 including a 5 year period from FY16 – FY21 where mandatory payments are set in statute.
- Downstate Police and Fire funding schedules would be treated the same as Chicago Police and Fire, changing the current target of 90% funded by 2040 to 90% funded by 2055.
- 642 individual downstate police and fire funds are consolidated under IMRF for investment efficiency.
- Public Safety Employee Benefit Act definition of catastrophic injury is changed to clearly state that it would preclude the injured employee from performing gainful work.
- Tier 3 benefits are created for newly hired public safety employees. Tier 3 is a hybrid DB/DC with local control on DC benefits.
- Contains all aspects of Chicago's SB777 including allocating casino revenue to the pension funds.

Local Government Restructuring

- Local government restructuring is allowed by authorizing a local public entity to initiate a Chapter 9 filing after review from a neutral evaluation process or the declaration of a fiscal emergency.

Chicago Teachers' Pension Funding

- The State will pay the employer normal cost and the cost of defraying health insurance to CTPF contributions for FY16 and FY17.
- Requires CPS to end the practice of picking up the employee pension contribution.

By Doug Finke

Print Page

August 26, 2016 3:38PM

Despite budget warnings from Rauner, TRS board votes to lower investment estimates

Despite warnings from the Rauner administration that it would blow another hole in the state budget, the Teachers' Retirement System board Friday voted to lower the rate of return it expects to get on its investments.

The board voted to lower the rate from the current 7.5 percent to 7 percent based on recommendations of actuaries hired by the system.

The effect is that the state will have to increase the amount of money it contributes to the pension system in the budget year that starts July 1, 2017.

TRS executive director Dick Ingram said figures are still being compiled, but a preliminary estimate suggests it will require an additional state contribution in the \$400 million to \$500 million range.

Actuaries said the lower investment target was justified because inflation is projected to be lower than originally thought, which will affect investment returns.

Gov. Bruce Rauner's administration had warned that reducing the rate would require a larger state contribution that would take money away from schools, human services and other programs that are already facing financial problems because of the state's budget crunch. The administration had suggested a decision be postponed until there could be more study of the impact of a reduction.

"My biggest concern is with transparency and making sure the issues are fully vetted and publicly discussed," Rauner said during an appearance in Decatur Thursday. "That decision should not be taken quickly."

Ingram rebutted that in a statement he read to the TRS board before it considered lowering the rates.

"While some seem to think otherwise, nothing we are considering today is precipitated or rushed," Ingram said. "We are following well-established procedures that are consistent with good actuarial practice and conform to the recommendations of the state actuary."

TRS annually reviews its estimated rate of return on investments. It lowered those rates in both 2012 and 2014.

Ingram said a decision had to be made now to give actuaries time to prepare the estimate for next year's contribution by the board's next meeting in October.

"Our fiduciary duty requires that we must do what is best for the financial sustainability of the plan," Ingram said.

He also rejected any notion that the rate reduction is the result of political pressure.

"Contrary to what some have opined, there has been no opportunity for politics to come into play," Ingram said. "This is a staff-led process. To suggest that politics have intervened is offensive to me personally and anathema to the way that TRS is governed."

Rauner administration spokesman Lance Trover continued to insist that the decision was rushed.

"With less than two hours' notice, Illinois taxpayers, including social service providers and small business owners, were just handed a bill for nearly a half-billion dollars," he said in a statement. "While questions remain about the legality of today's action, it further underscores the need for real pension reform."

The administration believes the TRS board may have violated the state's Open Meetings Act because its original agenda for the meeting did not specifically say that a vote would be taken on lowering the rate of return. Ingram said the administration itself made sure the upcoming meeting was publicized and that a vote on the rate was a possibility.

The board voted 10-0 to reduce the rate, including three board members appointed by Rauner. Two new members just appointed Friday morning by the governor abstained from the vote.

A third new member named by Rauner Friday was deemed ineligible to serve because he is from Chicago. Only people living outside of the city of Chicago can serve on the TRS board because Chicago schools have a separate pension system for their teachers. The administration blamed the errant appointment on a "miscommunication."

Ingram said that if the estimated rate of return wasn't changed and TRS failed to meet the target, the shortfall would become part of the state's \$111 billion pension debt.



The board of the Illinois Teachers Retirement System, which serves more than 400,000 teachers outside of Chicago, voted to lower its expected rate of return on investments Friday, Aug. 26, 2016, in Springfield. (AP Photo/Seth Perlman)


TEACHERS' RETIREMENT SYSTEM OF THE STATE OF ILLINOIS

Richard W. Ingram, Executive Director
 2815 West Washington Street, P.O. Box 19253
 Springfield, Illinois 62794-9253

News

For Immediate Release
 August 26, 2016

Contact: Dave Urbanek
Public Information Officer
 Office: 217-753-0968
 Cell: 217-720-3961
durbanek@trs.illinois.gov

TRS ASSUMED LONG-TERM INVESTMENT RATE REDUCED TO 7 PERCENT

SPRINGFIELD, IL – The Teachers' Retirement System Board of Trustees today reduced its long-range assumed rate of investment return to 7 percent from 7.5 percent, a move that reflects changes in the world economy which have dampened investment results.

This is the third time in the last four years that TRS has reduced its assumed rate of return in order to keep the System in line with economic reality. In 2012 TRS lowered its assumed rate from 8.5 percent to 8 percent, and then lowered the rate to 7.5 percent in 2014.

"This is a prudent move for TRS in light of the conditions that we see in the economy," said TRS Executive Director Dick Ingram. "We will continue to study expected returns as part of our asset allocation review during the coming year."

"Along with our actuaries and investment consultants, we have methodically collected and analyzed all of the most recent economic projections and forecasts," Ingram added. "The consensus is that investment returns in the foreseeable future will be lower than what we have seen in the previous few years."

The reduction in the TRS assumed rate of return will significantly affect the amount of money that state government will be required to contribute to TRS in fiscal year 2018, as well as the size of the System's total liability and its unfunded liability. However, it is not yet known exactly how the FY 2018 benchmarks will be affected. Those calculations will be made this fall. The current FY 2017 calculations were made using the 7.5 percent rate.

(MORE)

Page 2

The System's actuaries, **Segal Consulting, of Chicago**, said that if TRS had used a 7 percent assumed rate of return to calculate its FY 2017 contribution instead of a 7.5 percent rate, the state's required contribution would have increased by an estimated \$421 million from \$3.9 billion to \$4.3 billion. Also, the System's total accrued liability in FY 2017 would have jumped by \$7.4 billion to \$115.5 billion and the unfunded liability would have risen from \$62.7 billion to \$70.1 billion.

If TRS had used a 7 percent assumed rate to calculate its finances for FY 2017, the System's funded status would have declined from 42 percent to 39.3 percent.

Segal recommended the 7 percent assumed rate based on expectations that returns from all types of investments, as well as inflation within the economy, will decline over the next several years. Many economists explain that returns are likely to be lower for two reasons. One, fixed income investments like bonds are carrying interest rates at near-record lows. Two, the stock market has been and will continue to be volatile, so the return expectations from equity investments are low.

Over the last four years, TRS has reduced the amount of time in between its periodic evaluation of its assumed rate of return. The rate is now being renewed every two years instead of every three years. The Illinois State Actuary has recommended that public pension systems review their rates annually, but other actuaries say that annual rate studies undercut a stability that is important in forecasting the System's finances, as well as upcoming state budgets.

As if to underscore the new economic realities facing public pension systems, TRS reported that while its actual long-term rate of investment return continues to exceed established targets, TRS recorded a modest investment return for the 12 months of FY 2016, which ended on June 30.

The preliminary TRS 30-year return at the end of FY 2016 was 8.8 percent gross of fees and 8.2 percent net of fees. The one-year return as of June 30, 2016 was 0.8 percent gross of fees and 0.1 percent net of fees. The 12-month returns for TRS during FY 2016 are in line with the results of other similar public pension systems.

"The most important number for us and for our members is the long-term rate of return," Ingram said. "Our relationship with most of our members lasts for 30, 40, 50 years or more – from the day they first start teaching through the rest of their lives. The best thing for them and for their pensions is a consistent, healthy investment return over the long-term. The investment return in any one given year – high or low – is only ever a single step in a longer journey."

(MORE)

Page 3

During the Board of Trustees' regularly scheduled August meeting, the trustees:

- Committed up to \$300 million from the System's \$6.9 billion Real Estate portfolio to **Starwood Capital Group, of Greenwich, Connecticut**. Starwood currently administers \$383.9 million in TRS assets.
- Committed an initial \$100 million from the System's \$3.2 billion Absolute Return portfolio to **KeyQuant, of Paris, France** for its Key Trends Program.
- Committed \$25 million from the \$8.4 billion TRS Global Fixed Income portfolio to **Northern Shipping Funds of Stamford, Connecticut**. TRS has an existing \$50 million commitment with Northern Shipping.
- Committed \$39 million from the Global Fixed Income portfolio to **Taurus Funds Management of Sydney, Australia**. TRS has an existing \$80 million commitment with Taurus.
- Committed approximately \$568 million from the System's \$8.4 billion International Equity portfolio to **J. P. Morgan Asset Management, of New York, New York**. J. P. Morgan already administers \$1.5 billion in TRS assets.
- Committed approximately \$568 million from the International Equity portfolio to **Acadian Asset Management, of Boston, Massachusetts**. Acadian currently administers \$408 million in TRS assets.
- Committed \$50 million from the TRS Emerging Manager Program to **Brown Capital Management, of Baltimore, Maryland**, for investments within the International Equity portfolio.
- Committed \$22 million from Emerging Manager Program to **Ativo Capital Management, of Chicago** for investments within the International Equity portfolio. Ativo currently administers \$28 million in TRS assets.
- Approved changes to the TRS Watch List:
 - Added **Franklin Advisors of Rancho Cordova, California** to the Watch List. Franklin currently administers \$965 million within the System's Global Fixed Income portfolio.
 - Added **Lombardia Capital Partners of Pasadena, California** to the Watch List. Lombardia currently administers \$247 million within the System's Domestic Equity portfolio.
 - Terminated the services of **Aberdeen Asset Management, of Edinburgh, Scotland**, within the International Equity portfolio. Aberdeen had administered \$414 million in TRS assets.
 - Terminated the services of **Jarislowsky Fraser, Ltd. of Montreal, Quebec, Canada**, within the International Equity portfolio. Jarislowsky Fraser had administered \$403 million in TRS assets.
- As approved by the TRS Board, the current Watch List is composed of:
 - Franklin Advisors of Rancho Cordova, California, which currently administers \$965 million within the System's Global Fixed Income portfolio.
 - Lombardia Capital Partners of Pasadena, California, which currently administers \$247 million within the System's Domestic Equity portfolio.
 - **TCW Group, Inc., of Los Angeles, California**, which currently administers \$582 million within the System's Global Fixed Income portfolio.

###

About Teachers' Retirement System

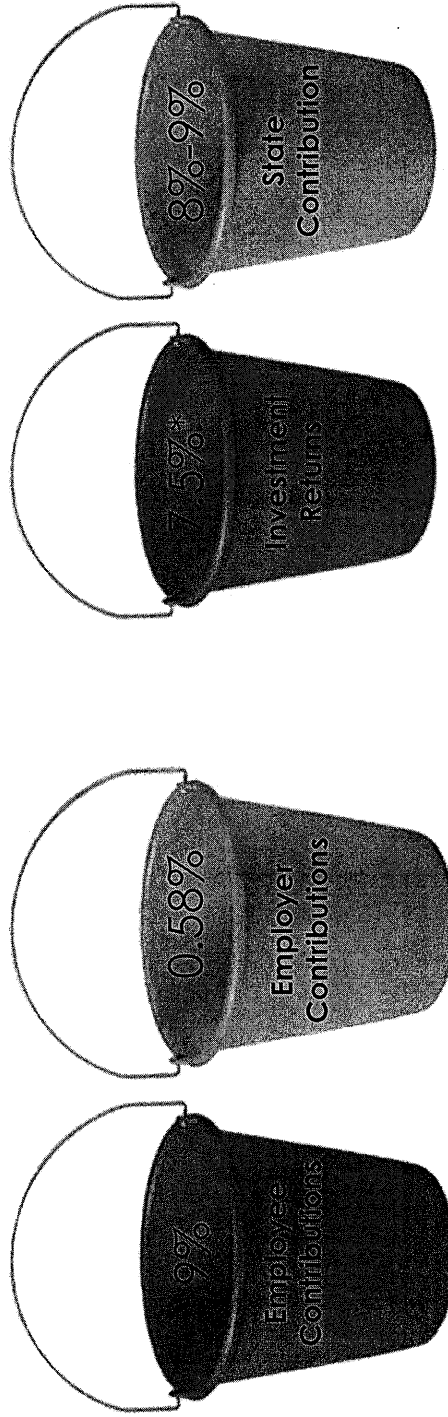
The Teachers' Retirement System of the State of Illinois is the 37th largest pension system in the United States, and provides retirement, disability and survivor benefits to teachers, administrators and other public school personnel employed outside of Chicago. The System serves 400,598 members and had assets of \$44.8 billion as of June 30, 2016.



PENSIONS AND
THE COST SHIFT

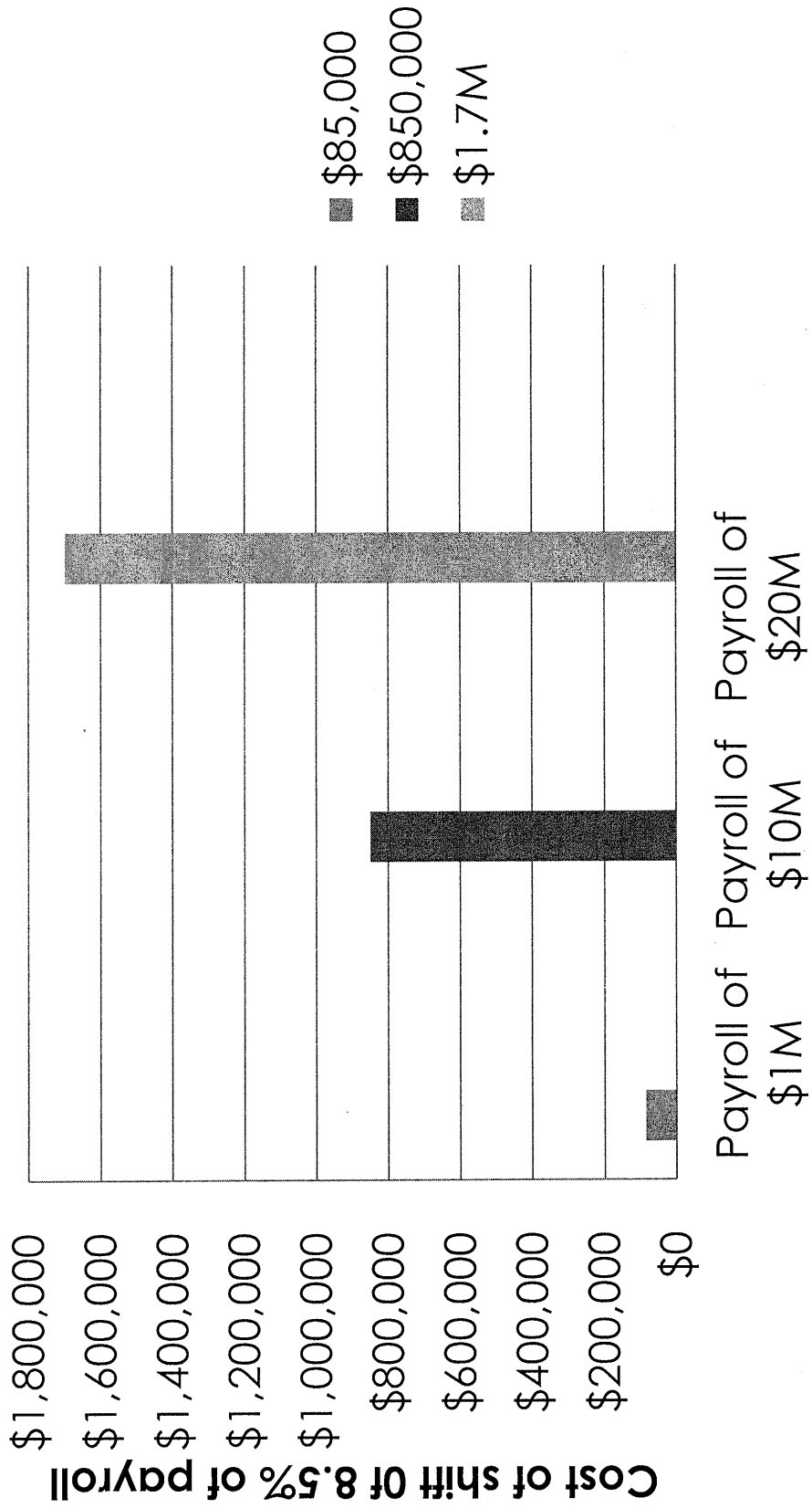
PENSIONS

HOW THE ILLINOIS PENSION SYSTEMS ARE FUNDED



*--Current assumed rate by TRS. 30-year average is 9.4%.

HOW MUCH WOULD A DISTRICT PAY WITH A COST SHIFT?



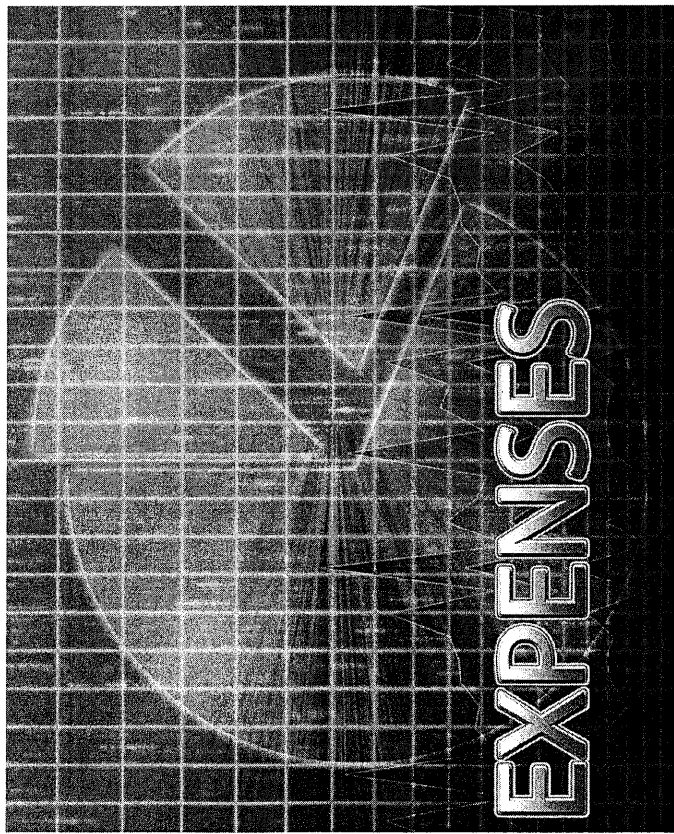
WHERE DO THE CONTRIBUTIONS GO?

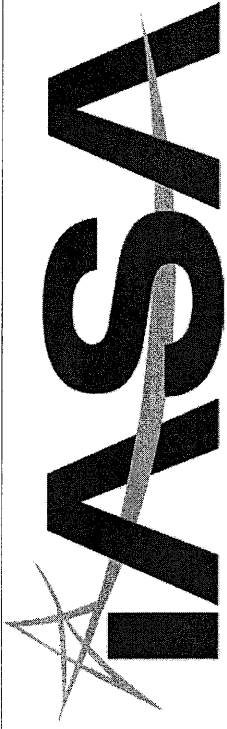


***--Except for the Chicago Public School system, which has its own retirement system**

HOW TO PAY FOR A COST SHIFT

- Ability for local school boards to conduct annual review of state mandates and rules to determine which ones should be implemented and which ones should be waived.
- Ability to use the IMRF/Social Security levy for pension cost of reciprocal systems outside of tax caps.
- Phase in cost shift at ½ % per year
- TRS Board to include 6 non-annuitants (appointed by IASB) and 6 annuitants (5 teachers selected in general election and 1 superintendent appointed by a statewide association).
- TRS Board's role expanded to include right to approve or disapprove of pension system benefit changes.





Dr. Brent Clark

Executive Director

Illinois Association of School Administrators

(217) 753-2213

clark@iasaedu.org

IASA website: www.iasaedu.org

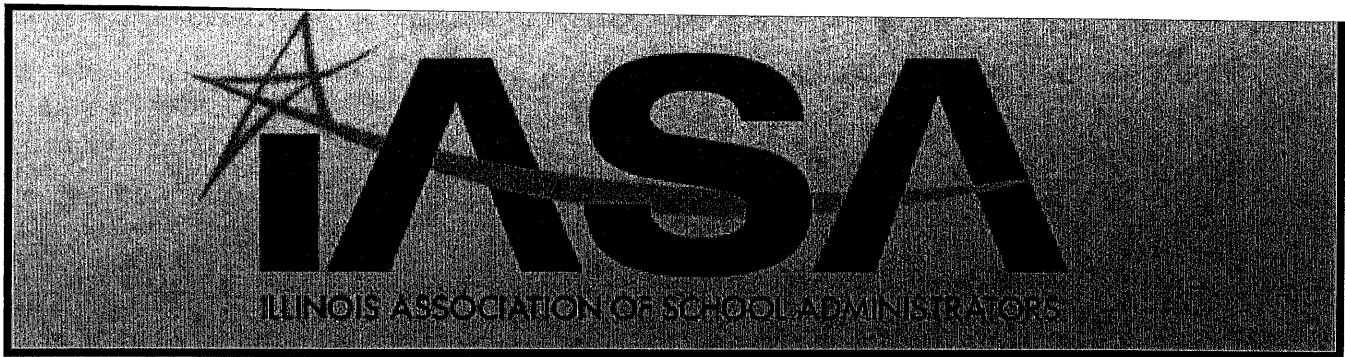
Veto Session Schedule

November 15, 16 and 17

November 29, 30 and December 1, 2016

General Election

November 8, 2016



September 2, 2016

ISBE to begin ESSA Second Round of 'listening tours' next week

The Illinois State Board of Education (ISBE) will be conducting its second set of "listening tours" beginning next week to collect input and feedback from education stakeholders around the state regarding the implementation of ESSA and the State's first Draft Plan that was released last week. The State's Draft Plan and supporting material can be found [here](#). On September 1, ISBE posted a readers guide to the State's Draft Plan, which can be found [here](#).

The schedule of the ISBE tour can be found below as well as [here](#).

The focus of this listening tour will be for direct feedback on the State's ESSA Draft Plan. This includes but is not limited to the State's plan for implementing ESSA in the areas of assessment, accountability and systems of support, as well as providing educational and financial support to educators and students.

For those planning to attend one of the sessions, here for your review and consideration are a couple of key talking points:

* **Assessment and Accountability:** It is imperative that the State's Plan maintain as much local flexibility as possible when it comes to assessment and accountability. Assessment and tracking student achievement in Math and English Language in grades 3-8 and at least once in high school is important. However, to the extent possible, student assessment should be more than one test or series of tests given during one time of the year.

Further, assessment and accountability should measure and examine the "whole child" and be something that is a well-rounded view of the student, as well as the entire systematic approach used for educating the child. Significant weight should be afforded not to just academic indicators, but other indicators of student success and student quality, such as indicators that when properly supported drive continuous growth.

* **Accountability Weights:** As stated in the Draft Plan, ESSA requires the State to develop a state-wide accountability system that must include the following key elements:

- **Long-Term Goals and Measurement of Interim Progress; and**
- **At a minimum, four distinct indicators of student performance, measured for all students and separately for each subgroup of students for each school:**
 - **Academic Achievement (K-12)**
 - **English Language Proficiency (K-12)**
 - **Student Growth or another valid and reliable statewide academic indicator (K-8)**
 - **Graduation Rate (9-12) and**
 - **At least one school quality or student success indicator**

There are examples of what could be used in an accountability system in the Draft Plan based on information collected at the ESSA working groups that have been meeting statewide. These are for demonstrative purposes and should be used to help frame any response you may have. Just as important, ISBE is seeking input as to what weights should be assigned to each indicator.

If you have levels of expertise in this specific area and/or have strong opinions, we strongly encourage you review the draft plan between pages 1 and 33 and attend one of the listening tours. It has always been IASA position that any accountability system should be balanced and fair.

To conclude, we encourage you to be part of this process. We are meeting weekly with many stakeholders as well as members on this very important work. If, upon review of the Draft Plan, questions and/or concerns arise or if you would like further talking points and/or our assistance in the process, please do not hesitate to contact Sara Boucek. If you cannot attend one of the meetings, we encourage you to send your comments on the Draft Plan to ISBE at essa@isbe.net. We hope you will engage in this process and let your very important voice be heard.

ISBE Second Round of Listening Tours

Note: All meetings will take place from 4:30 to 6:30 p.m. with the exception of the U 46 event which will start at 5 p.m. Meetings will also include a one hour meeting for area legislators prior to each event.

Date	District	Location
Tuesday September 6	Freeport SD 145	Freeport High School 701 W. Moseley St. Freeport
Wednesday September 7	Moline-Coal Valley SD 40	Moline Senior High School 3600 Avenue of the Cities Moline
Thursday September 8	Hall HSD 502	Hall High School 800 W. Erie St. Spring Valley
Tuesday September 13	Bloomington SD 87	Bloomington Jr. High School 901 N. Colton Ave. Bloomington
Thursday September 15	Mundelein HSD 120	Mundelein High School 1350 W. Hawley St., Mundelein
Monday September 19	Carbondale Community HSD 165	Carbondale Community High School 330 S. Giant City Rd. Carbondale
Tuesday September 20	Effingham CUSD 40	Effingham High School 1301 W. Grove Ave. Effingham
Wednesday September 21	Quincy Public SD 172	Baldwin Intermediate School 3000 Maine St. Quincy
Thursday September 22	Peoria SD 150	Woodruff Career and Tech Center 1800 NE Perry Peoria
Monday September 26	Lockport THSD 205	Lockport East High School 1333 E. 7th St. Lockport
Tuesday September 27	East St. Louis SD 189	East St. Louis High School 4901 State St. East St. Louis
Tuesday September 27	Chicago Public SD 299	Simeon Career Academy 8147 S. Vincennes Ave. Chicago
Wednesday September 28	School District U 46	Streamwood High School 701 W. Schaumburg Rd. Streamwood
Wednesday October 5	DeKalb County Farm Bureau	Farm Bureau Theatre 1350 W. Prairie Dr. Sycamore



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

July 28, 2016
(Rev. 9/1/16)

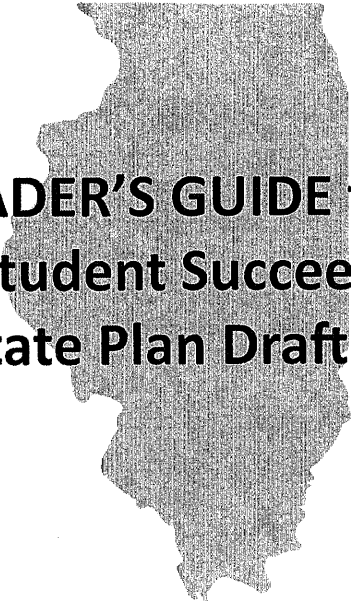
Illinois Statewide Listening Tour – Round Two

The Illinois State Board of Education, with assistance from the Regional Offices of Education, is hosting a second round of listening tours to collect feedback on ESSA.

A series of meetings will be held across the state to provide overview information on ESSA and allow participants to share their thoughts and ideas on Illinois' draft plan. The draft plan may be accessed at isbe.net/essa. Comments may be sent to essa@isbe.net.

All meetings will take place from 4:30-6:30pm with the exception of the U 46 event which will start at 5:00pm. Meetings will also include a one hour meeting for area legislators prior to each event.

Date	District	Location
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Wednesday, October 5	DeKalb County Farm Bureau	Farm Bureau Theatre 1350 W. Prairie Dr., Sycamore

A large, textured, light gray map of the state of Illinois is centered on the page, serving as a background for the title text.

**A READER'S GUIDE for the
ISBE Every Student Succeeds Act (ESSA)
State Plan Draft #1**

"As educators, families, community leaders, and activists, we must seize the opportunities within ESSA. We must engage in dialogue, continue to build trusting relationships with one another, and activate all public, private, and philanthropic resources available in order to interrupt those practices that have left far too many of Illinois' most vulnerable behind and without real access to opportunity."

—Superintendent Tony Smith, August 2016

Friday, September 2, 2016

Dear Illinois Education Stakeholder,



ESSA

Welcome to a new school year and an exciting new time for education in our nation and in Illinois. The Illinois State Board of Education (ISBE), as required under the new Every Student Succeeds Act (ESSA), is developing its State Plan Draft #1 in collaboration with stakeholder communities across Illinois.

We've worked with ISBE and our Illinois partners to package the following set of materials that contain information to help guide your efforts as you:

- ▶ Reflect on the issue-specific prompts raised by ISBE throughout the Every Student Succeeds Act (ESSA) State Plan Draft #1, made public on August 25, 2016. Find the Draft Plan on [ISBE.net/ESSA](http://isbe.net/ESSA).
- ▶ Prepare to join the conversation at one of ISBE's upcoming Listening Tour locations. Find a location near you on [ISBE.net/ESSA](http://isbe.net/ESSA).



READER'S' GUIDE for STATE PLAN DRAFT #1: This resource is intended to support Illinois stakeholders to better understand ISBE's State Plan Draft #1 and participate in the State Plan Draft #1 development process by:

- ▶ Summarizing requirements under ESSA along with the relevant sections of the State Plan Draft #1
- ▶ Identifying "Further Considerations" stakeholders may want to keep in mind when reviewing and providing feedback on ISBE's State Plan Draft #1
- ▶ Suggesting resources for additional context and research
SEE PAGE 5 for an overview of Reader's Guide



ENGAGEMENT TO DATE: The current [ISBE ESSA State Plan Draft #1](http://isbe.net/essa/pdf/ESSA-Illinois-State-Plan-draft-1.pdf)* includes ISBE's initial thoughts, as informed by consultation with partners and stakeholders. To further its engagement with stakeholders, to date, ISBE has held well over 50 meetings with individual and small groups, made several [ESSA-specific presentations](#) publically available, hosted Listening Tour events in April and May in eleven locations around Illinois, and participated in a stakeholder-organized webinar in June on [ESSA and Equity](#).

State Plans are due to the United States Department of Education in either March 2017 or in July 2017, and these kinds of stakeholder engagement efforts are required under ESSA as part of the State Plan development process.

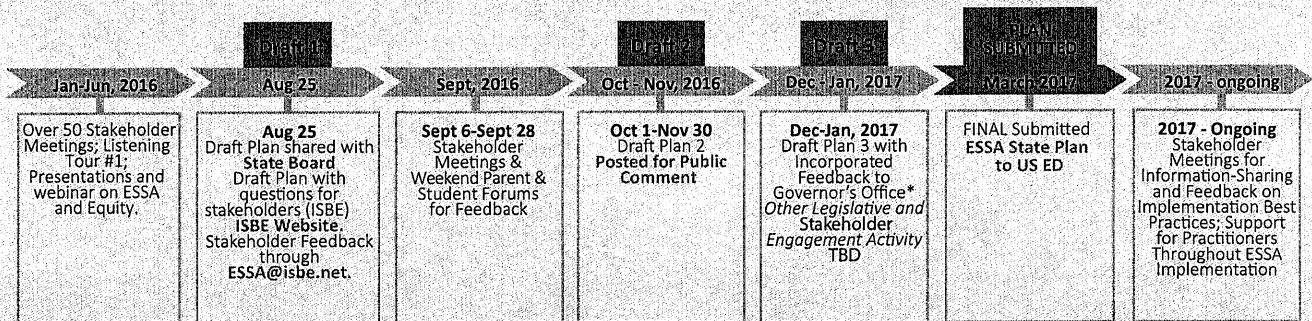
ISBE has elected to submit its plan in time for the earlier, March 2017 deadline (so that the plan can be in place by the start of the school year), and there is still ample time to continue the full and meaningful dialogue to advance equity under ESSA that has already begun.

*<http://isbe.net/essa/pdf/ESSA-Illinois-State-Plan-draft-1.pdf>



UPCOMING ENGAGEMENT OPPORTUNITIES: Throughout the Fall, ISBE will offer a series of opportunities for collaborative discussion of - and inquiry into - the development of ISBE's State Plan. We encourage all stakeholders to actively engage in the State Plan development process, and ensure equity is prioritized throughout Illinois' education policy landscape.

ISBE TIMELINE OF ESSA ENGAGEMENT EFFORTS - FALL 2016-2017



* Dates Tentative



NEXT UP: September 6-September 28; **Listening Tour Round 2:*** Find a location near you **on the ISBE ESSA website**. Partners *for* believes robust and meaningful stakeholder engagement throughout the iterative draft development process will strengthen and enrich the State Plan and help build on ISBE's current efforts to advance equity.

To these ends, Partner *for* is excited to partner with ISBE in these efforts and will continue to track engagement opportunities and catalogue resource materials on the **Illinois State Engagement Page** on the **Partners for website**.

We are thankful for the combined efforts of Superintendent Smith and his staff, and the many partners and stakeholder organizations in Illinois who are working together to ensure schools in Illinois are offering all students an excellent education.

A special thank you to our Illinois state partners for providing their feedback and enriching these support materials:

The Center for Tax and Budget Accountability
The Illinois Education Association
The Illinois Federation of Teachers
The Latino Policy Forum
The Illinois Association of School Administrators
Advance Illinois

—The Partners *for* Team and Network

*<http://isbe.net/essa/pdf/ESSA-tour2-schedule-0916.pdf>

A READER'S GUIDE for the ISBE ESSA State Plan Draft #1

This *Reader's Guide* is designed to support Illinois stakeholders as they provide feedback on the *ISBE ESSA State Plan Draft #1*, made public on August 25, 2016.

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- 1.1 Timely and Meaningful Consultation
- 1.2 Plan Coordination

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- 2.1 Challenging State Academic Standards
- 2.2 Academic Assessments

Section 3: Accountability, Support and Improvement for Schools

- 3.1 Accountability System
- 3.2 Identification of Schools
- 3.3 State Support and Improvement for Low-Performing Schools

Section 4: Supporting Excellent Educators

- 4.1 Systems of Educator Development, Retention, and Advancement
- 4.2 Support for Educators
- 4.3 Educator Equity

Section 5: Supporting All Students

- 5.1 Well-Rounded and Supportive Education for Students
- 5.2 Program-Specific Requirements

Additional Equity-Focused Decision Points in ESSA

Appendix A: ESSA Key Terms

Appendix B: ESSA Stakeholder Engagement Requirements

What's in this Resource? Mapping against the sections of the ISBE ESSA State Plan Draft #1, this Readers' Guide offers analysis and frameworks for each Section including:

ESSA WHAT DOES ESSA SAY?

 WHAT'S IN THE IL ESSA STATE PLAN DRAFT #1?

 QUESTIONS FOR FURTHER CONSIDERATION.

 ADDITIONAL TOOLS AND RESEARCH.

We welcome your feedback at illinois@partnersforeachandeverychild.org as we continue to update and revise the materials in this Reader's Guide.

Section 1: Consultation and Coordination

ESSA

WHAT DOES ESSA SAY?

Beyond the substantive decision points in ESSA, the law presents an obligation for states and districts to consult with an array of stakeholders in designing education processes under the law. Some of these areas for consultation include: standards, assessment, accountability, supports, data reporting, educator quality, and state and local plans overall. The law encourages states and districts to **establish structures for ongoing engagement** with stakeholders to ensure that state and local decisions are deeply and authentically informed by the many constituencies that will be impacted. Examples of stakeholders that should be included in the engagement process are: civil rights organizations, family and community groups, teachers and educator groups, early learning advocates and providers, organized labor and education personnel, school board members, researchers and advocacy organizations, faith-based organizations, government agencies, elected officials, student groups, teacher educators and others from higher education, health and social services, youth development organizations, and the business community.

For more information on ESSA's stakeholder engagement provisions see [Appendix B](#).



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1? Section 1: Consultation and Coordination [pages 5-6]

1.1 Timely and Meaningful Consultation

ISBE's vision for development of the Illinois State Plan includes engaging with stakeholders on substantial aspects of the law and, through a collaborative process, learning from their expertise.

Since the passage of ESSA in December 2015, ISBE has presented on and participated in more than 50 meetings, conferences, and listening tours. Early in 2016, ISBE staff completed and shared with the field a bill summary and multiple presentations. These are posted at www.isbe.net/essa. ISBE held a series of "listening tour" meetings throughout 2016 to ensure that the Illinois state plan included ample opportunity for stakeholders to share their expertise. District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended the listening tours.

ISBE is continuing to refine their process of plan development. The Plan states that they will post drafts of the state plan on www.isbe.net/essa. This information will be communicated through the Superintendent's Weekly Message and social media.

1.2 Plan Coordination

Legislation (PA 97-0558) was signed into law in 2011 directly addressing the duplications and redundancies within other government agencies and that can be a model for ISBE to consider as it contemplates the most appropriate ways to braid funding. Illinois has been utilizing horizontal collaboration across state agencies (facilitated within the Illinois Children's Cabinet structure) as well as cross divisional work within ISBE to identify duplicative approaches and/or barriers to implementation of effective and efficient programming for Illinois' children and families. ESSA provides the ideal opportunity for ISBE to coordinate the funding and administration between different federal programs.



Provide Feedback or Ask a Question

Engage at
isbe.net/essa!

▶ Attend a Listening Session

▶ Send an Email to ESSA@ISBE.net



QUESTIONS FOR FURTHER CONSIDERATION

Section 1: Consultation and Coordination

From ISBE ESSA State Plan #1 (page 6):

ISBE requests ideas from individuals or groups regarding how funding streams can be combined in order to support each and every child as she or he progresses through school.



Questions to consider as you go through the ISBE ESSA State Plan Draft #1:

- Are you aware of examples (i.e., in other states, districts, etc. reliant on federal funds) where entities have successfully coordinated funding and administration between/among different federal programs? How was this done?



ADDITIONAL TOOLS AND RESEARCH

Section 1: Consultation and Coordination

Illinois State Board of Education

[Illinois State Board of Education 6103 06/16 Findings From the Illinois State Board of Education Listening Tours for Local Perspectives on the Every Student Succeeds Act](#) | June, 2016

Partners for Each and Every Child

[A Handbook for Meaningful Stakeholder Engagement: A Tool to Support State Education Agencies in Planning and Implementation of ESSA](#) | June, 2016

Widmeyer Communications

[Incorporating Authentic Parent and Family Engagement in State Plans under ESSA](#) | June 15, 2016

Council of Chief State School Officers (CCSSO)

[Let's Get This Conversation Started : Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans](#) | June, 2016

PIE Network

[Advocating on ESSA: Promising Practices for State Planning and Implementation](#) | June 24, 2016

EducationCounsel

[Timeline for Implementation of ESSA](#) | June 3, 2016

National Black Child Development Institute

[Parent Power Bootcamp ESSA Toolkit](#) | May, 2016

Coalition for Community Schools

[Stakeholder Engagement in the Every Student Succeeds Act \(ESSA\): "People Support What They Help Create"](#) | February, 2016

Leadership Conference on Civil and Human Rights

[Parent and Family Engagement Provisions in the ESSA](#) | January 19, 2016

Center on Great Teachers and Leaders at American Institutes for Research

[Incorporating Stakeholder Feedback](#) | December, 2014

Section 2: Challenging State Academic Standards and Academic Assessments

ESSA

WHAT DOES ESSA SAY?

Standards

States must demonstrate that their challenging academic standards are aligned with entry-level course requirements in the state's public system of higher education and the state's career and technical education standards.

Note: The US Secretary of Education cannot mandate, direct, control, coerce, or exercise any direction or supervision over standards adopted or implemented by the state.

Assessments

States must*:

- assess at least 95% of all students and include participation rates in the state accountability system;
- assess students annually in grades 3-8, and at least once in high school, in math and ELA, with science assessments required at least once in each grade span (3-5; 6-9; 10-12);
- not assess more than 1% of students using an alternate assessment for students with the most significant cognitive disabilities;
- make "every effort" to develop assessments in languages other than English that are present to a "significant extent" in its participating student population;
- use assessments that involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks; and

States may:

- comply with civil rights laws to provide appropriate accommodations when necessary;
- allow districts to use a locally-selected, nationally recognized high school assessment in place of the required statewide high school assessment;
- allow a nationally recognized entrance exam to substitute for the accountability assessment under the local choice option;
- apply to implement an innovative assessment and accountability pilot, which may include the use of competency- or performance-based assessments that may be used in place of the annual statewide assessments (flexibility will only be afforded to up to seven states, and a consortium not to exceed four states);

- use federal assessment funds to conduct audits of state and district assessment systems; and
- set a target limit on the aggregate amount of time that students spend taking assessments for each grade.

*ESSA maintains the federal requirement that 95% of students in a school participate in federally-required state assessments, but allows states to describe how that will factor into their accountability systems. The bill preserves the ability of states or locals to create their own laws governing parental decisions to opt their child out of participating in academic assessments. In cases where states do develop a law, it does not relieve states or school districts from the requirement to test at least 95% of students. School districts are required to notify parents annually of the ability to receive any testing participation policy of the state or district.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 2: Standards and Assessments [pages 7-13]

2.1 Challenging State Academic Standards

Illinois' academic standards are being reviewed as part of a peer reviewed process (see more at <http://www.isbe.net/ils/pdf/ils-facts-sy16.pdf>).

2.2 Academic Assessments

Assessment overview:

ISBE administers the following high quality student academic assessments:

- The Partnership for Assessment of Readiness for College and Careers (PARCC) exams in ELA and mathematics in grades 3-8.
- Beginning with the 2016-17 school year, the SAT, including a writing component, will be taken by all public high school juniors. Note that ISBE is using the SAT with essay for **state accountability** in ELA and math.
- The Illinois Science Assessment, first administered in spring of 2016 for students in grades 5 and 8 and in high school corresponding to the content of Biology I.

Alternative Assessments:

In Illinois, the Dynamic Learning Maps-Alternate Assessment (DLM-AA) is the alternate assessment for students with the most significant cognitive disabilities. The DLM-AA system is aligned to the Illinois Learning Standards (ILS) using the Essential Elements, and uses items and tasks that are embedded in day-to-day instruction. These students will demonstrate knowledge of the ILS by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student.



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QUESTIONS FOR FURTHER CONSIDERATION

Section 2: Standards and Assessments

Question requesting response from ISBE ESSA State Plan #1 (page 10).



ISBE is currently using the SAT with essay for state accountability in ELA and math. ISBE requests feedback from stakeholders regarding the approach to using the SAT with essay for state accountability in ELA and math [page 10].

Questions to consider as you go through the ISBE ESSA State Plan Draft #1:

- How should Illinois ensure meaningful and regular improvement on educational standards over time? How should Illinois support schools and districts as these standards continue to be more effectively implemented over time?
- How can Illinois support the administration and implementation of new science assessments (aligned to the Illinois Learning Standards for Science, incorporating the Next Generation Science Standards, adopted in 2014)?
- How can Illinois improve its assessment policies to ensure that students are not overtested? Should the state set a target limit on the aggregate amount of time that students spend taking assessments for each grade? If so, what should that amount of time be?
- How should Illinois support school teachers, administrators and staff to improve instructional strategies? What type of feedback does Illinois need from school building employees regarding their needs?
- Illinois may or may not decide to apply for the Innovative Assessment/Accountability pilot. If so, what does or should Illinois consider in terms of assessment type, implementation strategy, and equity focus? How can Illinois support parents to learn about the system at the beginning of each year of implementation, and engage and support teachers in developing and scoring assessments that are part of the innovative assessments system?



ADDITIONAL TOOLS AND RESEARCH

Section 2: Standards and Assessments

Fordham Institute

[Testing flexibility under ESSA: A primer on the pros and cons](#) | July 25, 2016

Alliance for Excellent Education

[ESSA One-Page Fact Sheet: Assessments](#) | January 2016

VIDEO: [Federal Flash: A Deep Dive on Assessment Provisions Within ESSA](#) | December 10, 2015

CCSSO

[Critical Area Outline on Assessment](#) | March 29, 2016

[Standards and Assessment Considerations in ESSA](#) | December 14, 2015

AFT

[ESSA One-Page Fact Sheet: Assessments](#) | 2016

ESSA

WHAT DOES ESSA SAY?

English Learners and Accountability

Accountability for English Learners (ELs) is shifted from Title III to Title I, which increases funding opportunities and visibility for ELs. States must:

- include **English language proficiency** as an indicator in their accountability systems;
- ensure the appropriate **accommodations** for ELs to participate in assessments and have the opportunity to reap the same benefits as non-ELs;
- annually assess and report English language proficiency, and students who have not attained English proficiency within 5 years of identification as an EL; and
- clarify a standardized process for classifying ELs and re-designating students as English language proficient; and disaggregate ELs with a disability from ELs in general.

States have options regarding timing for assessing ELs for accountability purposes:

- Include both ELA and Math test scores after they have been in the country for 1 year (consistent with NCLB); OR
- For ELs who arrived in the US within the past year, ISBE MAY either:
 - Exclude ELs from their first year of ELA test administration, but still administer the assessment for Math, AND exclude their Math and ELP scores from accountability calculations in their first year; OR
 - Administer tests and report scores for ELA and Math in all years (including the first) AND exclude both scores in the first year for accountability calculations, include only measures of growth in Year 2, and include ELA and Math proficiency in Year 3.

In order to receive Title III funding to support EL programs, state and district plans must explicitly include parent, family, and community stakeholder engagement as part of their EL strategy, and develop implementation plans with all state stakeholders.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 2: Standards and Assessments (ELs) [pages 8-10; 12-13]

2.1 Challenging State Standards

Note from ISBE's plan: IL's academic standards are being reviewed as part of a peer-review process (see more at www.isbe.net/ils/pdf/ils-facts-sy16.pdf).

2.2 Academic Assessments

English Learners:

Illinois has adopted EL-specific standards, policies, and supports. Illinois has a policy for educating students with limited English proficiency that requires the instruction of core content in the native language or, where the native language is of lower incidence, at least support in the native language, together with instruction in English as a second language. This is to ensure that ELs are able to access the high-level content of the new state standards and remain at grade level while also developing English academic language proficiency.

With respect to standards, Illinois has been a World-Class Instructional Design and Assessment (WIDA) consortium member since 2004. Illinois has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English



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Language Proficiency (ELP) Standards. ELP Standards were developed using the ILS and incorporate the current college- and career-ready goals. Illinois officially adopted ELP Standards in 2004 and codified the 2007 version of the standards into the Illinois State Bilingual Rules and Regulations.

EL proficiency assessment:

ACCESS for ELs is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. All public school districts are required to assess annually all identified ELs in grades K-12 using the ACCESS for EL assessment until the students test as English language proficient.

Accommodations for ELs:

The state continues to investigate and advocate for additional supports to further enable access in a way that demonstrates what students are able to do related to the standards and in a manner that is not confounded by acquisition of a second language.

Assessment languages:

Math on the PARCC assessment is adapted into Spanish. ISBE does not currently offer academic assessments for accountability purposes in any language other than English.



QUESTIONS FOR FURTHER CONSIDERATION

Section 2: Standards and Assessments (ELs)

Question requesting response from ISBE ESSA State Plan Draft #1 (pages 10 and 18):

ISBE requests ideas from individuals or groups regarding the overall composite proficiency level on ACCESS for ELs.



Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Should Illinois introduce a new reporting category of former ELs to track the progress of students over time, beyond four years?
- Illinois has set a goal for third grade students to read at grade level. Along those lines, should IL adopt literacy assessments available in Spanish, to complement the current Spanish mathematics assessments?
- How can Illinois address the technology divide that results in some districts lacking the proper infrastructure for online assessment, affecting administration of ACCESS 2.0, PARCC, the Dynamic Learning Maps Alternate Assessment (DLM-AA), and the Illinois Science Assessment?
- Should Illinois change the N-size for subgroups to 20 to match the Illinois School Code statute on Bilingual Education? If yes, why? If no, why not?
- Should Illinois raise the transition criteria for transitioning from services and EL status to align with the skills needed to meet state standards? If yes, why? If no, why not?
- How much weight should English proficiency have in the accountability system?
- What should the timeline for inclusion of ELs in the accountability system be?



ADDITIONAL TOOLS AND RESEARCH

Section 2: Standards and Assessments (ELs)

National Association of State Boards of Education
Policy Update: ESSA and English Language Learners | August, 2016

Latino Policy Forum
Foundations of Academic Success for Latinos and English Learners | August, 2016
ELs in Illinois: Investing in Growth, Assets and Opportunity | September, 2015
Shaping Our Future: Building a Collective Latino K-12 Education Agenda | June, 2012

Education Trust
Students Can't Wait: English Learners in ESSA | July, 2016

Council for Chief State School Officers
Critical Area Outline on English Learners | March 29, 2016
English Learners Considerations in ESSA | December 14, 2015
VIDEO: Major Provisions of ESSA related to the Education of English Learners | March 2016
Webinar PowerPoint | March 3, 2016

National Council of La Raza (NCLR)
 Article & Webinar: What the Every Student Succeeds Act means for the Latino Community |
 February 10, 2016

American Federation of Teachers
ELL Fact Sheet | 2016

Section 3: Accountability, Support, and Improvement for Schools



WHAT DOES ESSA SAY?

Indicators and N-Size

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator. The required accountability indicators are:

For elementary, middle and high schools:

- Achievement in ELA and math as measured by proficiency on statewide assessments*
- English language proficiency rates*
- At least 1 additional indicator (see next page for more) of school quality or student success that allows for meaningful differentiation among school performance, can be disaggregated, and is valid, reliable, statewide, comparable (e.g., rates of school discipline, chronic absenteeism)

For elementary and middle schools:

- A measure of student growth or other academic indicator that allows for meaningful differentiation in school performance*

For high schools:

- 4-year graduation rate (in addition, states may use an extended-year graduation rate)*

* These indicators must carry "substantial" weight in the final accountability system, and must carry "much greater" weight in total than the indicator(s) of school quality or student success.

Additional indicator(s):

For all schools, states must include at least 1 additional indicator of school quality or success that allows for meaningful differentiation among student groups (e.g., school discipline, chronic absenteeism).

Each additional indicator the State selects must meet the following criteria:

- Is valid, reliable, and comparable across all LEAs in the State;
- Is calculated the same for all schools across the State, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
- Can be disaggregated for each subgroup of students;
- Includes a different measure than the State uses for any other indicator;
- Is supported by research finding that performance or progress on such measure is likely to increase student academic achievement or, for measures used within indicators at the high school level, graduation rates; and
- Aids in the meaningful differentiation among schools under proposed §200.18 by demonstrating varied results across all schools.

NOTE: States may include **more than one** additional indicator of school quality or success so long as each indicator is measured for all students and subgroups.

N-Size:

States must also set the minimum number of students from a subgroup needed for reporting and accountability purposes (N-size). The N-size must be the same for all subgroups and for all indicators.

Charter schools must be included in the state's accountability system with respect to authorization standards, annual reporting, and equitable distribution of teachers. For more information on ESSA's requirements for Charter Schools, please see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.

**WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?****Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]****3.1 Accountability System****Accountability Indicators:**

As of August 25, 2016, ISBE has hosted three accountability work sessions, with a diverse group of stakeholders, to gather feedback and insight into the development of an accountability system that is both equitable and educative for schools, districts, and stakeholders. The meetings resulted in a collection of student success and school quality indicators requiring further investigation. Note that ISBE also wants to consider indicators that should be reported vs. what is included in the accountability system and wants to consider items that are within the schools' nexus of control.



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Suggested indicators fell into the following categories:

- Academic indicators
- School Climate indicators
- Engagement indicators
- Post-Secondary Readiness indicators
- Access to Advanced Coursework indicators
- Non-academic indicators

After further consideration, members of the Accountability Workgroup repeatedly identified the following school quality indicators:

- 8th/9th grade on track (K-12 indicator)
- Chronic absenteeism and/or attendance (k-12 indicator)
- HS curricular measure AP/IB/dual/CTE (9-12 indicator)
- PreK-2 indicator (2 groups) (may not be ready 2017-18)

Accountability weights:

Illinois is considering using four indicators for the elementary/middle level and five indicators at the high school level. The academic indicators specified in ESSA must be given significantly more weight than the school quality/student success indicator. Participants in the Accountability Workgroup expressed concern about schools that may not have one or more of the indicators; for example, an EL subgroup subject to the EL proficiency indicator. The group concluded that more research is needed on the English language proficiency indicators.



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support, and Improvement for Schools

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 17-18):

A. ISBE requests ideas from individuals or groups regarding both additional school quality indicators and other ideas as they relate to additional school quality indicators.

B. ISBE requests feedback on the two examples of weighting provided in the State Plan.



Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- What weight should each indicator hold in the accountability system? Which indicators are most important to ensure that schools and districts are held accountable for student performance, and which are most important to gain a better picture of school quality and student success? Are these weighted appropriately in the Draft Plan?
- What are some good examples or models of educational accountability systems with these kinds of weighted indicators?
- How is Illinois (ISBE) ensuring ongoing attention to the fidelity and usefulness of the indicators chosen? How will these measures inform continuous improvement efforts?
- Keeping in mind how subgroup performance data may support effective interventions and supports for struggling schools, what "N-size" will enable accurate and responsive data on the academic performance of student subgroups?

- Should Illinois consider an N size of 20 to better align with ILSC Article 14C on Bilingual Education?
- How should schools and districts be expected to measure and report on English language proficiency?
- What other “additional indicator(s)” have been included? Are there other indicators that should be included? How reliably do these indicators measure school quality?
- What weights should be given to each additional indicator? How might these support effective interventions in struggling schools? In what ways do these additional indicators contribute to a more accurate picture of school performance?
- What kinds of indicators might be well suited for public reporting, but are not as well suited for inclusion in the accountability system?



ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools

See page 19 of this document for Tools and Resources

ESSA

WHAT DOES ESSA SAY?

Goals for Student Achievement & High School Graduation Rates

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator.

States **must** use this system to set long-term goals with measurements of interim progress for student achievement in English Language Arts (ELA) and math (as measured by proficiency), as well as at least two other distinct indicators of student performance, measured for all students and subgroups of students at each school.

States **may** set goals for extended-year high school graduation rates, but those goals must be higher than the 4-year graduation rate goal.

The goals and interim progress measures must take into account room for improvement to make significant progress in closing proficiency and graduation rate gaps.

When addressing the issue of student achievement and proficiency rates, and closing related gaps, states should consider the importance of prioritizing high quality early learning and early elementary experiences across the state, including by embedding these elements into the state’s accountability system.

Additionally, dropout prevention and recovery initiatives help to support graduation rate closing among the state’s highest need students.

For more information about ESSA’s Early Childhood Education requirements and resources available to support High Risk Students, please see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]

3.1 Accountability System

Goal Setting:

Stakeholders discussed that the goal of an accountability system should be for continuous improvement of schools and systems that, most importantly, leads to improved equity and outcomes for students. The group considered the importance of ambitious long-term goals, and that there should be a framework in terms of achievable interim goals. Pervasive throughout the conversation was the notion that all goals – and the system as a whole – need to be balanced with the right resources.

Aggregating Measures:

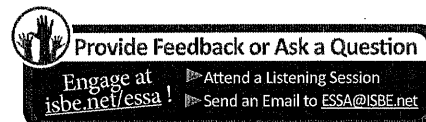
Proposed regulations require performance levels and a summative rating that are consistent with attainment of the long-term goals and measurement of interim progress. Illinois needs to develop an approach to meaningfully differentiate schools in order to provide parents and the public a sense of school quality.

Timeline:

There was no clear agreement or consensus from stakeholders regarding the timeline for achieving interim and long term goals.

Other - Accountability System:

There were many issues that came up in the course of the three accountability meetings that did not easily fall into one of the aforementioned categories but are nonetheless critical to the development of an equitable accountability system.



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support and Improvement for Schools

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 19-21):



A. ISBE requests feedback on the following:

- *relationship between long-term goals that are ambitious and achievable and long-term goals that are aspirational*
- *relationship between interim goals that are ambitious and achievable and interim goals that are relevant*

B. ISBE requests feedback on performance levels. More specifically considerations on:

- *Number of levels*
- *Terminology that can be used in expressing the performance levels*
- *Suggestions that could assist parents and other interested parties in understanding performance levels and what they could mean for a school.*



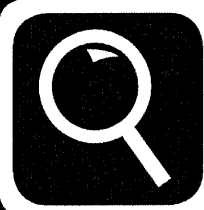
C. ISBE requests feedback on the timelines for interim and long-term goals. What is the appropriate timeframe for interim and long-term goals, and why?

D. ISBE requests feedback on the following questions relevant to the development of an equitable accountability system:

- *How might a system avoid the “bubble syndrome,” which focuses on students who are most likely to meet standards instead of those who need additional supports to meet standards or who are at the higher end of the spectrum?*
- *What is necessary in order to create a system wherein students are able to be identified as part of multiple subgroups?*
- *What is necessary in order to develop a system that addresses disparities in funding and resources (state, local, federal)?*
- *What needs to occur in order to ensure that schools are able to provide an accurate story to the public?*
- *How should Illinois define growth?*
- *What are other ways to define achievement?*

Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Are the goals included in the Draft Plan those we want to set for all Illinois students? For student subgroups?
- What are examples of goals that are “aspirational” and goals that are “ambitious and achievable”? How should “aspirational” and “ambitious and achievable” inform the development of interim and long-term goals?
- What are appropriate timeframes for interim and long-term goals, and why?
- What considerations could the state make to incentivize schools to admit, keep, and support students with challenges (e.g., students who drop out to work or take care of children) that prevent them from graduating in four years?



ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools

See page 19 of this document for Tools and Resources

ESSA

WHAT DOES ESSA SAY?

Report Cards and Data Reporting

Annual state and district report cards are required under ESSA. The following are a subset of the information required for state and district report cards:

- Long-term goals, measures of interim progress for all students and student subgroups, for all accountability indicators;
- Minimum number of students for subgroups (N-size);
- A system for meaningfully differentiating among schools based on student performance (including all of the indicators), the specific weights applied to each indicator, the criteria used to determine how schools are identified for - and exited from - Comprehensive and Targeted Support & Improvement status, and a list of the schools so identified;*
- Performance of all students and student subgroups on annual assessments (ELA, mathematics, and science) disaggregated by: economic disadvantage; each major racial and ethnic group; gender; disability; English learner (EL) and migrant status; homeless; foster care; and military connection;
- High school graduation rates, including the 4-year adjusted cohort graduation rate and the extended-year rate;
- Educator equity: The professional qualifications of teachers overall and in high-poverty schools compared to low-poverty schools including the percentage of inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject;
- Measures of school quality, climate, and safety, which may include data reported as part of the U.S. Department of Education's Civil Rights Data Collection; and
- Early childhood data: percent of students enrolled in preschool programs.

States will need to ensure that report cards are presented in an understandable and uniform format that is developed in consultation with parent and family stakeholders, and in a language parents and families can understand.

**Regulations forthcoming fall 2016 from US ED*



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]

3.1 Accountability System

Statewide Goals to Complement Accountability Framework:

Statewide efforts to collect data on schools, such as the 5 Essentials Survey, and other data elements may be reported out using ISBE's long-term goal to complement the accountability framework and help districts and schools to tell their story. ISBE explains in the ESSA State Plan Draft #1 that since it may not have this data every year and it may not want to overcomplicate the accountability system, using this data to supplement the story will allow ISBE more flexibility in sharing information outside of the formal accountability structure.



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QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support and Improvement for Schools

Question requesting response from ISBE ESSA State Plan Draft #1 (page 21):

ISBE requests feedback on what other other data should be included in the reporting system, but not in the accountability system?



Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Illinois will need to disaggregate data by the subgroups of students required under ESSA, including children who: are economically disadvantaged, are English learners, have disabilities, are homeless or in foster care, are military connected, and students by gender, each major racial and ethnic group, and migrant status. How might Illinois design the system so that data systems are in place to ensure that all of these student subgroups are accurately accounted for? Are there additional subgroups that are or should be included in Illinois' accountability system? If so, which groups?
- What measures of school quality, climate, and safety should be included in statewide reporting? Early childhood data? Are there additional measures of school quality, climate and safety that should be included in Illinois' accountability system? If so, what are the additional measures?
- Illinois report cards also need to include information on educator equity. How should Illinois plan to report on the rates of inexperienced teachers and administrators, and ineffective and out-of-field teachers? How should IL plan to disaggregate this by subgroup? How has this data on teacher quality been designed to support professional development, school accountability, and student success? If so, why? If not, why not?
- Should the Illinois School Report Card provide more longitudinal data on the subgroups for the public at large?
- The Illinois Longitudinal Data System (ILDS) plans to enhance data collection and analysis to support teachers, administrators, agency staff, parents, and policymakers in making informed, efficient, and effective data-driven decisions that are aligned with the Board's mission and goals. What data is most useful to you (as a parent, teacher, administrator, community member) to make decisions about strengths and areas of growth for your school?



ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools

Illinois State Board of Education

[ISBE letter to US ED re: State Plans and Accountability](#) | August 1, 2016

The Alliance for Excellent Education

[Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability](#) | June 8, 2016

[Side-by-side chart comparing accountability provisions in NCLB, NCLB waivers, and ESSA](#) | January, 2016

[ESSA One-Page Fact Sheet: Accountability](#) | January, 2016

[ESSA One-Page Fact Sheet: Personalized Learning](#) | April 21, 2016

[Data Dashboards: Accounting for What Matters](#) | January 29, 2015

[VIDEO: Federal Flash: A Deep Dive on Accountability Provisions Within ESSA](#) | December 10, 2015

Education Week Webinar

[ESSA and K-12 Policy: State and District Perspectives](#) | June 15, 2016

Council of Chief State School Officers (CCSSO)

[Critical Area Outline on Accountability](#) | March 29, 2016

[Summary of Accountability Considerations in ESSA](#) | December 14, 2015

[Memo on State Report Card Requirements](#) | January 26, 2016

Leadership Conference on Civil and Human Rights

[Accountability Provisions in the ESSA](#) | April 20, 2016

Learning Policy Institute

[Pathways to New Accountability Through ESSA](#) | April 20, 2016

[Redesigning School Accountability and Support: Progress in Pioneering States](#) | April 5, 2016

The American Federation of Teachers (AFT)

[Accountability Fact Sheet](#) | 2016

[AFT Position on ESSA](#) | 2016

The National Education Association (NEA)

[Opportunity Dashboard Indicator](#) | 2016

Education Trust

[Students Can't Wait: Indicators: What to Include in School Ratings](#) | July, 2016

[Students Can't Wait: New School Accountability Systems in the States: Both Opportunities and Peril](#) | July, 2016

[What's in ESSA? – Accountability](#) | January 13, 2016

Center for American Progress

[ESSA Resources Page](#) | 2016

[Report: Implementing the Every Student Succeeds Act](#) | January, 2016

US ED

[Transitioning to ESSA - Frequently Asked Questions](#) | February 26, 2016

Education Reform Now

[ESSA Implementation: Interactive Graphic, by State](#) | 2016

ESSA**WHAT DOES ESSA SAY?****Identification of Struggling Schools**

States must establish a system of meaningfully differentiating among the performance of all public schools, and at a minimum must provide supports or interventions for schools identified as:

- **Comprehensive Support and Improvement Schools** — At least once every three years, states must identify the lowest-performing 5% of Title I schools and high schools with graduation rates at or below 67%;
- **Targeted Support and Improvement Schools** - any school with any student subgroup that is "consistently under-performing" based on all indicators in the state accountability system.
- **Additional Targeted Support Schools** - any school with a subgroup performing at the level of the lowest-performing 5% of all Title I schools, based on the state accountability system.

Identification: Comprehensive Support and Improvement Schools

At least once every three years, states must identify the lowest-performing 5% of Title I schools, and high schools with graduation rates at or below 67%, for comprehensive, locally-determined, evidence-based intervention. These schools have up to four years to meet state-set criteria that would allow them to exit Comprehensive Support and Improvement status. If the schools do not meet these criteria, they must implement more rigorous, evidence-based interventions.

Identification: Targeted Support & Improvement Schools:

Annually, states must identify any school with any student subgroup that is “consistently underperforming” based on all indicators in the state accountability system. Those schools must receive targeted, locally-determined, evidence-based intervention. If implementation of targeted interventions is unsuccessful in improving student outcomes based on the indicators in the state accountability system, additional action may be taken after a number of years to be determined by the district.

NOTE: Targeted Support & Improvement schools (see below) that are consistently underperforming over a period of time, and that fail to achieve state determined “exit criteria,” must be reclassified by the state as Comprehensive Support & Improvement schools.

Identification and Intervention: Additional Targeted Support & Improvement Schools:

States must also identify schools where the performance of any subgroup of students is at or below the level used to identify Title I schools for the bottom 5% in the state for Additional Targeted Support &

ESSA has provided more flexibility to spend funds to support underperforming students and schools in rural areas. For more information about resources available to support Rural Schools, please see see [Additional Equity: Focused Decision Points in ESSA](#) at the end of this document.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 3: Accountability, Support, and Improvement for Schools [pages 21-26]

3.2 Identification of Schools

Illinois proposes to develop and implement a statewide multi-tiered system of support (MTSS). The MTSS will provide comprehensive and differentiated supports and services to eligible schools. ISBE will utilize its MTSS for training, coaching, and technical assistance in order to build districts' capacity to deliver MTSS within all of its schools. In doing so, districts will be able to address the holistic needs of students through evidence-based practices that have been demonstrated to improve outcomes for all students.

Pending approval of the proposed regulations, the following is a breakdown of identification and notification by category of school:

Comprehensive Support and Improvement Schools

- first identified and notified in 2017-18, using data from 2015-16 and 2016-17, and
- every three years thereafter

Targeted Support and Improvement Schools

- first identified and notified in 2017-18, using data from 2015-16 and 2016-17, and every three years thereafter

Additional Targeted Support Schools

- identified in the second round of identification, in 2020-21.

Exit criteria:

ISBE believes that its definition of increased student outcomes should be aligned to the totality of the state's accountability system, not a single assessment or measure.



Provide Feedback or Ask a Question

Engage at
isbe.net/essa

▶ Attend a Listening Session

▶ Send an Email to ESSA@ISBE.net



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support and Improvement for Schools

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 22-24):



A. ISBE requests comments to the following questions:

- Should Illinois identify the lowest-performing 5% of schools first, and then identify high schools with a four-year graduation rate of less than 67%? Or should the state identify high schools first, then calculate a lowest-performing 5% from the remaining pool? Alternate methods will either increase or decrease the number of schools identified.
- How many years (up to four inclusive of a possible planning year) should schools with a student group whose performance is on par or lower than the performance of the “all students” group in the lowest-performing 5% of schools have to implement a school improvement plan before it is identified as requiring comprehensive supports and services, and why?

B. ISBE requests responses to the following questions:

- With respect to the definition of improved student outcomes, should improvements in achievement be required, or is increased growth sufficient? If so, why? If not, why not?
- Should there be minimal required amounts of growth (beyond the requirement to no longer meet the criteria for identification)? If so, what amount of growth would be sufficient? If not, why not?
- Is growth in the “all students” group sufficient, or must there be growth for underperforming student groups as well? If “all students” is sufficient, why? If growth for underperforming groups is necessary, why so?
- How should these exit criteria support or hinder progress toward the state long-term goals and measures of interim progress?
- What, if any, additional exit criteria should Illinois use? If so, what criteria and why?

Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- The Statewide System of Support (SSOS, see page 8) may be a starting place for developing LEA plans for school improvement. How might this system be improved to ensure the plans include evidence-based interventions, a school-level needs assessment, and the identification of resource inequities? Should there be additional systems in place?
- How do districts and schools in Illinois plan to meaningfully engage stakeholders throughout the support and intervention process? How will districts and schools make information about the effectiveness of these efforts easily accessible to stakeholders?
- What are the “exit criteria” proposed for each improvement category? How and when will schools be reclassified? In what ways does the reclassification process allow for thorough, holistic, public review of school performance, and/or the consideration of additional exit criteria? How will the reclassification of schools impact the state’s progress towards long-term goals and affect measures of interim progress?
- Does Illinois identify Comprehensive Support & Improvement schools at higher rates than are required within the law (e.g. bottom 10% of Title I schools; graduation rates below 75%)? What are the pros and cons of Illinois’ current identification system? How does it impact how districts and states ensure equitable outcomes for student subgroups?



ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support and Improvement for Schools

See page 26 of this document for Tools and Resources

ESSA

WHAT DOES ESSA SAY?

Interventions in Struggling Schools

Intervention: Comprehensive Support and Improvement Schools

Districts have the responsibility of developing improvement plans for these schools. They must be developed in consultation with local stakeholders, and must:

- be informed by all of the accountability indicators;
- be evidence-based;
- be based on a school-level needs assessment;
- be approved by the school, district, and state;
- be monitored and periodically reviewed by the state; and
- articulate strategies to remedy all identified resource inequities.

Comprehensive Support and Improvement schools have 4 years to meet state-set criteria that allow them to exit the Comprehensive intervention status. If they do not meet these criteria, they must implement more rigorous **state-determined interventions**, which may include school-level operations.

Intervention: Targeted Support & Improvement Schools

Schools have the responsibility of developing improvement plans. They must be developed in consultation with local stakeholders, and must:

- be informed by accountability indicators;
- be evidence-based;
- be approved and monitored by the district; and
- result in additional action for underperformance over a period of time determined by the district.

Intervention: Additional Targeted Support & Improvement Schools

These schools, in addition to meeting the requirements described above, must identify resource inequities - including, but not limited to, resources such as school textbooks and condition of buildings and facilities - and address how those inequities will be addressed through the implementation of its improvement plan. Such schools will be identified for Comprehensive Support & Improvement if they do not meet state-set **exit criteria** by a state-set time period.

ESSA includes grant funding that increases resources for student enrichment and supports. For more information about Meeting the Needs of Students In High-Poverty Communities, please see see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 3: Accountability, Support, and Improvement for Schools [pages 21-26]

3.3 State Support and Improvement for Low Performing Schools

Allocation of School Improvement Resources

It is expected that ISBE will reserve \$48,665,646 for school improvement activities in 2017-18. This is the sum of the amount the state reserved for school improvement for fiscal year 2016, plus the amount received for FY 2016 under School Improvement Grants 1003(g), and after which it will reserve no less than 7%. Following a planning year, ISBE will make subgrants of varying amounts to schools that submit acceptable comprehensive or targeted improvement plans on a formula basis for a period of not more than three years.

When asked how a formula could be used to distribute funds both equitably and effectively, stakeholders suggested the formula should incorporate a number of elements that allowed ISBE to prioritize LEAs that “demonstrate the greatest need for such funds” and “demonstrate the strongest commitment to using funds.” Based on this feedback, ISBE proposes to incorporate a measure of the quality of the plan as a part of the formula.

In addition, through the braiding of IDEA Parts B and D funds, ISBE will create a multitiered system of support that would arrange for the direct provision of technical assistance, professional development, and support to schools and LEAs whose plans do not meet minimal quality. These schools will receive far more intensive support, monitoring, and feedback from the support liaisons; other state partners, including districts; and agencies when they develop their revised comprehensive and targeted improvement plans. ISBE will make base-equitable awards of one year for the purpose of planning. After which, ISBE will make awards of three years in duration on a formula basis for the purpose of implementation of comprehensive and targeted improvement plans.

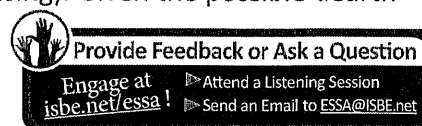
Evidence-based Interventions:

ISBE proposes that schools requiring comprehensive or targeted supports and services will begin a planning year after they have been identified. In a planning year, Illinois will use 95% of these funds to:

- Create a multi-tiered system of support. This system will:
 - (A) Provide technical assistance, professional development, and support to LEAs and schools in the development of their comprehensive and targeted improvement plans; and
 - (B) Conduct needs assessments, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong comprehensive and targeted improvement plans.
- Curate, annotate, and update a list of evidence-based strategies as defined in statute from the previous work done to support school improvement.

More Rigorous Interventions:

While some ESSA programs allow the use of all four levels of evidence - 1. Strong 2. Moderate 3. Promising 4. Research-based rationale - Section 1003 of the law requires that schools identified as comprehensive and targeted use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising). Given the possible dearth of interventions that meet one of these evidence levels, how states and districts will be able to meet the evidence-based requirement is a concern.



Periodic Resource Allocation Review:

1. ISBE proposes that every three years, starting in the year following the identification of schools for comprehensive services (e.g., at the end of a planning year), Illinois will review state, federal, and other programmatic resource allocations for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. The review will follow the processes used by Illinois to establish its State Systemic Improvement Plan process and develop its Equity Plan. The review will present data comparing allocations between LEAs and between schools and consider any inequities identified in school support and improvement plans. Following this review, the state will engage stakeholders to determine the most appropriate strategies and take other actions, to the extent practical, to address any resource inequities identified during its review.



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support and Improvement for Schools

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 29-33):



A. ISBE requests stakeholder response to the following questions:

- How should the state define “greatest need”?
- Which should be prioritized, districts with the highest concentrations of identified schools or highest numbers? Why?
- What are practical ways for the state to include practitioners and stakeholders in the creation of a state formula and/or instruments that evaluate the quality of an improvement plan?
- How should the state define and measure “readiness” and “strongest commitment” to implement change?

B. ISBE requests stakeholder response or additional ideas regarding the ISBE proposal for evidence-based strategies.

C. ISBE requests stakeholder response to the following question: What are the challenges of which ISBE should be aware in regard to the identification and implementation of “evidence-based practices”?

D. ISBE requests stakeholder comments on the proposed periodic resource allocation review.

Questions to consider as you go through ISBE ESSA State Plan Draft #1

- ESSA only requires districts to submit improvement plans for their Comprehensive schools, without specific implications for district-level changes. What, if any, district-level accountability and/or interventions should Illinois require?
- How can schools and districts ensure that all school stakeholders are included in the development of improvement plans for schools?
- Illinois will have to reclassify schools identified for Targeted and Additional Targeted Support & Improvement based on all of the annual accountability indicators. How should Illinois define “consistently underperforming”?

- What considerations should inform the identification and implementation of “evidence based practices?”
- For how long should a student group be underperforming before it meets the definition of “consistently underperforming”?
- The proposed regulations suggest identifying schools with these student groups every two years. What are the practical implications of a two-year timeline? Do research and/or best practices suggest an appropriate timeline for improvement of performance of underperforming student groups?



ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools

The New Teacher Project

[Accountability Under ESSA: How States Can Design Systems That Advance Equity and Opportunity](#) | July 27, 2016

CCSSO

[Critical Area Outline on School Improvement Supports](#) | March 29, 2016

[Summary of School Intervention Considerations](#) | March 29, 2016

[Summary of “Evidence Based” under ESSA](#) | March 11, 2016

Learning Policy Institute

[Evidence-Based Interventions: A Guide for States](#) | March 2016

Center for American Progress

[Strategies to Improve Low-Performing Schools Under the Every Student Succeeds Act How 3 Districts Found Success Using Evidence-Based Practices](#) | March 2016

Section 4: Supporting Excellent Educators



WHAT DOES ESSA SAY?

ESSA provisions under Title II

ESSA provisions under Title II impact the funding formula of grants to states, as well as state uses of funds, subgrants to Local Education Agencies (LEAs), and LEA uses of funds.

ESSA expands and updates the list of LEA activities that can be funded with Title II dollars, to support professional development/learning and leadership opportunities, including educator career pathways that invest in recruitment, induction, mentoring, and leadership opportunities, as developed in consultation with stakeholders. Title II allowable class-size reduction and professional learning strategies must be “evidence based.”

In developing and implementing these strategies, LEAs can subgrant or partner with for-profits, non-profits, institutes of higher education, or tribal organization.

Title II-B activities and grants includes Teacher and School Leader Incentive Program; Literacy

Education for All, Result for the Nation; American History and Civic Education, Supporting Effective Educator Development subgrants; School Leader Recruitment and Support subgrants; Technical Assistance and National Evaluation subgrants; STEM Master Teacher Corps subgrants.

****It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress's Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).**



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 4: Supporting Excellent Educators [pages 33-41]

4.1 Systems of Educator Development, Retention, and Advancement

ISBE's plan includes existing efforts around preparation and placement of new educators (teacher certification and licensing) based on state and national content standards; and clarifying professional development definitions to support, track, and evaluate local PD efforts. The plan includes limited new structural shifts or investments aside from an annual professional development audit, to begin Fall 2016.



QUESTIONS FOR FURTHER CONSIDERATION

Section 4: Supporting Excellent Educators

Questions to consider as you go through ISBE ESSA State Plan Draft #1

- How might Illinois plan to allocate Title II funding specifically meant to support recruiting, preparing, and developing high-quality teachers and principals, including by taking into account the shortage in the bilingual teacher workforce EC-12?
- How might the state ensure that each district includes its teachers and staff in providing high quality professional learning?
- How might Illinois ensure that state and local districts work with stakeholders to assess, develop, and refine strategies to meet the state's goals around high quality teachers and school leaders?
- How should students with disabilities and English learners be included in state efforts to increase student access to well-prepared and effective teachers? What additional or different supports are needed and how will they be funded and staffed?
- In what ways should Illinois use school, teacher, and student data to assess the working conditions within each school, identify areas of improvement, and implement responsive improvement strategies? How will improvement strategies be funded and assessed?



ADDITIONAL TOOLS AND RESEARCH

Section 4: Supporting Excellent Educators

See page 31 of this document for Tools and Resources

ESSA

WHAT DOES ESSA SAY?

Teacher and Leader Evaluation Systems

States are not required to have teacher and leader evaluation systems. States may use federal professional development funds and Teacher and School Leader Incentive Fund competitive grants to implement teacher and leader evaluation systems based on student achievement, growth, and multiple measures of performance, and to inform professional development. Following is an overview of the resources to support educators under ESSA Title II:

A. In General

- ESSA shifts the Title II, Part A formula to have a more significant weight on poverty (from 65% to 80% of the formula by 2020)
- Districts applying for funds must describe how funding for schools identified for comprehensive and targeted improvement and support will be prioritized
- ESSA removes caps on direct administrative costs for Title II, Part A

B. Teacher and Principal Evaluation and Support

- Allowable use of funds are included for “teacher, principal, and other school leaders evaluation and support systems that are based in part on evidence of student academic achievement.”
- If funds are used, the system must include multiple measures of educator performance with “timely and useful feedback” provided to teachers, principals, and other school leaders.
- States may also develop or assist districts in developing career advancement opportunities, differential pay, or other incentives to recruit/retain teachers, principals, and other school leaders in low income schools/districts, and teachers in high-need subjects.

C. Other Allowable Uses

ESSA generally includes other allowable uses of Title II funds including:

- Funds to support induction, mentoring, professional learning, preparation programs, and alternative certification routes
- Improving equitable access to effective teachers
- Efforts to support principals, teachers, early childhood educators, and program administrators to develop solutions for school transitions and school readiness

D. Principal Quality

- ESSA provides an optional 3% set-aside for activities supporting principals and other school leaders. States may reserve these funds even if reservation would reduce funding to any school district.

E. National Activities

- ESSA authorizes a \$469 million fund (up to \$489 by 2020) for National Activities through which USED will administer several programs:
 - The Teacher and School Leader Incentive Fund - states/districts to support human capital systems [49% of the fund; 47% in 2020]
 - The Literacy Education for All, Results for the Nation (LEARN) program - support comprehensive literacy instruction in early childhood education through grade 12 [34% of the fund; 36.8% in 2020]
 - The American History and Civics Education Program - institutions of higher education, nonprofits, consortia to support quality instruction in these areas [1.4% of the fund]
 - Programs of National Significance: Supporting Effective Educator Development (SEED); The School Leader Recruitment and Support program; Technical Assistance and National Evaluation (center on literacy for students with disabilities and STEM Master Teacher Corps) [15.4% of the fund; 14.8% in 2020]

****It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress’s Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).**



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 4: Supporting Excellent Educators [pages 34-39]

4.2 Support for Educators

ISBE's Title II resource allocation plans to support state-level strategies include developing, delivering, and communicating professional learning opportunities and strategies that build content knowledge in Illinois Learning Standards, gifted students, English Learners, and students with disabilities. Resources such as units and lessons for mathematics, English language arts, science, social studies and fine arts have been created and shared with all educators. Content experts provide support for these resources through professional development opportunities. There will be an effort to increase general communication to stakeholders regarding ISBE initiatives, grant opportunities, professional development opportunities, etc. The ISBE plan also includes targeted professional learning supports for districts identified for comprehensive services.

ISBE will improve the educator and leader skills to address specific learning needs of identified students. Such supports will be implemented through systematic professional learning, training, technical assistance, and coaching allows for consistency of services to LEAs through Multi-Tiered System of Support (MTSS), improved data systems (e.g. Illinois Data First, Ed360), and online professional learning tools (e.g. Illinois Virtual School, Online Impact).



QUESTIONS FOR FURTHER CONSIDERATION

Section 4: Supporting Excellent Educators

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 36-39):

A. ISBE requests additional feedback with regards to resource allocation priorities, e.g. National Board professional development, professional learning around English Learners, emotional/behavioral/physical health.

B. ISBE requests additional suggestions for ways it may improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs.



Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- How might Illinois plan to use federal professional development funds and/or Teacher and School Leader Incentive Fund grant funds (Title II) to support the ongoing implementation of its system, and to continue to inform professional development? Is there a need to review the current teacher evaluation system? How is the current system working?
- How does (or should) Illinois ensure that schools are both supported in and held accountable to ensuring that students have access to high quality teachers and leaders?



ADDITIONAL TOOLS AND RESEARCH

Section 4: Supporting Excellent Educators

See page 31 of this document for Tools and Resources

ESSA

WHAT DOES ESSA SAY?

Educator Equity

States no longer need to define and track High-Quality Teachers (HQTs), but states must develop, report and share plans describing how they will identify and address educator equity disparities that result in poor and minority students being taught by inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject at higher rates than other students.

States *must* collect and publicly report data on these disparities and describe the metrics used to determine the disparities. States must also report on, where available, the annual retention rates of effective and ineffective teachers, principals, and other school leaders.

States *may* use federal professional development funds to increase access to effective teachers for students from low-income families and students of color.

Districts must describe how they will identify and address educator equity, and must have mechanisms to notify parents regarding the professional qualifications of their child's teacher.

Title II funding allocations, specifically meant to support recruiting, preparing, and developing high-quality teachers and principals, require state and local districts to work with stakeholders to assess, develop, and refine strategies to meet the state's goals around high-quality teachers and school leaders.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 4: Supporting Excellent Educators [pages 39-41]

ISBE's Educator equity discussion proposes and asks for feedback on a new definitions for "ineffective teacher" (a term that replaces previous federally required definition of "unqualified teacher") and "inexperienced teacher." ISBE's current equity plan does not include a definition of "ineffective teacher." There are no additional amendments proposed to either the root cause analysis, proposed strategies, or implementation timelines from ISBE's plan that was submitted in 2015.



QUESTIONS FOR FURTHER CONSIDERATION

Section 4: Supporting Excellent Educators

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 39-40):

A. ISBE's current equity plan does not include a definition of "ineffective teacher." ISBE proposes the following, but requests the assistance of stakeholders in developing a definition:

- A teacher who has received an "unsatisfactory" rating in his/her most recent performance evaluation rating or a teacher who has received a "needs improvement" on an evaluation and in a subsequent evaluation has received an "unsatisfactory" or "needs improvement."

B. ISBE also requests stakeholder input in refining the current definition of "inexperienced teacher," which is currently defined as "an individual with 'less than one year' of experience." Proposed changes might consider:

- A teacher with less than one/two/three/four years of teaching experience.



Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Data from 2011-12 shows that school districts with high percentages of minority and low-income students have higher percentages of first-year and uncertified teachers. The Illinois competitive grant program, while small, aligns with ESSA's emphasis on continuous improvement and support, particularly for high-poverty and high-minority schools. What should Illinois do to support a more equitable distribution of teachers to all students?
- How can lessons learned from the Educator Equity Program Development grant and best practices help to inform LEA Title II grant applications?



ADDITIONAL TOOLS AND RESEARCH

Section 4: Supporting Excellent Educators

Alliance

[Every Student Succeeds Act Primer: Teacher Preparation](#) | June, 2016

[ESSA One-Page Fact Sheet: Teachers and School Leaders](#) | January, 2015

[VIDEO: Federal Flash: Teacher and School Leader Provisions Within ESSA](#) | December 10, 2015

American Institutes for Research (AIR)

[Teacher Shortage: What Policymakers Should Know and Do](#) | June 30, 2016

CCSSO

[Critical Area Outline on Teacher and Leader Quality](#) | April 3, 2015

[Teacher Preparation Considerations in ESSA](#) | December 14, 2015

[Teacher Evaluation and Equity Considerations in ESSA](#) | December 14, 2015

[Principles for Teacher Support and Evaluation Systems](#) | March 1, 2016

AFT

[Title II Fact Sheet](#) | 2016

[Report: Moving Beyond Compliance: Lessons Learned from Teacher Development and Evaluation](#) | September 30, 2015

NEA

[ESSA and Teacher Evaluation](#) | 2016

[ESSA Practice Guide Resources](#) | 2015-2016

Section 5: Supporting All Students

ESSA

WHAT DOES ESSA SAY?

Supporting All Students-Funding and Resource Allocation

In General

ESSA continues to push states to maintain their investment in education, especially for the highest need students, schools, and districts.* In the interest of improving educational opportunities and reducing unnecessary fiscal and accounting requirements, ESSA includes a series of funding authorizations and also reporting requirements on fiscal efficiency. The funding authorizations are detailed below, and increase modestly beginning in fiscal year 2017 and continue through fiscal year 2020. As for fiscal efficiency, ESSA requires State Educational Agencies to include information in their state plans about how they will modify or eliminate state fiscal and accounting barriers to enable schools to more easily consolidate funds from federal, state and local sources.

States must comply with the following provisions of ESSA in order to receive federal funds under the Elementary and Secondary Schools ACT (ESEA):

A. Maintenance of Effort

States cannot reduce their investment in education by more than 10% from year to year. A district may receive a grace period of one year if it has otherwise maintained fiscal effort in the preceding five years.

B. Supplement not Supplant

Districts must demonstrate that schools received all the state and local funds they would have gotten if there were no federal dollars on the table. However, under Title I, states and districts are only required to show compliance every two years instead of annually. In addition, states and school districts will not have to show that individual costs related to Title I activities are supplemental. [For more information, see the US ED [Fact Sheet on Supplement not Supplant](#) proposed regulations].

C. Comparability

Districts must demonstrate that schools that receive Title I funds received at least as much state and local funding as schools that do not receive Title I dollars.

Title I

A. School Improvement Activities

- Required - State Set-Aside for School Improvement: School Improvement Grants (SIG) are removed from ESSA and replaced with a required 7% state-level set-aside of Title I funds for school improvement and support OR an amount equal to what the state received for school improvement funding in 2015-16 (whichever is greater).
- At least 95% of funds must pass through districts by formula or competition. "Districts" may include educational services agencies, consortia of districts, or statewide school districts.
- Awards are for up to four years (can include a planning year). States must prioritize school districts that: serve high numbers of elementary and secondary schools identified for Comprehensive or Targeted Support ; demonstrate the greatest need as determined by the state; demonstrate the strongest commitment to using funds to improve student achievement and outcomes in the lowest performing schools.

B. Direct Student Services

- Optional - Reservation for Direct Student Services: States have the option to reserve an additional 3% of their overall Title I funds for grants to districts serving the highest percentages of comprehensive or targeted support and improvement schools.
- Funds must be used for direct student services that may include: credit recovery, AP/IB or dual credit courses, career and technical education courses, personalized learning, tutoring, and transportation for transfer to higher performing schools.
- If a state participates in this program it must ensure participating districts offer public school choice and compile and maintain a list of high quality providers.

C. School-Wide Waivers

- Under ESSA, schools that have more than 40% of students coming from low-income families may operate a school-wide (vs. targeted) Title I program. Schools that have less than 40% of students coming from low income families may be granted a waiver by the state to allow the operation of a school-wide program. The state will consider the relationship of the program to improving academic achievement.

Title IV

A. New Block Grant: Student Support and Enrichment Grants

- ESSA consolidates a number of programs into a new block grant. Funding is distributed by formula to each state. Not less than 95% is then distributed to school districts with the remainder available for state activities and administrative costs.

Requirements for school districts receiving grants over \$30,000 under Student Support and Enrichment:

- Spend not less than 20% of funds on activities to support “well rounded” educational opportunities for students (i.e., college and career guidance counseling, music and arts programs, STEM programs, accelerated learning programs, etc.)
- Spend not less than 20% on activities to support safe and healthy students; and
- Use a portion of the funds to support the effective use of technology

B. Continued Authorizations**

- 21st Century Community Learning Centers (CCLC) program
- Promise Neighborhoods
- Full Service Community Schools
- Education Innovation and Research grants

****It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress’s Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).**

*The term “districts” as used in this document refers to traditional public school districts and charters
 **For program detail see [Meeting the Needs of Students in High Poverty Communities](#) at the end of this document



WHAT’S IN THE ISBE ESSA STATE PLAN DRAFT #1?
Section 5: Supporting All Students [pages 41-80]

5.1 Well-Rounded and Supportive Education for Students

Preschool - Grade 12*

Illinois has adopted the Birth to 5 Program Standards, found at www.isbe.net/earlychi/pdf/0-5-program-stds.pdf, to further support transition from birth into early childhood education. Illinois provides grants to support programs and services for families and children birth to age 5. Recipients of grants must be committed to establishing programs, providing services, and demonstrating accountability in compliance with all aspects of the requirements as stated in the Illinois School Code and the Administrative Rules for the Early Childhood Block Grant (23 Illinois Administrative Code 235), Subchapter f, Part 235. The standards and quality indicators in this document are the basis for the development, implementation, and evaluation of high-quality birth to 5 programs.

Illinois has also adopted the Illinois Early Learning and Development Standards (IELDS) found at www.isbe.net/earlychi/pdf/early_learning_standards.pdf. These are broad standards that provide teachers with developmentally appropriate expectations for children’s development in the preschool years that are organized to parallel content in the Illinois State Goals for Learning. (See 23 Illinois Administrative Code 1 Appendix D found at www.isbe.net/rules/archive/pdfs/23ark.pdf) The IELDS, based on the broad Illinois State Goals and Standards, include Preschool Benchmarks and Performance Descriptors. These standards directly align with the K-12 Illinois Learning Standards in order to promote a smooth transition from early childhood education into elementary education. Early learners must develop basic skills, understandings, and attitudes toward learning before they can be successful in the K-12 curriculum.



Provide Feedback or Ask a Question

Engage at
isbe.net/essa!

▶ Attend a Listening Session

▶ Send an Email to ESSA@ISBE.net

Secondary students are offered a variety of academic, career, and technical content in the public secondary setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99% of the school districts in Illinois. Illinois helps to support these pathways by providing funding and other program improvement-related resources to local districts through federal Carl D. Perkins Act of 2006 and state Career and Technical Education Improvement funds for approvable programs as defined by the state's program standards.

The process of identification and continuous monitoring are the foundational pieces of a successful system of early interventions. 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. Illinois also enacted Public Act 99-0456, which addresses district and school policies that contribute to inequitable discipline practices and that contribute to students dropping out or being pushed out. The Act prohibits automatic suspensions and expulsions without considering context, as well as fines, fees, or cumulative discipline points systems that would escalate minor behavior into suspensions or expulsions.

School conditions for student learning:

ISBE will support local districts receiving assistance to improve school conditions for student learning by providing professional learning opportunities to work directly with these districts on the implementation of specific evidence-based practices for improved academic, social, emotional, behavioral, and physical student outcomes. In addition, ISBE works in collaboration with learning supports and content specialists from Foundational Services to develop resources specifically meant to build the capacity of classroom educators. Some examples of grade level-specific tools and resources developed can be found at <http://www.ilclassroomsinaction.org/>.

Academic achievement and digital literacy:

ISBE is undertaking three strands of technology work related to the goals of improving the academic achievement of students, as well as their digital literacy:

- The first strand of work involves increasing access to broadband and devices to mitigate the digital divide that is present across the state.
- The second strand of work focuses around the provision of support to districts in their technology implementation.
- The third strand of work is related to those services and resources available to directly support student learning.

Parent, family, and community engagement:

ISBE continues to build internal capacity and a number of supports for LEAs and communities around parent, family, and community engagement. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework is designed for LEAs and schools. It provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. ISBE will also continue to update and develop family engagement professional development workshops and multi-tiered supports that are available statewide to schools and districts through Foundational Services.

* Please see Early Childhood Education section in the [Additional Equity-Focused Decision Points in ESSA](#) section of this document for more information on ESSA requirements and resources.

ISBE is pleased that there remains a set-aside requirement for parent and family engagement, with an allocation of more than \$500,000. 90% of those set-aside funds must be distributed to the schools, with a priority for high-need schools. Principal consultants will verify compliance with specific statutes regarding allowable use of funds during their review of the grant. This information will be shared through a webinar.

Identification of ELs and children with disabilities:

Illinois wants to ensure that, within the standard process for the identification of ELs in our state, there is enough flexibility to identify children with disabilities, who may or may not need additional services other than linguistic services. Every evaluation will include assessments both in English and in the native language of the student to determine if language is or is not the cause of the learning difficulty. Every Individualized Education Program (IEP) team will include a bilingual/dual language specialist able to speak both to the disability and the language questions.

Other state-identified strategies:

ISBE is expected to receive more than \$1 billion in Title I, Part A; Title II; and Title IV, Part A funds to distribute to its 852 districts. To facilitate this process, the Title Grants Administration Division within ISBE is in the process of updating its consolidated application to house Title I Part A; Title II; and Title IV, Part A programs. This will allow districts to use one portal to provide programmatic and fiscal information related to these grants in order to ensure that the academic and non-academic needs of all students, including each unique subgroup, are considered.

Title IV, Part A and Part B and other federal funds

ISBE shall use funds under this part to provide technical assistance and capacity building to districts to meet the goals of this program. ISBE will work to support districts in providing programs and activities that (1) offer well-rounded educational experiences to all students; (2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and (3) increase access to personalized, rigorous learning experiences supported by technology.

Title IV, Part B, 21st Century Community Learning Centers (CCLC)

2% of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the sub-grant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities. These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board. 5% of the funds will be used for state activities. The remaining 93% of funds will be awarded to eligible applicants through competitive subgrants using a peer review process. A financial and programmatic risk assessment will need to be completed in order to receive the funds.

5.2 Program-Specific Requirements

Title 1, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

ISBE will use 20% poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. Further considerations will include the educational need for schoolwide status. The educational need may include the size of the school, the benefit the schoolwide status will provide, and other factors that the school wishes the state to consider.

Title I, Part C: Education of Migratory Children

Illinois will establish key personnel responsible for the identification and recruitment of Migrant Education Program (MEP)-eligible students, such as state identification and recruitment coordinator, state recruiter, and local recruiters. Illinois has developed a comprehensive identification and recruitment manual that describes the responsibilities of each of them and ensures high-quality practices in the state.

Title III, Part A: Language Instruction for English Learners and Immigrant Students

The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of non-English background. An appropriate Prescribed Screening Procedure is administered within 30 days of student's enrollment the district to those students that identify a language other than English in the HLS. Students who score below the state-defined minimum for English language proficiency on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language support services.

Title V, Part B, Subpart 2: Rural and Low-Income School Program*

ISBE will continue fund Rural and Low-Income School grants to LEAs to improve education outcomes based on new accountability metrics. ISBE will provide technical assistance to eligible LEAs through email, statewide bulletins, telephone support, and other available means to assist grantees.

McKinney-Vento Education for Homeless Children and Youth Program

ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth (EHCY) program requirements and share McKinney-Vento guidance provided by US ED. Illinois is a regionally designed state that has established procedures to ensure that students experiencing homelessness are afforded the same opportunities to be successful learners as all students. The landscape for providing those opportunities is coordinated by Illinois' State Coordinator for the Education of Homeless Children and Youth (State Coordinator). The State Coordinator oversees an Office of the Coordinator, and Lead Area Liaisons (LALs).

All school personnel will gain a better understanding of the specific needs of homeless children and youths by participating in ongoing trainings on the McKinney-Vento Homeless Program conducted by LALs and LEA homeless education liaisons. LALs and LEA homeless education liaisons will work collaboratively to identify students experiencing homelessness not currently attending school. The liaisons will work to ensure that these students are connected to available services in the community and will help them to enroll in available before- and after-school programs, as appropriate.

* Please see Rural Students section of the [Additional Equity-Focused Decision Points in ESSA](#) part of this document for more information on ESSA requirements and resources.



QUESTIONS FOR FURTHER CONSIDERATION

Section 5: Supporting All Students

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 55-58):

A. ISBE requests information on constraints districts have experienced preventing them from using and/or braiding federal funds to carry out innovative ways to support students.





B. ISBE requests additional suggestions for ways it may consider the use of Title IV, Part A funds to

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students

C. ISBE requests additional suggestions for other factors (i.e. minimum poverty level, education criteria) it may wish to consider in regard to the waiving of the 40% poverty threshold.

Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- What kinds of fiscal and accounting barriers have prevented districts in Illinois from using federal funds to support innovative student support programs?
- How can Title II be leveraged to increase teacher capacity to serve high need groups like English learners (ELs) and others?
- Considering the reality that the state funding formula must be addressed to ensure equity, how can Illinois ensure equitable distribution of resources?



ADDITIONAL TOOLS AND RESEARCH

Section 5: Supporting All Students

General

Education Counsel

[Summary Analysis of the Every Student Succeeds Act](#) | December 10, 2015

The Education Trust

[What's in the Every Student Succeeds Act?-Funding](#) | May 10, 2016

Education Week July

[Where We Stand as New Draft ESSA Funding Rules Approach](#) | July 18, 2016

Title I

National Education Association

[Pilot Program for Weighted Student-funding Formulas](#) | 2016

Thomas B. Fordham Institute

[Follow the money: ESSA's weighted student funding pilots](#) | May 10, 2016

Title II

AFT

[Title II Fact Sheet](#) | 2016

NBPTS

[Using Title II under ESSA to Support Accomplished Teaching in States](#) | 2016

ASCD

[ESSA Title II and Support for Educators, FAQ](#) | 2016

CCSSO

[Summary of Significant Spending and Fiscal Rules in ESSA](#) | 2016

Title IV

NASP

[ESSA Title IV Funding Opportunities](#) | 2016

Additional Equity-Focused Decision Points in ESSA

ESSA Requirements on Early Childhood Education

ESSA's provisions aim to promote:

- early learning coordination within communities;
- greater alignment with the early elementary grades; and
- early childhood education focused on capacity building for teachers, leaders, and other staff serving young children.

The new legislation includes a birth to 12th grade literacy initiative, and also includes early childhood metrics and accountability for Native American and Alaskan Native students, dual language learners, and children experiencing homelessness.

A new authorization has been created under ESSA for a Preschool Development Grant (PDG) program: Authorized at \$250M for FYs 2017-20. The PDG is jointly administered by the Department of Health and Human Services (HHS) and US ED. Funds can be used to develop, update, or implement a plan to increase collaboration or coordination among existing early childhood programs and participation of children from low-income families in high-quality early childhood programs. The Secretaries of HHS and US ED are restricted from prescribing early learning development guidelines, standards, specific assessments, and specific measures or indicators of quality early learning and care.

In addition to the stakeholder engagement required in the development and implementation of PDGs, school districts will need to determine whether they plan to use Title I funds for early childhood education more broadly. If so, their plans must describe the district strategy to support participating students' transition to local elementary schools. These decisions should be made with engagement of stakeholders, especially local early childhood and childcare experts.

Many of the titles in the new ESSA explicitly authorize the use of funds on early learning and provide examples of how that money might be spent. A critical piece of work for states is to provide guidance for each title on how that should best be done.

Moving forward:

- IL will need to determine if they will use Title I funds for early childhood education. If so, their plans must further develop and describe the district's existing and/or new strategy to support participating students' transition to local elementary schools. In addition, currently only 40% of Latino children statewide attend early childhood education programs. Equitable access to these programs must be considered. These decision should be made with engagement of IL stakeholders, especially local early childhood and childcare experts.

Resources and Tools: Early Childhood Education

Ounce of Prevention Fund

[Essential Supports for Improving Early Education](#) | August 11, 2016

US Department of Education

[FACT SHEET: Expanding Access to High-Quality Early Learning](#) | August 1, 2016

Center for American Progress

[Early Learning in the US - State by State Analysis](#) | July 19, 2016

Learning Policy Institute

[The Road to High-Quality Early Learning: Lessons from the States](#) | June 30, 2016

US ED and US Health and Human Services

[Joint Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs](#) | June 2, 2016

Council of Chief State School Officers

[Equity Starts Early: How Chiefs Will Build High-Quality Early Education](#) | March, 2016

First Five Years Fund

[Resources and Information on Early Childhood and ESSA](#) | January 18, 2016

California Early Learning Advocates

[ESSA State Plan Letter to Board of Education](#) | May 6, 2016

American Federation of Teachers

[Early Childhood Fact Sheet](#) | 2016

ESSA Requirements for Rural Schools

Spending flexibility provisions within ESSA allow eligible rural districts to maximize rural grant programs such as the Small Rural School Achievement Program (SRSA) and Rural and Low Income School (RLIS), both of which are expanded to best meet the needs of underperforming students and schools. These funds can be used to support teacher recruitment and retention, teacher professional development, increasing access to educational technology, family engagement, EL support, as well as partnerships that increase access to student enrichment, during and after the school day.

Moving forward:

- IL should determine if SRSA and RLIS funding will be utilized, whether they will use these funds for increasing access to student enrichment, and/or to assist with the shortage of bilingual ECE teachers in the state, all opportunities for IL stakeholder engagement.

Resources and Tools: Rural Schools

Battelle for Kids

[Implementing ESSA in Rural Schools Demands Collaboration](#) | March 4, 2016

Alliance for Excellent Education

[Every Student Succeeds Act Primer: Rural Schools](#) | June 9, 2016

Education Northwest

[Transforming Rural Schools Under the Every Student Succeeds Act: Learning from the Past](#) | May 18, 2016

Rural Schools and Community Trust

[U.S. Department of Education Reminds Small, Rural School Achievement \(SRSA\) Grantees of Eligibility Requirements](#) | July 7, 2016

US ED

[How to Serve Rural Schools: Listen](#) | July 29, 2016

ESSA Requirements for Charter Schools

All public schools are included in the state's accountability system, including charter schools. States must:

- establish **charter school authorization standards**, which may include approving, monitoring and re-approving or revoking the authority of an **authorized public chartering agency** based on charter school performance in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations;
- ensure charter school annual reports include academic measures that are part of the state accountability system (4 academic, 1 additional indicator), as well as adjusted 4-year and extended cohort graduation rates, disaggregated by subgroups, including plans for intervention and supports; and
- provide assurance of equitable distribution of effective educators.

Charter applications must be developed in consultation with stakeholders.

Moving forward:

- IL will have to ensure annual reporting on indicators used for charter schools under the revised state accountability system, and ensure equitable distribution of teachers.

Resources and Tools: Charter Schools

National Education Policy Center

[Research-based Options for Education Policymaking: Regulating Charter Schools](#) | August, 2016

American Federation of Teachers

[Charter School Fact Sheet](#) | 2016

National Education Association

[Charter School Backgrounder](#) | 2016

ESSA Requirements for Meeting the Needs of Students in High-Poverty Communities

Funds include competitive grants for supportive programs, such as *Full-Service Community Schools*, *Promise Neighborhoods* and *21st Century Community Learning Centers (CCLCs)*, in recognition that high-poverty communities often have limited access to high quality educational enrichment programs and support services, such as after-school, summer learning, or social service supports.. These grants are intended to expand equitable access to comprehensive student enrichment and supports, including integrated community partnerships and professional development for educators to work effectively with families and communities.

Moving forward:

- IL's community school accomplishments have generally focused on the urban and suburban areas of Chicago. The lessons learned from these efforts could guide and support state-wide policy and funding efforts to expand strong and sustainable partnerships, particularly in more rural, less resourced areas of the state.

Resources and Tools: Meeting the Needs of Students in High Poverty Communities

Futures Without Violence

[ESSA Funding Opportunities: To Ensure All Students Are Safe, Healthy, and Ready to Succeed](#) | June 2016

Coalition for Community Schools

[Local Community Schools Resources and Stories](#) | 2016

Southern Education Foundation

[Community Schools: Transforming Struggling Schools into Thriving Schools](#) | 2016

Association for Supervision and Curriculum Development

[ESSA Title IV and School Health](#) | 2016

Forum for Youth Investment

[Out-of-School Time Policy Commentary #17 - The Common Core Standards: What do they Mean for Out-of-School Time?](#) | 2012

ESSA Requirements for High-Risk Students

ESSA provides multiple opportunities to better serve high-risk students in schools and districts.

Title IV

NCLB had previously established the High School Graduation Initiative (HSGI) – the only program dedicated to dropout prevention and recovery. Under ESSA, the HSGI is eliminated but a new funding program, the Student Support and Academic Enrichment Grant, authorizes formula grants to states for three purposes: (1) provide students a well-rounded education; (2) improve school conditions; and (3) improve the use of technology to support digital literacy.

Title I

Title I funds will also allow states to:

- set-aside 3% of Title I funds for direct student services, provided by districts or partnerships, that may include accelerated credit recovery, rigorous coursework including early college high schools, dual enrollment, AP/IB; and/or
- create an alternative school intervention and support process for “alternative” high schools in the bottom 5% of schools or in “dropout factories,” if the schools serve large portions of at-risk students and students who have dropped out.

Moving forward:

- IL’s now has multiple opportunities to direct additional support to high-risk students, and would need to determine which student supports to implement. These decisions should be made in consultation with local IL stakeholders.

Resources and Tools: High-Risk Students

National Association of State Boards of Education

[ESSA and At-Risk Student Populations: A NASBE Policy Update Series](#) | August, 2016

American Youth Policy Forum

[What Do the ESSA Proposed Regulations Mean for At-Risk Students?](#) | June 6, 2016

Education Law Center

[Understanding ESSA and Its Potential Impact on At-Risk Students](#) | February 24, 2016

APPENDIX A: ESSA Key Terms

- **Weight** – In the context of an accountability system, the extent to which each accountability measure factors into an overall accountability determination or a set of accountability determinations for a school. ESSA requires certain measures of academic success to have more weight than other measures within the accountability system.
- **Multiple measures system** – An accountability system that includes several measures, including, for example, student achievement, academic progress, school quality, student success, or other measures/indicators beyond a single accountability metric such as student achievement on statewide academic assessments.
- **English language proficiency** - refers to the attainment of English language development according to grade level standards usually in areas of Listening, Speaking, Reading, and Writing. Students that are assessed as English Language Proficient are considered to be fluent and capable of academic English at their grade level.
- **Accommodations (for English Learners)** - Modifications or strategies that can be used to help EL students access instructional or assessment materials. These might include more time to complete assignments, using visual aids or materials to support verbal instruction, etc.
- **Interventions (in low-performing schools)** – Activities, strategies, or programs, or sets of programs/activities/strategies that are aimed at significantly improving student outcomes and other relevant outcomes and operations in low-performing schools.
- **Evidence-based intervention** – An intervention that is supported by a research or evidence base. In the context of an intervention in a low-performing school for the purposes of school improvement under Title I, ESSA states that such an intervention is one that:
 - “(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - “(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - “(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - “(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias;”

In most other contexts across ESSA, an evidence-based intervention could be one that meets the above criteria OR:

 - “(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - “(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- **Lowest performing 5%** - The lowest performing 5% of all Title I schools in the state, as identified by the state’s established accountability system, are identified for comprehensive support and improvement. (Schools with the consistently lowest-performing subgroups and graduation rates below 67% are also identified for comprehensive support and improvement).

- **Consistently underperforming** – Under ESSA statute, states must identify schools with one or more “consistently underperforming” groups of students (“subgroups”); and the state is given the flexibility to define this term. The proposed (but not yet finalized) regulations for ESSA state plans clarify that states must define “consistently underperforming” and must describe their methodology for identifying these subgroups of students. The proposed regulation provides several proposed criteria for methods of identifying “consistently underperforming” subgroups of students and their schools. However, these regulations and criteria are yet not finalized as of August 2016.
- **Resource inequities** – Under ESSA, both comprehensive and targeted support and improvement plans for low-performing schools must address resource inequities, which refers to deficits in the allocation of resources (primarily budgetary, but may include other considerations such as equitable distribution of teachers, depending on the final regulations). Resource inequities can occur both between schools and within schools, where a specific subgroup may have less access to resources than other students.
- **Exit criteria** – In ESSA, under a state’s accountability system, in order for a school identified for comprehensive support and improvement or for additional targeted support to exit that status, it must meet certain improvement criteria or “exit criteria” that are defined by the state (or district, for targeted support and improvement). If a school does not meet the exit criteria within a state-determined number of years (not to exceed four years for schools identified for comprehensive support), then it will be identified for additional, potentially more intensive, improvement actions.
- **Alternate assessment** – A state assessment of academic achievement for students with the most significant cognitive disabilities, aligned with the challenging state academic standards and alternate academic achievement standards for these specific students. The state must ensure that the total number of students assessed using the alternate assessment in each subject does not exceed 1% of the total students assessed in the subject, or it must seek a waiver from the U.S. Department of Education for approval to assess more students.
- **Innovative assessment and accountability pilot** - ESSA provides new flexibility for states or consortia of states to pilot innovative approaches to assessments in a way that gives states time and space to try out and learn from implementing new testing approaches in some of their districts - eventually scaling the innovative assessment system statewide. States may propose a variety of new models, including: performance tasks and assessments; competency-based assessments; or multiple assessments that add up to an overall determination of grade-level achievement aligned to state standards.
- **Community Schools** - The community school strategy makes explicit that in order to significantly improve the academic and developmental outcomes of children, schools must work with community partners – e.g. families, community and faith-based organizations, local government, institutes of higher learning, public agencies, law enforcement, United Ways and others – to recognize and leverage the assets of communities and families, and to ensure that all students have access to high quality student support and enrichment programs.

APPENDIX B: ESSA Stakeholder Engagement Requirements

Title I, Section 1111 – State Plans

- **Development:** Requirement that to receive grant funds plan must be developed by SEA with timely and meaningful consultation with the Governor, members of the State legislature and the State board of education, LEAs, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents (Sec. 1111(a)(1)(A)).
- **Public Comment:** Requirement that each state shall make the State plan publicly available for comment for no less than 30 days. Must be available electronically in an easily accessible format. Must happen before submission of the plan to the Secretary. Assurances must be provided in the plan that this has taken place.
- **Determining 'N' size:** States must demonstrate how it determined N size, including how it collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining the minimum number (Sec. 1111(c)(3)(A)(ii)).
- **Comprehensive Support and Improvement Plans:** For each Comprehensive school identified by the state, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders) locally develop and implement a Comprehensive plan for the school to improve student outcomes (Sec. 1111(d)(1)(B)).
- **Targeted Support and Improvement Plans:** For each Targeted school identified by the district, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders), shall develop and implement school-level Targeted plans (Sec. 1111(d)(2)(B)).
- **Assurances – Parent/Family Engagement:** Each SEA plan shall include assurances that the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies, including those in the parent and family engagement policy under section 1116 (Sec. 1111(g) (2)(F)).
- **State Report Card:** Must be presented in an understandable and uniform format that is developed in consultation with parents, and to the extent practicable, in a language parents can understand (Sec. 1111(h)(1)(B)(ii)).

Title I, Section 1112 – LEA Plans

- **LEA subgrants:** May only be received by the LEA if it has on file with the SEA an SEA-approved plan that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and charter school leaders, administrators, other appropriate school personnel, and with parents of children in Title I schools (Sec. 1112(a)(1)(A)).

- **LEA plans:** In its plan, each LEA shall describe the strategy it will use to implement effective parent and family engagement under section 1116 ... and how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of Title I services (Sec. 1112 (b)(9)).

Title I, Section 1202 – State Option to Conduct Assessment System Audit

- **Application:** Applications for state assessment audit grants must include information on the stakeholder feedback the State will seek in designing the audit (Sec. 1202(d)(1)(B)).
- **State assessment system audit:** Each State assessment system audit shall include feedback on the system from stakeholders including, for example - how teachers, principals, other school leaders, and administrators use assessment data to improve and differentiate instruction; the timing of release of assessment data; the extent to which assessment data is presented in an accessible and understandable format for all stakeholders (Sec. 1202(e)(3)(C)).

Title I, Section 1204 – Innovative Assessment and Accountability Demonstration Authority

- **Application:** Applications for innovative assessments must demonstrate that the innovative assessment system will be developed in collaboration with stakeholders representing the interests of children with disabilities, English learners, and other vulnerable children; teachers, principals, and other school leaders; LEAs; parents; and civil rights organizations in the State (Sec. 1204(e)(2)(A)(v)). The application shall also include a description of how the SEA will inform parents about the system at the beginning of each year of implementation (Sec. 1204(e)(2)(B)(v)), and engage and support teachers in developing and scoring assessments that are part of the innovative assessment system (Sec. 1204)(e)(2)(B)(v)).

Title I, Section 1501 – Flexibility for Equitable Per-Pupil Funding

- **Assurances:** LEAs interested in applying for the weighted student funding flexibility pilot shall include in the application an assurance that the LEA developed and will implement the pilot in collaboration with teachers, principals, other school leaders, administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders (Sec. 1501(d)(1)(G)).

Title II, Section 2101 – Formula Grants to States

- **Application:** Each SEA shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instruction support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise, and seek advice regarding how to best improve the State's activities to meet the purpose of this title (Sec. 2101(d)(3)(A)).

Title II, Section 2102 – Subgrants to LEAs

- **Application:** In developing the application LEAs shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise and seek advice regarding how to best improve the State's activities to meet the purpose of this title (Sec. 2102(b)(3)).

Title III, Section 3102 – English Language Acquisition, Language Enhancement, and Academic Achievement

- **Assurances:** SEA and specifically qualified agency plans must provide an assurance that the plan has been developed in consultation with LEAs, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders.

Title III, Section 3115 – Subgrants to Eligible Entities

- **Local Plans:** Local grants must describe how the eligible entity will promote parent, family, and community engagement in the education of English learners and contain assurances that the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education in developing the plan.

Title III, Section 3131 – National Professional Development Project

- **Grant use:** Grants awarded under this section may be used to support strategies that strengthen and increase parent, family and community member engagement in the education of English learners (Sec. 3131(3)).

Title IV, Section 4106 – LEA Applications

Applications: an LEA, or consortium of LEAs, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, local government representatives (including law enforcement, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations, charter school teachers, principals, and other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. The LEA or consortium shall engage in continued consultation with the entities described above (Sec. 4106(c)(1)).

Title IV, Section 4203 – State Application

- **Applications:** SEAs shall submit an assurance that the application was developed in consultation and coordination with appropriate State officials, including the Chief State school officer, and other State agencies administering before and after school programs and activities, heads of the State health and mental health agencies or their designees, statewide after-school networks and representatives of teachers, LEAs, and community based organizations and a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application if applicable (Sec. 4203(a)(13)).

Title IV, Section 4624 – Promise Neighborhoods

- **Application:** Eligible entities desiring a grant under this part must include in their application an analysis of the needs assets of the neighborhood identified including a description of the process through which the needs analysis was produced including a description of how parents, families, and community members were engaged (Sec. 4624(a)(4)(B)), and an explanation of the process the eligible entity will use to establish and maintain family and community engagement including how a representative of the members of such neighborhood will be involved in the planning and implementation of the activities of each award granted (Sec. 4624(a)(9)(A)).

Title IV, Section 4625 – Full Service Community Schools

- **Grant awards:** in awarding grants under this subpart, the Secretary shall prioritize eligible entities that are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness (Sec. 4625(b)(2)).

Title VI, Section 6111 – Programs for Indian, Native Hawaiian, and Alaska Native Students

- **Grant Applications:** the local educational agency will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents and family members of the children, and representatives of the area, to be served (Sec. 6114(f)(3)(8)). The Secretary may approve an application submitted by an eligible applicant under this subsection if the application, including any documentation submitted with the application demonstrates that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant (Sec. 6132(c)(3)(A)) and provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant (Sec. 6132(c)(3)(B))



Illinois State Board of Education

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State Superintendent of Education

EVERY STUDENT SUCCEEDS ACT (ESSA)

FREQUENTLY ASKED QUESTIONS

As of 8.12.16

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ISBE is working toward the implementation of ESSA in the 2016-17 school year. This Frequently Asked Questions (FAQ) document addresses questions about transition issues and other inquiries regarding this landmark new legislation.

If you are interested in commenting on this FAQ or if you have questions that are not answered here, please email essa@isbe.net using "FAQ" in the subject line. Please note that this FAQ will be posted at www.isbe.net/essa and updated periodically.

GENERAL

1. *Where can the public access the text of ESSA?*

The full text of ESSA is available at

<https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>.

In addition, a bill summary compiled by ISBE staff is available at www.isbe.net/essa.

2. *What rules apply for the 2016-17 school year?*

Each district must continue to implement its programs during the 2016-17 school year in accordance with No Child Left Behind (NCLB) requirements as they existed in the 2015-16 school year. There are some specific exceptions to this general rule, as discussed below.

3. *Are there any NCLB requirements with which a district need not comply during the 2016-17 school year?*

Districts do not need to comply with the following provisions during the 2016-17 school year because they are not continued under ESSA:

- A. The requirement that each district reports performance against annual measurable objectives (AMOs) (Section 1111(h)(1)(C)(ii) and (h)(2));
- B. The requirement that a school notifies parents when their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified (Section 1111(h)(6)(B)(ii));
- C. The requirements that each district hires highly qualified teachers and that each district reports on progress toward all teachers being highly qualified (Section 1119);
- D. The requirement that a district not making progress toward all teachers being highly qualified creates and implements an improvement plan and the requirement that the state provides

technical assistance to such a district (Section 2141 Section 2141); and

- E. The requirement that each district receiving Title III funds that fails to meet one or more of the AMOs provides notice to parents of such failure (Section 3302(b)).

4. *Do these provisions identified in question 3 apply to charter school districts for the 2016-17 school year?*

Yes.

5. *All ESEA flexibility waivers are null and void on August 1, 2016, but do priority and focus schools need to continue to implement interventions beyond August 1, 2016?*

All priority and focus schools must continue to implement interventions in 2016-17.

Highly Qualified Teachers and Paraprofessionals

6. *Must a district continue to comply with the highly qualified requirements for teachers during the 2016-17 school year?*

Districts do not need to comply with the highly qualified requirements beginning in the 2016-17 school year.

7. *Must ISBE ensure that special education teachers are highly qualified in the 2016-17 school year?*

ESSA amended the Individuals with Disabilities Education Act (IDEA) by removing the definition of "highly qualified." Accordingly, districts are not required to ensure that special education teachers are highly qualified as defined in ESEA beginning with the 2016-17 school year.

However, a person employed as a special education teacher in elementary school, middle school, or secondary school must

1. Have obtained full certification as a special education teacher (including certification obtained through alternative routes to certification) **or** passed the ISBE special education teacher licensing examination **and** hold a license to teach in Illinois as a special education teacher (a special education teacher teaching in a public charter school must meet the requirements set forth in ISBE's public charter school law);
2. Not have had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
3. Hold at least a bachelor's degree. ISBE will continue to impose these certification requirements during the 2016-17 school year.

- 8.** *In the 2016-17 school year, must a school continue to comply with the requirement that it notifies parents when their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified?*

The U.S. Department of Education is not requiring districts to comply with these requirements beginning with the 2016-17 school year. Districts will no longer be required to provide notice to parents related to the highly qualified status of their child's teacher.

Please note that districts are required to notify parents that they **may request and the district will provide** certain information regarding the professional qualifications of the student's teachers and paraprofessionals, as appropriate.

- 9.** *What requirements apply to the hiring of paraprofessionals/paraeducators to work in a Title I, Part A program in the 2016-17 school year?*

In the 2016-17 school year, ISBE and its districts must continue to ensure that each paraprofessional who is hired by the district and works in a program supported by Title I, Part A funds has

- A secondary school diploma **or** its recognized equivalent, **and**
- Has completed at least two years of study at an institution of higher education, **or** obtained an associate's or higher degree, **or** met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment knowledge of, and the ability to assist in, instructing, reading, writing, and mathematics.



Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed by President Obama on Dec. 10, 2015.

This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years and ongoing efforts to improve educational opportunities for all students in Illinois.

The majority of the law does not take effect until 2017-18, with implementation occurring over the next year and a half. ISBE staff continue review the nuances of the 1,000-page law and will engage in deliberate stakeholder involvement throughout this process.

This page will be updated as additional resources become available.

The information below is organized into individual documents. All documents are in PDF format unless otherwise noted.

What's New? (9/1/16)

ESSA Illinois State Plan Draft #1 (8/25/16)

ISBE is pleased to share the first draft of its ESSA State Plan. Throughout the document, ISBE has highlighted those areas where feedback is required. However, please feel free to comment on any area within the draft.

When submitting comments, please include name of individual and/or organization, section number, and page number. **All comments should be submitted to essa@isbe.net no later September 30, 2016.**

Appendices to State Plan Draft #1 (8/25/16)

Reader's Guide to State Plan Draft #1 (9/1/16)

Illinois Statewide Listening Tour Round Two - September/October 2016

(Rev. 9/1/16)

The Illinois State Board of Education, with assistance from the Regional Offices of Education, is hosting a second round of listening tours to collect feedback on ESSA.

A series of meetings will be held across the state to provide overview information on ESSA and allow participants to share their ideas on how this important law should be implemented.

[Click here](#) to download a detailed schedule and additional information. (Rev. 9/1/16)

Listening Tour PowerPoint Presentation - *Coming Soon!*

Note: All meetings will take place from 4:30 to 6:30 p.m. with the exception of the U 46 event which will start at 5 p.m. Meetings will also include a one hour meeting for area legislators prior to each event.

Date	District	Location
Tuesday September 6	Freeport SD 145	Freeport High School 701 W. Moseley St. Freeport
Wednesday September 7	Moline-Coal Valley SD 40	Moline Senior High School 3600 Avenue of the Cities Moline
Thursday September 8	Hall HSD 502	Hall High School 800 W. Erie St. Spring Valley
Tuesday September 13	Bloomington SD 87	Bloomington Jr. High School 901 N. Colton Ave. Bloomington

Thursday September 15	Mundelein HSD 120	Mundelein High School 97 1350 W. Hawley St., Mundelein
Monday September 19	Carbondale Community HSD 165	Carbondale Community High School 330 S. Giant City Rd. Carbondale
Tuesday September 20	Effingham CUSD 40	Effingham High School 1301 W. Grove Ave. Effingham
Wednesday September 21	Quincy Public SD 172	Baldwin Intermediate School 3000 Maine St. Quincy
Thursday September 22	Peoria SD 150	Woodruff Career and Tech Ctr 1800 NE Perry Peoria
Monday September 26	Lockport THSD 205	Lockport East High School 1333 E. 7th St. Lockport
Tuesday September 27	East St. Louis SD 189	East St. Louis High School 4901 State St. East St. Louis
Tuesday September 27	Chicago Public SD 299	Simeon Career Academy 8147 S. Vincennes Ave. Chicago
Wednesday September 28	School District U 46	Streamwood High School 701 W. Schaumburg Rd. Streamwood
Wednesday October 5	DeKalb County Farm Bureau	Farm Bureau Theatre 1350 W. Prairie Dr. Sycamore

ESSA FAQs (8/12/16)

This document addresses questions about transition issues and other inquiries regarding ESSA. If you are interested in commenting on this FAQ or if you have questions that are not answered within the document, please email essa@isbe.net using "FAQ" in the subject line. This FAQ will be updated periodically and we will notify districts when this occurs.

ISBE ESSA Title I Accountability and State Plan Regulation Comment Letter (8/1/16)

ISBE has submitted comments on the Title I Accountability and State Plan proposed regulations. Information on the proposed regulations can be found [here](#). ISBE expects the regulations to become final this winter.

Highly Qualified Teachers

With the passage of the Every Student Succeeds Act (ESSA), some provisions are being phased in or phased out, with full implementation set for 2017-18.

One provision that is no longer required for the 2016-17 school year is the Highly Qualified requirements for teachers and paraprofessionals as outlined in section 1119 of the Elementary and Secondary Education Act.

Effective July 1, teachers and paraprofessionals must meet state and local licensure requirements. For more information, please visit the ISBE Licensure Division's website.

ISBE ESSA Listening Tour Round One (6/13/16)

ISBE developed an action plan in order to gather insight from stakeholders as the agency develops a state plan for Illinois. ISBE's action plan highlighted two complementary ideas:

1. To provide stakeholders general information about the law.
2. To listen to what educators and others in the field value and believe is good for all children in Illinois as well as to take note of their concerns as the state plan is developed.

Information collected from these documents will contribute to the agency's creation of the state plan. If you have any additional comments, please send them to essa@isbe.net

Thank you to all those that participated in the first ESSA listening tour. ISBE is using feedback collected from these tours to help develop

ISBE ESSA Listening Tour Report without Appendix
A summary of the listening tour.

Report Appendix
Organized by meeting this document provides additional detail.

ESSA Comments
A compilation of all comments submitted to ISBE submitted via ESSA@isbe.net.
ESSA State Plan Listening Tour 2016 PowerPoint Presentation

Resources

ESSA FAQs (8/12/16)

This document addresses questions about transition issues and other inquiries regarding ESSA. If you are interested in commenting on this FAQ or if you have questions that are not answered within the document, please email essa@isbe.net using "FAQ" in the subject line. This FAQ will be updated periodically and we will notify districts when this occurs.

Overview of the Every Student Succeeds Act of 2015 - *Supporting Continued Education Innovation in Illinois* (Rev. 1/15/16)

Every Student Succeeds Act (ESSA) - *a reauthorization of the Elementary and Secondary Education Act (ESEA)* PowerPoint Presentation (1/16)

US Department of Education

Every Student Succeeds Act

ESSA Policy Page

ESSA Laws & Guidance

Bill Summary and Bill Review by Title

ISBE Public Bill Review and Executive Summary

ESSA Public Bill Review by Title (all)

Executive Summary

TITLE I — Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II — Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders

TITLE III — Language Instruction for English Learners and Immigrant Students

TITLE IV — 21st Century Schools

TITLE V — State Innovation and Local Flexibility

TITLE VII — Impact Aid

TITLE VIII — General Provisions

TITLE IX — Education for the Homeless and Other Laws

Contact Information

Send comments or questions to ESSA@isbe.net

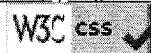
Agency General Information

100 N. 1st Street • Springfield, IL 62777 • 866/262-6663 • 217/782-4321 • [Directions](#)

100 W. Randolph, Suite 14-300 • Chicago, IL 60601 • 312/814-2220 • [Directions](#)

Teaching Credentials/Licensure Information 217/557-6763

[Contact Us](#) | [Accessibility](#) | [Site Map](#) | [Plug-ins Used](#) | [Disclaimer](#) | [Privacy Policy](#)



EDUCATION FUNDING PACKAGE

A LOOK AT WHAT THE GENERAL ASSEMBLY PASSED ON JUNE 30

FY17 Education Budget

- All school districts receive the same funding they received from GSA and Loss Limit grants in FY16 **PLUS** a share of the \$250M equity grant pool.
- If the district still receives less than their FY17 claim, a hold harmless grant will be paid to bring them up to the FY17 amount.
- Every school district wins:
 - No district receives less than their FY16 payment.
 - No district receives less than FY17 claim.
 - Some districts will receive more than either of those amounts.

To Put it Another Way...

- Districts will receive whichever is greater:
 1. **their fiscal year 2016 General State Aid (GSA) payment plus a share of the equity grant or...**
 2. **their FY 2017 claim fully funded at the \$6,119 Foundation Level.**

- **Every school district in the state will receive MORE than it received in FY16.**

FY17 Funding Increases

- General State Aid and related grants will see a total increase of \$361 million.
- Early Childhood funding will see an increase of \$75 million.

Funds the Mandated Categoricals at \$1.8B

	FY 17 Estimated Percentages
Special Education Personnel	99.8
Special Education Funding for Children	99.6
Special Education Private Tuition	92.1
Special Education Summer School	80.1
Special Education Transportation	93.8
Regular/Vocational Transportation	69.0
Free Lunch/Breakfast	18.7
Special Education Orphanage	100.0
Regular Education Orphanage	100.0

Senate Bill 318

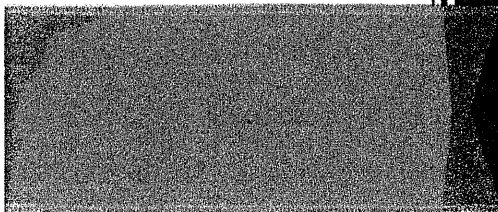
- Gives the Board of Chicago Public Schools the ability to annually levy a tax (not to exceed 0.383%).
- Purpose: to make pension contributions to the Chicago Teachers' Pension Fund.
- The proceeds from the tax must be paid directly to the Chicago Teachers' Pension Fund **NOT** to the Board of Education.
- Projected to raise \$250 million a year.

Senate Bill 2822

- Provides one year (FY17) of pension parity for the Chicago Teachers' Pension Fund.
- Requires the State to contribute \$215 million to the Fund and a continuing appropriation if fund appropriated are not sufficient.
- The Governor's signature on this bill is contingent on a comprehensive package of structural pension reforms.

The Evidence Based Model (EBM)

- Has the support of many education stakeholders (Vision 20/20).
- Requires that all districts would be granted a Base Funding Guarantee and receive no less in state funds per pupil than was received in FY16.
- Eliminates the concept of winners and losers.
- The EBM uses actual dollar figures tied to research-based programs and outcomes.
- This approach identifies the specific funding needs of each district taking into account things like demographics and regional differences in costs.
- EBM was introduced in HB 828 but was never called for a hearing.



TEACHER PENSION REFORMS

A LOOK AT THE PROPOSALS

Proposals/Discussions in Springfield

- Pension reform proposals are currently being discussed in the working groups.
- Proposals include changing the 6% cap to an amount based on consumer price index (CPI), which was most recently 2%.
- Any pension costs caused by salary increases above employment cost index will be paid by the local employer.
- Current bargaining agreement and contracts would be exempted until they are renewed or expired.
- Senate Bill 1221 included these reforms but was never posted for a hearing.

End of Career Raises/Cost Shift

- Right now if a teacher gets a raise of more than 6% in their final four years, any pension cost related to that raise is paid by the local districts (a mini cost shift).
- If you lower that cap to 0% for instance, any raise at all for teachers in their final years, pension costs related to that raise would be paid locally.

Local Government

Fiscal Year 2017 Estimate for Replacement Taxes

In accordance with current statute, the Illinois Department of Revenue is required to provide an estimated entitlement* of the amount of Personal Property Replacement Taxes for Fiscal Year 2017.

The FY17 replacement tax allocations are estimated at \$1,180 million. This is a decline of 10.64% from FY16 replacement tax allocations that totaled \$1,320 million.

Replacement tax allocations are estimated to be lower for several reasons: replacement tax revenues are expected to be flat, the calculation error has been corrected, and the business income tax refund fund percentage has increased from 15.14% in FY16 to 17% in FY17. In addition, a \$100 million expenditure out of the personal property replacement tax fund was authorized by SB2047.

SB2047 , which allocates nearly \$100 million to local community college districts, serves as the first installment of the recoupment of the PPRT overpayments to local taxing districts.

A detailed listing of the approximate 6,500 local taxing districts which are entitled to receive an allocation for **Fiscal Year 2017 (July 1, 2016 through June 30, 2017)** is [available here](#) . The list contains the following information:

- District name
- District number
- FY 2017 estimated amount
- FY 2016 actual disbursement amount
- Vendor number

This information may be considered certified by the Director of the Illinois Department of Revenue solely for purposes of allowing local taxing districts to issue tax anticipation notes, in accordance with 50 ILCS 420/1 *et seq.*, Tax Anticipation Note Act.

These numbers represent an **estimate** based on the best available economic data. The actual amount a local government will receive may vary. Please note that the Illinois Department of Revenue and its staff shall in no way be liable for error or miscalculation in certification of these entitlements .

* Entitlement - the amount of the Replacement Tax paid or to be paid in any given full year to a unit of government.

Replacement taxes are the tax or taxes, as by law now or hereafter enacted or amended, imposed by the General Assembly to replace revenue lost by units of government as a result of the abolition of ad valorem personal property taxes pursuant to Article IX, Section 5(c) of the Constitution of the State of Illinois.

News

PPRT Update for Local Governments

Update: Two bills (**SB 2047** and **SB 1810**) recently signed into law serve as the first installment of the recoupment of the PPRT overpayments to local taxing districts. These bills allocate nearly \$100 million to local community college districts and local school districts. There are no plans for any additional recoupment of monies in FY17. A final determination of the overpayment amount will be completed in early 2017. The Department will provide updates to local taxing districts as more information becomes available.

PPRT Director's Allocation Presentation - 04/28/2016

IASA Legislative Program for 2016

The following includes the IASA Legislative Program for 2016 as modified by the IASA Governmental Relations and Advocacy Committee at its meeting on September 16, 2015.

- I. Vision 20/20
 - A. Highly Effective Educators
 - 1. Recruitment, Retention and Licensure
 - a) Principals
 - b) Teachers
 - c) Student teacher candidates
 - d) Substitute teachers
 - e) School nurses
 - B. 21st Century Learning
 - C. Shared Accountability
 - D. Equitable and Adequate Funding
- II. Funding
 - A. Special Education Funding
 - 1. Support efforts to work towards a funding formula that reflects an equalized approach to supporting students with the greatest needs and costs
 - 2. Levy (Unfunded Costs) for Special Education
 - B. Support long-term solution to School Funding
 - C. Oppose all unfunded mandates
 - D. Maintain the financial stability of and prevent further erosion of benefits provided to public school employees through the Illinois Downstate Teachers' Retirement System
 - 1. Not allow the cost shift to further erode financial base
 - 2. Authority to levy costs for cost shift outside the Tax Caps
 - E. Support the Education Funding Advisory Board's (EFAB) recommended Foundation Level and fully fund current Foundation Level instead of prorating
 - F. Emergency Life Safety Relief
 - 1. Exemption to the Tax Cap
 - G. PTELL Extension Limitation (Further Tax Cap Limitation)
 - 1. Maintain current PTELL limitations (5% or CPI, whichever is lower)
 - 2. Oppose any legislation that would result in further PTELL limitations (e.g., 0% limitations)
- III. Professional Development
 - A. Seek state support and guidance in the area of using student growth in principal and teacher performance evaluations
- IV. Instruction
 - A. Continuing support for the improvement of NCLB/ESEA language
 - B. To participate in the implementation process for a statewide growth model assessment system
 - C. Review and restatement of state-wide assessment system(s) to reflect the primary function of informing and improving instruction

A. IASA Legislative Activities Calendar

B. Illinois School Administrators Political Action Committee (IPAC) and the Alliance Political Action Committee (APAC)

C. Suggested Talking Points regarding IPAC

D. Time to Engage with Legislators article



This timetable is a guide for superintendents and school administrators. It is not intended to be all inclusive. Although responsibilities and procedures vary among districts, this timetable highlights the major tasks performed.

Being an effective advocate for education issues is one of the most important jobs anyone involved with education, from administrators to parents can do.

Late Summer to Fall
July, August, September, October

New Superintendents should schedule an appointment to meet with legislators in your new district. Make sure you get to know them – not just casually, but with some real interaction.

All Superintendents should make a special effort to schedule a meeting with your local legislators in their district offices.

- ◆ Discuss issues particular to your school district.
- ◆ Provide them with a one-page explanation on issues specific to your district.

Learn particulars about your legislators:

- ◆ What political party/ What committees they serve on in the General Assembly
- ◆ What issues they represent, etc.
- ◆ Find out the preferred method of communicating with your legislator.

Think about scheduling regular meetings with your legislators (possibly every four months starting now).

Invite your legislators to attend a region meeting to discuss and explain your budget and other legislative issues.

Take the time and effort to build a solid working relationship with your legislators.

Your goal – to develop a relationship that has your legislators picking up the phone to contact you in regards to legislative issues affecting your school district to get your opinion before they take a vote on these issues.

These are generally the months when legislators are holding fundraisers in their districts. Do something for your legislators, instead of always asking for something. For example, if you are fortunate enough to have legislators who demonstrate a strong commitment to education, do what you can to help them stay in office by attending their fundraisers to show support. They will remember you.

Superintendents are encouraged to become members of IPAC and APAC. Go to the IASA website and click on IPAC.

Late Winter to Spring
February, March, April and May

The General Assembly is in full session.

Stay informed about what is going on in the Capitol through the Press, IASA blasts, the Alliance Legislative Reports, Capitol Watch and the State School News Service. You can also follow the IASA Twitter @IllinoisASA.

Make sure to alert your legislators in writing or by phone about the issues that concern you and keep communicating those concerns during session. Often legislation moves so quickly during a legislative session that your issues may inadvertently be overlooked. Plus, remember to say thank you especially when you know an issue was controversial. Also, try to remember that your legislator is probably being pushed in three different directions on any given issue and will not always be able to vote the way you would like. Be sure to keep the relationship open for future issues.

Many pieces of legislation are moving through committees during these months and it is very important to ensure Superintendents are represented and testimony is provided when necessary.

Work with other Superintendents on legislative issues that affect their districts (similarly) and form a coalition to lobby your legislators.

September

Attend your region meetings to discuss legislative issues with your legislative chairs that you would like for them to bring forward in the IASA Governmental Relations & Advocacy Committee meeting.

September 14, 2016– IASA Governmental Relations & Advocacy Committee meets to formulate the IASA Legislative Agenda and discuss upcoming veto session.

October/ November/ December

This is a good time for your region to hold a legislative breakfast.

November 8 - General Election

November 15-17 and November 29 - December 1 - Veto Session

Drop a note to your legislators around the Holidays!

January

The General Assembly is in minimal session days during the start of the Spring Session

Invite your legislators to take a tour of your school district.

Be knowledgeable of the General Assembly members who serve on the House Elementary & Secondary Education Committee, House Appropriations-Elementary & Secondary Education Committee, Senate Education Committee and Senate Appropriations II Committee. You can access this information at www.ilga.gov.

February/ March/ April

February 22, 2017 – IASA Governmental Relations and Advocacy Committee meets to review legislation introduced for the Spring Session and discuss legislative issues.

February 21-22, 2017 Alliance Leadership Summit

Attend IASA/IASBO Legislative Workshop “Communicating and Lobbying with Legislators” to be held in Springfield, date TBD.

May

The Budget process doesn’t usually get under way until the last month of session which is generally May. Become familiar with what is going on with the budget and make sure that your finance people are available to discuss your budget issues with your legislators or their staff. So much of what affects local districts occurs during budgeting.

June

Send a thank you note to your legislators after session is over for representing the district, its students, staff and parents.

And last but not least, keep in mind that if you care about the future of public education, you must care about legislation.

IASA Governmental Relations & Advocacy Committee
Chair: Dr. Kevin O’Mara,
Associate Chairs: Dr. Scott Doerr
 Dr. Sheila Harrison-Williams
 Cliff McClure



Why should I give to IPAC?

What is IPAC?

IPAC is a statewide, non-partisan Political Action Committee (PAC) organized by members of the Illinois Association of School Administrators to benefit school leaders in the pursuit of educational excellence through continued school improvement.

What is the money used for?

All IPAC membership monies are used for IPAC endeavors, which include, but are not limited to, contributions to the four legislative leaders in the General Assembly and fundraisers for individual legislators who support our educational mission.

Why should I join?

School administrators need a strong PAC to provide funds to legislators and candidates who will stand up for public education. Our strength comes from providing legislators with timely and accurate information on legislative matters affecting public education. Victories and successes do not happen overnight but after years of laying the foundation for political change, and a strong IPAC helps us get a seat at the table. We must be proactive rather than reactive and one way to do this is membership in IPAC. Membership in IPAC is a long-term investment that helps lay the foundation for continued change in the legislative process.

IPAC Annual Membership Dues

Our goal is to have every IASA member become a member of IPAC as well. IPAC membership dues are \$100 and 100% of that goes to support the members of the General Assembly that support us.

(personal checks or personal credit cards only please)

Pay by credit card online (www.iasaedu.org)
At the Annual Conference,
Committee meetings, IASA office



Personal checks made out to IPAC
can be mailed IPAC, 2648 Beechler
Court, Springfield, IL 62703-7305



A copy of our report is filed with the State Board of Elections and is or will be available for purchase from the State Board of Elections, Springfield, Illinois 62704.

Membership dues in IPAC are not deductible as charitable or political contributions for federal income tax purposes.

School administrators are encouraged to become a member of IPAC by contributing \$100

Name: _____ Employer:* _____

Home Email Address:* _____ Occupation:* _____
For IPAC updates (both financial and informational)

Home Address : _____ Zip: _____
**State law requires this information.*

Check # _____ payable to "IPAC" (**Personal Check only**)

Personal Credit Card only:

Charge \$ _____ to my: _____ Visa _____ Master Card _____ Discover Card (**check one**)

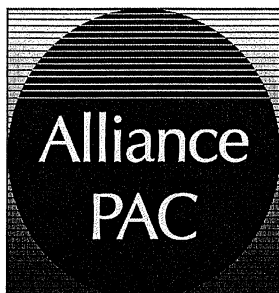
Card Number: _____ Expiration Date: _____ Card Verification No.: _____

Print Cardholder's Name: _____ Signature: _____

Billing Address of cardholder, if different than above (no PO Box numbers please)

Street: _____ Zip: _____

Return this form along with your IPAC membership dues to: IPAC, 2648 Beechler Court, Springfield, IL 62703-7305



The Alliance: Political Action Committee

The Alliance Political Action Committee has been created to support the work of the Illinois Statewide School Management Alliance which was formed in 1992. The Alliance PAC works to provide funds for the election of qualified candidates to public office who are supportive of school management.

School administrators, board members, principals and business officials are encouraged to participate in the Alliance PAC by giving an annual contribution of \$25 or more.

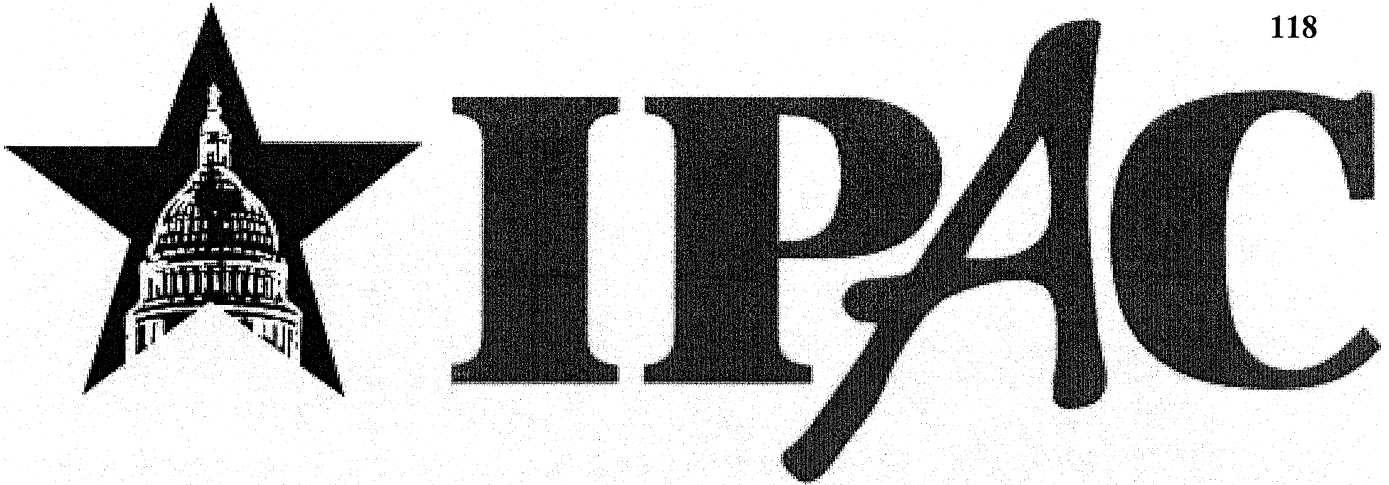
Please make your personal check payable to THE ALLIANCE PAC. Contact Mary Ellen Buch at 217/753-2213 with questions.

Name _____ School _____

Home Address _____

City _____ State _____ Zip _____

Complete this form and return it with your contribution to:
The Alliance PAC
2648 Beechler Court
Springfield, IL 62703



Suggested talking points regarding IPAC

The link between politics and public education policy decisions is unmistakable. That's why it is so important for our Illinois School Administrators Political Action Committee (IPAC) to be strong, especially looking ahead to the 2016 elections. The funds raised by IPAC can help make sure our voice is heard, but even more importantly a well-funded IPAC sends the message that our members are united and committed to stand up for what is in the best interests of children in Illinois.

IPAC is a statewide, non-partisan political action committee that, on a case-by-case basis, provides funding and input to legislators and constitutional officers who support public education, and who will seek the expertise and opinions of our members on matters involving public education.

Membership in IPAC is on an individual basis and the annual dues are \$100 -- a small investment in a big cause.

Some important things to note about IPAC:

- No IPAC funds are used for the administration of IPAC.
- IPAC funds are used to support legislators and candidates who have a record of supporting, or are on the record supporting, public education positions that align with IASA's vision for educating children.
- IPAC funds help us get a seat at the table when issues affecting public education are being considered, and they help us be more proactive in supporting or opposing a particular legislative issue.
- IPAC has been instrumental in helping get our views across on important issues such as forced consolidation of school districts and even on budget issues, where, despite cuts, schools fared better than many entities during the state's ongoing financial crisis.
- IPAC funds are not just automatically given to legislative leaders. The IPAC committee welcomes recommendations from members regarding legislators who should be considered for funding.



VISION 20/20
Fulfilling the Promise of Public Education

Time to Engage with Legislators

Decisions are made every day the Legislature is in session that directly or indirectly impact school districts. As a school official, your voice is needed in Springfield to help keep unintended consequences of legislation out of the classroom.

As you prepare to engage with your Legislators, keep these tips in mind.

1. Be mindful of when you communicate—Ask about their communication preferences during sessions. Be persistent but also understand the timing of the issue you'd like to discuss.
2. Know your issue and the process—Understand the process (see the attached *How a Bill becomes a Law in Illinois*) and keep track of the status of the bill.
3. Understand the need for give and take—Like every good relationship this one has two sides. Making the extra effort to support your legislator goes a long way.
4. Take advantage of the “off-season”—When the legislators are not in session (typically June—October) is a great time to meet in person and open up the lines of communication.

DO

BE FIRM—Bring along facts and figures to support your case and be clear in your position.

LEAVE SOMETHING IN WRITING—A single page, bulleted version of your argument they can refer back to.

COMPROMISE—It's better to get some things you want even if you can't get everything. If you can't defeat a bill, dilute it.

PERSONALIZE—Understand how the issue specifically affects your district and say it in your own words.

KEEP YOUR WORD—If you promise to provide information, drop everything and get it to them. This builds trust.

KEEP TRACK—Follow the legislation through the process and update bill numbers and positions accordingly.

KNOW THE OTHER SIDE—Understand the opposing view and give specific and factual rebuttals.

SAY “THANK YOU”—If they helped your position, let them know. Show them your support by attending events when the legislature is not in session.

DON'T

BE ARGUMENTATIVE—You can never win an argument with a legislator, so don't start one. Never threaten or lose your cool.

WRITE A BOOK—Your legislator doesn't have time to read a 10 page historical document, rather they need common sense and simple arguments.

GIVE UP—Be persistent in communicating your views. At the same time, don't waste time lobbying opponents who are publicly opposed to your position.

WASTE THEIR TIME—With form letters and mass mailings that don't give new information.

PROMISE SOMETHING YOU CAN'T DELIVER—This is a quick way to lose credibility in the relationship.

COME UNPREPARED—Be respectful of your legislators' time, especially during busy in-session times.

EXPECT TO ALWAYS GET YOUR WAY—Be willing to forgive, but not forget

BURN BRIDGES—Thank your legislator for considering your position. Restate your position and say you look forward to future discussions.



Position Statements

Illinois Association of School Administrators

Introduction

The purpose of this document is to bring focus to and operationalize the IASA mission to facilitate the work of the staff and membership in the legislative and political arena.

Further, this document is intended to be modified in a regular and systematic way through the continued work of the Resolutions/Position Statements Committee in cooperation with the membership of the Illinois Statewide School Management Alliance.

These position statements have been developed through the work of the IASA Resolutions/Position Statements Committee and approved by the Board of Directors.

IASA Vision: Maximum Educational Success for All Students

IASA Mission Statement: To support school leaders in the pursuit of educational excellence through continued school improvement.

Guidelines

1. The Resolutions/Position Statements Committee shall develop position statements to be used in assessment of legislative and other educational policy proposals.
2. All position statements shall be consistent with the IASA Platform and Mission.
3. All proposed position statements are to be approved by the Board of Directors before becoming official positions of the IASA.
4. Once approved, all position statements remain in effect until modified or discontinued by the Board of Directors.
5. A simple majority of the members present at meetings of the Resolutions/Position Statements Committee and Board of Directors is required to add, modify or discontinue position statements.
6. Recognizing the common interests of the IASA and the Illinois Association of School Boards, and recognizing the active role superintendents play in the developing of IASB position statements, IASB position statements should be systematically reviewed for IASA incorporation.
7. Recognizing the common interests of the IASA and the Illinois Principals Association, Illinois Association of School Business Officials and the Illinois Association of School Boards, the IASA will work in cooperation with these Illinois Statewide School Management Alliance member associations.

1.1 LEGISLATIVE INVOLVEMENT - The IASA shall continue its legislative involvement, encourage increased legislative activity by local school administrators and initiate legislation that will ensure school districts of the powers necessary to carry out their designated responsibilities of educating, in an equitable manner, all public school students in Illinois. (1/00)

1.2 LEGISLATIVE ACTIVITIES - The IASA shall actively encourage and assist school administrators to effectively evaluate positions of legislative candidates relative to public education and actively support, both financially and through service, those candidates who have demonstrated an understanding and support for the principles of school management to ensure the best education for public school students in Illinois. (1/06)

1.3 GENERAL ASSEMBLY/OPERATING PROCEDURES - The IASA supports those operating procedures of the General Assembly that promote maximum exchange of information between legislators and interested citizens. (1/00)

1.4 EFFECTIVE MANAGEMENT AND QUALITY EDUCATION - The IASA shall provide leadership in guiding local school administrators to seek public support of legislative positions that are essential to effective management and quality education in the State of Illinois. (1/00)

1.5 INTERGOVERNMENTAL COOPERATION - The IASA shall take aggressive leadership in encouraging intergovernmental cooperation for the best interests of quality education in Illinois. (1/00)

1.6 LIMITED BILL INTRODUCTIONS - The IASA shall encourage the Illinois General Assembly to limit the quantity of legislation introduced in each two-year period to allow time for each bill to be researched, debated and thoroughly investigated before action by the General Assembly. (1/00)

1.7 GENERAL ASSEMBLY OPERATION - The IASA shall support changes in the operating procedures of the Illinois General Assembly that would promote maximum exchange of information between legislators and interested citizens and ensure enlightened debate on the merits of all proposed bills and take the action necessary to prevent legislation from being changed by amendments not germane to the original purpose of the bill, or establish a time limit for such amendments sufficient to avoid last minute changes in the final weeks of a legislative session. (1/00)

1.8 EFFECTIVE DATE - The IASA shall encourage the Illinois General Assembly to allow a minimum of one year lead time for implementation of any regulation or legislation increasing costs in public schools. (1/00)

Updated - November 2006

2.1 STATE SUPPORT/CONSTITUTIONAL MANDATE - The IASA encourages and supports legislative action to increase reimbursements to such levels necessary to implement the constitutional requirement that the State of Illinois have primary responsibility for financing the system of public education. (1/00)

2.2 BUDGET STABILITY FOR SCHOOL DISTRICTS – The IASA shall support legislation requiring the Illinois General Assembly to determine the amount of funding for educational entitlements and General State Aid no later than March 31 (3 months prior to the start of the budget year) and enact a biennial budgetary cycle. (2/13)

2.3 STATE AID PAYMENTS - The IASA shall encourage the Illinois General Assembly to pass legislation whereby State aid payments would be forwarded to all school districts directly from the State Comptroller. (1/00)

2.4 STATE AID PAYMENTS - The IASA shall support legislation that requires the State of Illinois to make general state aid payments to school districts, on a monthly basis, during the entitlement year in which they are appropriated. Furthermore, the IASA shall support legislation that requires the State of Illinois to pay interest at the current legal rate on any payments which are late. (01/12)

2.5 MANDATED PROGRAMS - The IASA supports the local control of public schools and believes any programs or services mandated by the Illinois General Assembly and the Governor or the Illinois State Board of Education must provide sufficient new revenues to fully reimburse the additional costs by those programs. Statutory enactment of new mandated programs must be in compliance with and not exempted from the State Mandates Act. (09/10)

2.6 CATEGORICAL REDUCTIONS PROSPECTIVE ONLY - The IASA shall support legislation requiring that any reductions in line item funds for categorical payments which are subject to reimbursement by the State (e.g. transportation or special education) shall be prospective only and shall not affect such line item costs incurred by a school district prior to such reduction but not yet claimed or approved for reimbursement. (01/12)

2.7 FORWARD FUNDING - The IASA shall encourage and support legislative and/or a constitutional amendment that will enable and require the State and federal governments to implement forward funding of school programs, thus providing for the efficient and effective management of school districts. (1/09)

2.8 FUNDING OF GROUP PLACEMENT STUDENTS - The IASA urges the General Assembly and Governor's Office to provide funding for children who are wards of the State who create a significant impact on local school district budgets when they are placed in temporary shelters and foster homes operating within school districts. (1/00)

2.9 TEACHERS' RETIREMENT SYSTEM - The IASA urges the Illinois General Assembly to fully fund the Teachers' Retirement System. (1/00)

2.10 STATE INSTITUTIONS - The IASA urges the State to provide funds to local school districts for purchasing or constructing additional classrooms required to provide instruction for students who reside in State facilities located within the district. (1/00)

2.11 INVESTMENT OPPORTUNITIES - The IASA shall encourage the Illinois General Assembly to study the current laws pertaining to investment opportunities now available to public agencies and school districts with the goal of expanding the list of appropriate investment vehicles and clarifying existing language to include such options as public access money market funds. (1/00)

2.12 *CONTRACTING DRIVER'S EDUCATION* - The IASA shall support legislation authorizing school districts to provide a comprehensive driver's education program through contract. Such contracts should be made with properly authorized persons or agencies and may include provisions allowing for the use of school property. (1/00)

2.13 *CORPORATE PERSONAL PROPERTY REPLACEMENT TAX* - The IASA supports the Corporate Personal Property Replacement Tax as a source of revenue for schools. Any proposed legislation should not diminish the funds provided by this revenue source. (1/00)

2.14 *IMPACT AID (STUDENT HOUSING)* - The IASA shall support legislation reinstating Impact Aid to school districts where there are students residing in housing provided on state property from which no property taxes are received. The Impact Aid shall be based on the number of students generated from the state property. (1/00)

2.15 *GENERAL STATE AID FORMULA* - The Illinois Association of School Administrators:

- Encourages the Governor and legislators to fund the general State aid formula at a level that reflects the cost of providing quality education for Illinois students;
- Encourages the Governor and legislators to meet the costs of funding quality public education by making education the State's primary budgetary program, which may require the increase of existing taxes or establishment of new taxes to generate the necessary State revenues;
- Opposes any provision in a general State aid formula that would reduce a district's ability to generate local property tax revenues;
- Recognizes the inequity of the current general State aid formula and supports research by the Illinois State Board of Education to uncover methods of eliminating those inequities; and
- Urges the Governor and legislators to review the method of calculating the disadvantaged student count which currently uses Title 1 eligible students in the school aid formula and replace it with a more accurate method of determining the number of students from disadvantaged backgrounds. (1/00)

2.16 *FUNDING SPECIAL EDUCATION PROGRAMS* - The IASA shall urge Congress to adequately fund Public Law 94-142 (Individuals with Disabilities Education Act) commensurate with the mandates required by the Act; shall strongly encourage the State of Illinois to totally fund with new monies, in a timely manner, the extra costs of educating children with special needs including transportation and accessibility costs; shall seek changes in current practice to fund local districts for special education professional personnel at 51% of the prior year's average salary for such professionals, and shall continue to oppose any requirement that local public school districts pay room and board costs for any child with a disability placed in private facilities. (1/02)

2.17 *TITLE 1 COUNT* - The IASA shall encourage the Illinois General Assembly to adopt a fair, appropriate, accurate and timely means of determining the count of low income students as used for the general aid distribution formula. (1/00)

2.18 *ALTERNATIVE SCHOOLS* - The IASA shall support adequate State funding for regional alternative schooling programs. (1/00)

2.19 *PRESCHOOL PROGRAMS* - The IASA shall support full funding of early childhood programs operated by public schools as a priority. The IASA shall support legislation to fully fund with new monies for both staffing and infrastructure costs associated with early childhood programs for such children as originally defined in PA 84-126, and further addressed in Public Act 94-0506 and Public Act 94-1054. (2/13)

2.20 *FUNDING FOR DIFFERENTIATED INSTRUCTION* - The IASA shall seek administrative and legislative actions calling for the provision of separate and sufficient new monies to support programs of differentiated instruction for those students identified as having exceptional talents and abilities,

permitting these students to reach their potential. Such student talents and abilities may be in areas that expand beyond the core curricula. To ensure efficiency and productivity in the implementation of these programs, school districts should be provided sufficient flexibility in the acquisition and expenditure of such State funds. (1/08) 124

2.21 SCHOOL FUNDING - The IASA shall actively support the general concepts regarding school funding reform, property tax relief and tax reform identified in the legislative outline prepared by the Center for Tax and Budget Accountability in June of 2004. Legislation resulting from that legislative outline shall be supported by the Illinois Association of School Administrators provided that: the State guarantees the payment of property tax relief grants will be made in a timely fashion with no loss of funds to the school district; school districts have continued access to local property tax revenues through levies and referenda; and the legislation meets the criteria outlined in the IASA Position Statement 3.20 – School Finance Reform. (9/06)

2.22 BILINGUAL EDUCATION OPTIONS - The IASA shall request the Illinois State Legislature to pass legislation to amend the current Illinois School Code to make Transitional Bilingual Education optional and not mandatory. (1/09)

2.23 ISBE OVERSIGHT AGREEMENT - The IASA shall work to modify state statutes governing Illinois State Board of Education (ISBE) school district oversight panels or finance authorities. Statutory changes should include, but not be limited to, the following:

- Unless called for by the local school district, an oversight panel or finance authority shall not be imposed without a rigorous set of criteria, including the timeline, proving the school district will not or cannot serve the needs of its students, staff and community;
 - Clear benchmarks and goals shall be included in the establishment of an oversight panel or finance authority and once substantially met the oversight panel or finance authority shall be dissolved;
 - Bonding authority and issuance must remain the responsibility of the elected school board so that the duration of the oversight can be minimal; (09/10)
 - Progress toward benchmarks and goals must be reviewed and shared with the school district under oversight on a regular basis including any reasons or criteria for inability to make progress. Review should also recommend any modifications needed to achieve success;
 - Due process and review by the Attorney General must be afforded school districts when appropriate; and
 - ISBE authority to establish oversight panels or finance authorities shall not be broadened to facilitate imposition of a panel or authority or to expand their oversight once put in place.
- (1/10)

2.24 STATE AUTHORIZED CHARTER SCHOOL FUNDING – The IASA shall urge adoption of legislation which would revise the method of funding State-authorized charter schools so as to limit the withholding of State funds from host school districts to reflect the percentage of state funding to the district in the prior fiscal year and to ensure State provision of the entire balance of per capita funding entitlement to the charter school. (2/13)

Updated – February 2013

3.1 ASSESSMENT AND COLLECTIONS - The IASA supports recommendations for improving assessment, collection and distribution of tax revenues. (1/00)

3.2 ADMINISTRATIVE COST CAP - The IASA shall support legislation that eliminates administrative cost caps provisions of P.A. 90-548. (1/00)

3.3 ASSESSMENT OF POLLUTION CONTROL FACILITIES - The IASA shall support legislation that would return to the tax rolls pollution control facilities including landfills which are included within the rate base of a public utility and as result earn a rate of return for such utility. (1/00)

3.4 INVESTMENT EARNINGS - The IASA supports legislation or local practices that allow school district participation in taxing decisions which have the impact of potentially eroding a school district's ability to access the property tax base such as the current 6B and 7B application process in Cook County. (1/00)

3.5 NOTIFICATION OF TAX APPEALS - The IASA supports the concept that the Board of Appeals or Board of Review will hold no hearings on a complaint until the school district and municipality involved have been notified and been given adequate time to prepare and an opportunity to present its case in full. (1/00)

3.6 STANDING ON TAX APPEALS - The IASA supports legislation giving local school districts and municipalities legal standing to appear before any assessing authority or court of jurisdiction to object to and present evidence of inequities in the assessment of real property for tax purposes. (1/00)

3.7 TRANSPORTATION LEVY-EXCESS COSTS - The IASA supports legislation that would allow certain school districts to increase their levy in the Transportation Fund, subject to backdoor referendum, to an amount sufficient to pay for costs of transportation of students not met by tax revenues from the fund levy and the state reimbursement for transportation programs. Eligible districts would be those that are levying no less than the permissive rate in the Transportation Fund and transport students in accordance with Illinois law. (1/00)

3.8 EDUCATION FUND TAX INCREASE - The IASA shall support legislation to increase the maximum permissive tax rate that may be levied for educational purposes. (1/00)

3.9 UTILITY TAXES - The IASA shall support legislation to exempt public school districts from all taxes imposed by state, federal, and units of local government. They shall neither seek to deprive or deplete public schools of their funds. Each public school district shall be issued its own district's State and Federal Tax Exemption Identification Number for such exemption. It shall be the responsibility of the taxing body to notify the agency collecting the tax of its exemption and assure its implementation. (1/09)

3.10 PERMISSIVE TAX RATE EQUALIZATION - The IASA urges the Illinois General Assembly to equalize taxing authority without referendum of dual and unit districts in all funds. (1/00)

3.11 REQUIRED SITE DEDICATION - The IASA supports legislation requiring builders and subdividers to dedicate land for school purposes or to make cash payments in lieu of such dedication and to allow cash payments to be used for operational expenses. (1/04)

3.12 SUBDIVISION ASSESSMENT - The IASA urges the Illinois General Assembly to adopt a resolution enforcing the annual assessment of unsold lots platted within a subdivision based upon one-third of the market price of comparable property. (1/00)

3.13 *LIFE SAFETY FUND-GENERAL* - The IASA shall support legislation that allows the State Board of Education to approve the use of monies generated from the health/life safety tax levy or ¹²⁶the sale of health/life safety bonds for building projects that, while not specifically listed as a State Board approved project, will directly result in the improved safety of the students and/or community. Specifically, such funds shall be eligible to cover the costs for the following purposes: 1) repair or replacement of property such as school sidewalks, driveways, parking lots and playground equipment, in instances when a specific safety hazard is demonstrated by a licensed architect or engineer; 2) mandated alterations to facilities and school property pursuant to requirements of the Federal Americans with Disabilities Act; and 3) to provide air conditioning and climate control in the classrooms, and to provide for the lease and/or purchase of air-conditioning equipment under the tax for leasing (including lease purchase and installment purchase) of educational facilities). (11/06)

3.14 *COOK COUNTY GAS TAX EXEMPTION* - The IASA shall encourage and support leadership to exempt school districts from paying Cook County taxes on gasoline. (1/00)

3.15 *MOBILE HOME TAXATION* - The IASA supports further study of taxation of mobile homes to determine how the value of the dwelling and the value of services afforded the owners and the occupants of the dwelling can be more adequately measured. Until the current system of taxation is changed, the IASA encourages the improved collection of the service tax on mobile homes. (1/00)

3.16 *CAPS ON LEVY GROWTH* - The IASA supports the authority of school boards to extend taxes to limits authorized by voters without being required to seek further voter approval. (1/00)

3.17 *DISCRIMINATORY EFFECT OF TAX CAPS* - The IASA shall initiate and support legislative action directed toward correcting the discriminatory effect of the tax cap bill that includes life safety extension within the aggregate levy of collar county school districts unless a referendum is held to authorize the sale of life safety bonds. (1/00)

3.18 *PROPERTY TAX CLASSIFICATION* - The IASA supports maintaining the real estate assessment for residential property unless it is offset on a one-to-one ratio. (1/00)

3.19 *TAX CAP EXEMPTIONS* - The IASA shall support legislation designed to exempt the districts in counties under the Property Tax Extension Limitation Law (PTELL) from the restrictions of the tax cap in their Fire and Life Safety, IMRF, Social Security and Tort Immunity funds; base the property tax cap on the Employment Cost Index (ECI) rather than the Consumer Price Index; and establish a "floor" to the PTELL to ensure that the allowable percentage increase in the extension cannot be less than the allowable percentage increase in the 1998 levy year. (11/06)

3.20 *PROPERTY TAX CAP - GSA CALCULATIONS* - The IASA shall support legislation to modify the General State Aid Formula calculation for school districts subject to PTELL (Property Tax Extension Limitation Law) such as that they are not penalized when successfully passing an operating fund rate increase referendum (1/09)

3.21 *PTELL - DEBT SERVICE EXTENSION BASE* - The IASA shall support legislation (currently House Bill 1341) to modify the Debt Service Extension Base (DSEB) formula established by the Property Tax Extension Limitation Law (PTELL) to allow the limited number of school districts that do not have DSEB to have one established for them creating more equity among districts affected by the PTELL and equal opportunity in school funding. (01/12)

3.22 *PTELL NO PENALTY FOR UNDER LEVY* - The IASA shall urge adoption of legislation which would revise the method of funding State-authorized charter schools so as to limit the withholding of State funds from host school districts to reflect the percentage of state funding

to the district in the prior fiscal year and to ensure State provision of the entire balance of per capita funding entitlement to the charter school. (2/13) 127

3.23 SCHOOL FINANCE REFORM - The IASA shall adopt as a position statement the recommendations contained in the Report of the Finance Initiative Committee of the IASB which reads:

"The State of Illinois, having the responsibility of defining requirements for elementary and secondary education establishes that the primary purpose of schooling is the transmission of knowledge and culture through which children learn in areas necessary to their continuing development. Such areas include: language arts; mathematics; biological physical and social sciences; fine arts; physical development; and health.

Each school district shall give priority in the allocation of resources, including funds, time allocation, personnel, and facilities to fulfilling the primary purpose of schooling." (The School Code, 105 ILCS 5/27-1)

The IASB believes that adequate funding must be provided for each student in order to guarantee the opportunity for an appropriate public education.

An appropriate education is defined as an education that provides for all students educational opportunities that meet the goals for learning established by the state in the Education Reform Act of 1985 and local community expectations as expressed through local board policy.

The following are criteria by which proposals for school finance reform shall be evaluated:

1. The state's funding of public education should provide for a stable, reliable and predictable commitment of revenue.
2. State funding levels for public education must be a function of the actual cost of providing an appropriate education.
3. Adequate funding should be sought through the addition of new state revenues for public education.
4. Any funding formula developed by the General Assembly shall place high priority upon achieving the goal of equity in providing financial resources to local school districts.
5. Increased state funding for public education should not reduce the ability of school districts to increase their local property tax rate.
6. In the distribution of state funds to local school districts:
 - a) funding differentials for various levels of schooling are appropriate only if based on verified costs;
 - b) consideration should be given to regional differences in the cost of providing an appropriate education;
 - c) the method of calculating the number of students coming from disadvantaged backgrounds should be based on current, verifiable data; and
 - d) size of school district is important only to the extent that a district provides an appropriate education.
7. A specified local tax effort should be required to qualify for state aid.
8. Authority for changing a district's aggregate tax levy should be retained by the local board of education.
9. Taxing authority without referendum for unit districts in all funds should be equal to the sum of the taxing authority in dual districts.
10. Funding should not be tied to mandated training of local Boards of Education.

In order to obtain substantial new state revenues for funding an appropriate education, the following considerations should have an impact on any proposal for school finance reform:

- Accountability will be needed.

- The physical plant needs of Illinois' school districts should continue to be addressed.
- Taxpayer equity and relief, including uniform tax assessment and procedures as well as tax relief for limited fixed income and disabled citizens, should be provided. (1/04)

3.24 LOCAL DISTRICT INCOME TAX - The IASA shall support legislation that would allow a school district, subject to a referendum, to impose an income tax. (1/00)

3.25 PROPERTY TAX BASE - The IASA shall oppose any reduction in a district's access to local property tax revenue and shall oppose legislation that would erode the property tax base to educate children in the state of Illinois. (11/06)

3.26 PROPERTY TAX ASSESSMENT AND COLLECTION - The IASA supports the assessment and collection of property taxes at the local level. (1/00)

3.27 PROPERTY TAX RATE INCREASES - The IASA shall support legislation that would require that new property tax rates levied immediately following successful passage of tax rate increases be used as the calculating rate and extended as required under the School Code (105 ILCS 5/17-3.2). (1/03)

3.28 STANDING ON TAX APPEALS - The IASA shall support legislative action to enable public school districts, in Cook County specifically, to (1) receive notices of assessment appeals in excess of \$100,000; (2) become participants in assessment reduction proceedings at the administrative and judicial levels; and (3) allow the refund to be credited toward future property tax payments. Further, the IASA urges that the necessary resources be made available in order to facilitate the timely processing of property tax proceedings. (11/06)

3.29 EAV ADJUSTMENTS – TIMELY NOTIFICATIONS - The IASA shall support legislation to require timely notification between county assessors of substantial adjustments to assessed values for a taxing district that has assessed property in multiple counties. (01/12)

3.30 TAX INCREMENT FINANCING - The IASA shall support changes in the current Tax Increment Financing statute that will model adopting procedures after those established for Enterprise Zones, continue to provide definitions for terms such as blighted used in the statute, develop procedures for disbanding TIF areas that do not produce anticipated growth, remove the requirement that all taxing bodies participate equally, to be monitored by the TIF Joint Review Board at each of its scheduled meetings, reduce the financial impact of the TIF area so that the percentage loss of Equalized Assessed Evaluation (EAV) involved in the TIF will not exceed twice the average loss of EAV to each taxing body, and limit its use in new residential development, and make the recommendation of the Joint Review Board binding. (11/06)

3.31 BOND AND INTEREST LEVY - The IASA shall attempt to have legislation passed that would permit a school district to increase the bond and interest levy to recover taxes lost from an adverse Property Tax Appeal Board Decision that caused the district to expend operating funds to amortize debt. (1/00)

3.32 TRUTH IN TAXATION - The IASA shall seek a modification in the Truth in Taxation Notice that would allow a school district to provide further information to the voting public in the form of explanatory comments which may be included in the statutorily mandated Truth in Taxation Notice. (11/06)

3.33 SALES TAX FOR SCHOOL DISTRICTS - The IASA shall advocate that the General Assembly study and consider legislation allowing school districts access to additional forms of financial revenue, both state and local sources, including but not limited to, sales tax revenue. Further, any form of additional revenue for schools must provide that school districts determine the fund(s) in which to place the additional revenue. (11/06)

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3.34 *BIDDING CONTRACTS-LOCAL BIDDERS* - The IASA shall support legislation that allows the local Board of Education to award a contract, under certain circumstances, to a qualified bidder that may not be the lowest responsible bidder. The bid must not be more than 2% over the lowest responsible bid and the bidder must be considered a local contractor by the local Board of Education. (11/06)

3.35 *NON RESIDENT STUDENT TUITION* – The IASA shall support legislation to allow legally enrolled students who have become non-residents of the district to attend the school as a non-resident student, tuition-free, until the end of the grading period or school term, as determined by school board policy. The student shall not be charged tuition for the remainder of the grading period or school term in which he or she became a non-resident pupil. The legislation should allow students who are seniors in high school, and legally enrolled on the first day of school to continue in the district, tuition free, only until the end of that school year.

Updated – February 2013

4.1 SPECIAL EDUCATION FUNDING - The IASA shall urge the Congress of the United States to adequately fund the IDEA Act of 1997 commensurate with the mandates required by the Act and focus specifically on students whose placement requires new expenditures required by the reauthorization. (1/00)

4.2 SCHOOL LUNCH AND MILK PROGRAMS - The IASA endorses the concept of school lunch and milk programs in each local school district for all children and urges federal and State governments to not reduce financial support for existing programs. (1/00)

4.3 E-RATE DISCOUNT PROGRAM - The IASA shall urge Congress and the Federal Communications Commission to continue to support discount programs, including but not limited to the "E-Rate" program created in the Telecommunications Act of 1996, to provide affordable Internet access, distance-learning, and other educational programs for school districts and libraries. (1/00)

Updated - November 2006

5.1 PRIVATE SCHOOL FUNDING - The IASA opposes payments of State funds directly or indirectly to nonpublic elementary-secondary schools. (1/00)

5.2 NONPUBLIC STUDENTS-REPORTING REQUIREMENT - The IASA supports legislation requiring that nonpublic schools receiving the benefit of public funds or services shall submit to the Illinois State Board of Education on an annual basis the names, ages and addresses of all students enrolled in their schools. (1/00)

5.3 PRIVATELY PROVIDED EDUCATION - The IASA opposes legislative initiatives including, but not limited to, vouchers and school choice that have the effect of diverting public education funds to support privately provided education. (1/00)

5.4 LEGAL FEES TAX - The IASA shall support legislation that will permit school districts to levy taxes for legal fees related to special education requirements procedures, due process hearings, collective bargaining and proceedings under the Illinois Educational Labor Relations Act, and other matters of preventive care, litigation, settlement or resolution for which attorneys fees and costs are not otherwise authorized by statute. (1/00)

5.5 TECHNOLOGY IN SCHOOLS - The IASA supports legislation that would require the State Legislature to include a line item on the State budget providing revenue for technology in the schools. (1/00)

5.6 ENERGY COSTS - The IASA supports legislation to allow school districts to levy a permissive tax to fund energy costs. (1/00)

5.7 HEALTH INSURANCE COSTS - The IASA supports legislation to allow school districts to levy a permissive tax to fund health insurance costs. (1/00)

5.8 FINANCING PUBLIC EDUCATION

5.81 CAPITAL FUNDING FOR SCHOOL CONSTRUCTION - The IASA shall continue to support the current School Construction Grant Program and its provisions for grant applications, grant entitlements, grant awards, and local school district authority to select architects, engineers, contracts, and laborers. All school districts with an approved school construction grant entitlement shall be paid the amount of the entitlement in its entirety before a new school construction program can be implemented. Awarded entitlements shall be adjusted to accommodate increased costs such as material, labor, or property incurred from the date a district receives its entitlement letter until funding is actually distributed to the school district recipient. The IASA shall advocate that the General Assembly study and consider additional forms of financial revenue for school construction needs, including but not limited to, sales tax revenue. Any new revenue shall supplement current school construction funds, not supplant them.

IASA shall also support legislation that would amend Section 5-5 of 105 ILCS 230 to calculate the grant index in the school construction program for each of those school districts that consolidate or join for a cooperative high school after July 1, 2006 and utilize whichever grant index is highest for the newly consolidated district or cooperative high school rather than a composite index of all districts involved. (11/06)

5.82 FUNDING MANDATED PROGRAMS - The IASA believes that legislation encroaching upon local and lay control of the public schools should be curtailed, and, therefore:

1. Programs or services mandated by the Illinois General Assembly, the State Board of Education or any other State agency must demonstrate clear evidence of need for the mandate

and the Illinois General Assembly must provide non-local revenues to fully fund the additional costs of those programs. 132

2. Regulations accompanying legislative mandates should specify required outcomes and criteria for determining compliance, but should allow local districts to determine the specific methods and procedures by which required outcomes will be accomplished.
3. Required time lines for accomplishment should reflect consideration of the human and material resources and amount of deliberation and development necessary to accomplish the mandate.
4. Urge the Illinois General Assembly to strictly comply with the State Mandates Act, including specifying and labeling in the descriptions of legislation containing unfunded mandates that such mandates occur, and to refrain from passing any legislation which contains an exemption from the Act, and urge the Governor to veto legislation that may reach the Governor's desk.
5. Urge the General Assembly to adopt legislation which would allow school districts greater flexibility in regard to state mandates and the use of grants. (1/10)

5.83 *GRADUATED INCOME TAX* - The IASA shall support the placement and passage of a constitutional amendment calling for a graduated state income tax. (1/00)

5.84 *IMPACT FEES FOR RESIDENTIAL DEVELOPMENT* - The IASA shall participate in the development and passage of statewide enabling legislation allowing school boards of education to impose residential development impact fees with the option of local municipal control through intergovernmental cooperation. (1/00)

5.85 *LOCAL TAXES ON SCHOOL DISTRICTS* - The IASA shall support legislation which would exempt public schools from all taxes imposed by state, federal, and units of local government. They shall neither seek to deprive or delete public schools of their funds. Each public school district shall be issued its own district's State and Federal Tax Exemption Identification Number for such exemption. It shall be the responsibility of the taxing body to notify the agency collecting the tax of its exemption and assure its implementation. (1/04)

5.86 *LOCAL TAXES DELINQUENT COLLECTION* - The IASA shall seek legislation to amend that the tax code, or other prescriptive procedures, to minimize the punitive effects of delinquent collection and disbursement to districts of tax moneys raised by local levy. (1/00)

5.87 *SUMMER SCHOOL FUNDING* - The IASA shall support legislation to provide adequate funding to school districts to provide summer school at risk academic programs. (1/00)

5.88 *UNFUNDED MANDATES* - Support legislation opposing unfunded mandates from State government, and that any future mandates must provide a non-local source of funding. (1/00)

5.89 *CONSTITUTIONAL AMENDMENT ON SCHOOL FUNDING* - The IASA shall support passage of an amendment to the Illinois Constitution that would make education a fundamental right, would make it a paramount duty for the State to provide a thorough and efficient system of public education, and that would provide that the State has the preponderant financial responsibility for financing the system of public education. (11/07)

Updated – January 2010

6.1 LOCAL CONTROL - The IASA shall take all appropriate action to encourage members of the U.S. Congress, the Illinois General Assembly, related administrative agencies, and State and federal courts to refrain from introducing, supporting or promulgating rules, regulations and legislation which deprive local school boards of decision-making powers on matters in which there is not a clear and compelling State or national interest. (11/06)

6.2 PARTICIPATING IN ZONING HEARINGS - The IASA supports requiring planning commissions, zoning boards and the governing bodies of the jurisdiction in which real estate developments or zoning changes are proposed to notify the school district affected about such proposals and related hearings. This notice should occur prior to action approving any zoning changes or real estate developments. (11/06)

6.3 ELIMINATION OF STATE AND FEDERAL MANDATES - The IASA shall support state rules and regulations, as determined by ISBE and other state agencies, that shall not exceed federal rules and regulations to the detriment of the educational process in Illinois. (1/00)

6.4 MANDATES ACT COMPLIANCE - The IASA shall urge the members of the General Assembly to comply with the State Mandates Act and refrain from passing any legislation that contains any exemptions from the Act, and urge the Governor to veto any such legislation that may reach the Governor's desk. (1/00)

6.5 STATE AND FEDERAL GRANT CARRYOVER - The IASA shall encourage the state and federal governments to remove carryover restrictions on grant programs that currently require local school districts to return grant fund balances back to the state. (1/00)

6.6 RAILROAD CROSSING - The IASA urges the Illinois General Assembly, the Congress of the United States, State and federal commerce commissions and railroad industries to continue working toward the installation of adequate warning devices at all railroad crossings maintained for public use in Illinois. (11/06)

6.7 DISTRICT REORGANIZATION - The IASA shall seek, encourage, and support efforts for school district reorganization - in all forms - to include a requirement that before such reorganization is deemed passed, a majority vote of voters in each of the affected districts is necessary. (11/06)

6.8 PROTECTION OF LOCAL CONTROL - The IASA opposes any programs mandated by the Illinois General Assembly or the Illinois State Board of Education and implemented and enforced by regional offices resulting in reduction or destruction of local and lay control of common schools by community elected school boards. (1/00)

6.9 SCHOOL HOLIDAYS - The IASA shall support legislation to reduce the current number of legal school holidays in Section 24-2 of The School Code and supports a moratorium on the creation of any additional legal school holidays. (1/00)

6.10 LIABILITY INSURANCE REFORM - The IASA shall support legislative changes that will limit damage awards arising out of tort actions and streamline the legal process to avoid lengthy litigations and frivolous lawsuits. (1/00)

6.11 DISCIPLINE FOR SPECIAL EDUCATION STUDENTS - The IASA shall develop and implement a legislative agenda at the Federal and State levels which urges the adoption of legislation easing the legal restrictions imposed on local school boards for disciplining students enrolled in special education programs, including the suspension and expulsion of such students. (1/00)

6.12 *TORT IMMUNITY FUND* - The IASA shall oppose legislation that seeks to limit a school district's legitimate use of the tort immunity fund. This includes amendments to the Local Government and Governmental Employees Tort Immunity Act that would prohibit the issuance of bonds or the levying of taxes by a school board to fund the costs of complying with equitable remedies or relief, or with an injunction agreed to by the school board or ordered by any court. (1/00) ¹³⁴

6.13 *STATUTORY JOB DESCRIPTION* - The IASA shall oppose legislation which allows job descriptions for employees of school districts to be placed into state law. (1/00)

6.14 *FAIR LABOR STANDARDS ACT* - The IASA shall support legislation at both the Federal and State levels to exempt school district employees from overtime and salary regulations as described in the Fair Labor Standards Act. (10/05)

6.15 *POLLING PLACES IN SCHOOLS* - The IASA shall support legislation that amends the Election Code to allow a school district to refuse to be used as a polling place during elections for student safety reasons. (1/08)

6.16 *THIRD PARTY CONTRACTING* – The IASA shall strongly oppose legislation or rulemaking that regulates and restricts the ability of school boards to contract with third-parties for the provision of non-instructional services. The Illinois Association of School Administrators shall seek to repeal or amend the provisions of the School Code which unreasonably restrict the ability of school boards to enter into contracts with third-parties for the provision of non-instruction services. (2/13)

Updated – February 2013

7.1 EMPLOYMENT PRACTICES - The IASA strongly supports local boards of education rights of self-determination and control, as duly elected representatives of the community, regarding hiring, dismissal and staff reduction of certificated and educational support personnel. To this end, the Association shall support statutory, rules and regulations changes that will:

- enable the initial placement of employees on the salary schedule without regard to years of experience or graduate credit;
- allow for greater flexibility in staffing patterns to improve efficiency and effectiveness of programs;
- maintain the tenure rights of teachers in cooperatives in a single district but not in multiple districts; and
- allow school districts to take action on reductions in force up to sixty calendar days following the date elementary and secondary appropriations bills become law.

(Portions adopted 1976, 1979, 1980, 1983, 1984, 1988; Amended 1988, 1996, 2006, 2012; Reaffirmed 1992, 2011)

(2/13)

7.2 DETERMINATION OF TEACHER SALARIES - The IASA supports the authority of local boards of education to determine teacher salaries. (1/00)

7.3 FREE TEXTBOOKS - The IASA supports the concept of school boards having the right of self-determination in the selection of school textbooks and would oppose any attempt by the Illinois State Board of Education to require the use of certain texts in order to administer the free textbook program. (1/00)

7.4 DETERMINATION OF CURRICULAR MATERIALS - The IASA supports the right and responsibility of each local school board to determine its curricular content. (1/02)

7.5 ESP PROGRESSIVE DISCIPLINARY PROCEDURES - The IASA shall support legislation that allows local school boards to negotiate local contractual arrangements for education support personnel including but not limited to, progressive disciplinary procedures. (1/00)

7.6 ELECTION PROCESS - The IASA shall support legislation which would allow voters, by a referendum placed on the ballot by the school board, to change the election of their school board from any form of sub-district to one at-large district. A majority vote from each sub-district would be required for passage. (1/00)

7.7 SCHOOL BALLOT FORMAT - The IASA shall urge the Illinois General Assembly to review and revise the school ballot formats as established in Section 9-12 of the School Code to more clearly identify for whom the voter is casting the ballot. (1/02)

7.8 ANNEXING DISTRICT REQUIREMENTS - The IASA shall seek an amendment to Article 7 of The School Code providing that neither a petition initiated by the citizens of one school district nor a petition initiated by a local school board of education seeking to annex their entire school district or a portion of the school district above and beyond one (1) home to another should be permitted without the affirmative vote of the citizens of each of the school districts affected. Specifically, 105 ILCS 5/7-1 and 7-2 shall be amended to include the following language: "When a petition is initiated by two-thirds (2/3rds) of the registered voters in one school district seeking to annex said district in its entirety to another school district or school districts and the board of education of such receiving

school district or school districts has not adopted a resolution agreeing to such annexation, such annexation, if approved by the regional board of school trustees, shall not become effective until it is approved in an election called for the purpose of voting on the question of the voters in each school district affected." (11/06) ¹³⁶

7.9 DETACHMENT FROM UNIT DISTRICT - The IASA shall oppose any efforts to amend the Illinois School Code to allow for less restrictive procedures for school districts to detach and form a new district. (11/06)

7.10 BOARD MEMBER – TRAVEL REIMBURSEMENT - The IASA shall support legislation which will allow members of Boards of Education to be reimbursed for mileage for school board meetings held in compliance with the Open Meetings Act. Mileage reimbursement would be paid at the district approved allowable travel reimbursement rate not to exceed the federally allowable travel reimbursement rate. (1/09)

7.11 SCHOOL BOARD MEMBER TRAINING - The IASA shall oppose any legislation that includes a provision for mandatory training of school board members. The IASB encourages local boards of education to model continuous improvements by pursuing all professional development and training opportunities. The IASB, with its unique combination of expertise and resources, is uniquely in the position to be the primary agency responsible for school board member training and professional development as recognized by Article 23 of the Illinois School Code. (1/09)

7.12 TIME OFF ALLOWED FOR REQUIRED TRAINING – The IASA believes that the work of locally elected, volunteer school board members should be valued and that employers should be encouraged to allow employees to utilize vacation days or days off with pay to attend mandated school board member training and professional development opportunities offered by the Illinois Association of School Boards or other approved training providers. (2/13)

Updated – February 2013

8.1 FINANCING SPECIAL EDUCATION - The IASA believes that legislation pertaining to the special education of handicapped children by the State and federal governments without full funding is discriminatory to the majority of the children by forcing local districts to fund these special education programs at the expense of regular programs. (1/00)

8.2 SPECIAL EDUCATION/RELATED COSTS - The IASA shall inform the Illinois General Assembly and Governor's Office that children who are wards of the State create a significant impact on local school district budgets when they are placed in temporary shelters and foster homes. Further, the State shall provide 100% of the cost of these placements. The Association shall:

1. Work to increase the financial incentives to those local school districts which provide alternatives to residential placement for those students.
2. Initiate and support legislation that will require the Department of Children and Family Services to involve local school districts in any plans for group placements of children in those districts and that funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan.
3. Seek and support legislation for the State of Illinois to provide funds to local school districts for purchasing or constructing additional classrooms that are required to provide instruction for students who reside in state facilities located within the district. (1/02)

8.3 SPECIAL EDUCATION-TENURE RIGHTS - The IASA supports legislation that shall restrict the probation, tenure, transfer, dismissal and reduction-in-force rights of teachers in educational cooperatives so that these teachers shall have such rights in a single district and not in multiple districts. (1/00)

8.4 SPECIAL EDUCATION COSTS - The IASA strongly encourages the State of Illinois to totally fund, in a timely manner and with new monies above and beyond the annual appropriation, the extra costs of educating children with special needs including transportation and accessibility costs, including room and board costs for handicapped children placed in private facilities. (1/00)

Updated - November 2006

9.1 LOCAL DISTRICT PERSONNEL STANDARDS - The IASA urges the Illinois State Board of Education to continue to provide the necessary financial assistance and consultation to enable local school districts to develop means of assessing and upgrading the competency of their certificated personnel. (1/00)

9.2 TEACHER COMPENSATION - The IASA supports teacher salaries that include performance based plans supplemental to the basic schedule and that are developed in a cooperative manner between the local board of education and the employee. (1/00)

9.3 PERSONNEL SHORTAGES - The IASA urges the Illinois State Board of Education to continue to explore innovative ways that would allow school districts to address critical teacher and/or minority personnel shortages, further supports incentives such as grants, scholarships and loans, to attract outstanding individuals to the teaching profession and school administration particularly in those areas of critical shortage. (1/00)

9.4 PROBATIONARY TEACHER DISMISSAL - The IASA supports local school board's decision-making authority in the area of rehiring probationary teachers with or without cause and believes that any legislation seeking to further restrict this authority is detrimental. (1/00)

9.5 DISMISSAL PROCEDURES - The IASA supports a clear definition and process for dismissal procedures that protect the due process rights of employees and the rights of students to quality education. (09/10)

9.6 COLLECTIVE BARGAINING - The IASA believes the rights of the public, of the students and of school management should be preserved in any legislation regarding collective bargaining. The Association shall oppose legislation that diminishes the local school board's ability to collectively bargain with employees and shall encourage the General Assembly, the Illinois State Board of Education, and the State Superintendent to refrain from passing legislation that tips the balance of the bargaining process in favor of employee bargaining units. (1/02)

9.7 DISMISSAL BY SENIORITY - The IASA supports the elimination of legislation requiring that school boards dismiss tenured teachers by order of seniority within the district. (1/00)

9.8 PREVAILING WAGE ACT - The IASA supports legislation to relieve public schools from compliance with both the State and Federal Prevailing Wage Acts and shall work to repeal legislation that regulates wages of laborers, mechanics and other workers employed by school districts and those under contract for work being done in school districts, or amend the Prevailing Wage Act to exempt school districts from its scope. (01/12)

9.10 NONCERTIFIED PERSONNEL - The IASA shall take action necessary to permit the expanded use of non-certified personnel by boards of education in the supervision of students in all areas of the school program when the instructional judgment of certificated teachers is not required and the board determines that the time of the professional educator can be utilized more efficiently and effectively in the development and maintenance of curriculum, the tutoring of students or in the role of the mentor teacher. (1/00)

9.11 UNEMPLOYMENT COMPENSATION FOR SUBSTITUTE TEACHERS - The IASA supports legislation that would exempt substitute teachers from being eligible for unemployment compensation. (1/00)

9.12 EDUCATIONAL LABOR RELATIONS BOARD PROCEDURES - The IASA shall work with the Illinois Educational Labor Relations Board to increase its sensitivity to the need for timely decisions and establish criteria to identify matters in need of expedited attention. Further, the IASA shall utilize

the legislative process to remove statutory barriers to timely and expedited decisions and support legislation to enhance the decision making process. (1/00) 139

9.13 IMRF QUALIFICATION - The IASA shall support legislation that would amend the Illinois Municipal Retirement Fund (IMRF) laws for non-certified school staff to change, at each local district's option, the number of minimum hours an employee would work to qualify for IMRF from the current 600 hour standard to a 1,000 hour standard. This change would only be for new employees after the effective date of the legislation. (1/00)

9.14 IMRF/TRS PARITY - The IASA shall support legislation that would permit IMRF retirees to work commensurate with TRS retirees. (1/00)

9.15 STAFF DEVELOPMENT ACTIVITIES - The IASA shall urge the ISBE to offer alternative times for staff development workshops other than during regular school hours when classes are in session. (1/01)

9.16 EARLY RETIREMENT-DISTRICT OPTION - The IASA shall support legislation which will allow Boards of Education to determine if a teacher may retire exercising the Early Retirement Option (ERO) with the Teachers' Retirement System (TRS). (11/06)

Updated – January 2012

10.1 SCHOOL DISTRICT ACCREDITATION - The IASA supports the Illinois State Board of Education and its pursuit of Illinois State Board of Education approved accreditation for all public, private and home schools in Illinois. (1/00)

10.2 TECHNOLOGY IN THE SCHOOLS - The IASA supports legislation that directs the Illinois State Board of Education to assume a leadership role in the implementation of technology in the schools. The program will develop an ongoing program and provide school districts adequate technical assistance, in the use of technology for students learning and for administration of the schools, and the funding thereof. (1/00)

10.3 EARLY INTERVENTION PROGRAMS - The IASA encourages the use of state and federal entitlement sources for: 1) early elementary grade intervention programs aimed at reducing subsequent student drop-out rates; and 2) educational programs, both half and full-day, for 3-5 year old children determined to be at risk of academic failure. Resources for said programs should be provided through the general State aid formula only in excess of existing fund levels. (1/00)

10.4 GROUP PLACEMENT OF STUDENTS - The IASA shall initiate and support legislation that will require the D.C.F.S. to involve local school districts in any plans for group placements of children in those districts. Further, funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan. (1/00)

10.5 HOME SCHOOLING - The IASA shall support legislation to enact appropriate laws and policies to demonstrate that the education received by home-taught students is of sufficient quality to ensure appropriate transfer to schools that have current certification and recognition status from the State Board of Education. (1/00)

10.6 P.E. EXEMPTION FOR SHOW CHOIR - The IASA shall attempt to have legislation passed that would amend 105 ILCS 5/27-6 of the School Code of Illinois to grant an additional exemption for students, grades 9-12, enrolled in an ongoing Show Choir program for credit. (2/13)

11.1 STUDENT ASSESSMENT - The IASA shall support legislation that will modify required State student assessments so testing does not go beyond what is required by federal law, and that prohibits the Illinois State Board of Education from pursuing activities designed to expand student assessment without legislative approval. Further, IASA shall support efforts to modify the Illinois and federal student assessment processes so that they will:

- reduce costs to schools, the state and therefore taxpayers;
- enhance student achievement;
- increase student instructional time and facilitate test score comparability within and across state lines;
- fairly test students who are English language learners so that their academic progress can be accurately assessed regardless of their fluency;
- return test results in a manner that will allow school districts to maximize student learning;
- comply with the federal accountability mandate tied to testing;
- maintain a needed emphasis on the Illinois Learning Standards; and
- develop a reporting process that reflects a school's progress beyond simply student assessment scores (1/09)

11.2 ISBE PROPOSED RULES REGARDING THE 11TH GRADE TESTING/ACCOUNTABILITY ISSUE – The IASA supports a rule that will require the testing of all students when they have taken and passed the required coursework to achieve 11th grade status. IASA further supports the reporting of all student scores as part of the cohort that takes the exam that spring. Whether a student takes three years or more, when they take the exam, ALL Student scores will be reported as a cohort for holding the school accountable for student performance. (09/10)

11.3 STANDARDIZED TEST PROCEDURES - The IASA shall urge the Illinois State Board of Education to contract with a national testing company to develop a state assessment test that will test the Illinois Standards on a yearly basis in compliance with, and only testing those areas required by, the "No Child Left Behind" Act. Further, the IASA shall support legislation to:

- require that the PSAE and ACT tests be given no earlier than April of each year with results received by local school districts no later than August 1 of that same year;
- acknowledge that assessments include both an annual overall performance measure as well as a system of local formative classroom-level assessments that are linked to desired standards;
- require that the ISAT test be given no earlier than March of each year with results received by local districts no later than August 1 of that same year;
- require that the test will remain the same for ten years with only changes in the test items to maintain security; and
- require that the cut scores be set before the test results are tabulated; leaving the score ranges the same from year to year and from grade to grade; and
- expedite and fully fund test development and implementation of an appropriate assessment instrument for English language learners. (1/09)

11.4 KIDS ASSESSMENT - The IASA shall urge the Illinois State Board of Education to clarify the intent and purpose of the KIDS assessment program and allow school districts that have systems of assessment (that meet the requirement of research-based measures) and programs to meet identified needs in place to "opt out" of administering the KIDS Assessment through a waiver process:

The IASA shall urge that:

- The ISBE first provide an "approved list" of research-based assessments that can continue to be used in lieu of the KIDS assessment.
- For districts that cannot "opt out"

- o Decrease the number of domains required as well as the data collection times (collect two times per year as opposed to three)
- o Provide timely feedback that can be used to inform instructional practices
- o Provide in-depth, quality professional development to ensure fidelity of implementation
- Delay the implementation of this initiative until there is full opportunity for quality training for all and that a waiver process be prepared and approved. (2/16)

11.5 NO CHILD LEFT BEHIND - The IASA:

- strongly disagrees with the premise that the quality and complexity of teaching and learning can be adequately and solely assessed by one achievement test given once during the school year;
- disagrees with the practice of assessing all schools with inconsistent standards allowed to be used by individual states to determine school accountability and adequate early progress;
- believes that the federal government has no constitutional authority to sanction local school districts; and
- believes that the current Adequate Yearly Progress (AYP) accountability model for students with disabilities is not consistent with the goals of the new IDEA, as amended.

Therefore, the IASA shall work with the American Association of School Administrators and other coalitions to urge Congress and the Illinois General Assembly to:

- amend the provisions allowing for one high-stakes test to determine student achievement;
- remove the provisions for local school district sanctions per Section 103 of Public Law 96-88 (20 USC 3401) which created the U.S. Department of Education;
- focus on professional development for teachers and administrators;
- fully fund any requirements placed on local school districts;
- amend the Act to permit alternate assessments and other appropriate measures of achievement for students with disabilities as specifically addressed by the student's Individual Education Program (IEP);
- amend the Act to permit alternate assessments and other appropriate measures for English language learners, including but not limited to providing directions and question content in their most fluent language, or to allow removal of individual English language learners from the subgroup when no appropriate test at their language level exists;
- allow academic progress to be charted by comparing performance measures made at periodic intervals within cohorts of students rather than by comparing the grade level group test scores from year to year; and
- reject the adoption of an NCLB requirement that high school students be tested annually as the sole measure of academic achievement. (01/12)

11.6 STUDENT ACADEMIC PLACEMENT – The IASA shall support local school district and parent collaboration, evaluation and decision-making regarding the grade-level placement of students based upon their academic, social, and emotional maturity and readiness to advance. When parental advancement requests deviate from normal school advancement, school districts maintain the authority to evaluate and place students. (09/10)

11.7 MILITARY RECRUITMENT IN SCHOOLS - The IASA shall work with the American Association of School Administrators and other coalitions to urge Congress and the General Assembly of Illinois to, regarding the No Child Left Behind Act, replace the opt-out burden on parents with an opt-in provision with regard to the requirement of secondary schools to disclose student information to military recruiters. (10/05)

11.8 STUDENT EXPULSIONS - The IASA shall support legislation and/or encourage the American Association of School Administrators to support legislation that gives local school districts more latitude than the law currently mandated by Honeig v. Doe. Particularly, school districts should have more latitude than the 10 day suspension limitation to accommodate the needs of the accused to acquire legal counsel, bring forth evidence, or testimony pertinent to the hearing. (1/03)

11.9 CYBER-BULLYING DEFINITION – The IASA shall advocate for legislation that requires¹⁴³ all Illinois public school districts' "Policy on Bullying" to include a bullying definition, which includes "cyber-bullying". School districts are encouraged to include a wide range of local education stakeholders in the establishment of the policy and to include in their policy specific provisions on bullying reporting requirements, investigation procedures, intervention options, and appropriate consequences. (2/12)

11.10 HOMELESS STUDENT TRANSPORTATION – The IASA shall support legislation conforming Illinois law with federal law, specifically related to 105 ILCS 45 and the requirement for school districts to transport homeless students beyond district boundaries. (2/13)

Updated – October 2015

12.1 REGIONAL OFFICE OVERSIGHT BOARDS - The IASA shall support a change in the legal status of the Regional Office of Education Board from oversight to "advisory," as referenced in 105 ILCS 5/3A-16 and 17. (1/00)

12.2 ILLINOIS PUBLIC EDUCATION GOVERNANCE STRUCTURE - The IASA believes it is in the best interest of the continued improvement of the Illinois Public School system and the students it serves that:

- There should be nine members on the Illinois State Board of Education with no more than five members of the Board from any one political party.
- The members of the State Board of Education should be appointed by the Governor and confirmed by the State Senate.
- The Chairperson of the State Board of Education should be elected by the members of the State Board of Education from within the membership of the Board.
- The election of the Chairperson of the State Board of Education should not require State Senate confirmation.
- The employment of the State Superintendent of Education shall primarily be a function of the State Board of Education. (1/03)

12.3 FREEDOM OF INFORMATION ACT CHANGES – The IASA Shall support legislation to modify the Freedom of Information Act (FOIA) to facilitate school districts' compliance with the Act and to remove unnecessary burdens on units of local government. The legislative changes should:

- Increase allowable FOIA response time from 5 business to 10 business days
- Exclude official school breaks in business day response time
- Allow denials for commercial purposes
- Allow denials for any request that is unduly burdensome
- Clarify language that would allow a request to be denied if it is unduly burdensome to the public body if the public body deems compliance with the request would result in excessive response costs
- Allow the imposition of reasonable fees regardless of the number of pages being provided
- Remove the balancing test between the public's interest and the employee's right to privacy in the privacy exception
- Expand the evaluation exemption to cover all school employees
- Exempt employment applications to protect the privacy of individuals that apply for high profile employment positions
- Delete provisions requiring public bodies to write a virtual legal opinion as to why they are claiming an exemption
- Delete provisions requiring public bodies to prepare a virtual legal pleading before being challenged for a denial
- Limit public bodies' liability by limiting a court's inquiry to violations of the FOIA Act and not the content of information provided
- Force the Public Access Counselor to defend its decisions before a court of law if a public body is sued
- Allow public bodies to seek review of a binding opinion of the Public Access Counselor in the county in which they are located rather than just Sangamon or Cook Counties. (09/10)

Updated - September 2010

ITEM XII.A 2016 IASB New Resolutions – IASB Resolutions Committee Recommends Do Adopt

The following new resolutions were recommended as “DO ADOPT” by the IASB Resolutions Committee

NEW RESOLUTIONS**EDUCATIONAL PROGRAMS****1. Special Needs Students**

Submitted by Woodland CUSD 5

BE IT RESOLVED THAT the Illinois Association of School Boards shall support legislation that would not require school districts to be financially accountable for a student’s special education services beyond the student’s 19th birthday if the student has enough credits for graduation.

Rationale: We work each school year with special needs students to make their lives, their class schedule, their education, and their school environment as comparable to regular education students as possible. This should carry over to that of students and the age in which they continue their education in schools. This should carry over to that of students and the age in which they continue their education in schools. If they have fulfilled the credit requirements for graduation they should not continue on through their 21st birthday. It should be meeting the graduation requirements by 19 like their peers and moving onto post-secondary education, work, etc.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: The Committee discussed, first and foremost, what is in the best interest of the student. There were also concerns about whether this change would be allowable under federal law and how such a change might affect successful programming currently being delivered. However, when it was clarified that the resolution would only apply to students that had enough credits to graduate, the majority of the Committee saw this as a local control issue and voted to recommend “Do Adopt”.

2. Clock Hours vs Minutes

Submitted by: Genoa-Kingston CUSD 424

BE IT RESOLVED THAT the Illinois Association of School boards shall research the impact and viability of moving from a methodology of required days of student instruction to minutes of student instruction as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, evacuations or other events beyond the control of the school district.

Rationale: Local control and flexibility are key factors to any well managed school district. Requiring clock hours allows local district's to determine the number of days (i.e. four day weeks for cost containment or professional development) without altering summer months in the regular school calendar. This shift in hours being required directs back to addressing what they value and how best to administer the numerous mandated curriculums throughout education in Illinois.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolution Committee Rationale: The original proposal asked the Association to support legislation that would change the school funding requirement from using days of instruction to minutes of instruction. During the discussion, there were many unanswered questions about how this would affect the number of student contact days, how the General State Aid formula would be impacted, the possible changes to the school day and the number of days in the school week, and the impacts on collective bargaining.

Members did, however, see the benefit in researching this proposal as it could result in greater flexibility for school districts. The submitting district modified its proposal to ask for a study to see what the impact of the change would truly be.

BOARD OPERATIONS AND DUTIES

3. Statement of Affairs

Submitted by: Huntley CSD 158

BE IT RESOLVED THAT the Illinois Association of School Boards shall support legislation that allows a school district to publish any notice, agenda, record, or other information or material required by law electronically instead of in a newspaper

Rationale: 1) By law, each school district is compelled to submit to an annual independent audit (Section 105 ILCS 5/3-6.3-7) as regulated by the Illinois Public Accounting Act (225 ILCS 405/0.01 et seq.). Any of the information contained within the “Statement of Affair” and/or the annual financial audit is available in other publications, included in other formats, or available through the Freedom of Information Act (Section 5 ILCS 140). The same information is also included in parts of the comprehensive annual financial report, in the school report card and in the annual audit report of the finance records

A copy of the audit is provided to the regional superintendent on or by October 15 of each year and the Annual Financial Report (ISBE 50-35) is prepared as a result of the audit and filed with the regional superintendent and the Illinois State Board of Education. The Illinois State Board of Education to comply with the statute publishes a notice that the annual audit has been performed. In Huntley Community School District 158, the independent auditor submits the report to the finance committee and subsequently reports to the Board of Education which are both governed by the Open Meetings Act (Section 5 ILCS 120).

With the current state of the economy, coupled by the State’s reduced funding, this waiver would generate savings for each school district. The costs associated with this requirement include the staff time to accumulate and prepare the information as well as the costs for the publication in the newspaper (approximately \$6,000.00). The costs for publication will continue to increase as the district increases in size. Each school district will make this report available in a more convenient format, with copies available in all district schools, as well as being published on the school district’s website. The public will become aware of the availability of this report through the local media as well as the school district’s community newsletter.

2) The money saved, approximately \$6,000.00, will be better utilized for instructional purposes leading to improved student performance. The cost savings associated with this waiver can be used to lower claim size, purchase textbooks and related materials as well as meet the districts overall budgetary requirements, all of which help the student. Improved student performance will be evident with the increase of success on assessments done throughout the year.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolution Committee Rationale: The original proposal was drafted more specifically so that it called for legislation that would give flexibility to districts regarding the publishing of the annual Statement of Affairs. However, through research and Committee discussion, it was found that the issue is broader than the publishing of this one document.

The General Assembly has introduced many bills in the past few years designed to create more “sunshine” on local governments when the reality is the legislation adds burdensome and duplicative requirements that create more confusion and less clarity for the public. Because of the vast number of such bills, the IASB joined with a group of local government organizations to analyze the serious issue

this has become. The analysis concluded that school districts are statutorily required in 110 instances to report information to the public.

As the Committee discussed how burdensome and costly this is to all of their districts, it was suggested that the resolution language be written more broadly to encompass any and all flexibilities including the one presented and ideas legislators have put into legislation. The submitting district agreed.

The following IASB Amending of Existing Positions were recommended as “DO ADOPT” by the IASB Resolutions Committee.

AMENDING EXISTING POSITIONS

EDUCATIONAL PROGRAMS

1. Position Statement 1.06 Preschool Programs

Submitted by: IASB Resolutions Committee

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support full funding of early childhood programs operated by public schools as a priority with legislation to fully fund with providing new monies for both staffing and infrastructure costs associated with early childhood programs for such children as originally defined in PA 84-126, and further addressed in Public Act 94-0506 and Public Act 94-1054 preschool children, at-risk infants and toddlers and grants for parental training. (Adopted 1986; Amended 2001, 2006, 2007)

Rationale: Current Position Statements 1.06 and 1.16 are similar in nature. It seems more expedient to incorporate the content of 1.16 into 1.06 as shown here. Additionally, the subject matter of these two Public Acts is recommended for clarity.

The Resolutions Committee recommends DO ADOPT.

2. Position Statement 1.08 Standardized Test Procedures

Submitted by: IASB Resolutions Committee

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL urge the Illinois State Board of Education to contract with a national testing company to develop a state assessment test that will test the Illinois Learning Standards on a yearly basis in compliance with, and only testing those areas required by, the federal ~~“No Child Left Behind”~~ Every Student Succeeds Act. Further the IASB shall support legislation to:

- a. require that the test be given no later than October of each year with results received by local school districts no later than December of that same year;
- b. provide that assessments include both an annual overall performance measure as well as a system of formative classroom-level assessments that are linked to desired standards;
- c. require that the test will remain the same for 10 years with only changes in the test items to maintain security;
- d. require that the cut scores be set before the test results are tabulated, leaving the score ranges the same from year to year and from grade to grade; and
- e. expedite and fully fund test development and implementation of an appropriate assessment instrument for English language learners. (Adopted 2002; Amended 2003, 2008; Reaffirmed 2011)

Rationale: This language needed to be updated with the passage of the latest version of the Elementary and Secondary Education Act, the Every Student Succeeds Act (ESSA). The position was also reviewed

to determine whether the rest of the verbiage reflected new ESSA provisions and it was found to ~~150~~ relevant.

The Resolutions Committee recommends DO ADOPT.

3. Position Statement 1.11 ~~No Child Left Behind~~ Every Student Succeeds Act – Military Recruitment

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL work with the National School Boards Association and other coalitions to urge Congress and the General Assembly of Illinois to, regarding the ~~No Child Left Behind Act~~ Every Student Succeeds Act, replace the opt- out burden on parents with an opt-in provision with regard to the requirement of secondary schools to disclose student information to military recruiters. (Adopted 2005)

Rationale: This Position Statement needs to be amended as the federal reauthorization of the Elementary and Secondary Education Act is now called the Every Student Succeeds Act.

The Resolutions Committee recommends DO ADOPT.

FINANCING PUBLIC EDUCATION-STATE

4. Position Statement 2.37 School Finance Reform

Submitted: Woodland CUSD 5

~~The Illinois Association of School Boards shall adopt as a position statement the recommendations contained in the Report of the Finance Initiative Committee of the Illinois Association of School Boards which reads:~~

~~“The State of Illinois, having the responsibility of defining requirements for elementary and secondary education, establishes that the primary purpose of schooling is the transmission of knowledge and culture through which children learn in areas necessary to their continuing development. Such areas include the language arts, mathematics, the biological, physical and social sciences, the fine arts and physical development and health.~~

~~Each school district shall give priority in the allocation of resources, including funds, time allocation, personnel, and facilities to fulfilling the primary purpose of schooling.” (The School Code, 105 ILCS 5/27-1)~~

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS BELIEVES that adequate funding must be provided for each student in order to guarantee the opportunity for an appropriate public education. Education funding should take into account the cost associated with delivering quality, research-based programming, geographic conditions, and student needs. Fully funding districts would ensure adequate funding for districts to locally determine and deliver appropriate and effective educational experiences to every student.

~~An appropriate education is defined as an education that provides for all students educational opportunities that meet the goals for learning established by the state in the Education Reform Act of 1985 and local community expectations as expressed through local board policy.~~

IASB supports the need for transparency and dissemination of information, regarding the impact of proposed education funding reforms as they are developed, formally proposed, considered and enacted. Additionally, IASB will utilize the following criteria to evaluate proposals for school finance reform:

- 1) The state's funding of public education should provide for a stable, reliable and predictable commitment of revenue.
- 2) State funding levels for public education should be a function of the actual cost of providing an appropriate education based on research, data, and current best practices.
- 3) Adequate funding should be sought through the addition of new state revenues for public education.
- 4) Any funding formula developed by the General Assembly shall place high priority upon achieving the goal of equity in providing financial resources to local school districts.
- 5) Increased state funding for public education should not reduce the access of school districts to the local property tax base.
- 6) In the distribution of state funds to local school districts:
 - a) funding differentials for various levels of schooling are appropriate only if based on verified costs;
 - b) consideration should be given to regional differences in the cost of providing an appropriate education;
 - c) the method of calculating the number of students coming from disadvantaged backgrounds should be based on current, verifiable data;
 - d) size of school district is important only to the extent that a district provides an appropriate education.
- 7) A specified local tax effort should be required to qualify for state aid.
- 8) Authority for changing a district's aggregate tax levy should be retained by the local board of education.
- 9) Taxing authority without referendum for unit districts in all funds should be equal to the sum of the taxing authority in dual districts.
- 10) Funding should not be tied to mandated training of local Boards of Education.

In order to obtain substantial new state revenues for funding an appropriate education, the following considerations should have an impact on any proposal for school finance reform:

- a. A legitimate level and type of accountability will be needed.
- b. The physical plant needs of Illinois' school districts should be addressed.
- c. Taxpayer equity and relief, including uniform tax assessment and procedures as well as tax relief for limited fixed income and disabled citizens, should be provided. (Adopted 1990; Amended 1996, 2008, 2014; Reaffirmed 2001, 2012)

Rationale: No weighted scales when appointing monies to school districts. If they want special education students, low income students, and English language learners to be in a public school system and treated equally they should not impose special provisions that take away from the general education students.

The Resolution Committee RECOMMENDS DO ADOPT

Resolution Committee Rationale: The original resolution called for the Association to oppose funding plans that would weight monies to school districts based upon any special factors (special education, low income, English Language Learner, etc.). The submitting district argued that directing money due to weighting for any special factors for students in the public school system takes away

In discussing the proposal with the Resolutions Committee, the submitting district stated that the resolution was designed to start a discussion around education funding since it has been at the forefront of debate in the Capitol, not to necessarily move the original language forward. The Committee had been considering this as well and directed attention to our current position statement on school funding.

The submitting district agreed to modify its proposal as an amendment to this current position statement by updating the language. While this position statement remains strong regarding funding our schools, the opening language is obsolete and much has happened since 1990 and especially since proration of General State Aid beginning in 2006 to impact the allocation of revenue. Additionally, the IASB in partnership with other stakeholders, has proposed a funding model to address the inequity and adequacy of our State's funding model. Some of the provisions of this position statement need updating to support this collaboration and to eliminate those provisions that are no longer applicable to Illinois' funding formula or current laws.

LEGISLATIVE ACTIVITY

5. Position Statement 3.09 Budget Stability for School Districts

Submitted by: Woodland CUSD 5

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation requiring the Illinois General Assembly to determine the amount of funding for educational entitlements and General State Aid no later than March 31 (3 months prior to the start of the budget year) and enact a biennial budgetary cycle. Once the amount of funding for educational entitlements is determined, the General Assembly shall be required to vote on the funding in a stand-alone piece of legislation.

(Adopted 2010; Reaffirmed 2011; Amended 2012)

Rationale: The education of the youth of Illinois should not be tied into other factors connected to roads, health services, pensions, and the like. Make it on its own, on its own merit, not part of some mega deal as connected for lawmakers to get their "community project" or "friend's community project."

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolution Committee Rationale: The original proposal was broader in nature and asked the Association to oppose any education legislation, budget, or money unless it was submitted in its own "stand-alone" piece of legislation. There were concerns among Committee members about staff operating in the Capitol with such a rigid perspective, given the fact that many pieces of legislation contain education provisions along with other items (specifically the annual Budget Implementation Bill). After discussion between the Committee and the submitting district, it was agreed to amend this current position statement and focus on just the education appropriation provision.

DISTRICT ORGANIZATION & ELECTIONS

6. Position Statement 7.09 Polling Places in Schools

Submitted by: Indian Prairie CUSD 204

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation that amends the Election Code to ~~allow~~ prohibit a school district to ~~refuse~~ to be used as a polling place during elections, for student safety reasons. ~~If a school building is used as a polling place, the safety of the children and staff should not be compromised, and voters must be physically separated from students when the school is in session.~~ (Adopted 2007; Amended 2009)

Rationale: Why move it to the weekend?

Student safety:

- a. Districts are spending tax dollars for additional security precautions on polling days. Even with these additional security measures, student safety is still compromised.
- b. Changing the polling location is not a feasible option for most locations. The requirements of polling locations are restricted by considerations of legal requirements for access and within precincts, which can leave no other option available.
- c. Utilizing an in-service day (non-student attendance day) is not always possible when considering the school calendar challenges.

Convenience:

- d. By switching to weekends, schools could still be utilized as polling places, but students' safety would not be compromised.
- e. Access to early voting has never been easier.
- f. "You ever throw a party on a Tuesday? No, because nobody would come!"-Chris Rock
- g. U.S. Census data has long indicated the #1 reason voters gave for not making it out to the polls was "too busy"/couldn't get time off to vote." In 2010, 27% of nonvoters gave this answer.
- h. Voter turn-out will likely increase!

The Resolutions Committee RECOMMENDS DO ADOPT .

Resolutions Committee Rationale: The original proposal asked the IASB to support legislation to change the polling days for the consolidated election in April to a weekend date.

Committee members generally agreed that opening up schools for elections and allowing hundreds of community members to walk in the halls of the school could pose a safety threat. However, moving the date of the election seemed like a significant challenge. Further some questioned why do this only for the April consolidated election in odd-numbered years – the election with the lowest turnout – and not do this for the General Election in even-numbered years?

Discussion then turned to the current IASB position statement that calls for school districts to be able to refuse to become a polling place when asked by the local election commission. Some

Committee members still voiced concern, stating that school districts can currently collaborate with their local election authorities to find other venues for polling places; schools control their calendar, know in advance when election days occur and can schedule school activities where students are not present on those days. Still others asked about those smaller communities where the local school building may be the only viable option for a polling place.

Ultimately, the Committee and the submitting district agreed with the language above that states that for the safety of the students, schools shall not be used as polling places.

ITEM XII.C 2016 IASB Reaffirmation of Existing Positions – IASB Resolutions committee recommends Do Adopt

The following IASB Reaffirmation of an Existing Position was recommended as “DO ADOPT” by the IASB Resolutions Committee.

REAFFIRMATION OF EXISTING POSITIONS

FINANCING PUBLIC EDUCATION-STATE

1. Position Statement 2.27 State Authorized Charter School Funding

Submitted by: Woodland CCSD 50

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL urge adoption of legislation which would create a new methodology for the funding of State Authorized Charter Schools which would not have a negative financial impact on the host district. With respect to State authorized virtual charter schools, further limit the withholding of State funds from host school districts in proportion to the per pupil expenditure used for building maintenance, classroom supplies, transportation, safety and security, and other costs unique to “brick and mortar” schools. For all State-authorized charter schools, require that proof of continuing enrollment and attendance be submitted quarterly, with prorated refunds to the host school district upon withdrawal of students from the charter school. (Adopted 2012; Amended 2013, 2014, Reaffirmed)

Rationale:

1. Loss of students does not equate to a proportionate reduction in host district expenses.
2. With current method the State Charter does not share in reductions or proration’s in State funding. The charter school tuition increases as host district State funding decreases.
3. State currently assumes no financial responsibility for State Charter Schools that were approved over the objections of the locally elected school board members.
4. There is no locally elected representation by the communities that are required to support the State Chartered school therefore the burden of financial support should be assumed by the State.

The Resolutions Committee RECOMMENDS DO ADOPT

Resolution Committee Rationale: This resolution calls for the Association to reaffirm current Position Statement 2.27. The language in 2.27 was proposed by this same school district in a prior year.

After some discussion of the current state of charter school policy at the Illinois State Capitol, the Committee saw it in the best interest of the Illinois Association of School Boards to reaffirm this Position Statement 2.27.

FINANCING PUBLIC EDUCATION-LOCAL

2. **Position Statement 2.30 Property Tax Base Position
Statement 2.32 Tax Increment Financing
Position Statement 2.36 Property Tax Classification**

Position Statement 2.53 Tax Increment Financing

Submitted by: Woodland CUSD 5

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL oppose any reduction in a district's access to local property tax revenue and shall oppose legislation that would erode the property tax base to educate children in the state of Illinois. (Adopted 1987; Amended 1988, 2001; Reaffirmed 2005, 2006)

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support changes in the current Tax Increment Financing statute that will model adoption procedures after those established for Enterprise Zones, continue to provide definitions for terms such as "blighted" used in the statute, develop procedures for disbanding TIF areas that do not produce anticipated growth, remove the requirement that all taxing bodies participate equally, to be monitored by the TIF Joint Review Board at each of its scheduled meetings, reduce the financial impact of the TIF area so that the percentage loss of Equalized Assessed Valuation (EAV) involved in the TIF will not exceed twice the average loss of EAV to each taxing body, limit its use in new residential development, and make the recommendation of the Joint Review Board binding. (Adopted 1986; Amended 1990, 1997; Reaffirmed 2006)

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL oppose any reduction in real estate assessment for residential property which is not offset on a one--to--one ratio. (Adopted 1991)

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support changes to the Tax Increment Financing statute to include the following: a municipality cannot reset a TIF district, which would extend the life of the TIF beyond the 23 years. (Adopted 2014)

Rationale: A school district has no control, no vote, and no say over TIF's placed upon them. This financially straps a district for over 20-years in the inability for them to collect increased tax dollars. Over 20-years is unpredictable in terms of the economy, the state of education, financial stability of local tax dollars to make a commitment to lose taxes for that time.

The Resolutions Committee RECOMMENDS DO ADOPT

Resolutions Committee Rationale: The original proposal called for the Association to support legislation to disallow tax increment financing redevelopment projects that are approved by other local governments in order to protect a school district's access to local property tax revenues.

The Committee agreed that Tax Increment Financing (TIF) districts cause financial hardship for schools and suggested reaffirming the current position statements that already address the issues of TIF districts and erosion of the local property tax base. The submitting district agreed and modified its proposal to reaffirm the above position statements.

BOARD-EMPLOYEE RELATIONS

3. Position Statement 5.05 Prevailing Wage Act

Submitted by: O'Fallon CCSD 90

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL work to repeal legislation that regulates wages of laborers, mechanics and other workers employed by school districts and those under contract for work being done in school districts, or amend the Prevailing Wage Act to exempt school districts from its scope. (Amended 1982, 1990, 2011; Reaffirmed 1985, 1988, 1996, 2009, 2012, 2013)

Rationale: The O’Fallon CCSD 90 Board of Education believes the Prevailing Wage Act inhibits competition by artificially setting wages that would otherwise reduce the cost of school district construction projects and causes increased cost to the school district which reduced the amount of construction, repair and replacement projects which the school district can’t afford to complete.

The Prevailing Wage Act negatively affects the students, taxpayers and residents of O’Fallon CCSD 90. The Illinois Association of School Boards has adopted, and on several occasions reaffirmed, Position Statement 5.05, which calls for the repeal of legislation that regulates the wages of laborers, mechanics and other workers employed by school districts and those under contract for work being done in school districts, or, alternatively, for the exemption of school districts from the scope of such legislation.

The O’Fallon Board of Education fully supports the efforts of the Illinois Association of School Boards described above and wishes to express its position.

The O’Fallon board hereby finds that all of the recitals contained in the preambles to this resolution are full, true and correct and does incorporate them into this resolution by this reference.

The Board of Education hereby states its objection to the Prevailing Wage Act and further states its support for any and all efforts of the Illinois Association of School Boards or any other legislative efforts to repeal the Prevailing Wage Act so long as it remains in full force and effect.

The Resolution Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale:

The submitting district’s resolution expresses support for IASB Position Statement 5.05 and are requesting a reaffirmation of the statement. The Committee recommended DO ADOPT.

LOCAL-STATE-FEDERAL RELATIONS

4. Position Statement 6.01 Local Control

Submitted: Woodland CUSD 5

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL take all appropriate action to encourage members of the U.S. Congress, the Illinois General Assembly, related administrative agencies, and state and federal courts to refrain from introducing, supporting or promulgating rules, regulations and legislation which deprive local school districts of decision-making powers on matters in which there is not a clear and compelling state or national interest. In the event any such rule, regulation, or legislation is promulgated or adopted, the Association shall take all appropriate actions calling for amendment (s) to return the decision making powers back to the local school district. (Adopted 1976; Amended 2014; Reaffirmed 2006, 2012, 2014)

Rationale: We have elected officials in terms of our school boards to make decisions in the best interest of our students, our schools, and our communities. There are many different factors to consider when making these decisions and not every community, not every school, and not every student fits the “cookie cutter” approach of “Springfield Legislation.” We elect these people for a reason, allow them to make decisions at the local level for their schools not be forced upon decisions

by Springfield. Washington is doing this in terms of Federal guidelines being moved to the State level, recognizing the importance of them knowing their state, they should make decisions on behalf of the people. This should be the same case for the state putting these responsibilities on local control as well. If federal legislation is increasing flexibility for school districts, increasing stakeholder engagement and enhancing program integrity provision.

The Resolution Committee RECOMMENDS DO ADOPT.

Resolution Committee Rationale: The original proposal called for the IASB to not require school districts to comply with legislation which eliminates local control decision making for school districts. The District argues that there are many different facts to consider when a school board makes decisions and “cookie cutter” requirements from the State remove local input.

The Committee agreed that mandates from the State are still a significant issue for school districts and agreed that reaffirming Position Statement 6.01, Local Control, was the best way to continue to keep this issue in front. The submitting district agreed.

ITEM XII.D 2016 IASB Proposed deletions of current Position Statements

The following IASB current positions were recommended to be deleted by the IASB Resolutions Committee.

**PROPOSED DELETIONS OF
CURRENT POSITION STATEMENTS**

The Illinois Association of School Boards' resolutions process results in the adoption of several new position statements each year. Though the IASB Constitution (Article X, Resolutions, Section 3, Annual Review) requires that the Resolutions Committee "annually review all position statements and resolutions in force", the association does not delete out-of-date position statements every year.

Without some type of re-evaluation, the IASB Constitution and Position Statements booklet will continue to grow to the point of being unwieldy (not unlike the Illinois School Code).

Some position statements are no longer needed because the objective has been accomplished, some are issues that may never be accomplished, and some simply are no longer relevant because of the passage of time. These are the current position statements that the Resolutions Committee proposes to delete:

EDUCATIONAL PROGRAMS

1.10 No Child Left Behind

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS:

- strongly disagrees with the premise that the quality and complexity of teaching and learning can be adequately and solely assessed by one achievement test given once during the school year;
- disagrees with the practice of assessing all schools with inconsistent standards allowed to be used by individual states to determine school accountability and adequate yearly progress;
- believes that the federal government has no constitutional authority to sanction local school districts; and
- believes that the current Adequate Yearly Progress (AYP) accountability model for students with disabilities is not consistent with the goals of the new IDEA (Individuals with Disabilities Education Act), as amended.

Therefore, the IASB shall work with the National School Boards Association and other coalitions to urge Congress and the Illinois General Assembly to:

- amend the provision allowing for one high-stakes test to determine student achievement;
- remove the provisions for local school district sanctions per Section 103 of Public Law 96-88 (20 USC 3401) which created the U.S. Department of Education;

- focus on professional development for teachers and administrators;
- fully fund any requirements placed on local school districts;
- amend the Act to permit alternate assessments and other appropriate measures of achievement for students with disabilities as specifically addressed by the student's Individual Education Program (IEP); amend the act to permit alternate assessments and other appropriate measures for English language learners, including but not limited to providing directions and question content in their most fluent language, or to allow removal of individual English language learners from the subgroup when no appropriate test at their language level exists;
- allow academic progress to be charted by comparing performance measures made at periodic intervals within cohorts of students rather than by comparing the grade level group test scores from year to year; and
- reject the adoption of an NCLB requirement that high school students be tested annually as the sole measure of academic achievement. (Adopted 2003; Amended 2005, 2008, 2011)

Rationale: This Position Statement needs to be deleted as No Child Left Behind no longer exists and the provisions in ESSA take care of many of these concerns.

1.12 Advanced Placement For Students

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL offer and support legislation guaranteeing that the graduates of Illinois public high schools who achieve the following scores on Advanced Placement examinations shall be accorded, at minimum, the following benefits by all Illinois public colleges and universities:

For scores of 3, 4 or 5, full credit for completion of the college or university course corresponding to the Advanced Placement exam, including the award of the semester or credit hours (or their equivalent) which would have been earned if the student had successfully completed the coursework and any predecessor coursework at the postsecondary institution.

In all cases, Illinois public colleges and universities shall be free to award credit or benefits for scores below 3 as they see fit. Similarly, Illinois public colleges and universities shall continue to be free to grant such additional credit and placement in still higher coursework for scores of 4 and 5 as they see fit. (Adopted 2004)

Rationale: This objective was accomplished with Public Act 99-0358, effective August 13, 2015. The legislation provides that a student who takes a College Board Advanced Placement examination and receives a score of three or higher is entitled to receive postsecondary level course credit at a public institution of higher education.

1.14 IEP Out-of-Grade Level Assessment

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL advocate for, offer, encourage and support legislative action designed to:

1. Issue findings that No Child Left Behind (NCLB) is in conflict with the Individuals with Disabilities Education Act (IDEA), in particular in reference to the failure of NCLB to permit the use of out-of-grade level assessments to evaluate the achievement of students

whose Individualized Educational Plan (IEP) calls for such testing;

2. Call on, petition and recommend that the United States Department of Education clarify the assessment rules of NCLB to permit the use of out-of-grade level assessments to evaluate students whose IEP calls for such testing;
3. Compel the Illinois State Board of Education (ISBE) to take all steps available to it (including, but not limited to, granting such exceptions and flexibility as it is maximally allowed under NCLB and altering its plans for NCLB implementation in Illinois) to permit as much IEP-consistent assessment testing as students' IEPs may dictate in evaluating the progress of students with IEPs;
4. Take such steps as ISBE and the General Assembly may determine are necessary to cause the implementation of NCLB in Illinois to be harmonized with the requirements of IDEA; and
5. Make it clear to all persons that out-of-grade level assessments are not "alternate assessments" for purposes of NCLB. (Adopted 2006; Reaffirmed 2011)

Rationale: This Position Statement needs to be deleted as No Child Left Behind no longer exists and the provisions in ESSA offer significantly more flexibility in regards to assessments.

1.16 Preschool—Prioritize Public Schools

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support full funding of early childhood programs operated by public schools as a priority. (Adopted 2007; Amended 2012)

Rationale: This position statement is no longer necessary as the content was amended into Position Statement 1.06 earlier.

LEGISLATIVE ACTIVITY

3.10 Legislative Pay Accountability

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation that requires the Illinois General Assembly to include the salary and benefits of each individual legislator on the Illinois General Assembly website. Benefits include all stipends, bonuses, per diems and other compensation for serving in the General Assembly. (Adopted 2011)

Rationale: This information is currently available under the Freedom of Information Act tab on the Illinois General Assembly website.

BOARD OPERATIONS AND DUTIES

4.05 Cyber-Bullying Definition

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL advocate for legislation that requires all Illinois public school districts' "Policy on Bullying" to include a bullying definition, which includes "cyber-bullying". School districts are encouraged to include a wide range of local

education stakeholders in the establishment of the policy and to include in their policy specific provisions on bullying reporting requirements, investigation procedures, intervention options and appropriate consequences. (Adopted 2012)

Rationale: The objective of this position statement was enacted into law under two bills, HB 4207 (PA 98-0801) and HB 5707 (PA 98-0669).

BOARD-EMPLOYEE RELATIONS

5.12 Staff Development Activities

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL urge the Illinois State Board of Education to offer alternative times for staff development workshops other than during regular school hours when classes are in session. (Adopted 2000)

Rationale: This concern has largely been eliminated with passage of legislation that has amended criteria for teacher professional development and licensure.

5.13 Early Retirement-District Option

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation which will allow Boards of Education to determine if a teacher may retire exercising the Early Retirement Option (ERO) with the Teachers Retirement System (TRS). (Adopted 2006)

Rationale: The Early Retirement Option authority given by the General Assembly expired this year as the deadline was not extended.

LOCAL-STATE-FEDERAL RELATIONS

6.16 Student Expulsion Hearings

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation and/or encourage the National School Board Association to support legislation that gives local school districts more latitude than the law currently mandated by Honeig v. Doe. Particularly, school districts should have more latitude than the 10 day suspension limitation to accommodate the needs of the accused to acquire legal counsel, bring forth evidence, or testimony pertinent to the hearing. (Adopted 2002)

Rationale: Due to adoption of Public Act 99-0456, a law concerning student discipline, effective September 15, 2016, the language of this Position Statement is no longer applicable.

6.24 Open Meetings Act — Building Safety and Security

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL advocate to the state legislature for an Open Meetings Act exception for the discussion of building safety and security. (Adopted 2014)

Rationale: This objective was accomplished with Public Act 99-0235, effective January 1, 2016. The legislation creates an Open Meetings Act exemption for a discussion of this nature.

6.25 Sale of Student Constructed Homes

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation that amends statutory guidelines outlined in Section 5-22 of the Illinois School Code to allow a school district the initial option to advertise, list, and sell a structure, constructed or renovated by students as part of the its curricular program, by other means than the sealed bid process (i.e.: Sale By Owner, Licensed Real Estate Agent). (Adopted 2015)

Rationale: The objective of this position statement is met in Senate Bill 2823, now Public Act 99-0794, effective January 1, 2017.

DISTRICT REORGANIZATION AND ELECTIONS

7.04 School Board Election At-Large

THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS SHALL support legislation to repeal the provisions of the School Code that require a school district to have a ballot question approved in each congressional township before the district can move to electing its board members at-large. (Adopted 2009)

Rationale: This objective was accomplished with Public Act 99-0091, effective January 1, 2016.