Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan
The proposed amendments relate to Goal 1 in that they replace the current Illinois Learning Standards for English Language Arts and Mathematics with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Common Core State Standards in Mathematics. These standards are research- and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 1.

Background Information
In 1985, the State Board of Education first defined expectations for student learning relative to the fundamental learning areas, initially as the State Goals for Learning and then expanding on that work in 1997 in its adoption of the Illinois Learning Standards (ILS). In the last several years, the agency and others recognized that the ILS no longer adequately addressed the knowledge and skills that students must have in order to be successful in college and their careers. In response, the agency in October 2008 formed a partnership with the Illinois Board of Higher Education, Illinois Community College Board, Office of the Governor, and the Illinois Business Roundtable and joined 33 states in the American Diploma Project (ADP). This effort involved both an external and internal review of the ILS for English Language Arts and Mathematics. Teams of secondary and postsecondary educators compared the ILS in these areas to the ADP exemplary standards in order to clarify what it means to best prepare students to succeed in college.

As this work was under way, Illinois joined the Common Core State Standards Initiative, a project led by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, ACT, and the College Board. The initiative's charge was the development of internationally benchmarked
standards in English language arts and mathematics. Illinois' membership in the Common Core State Standards Initiative built off of the State’s participation in the ADP, which has helped promote support and awareness for the State’s revision of the standards through the common core initiative.

The common core initiative involves 48 states, two territories, and the District of Columbia. Representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups worked with CCSSO and the NGA Center to develop the standards. In Illinois, the core content teams initially formed to examine the ILS worked with representatives of institutions of higher education to review and revise the draft of the common core standards and discuss their relevance to college and career readiness. Through this work, Illinois educators have had the opportunity to offer input into the draft standards and gain a better understanding of the knowledge and skills necessary for students to be “college and career ready”.

With its participation in the Common Core State Standards Initiative, Illinois made a commitment to adopt the common core standards to serve as at least 85 percent of the State’s standards for English language arts and mathematics. To fulfill this commitment, staff propose that the current State goals and standards for these learning areas, as set forth in Appendix D to Part 1, be replaced with the common core standards by incorporating them by reference into the rules.

The proposed rules were published July 9, 2010, in the Illinois Register to elicit public comment; one comment was received. A summary and analysis of the public comment, along with any recommendations for changes in proposed amendments as a result, is attached.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Illinois is realigning the State educational system around college- and career-readiness. To this end, adoption of the common core will provide standards in kindergarten through grade 12 that are:

- Fewer, clearer and higher, to best drive executive policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through higher-order skills (i.e., critical thinking, analysis and problem solving), so that all students are prepared for the 21st century;
- Developed upon strengths of current state standards and benchmarked to international standards, so that all students are prepared to succeed in a global economy and society; and
- Research- and evidenced-based.
- Consistent across all states, so that students are not taught to a lower standard depending on where they live;
- Realistic, for effective use in the classroom;

The common core standards for English language arts and math also include information regarding their application for English language learners and students with disabilities. Additionally, it is anticipated that these standards will provide opportunities for agency staff to share experiences and best practices within Illinois and across other participating states.
Budget Implications: Funding for professional development regarding the standards will be necessary. While current state funding will assist with some of this work, it will be important for districts to receive assistance with standards implementation through the Regional Offices of Education and Intermediate Service Centers.

Legislative Action: None.

Communication: Please see “Next Steps” below.

**Pros and Cons of Various Actions**

Revising the Illinois Learning Standards to include the Common Core State Standards for English language arts and math will provide the necessary foundation for high-quality, rigorous curriculum designed to prepare students for success in college or the workplace. The Common Core Standards update the 13-year-old ILS to reflect the knowledge and skills needed to compete globally.

Failure to adopt the Common Core State Standards will mean that Illinois students may be held to lower expectations than students in other states and not well prepared for success in college and careers.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

> The State Board of Education hereby adopts the proposed rulemaking for:

> Public School Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),

> Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete and the amendments are filed with the Secretary of State, they will replace the emergency amendments currently in place, and staff will disseminate them as appropriate.

Agency staff will finalize a gap analysis between the former standards to the common core and will work with districts to support awareness and integration of the standards into curricula. Staff will also review teaching standards to ensure educators are prepared to deliver the standards and will continue to partner with our stakeholders as they are implemented.

Agency staff will continue to partner with other states to develop and disseminate materials that are helpful to teachers and administrators in understanding the Common Core.

Illinois will continue to participate, as a governing state, in the assessment consortia (PARCC) to guide the development of an assessment system aligned to these standards no later than 2014-15.
Comment

A representative of a child advocacy group submitted the only comment received. The individual presented four points about the challenges that she believes are inherent in the implementation of the Common Core State Standards.

1. The commenter noted that the rate of learning among children will vary based on factors such as early learning opportunities, family stress, health care, nutrition, and family relationships. For this reason, she said that the standards should "recognize that uneven acquisition of skills and exhibiting a broad range in skills, knowledge and behaviors in kindergarten through second grade is not atypical". She noted that some students, while not meeting defined standards, may still be making progress.

2. For English language learners, the commenter said that these students may lack the "sophisticated uses of vocabulary and conceptual knowledge" necessary to achieve the standards, particularly if only a "foundational level of oral and written language" is provided in the classroom. While not making a recommendation, she added that the test to measure achievement of English language learners "is critical".

3. The commenter recommended that a social-emotional component be added to the standards.

4. She also recommended that guidance be provided about how the standards can be used in the early primary grades. To this end, she asked that the standards include the indicators and examples of behaviors, skills and knowledge that can be used to help determine whether a student will continue to achieve. Additionally, the commenter said that the standards should be part of a comprehensive system that includes instruction, assessment, and data collection on "all domains of development and professional development".

Analysis

Each of the commenter's are points are well-taken. Like the Illinois Learning Standards, the Common Core State Standards form a foundation for learning that informs what is taught in the classroom and what students are expected to learn at different points in their education. It is widely recognized that children learn in different ways and at varying rates and that some will bring with them to the classroom challenges from home and their community environments that may adversely affect progress.

As noted in the introduction to the English Language Arts standards, the Common Core State Standards do not define the "full range of supports appropriate for English language learners and for students with special needs". They do, however, communicate that all students "must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives".

School districts currently have the obligation to provide accommodations and other supports for English language learners, students with disabilities and low-income students under the Elementary and Secondary Education Act. In addition, federal law requires that school districts hold each of these students to the same state standards as all other students and demonstrate that these groups are making annual yearly progress. In order to determine whether this is occurring, all students are measured in the same way, using either the Illinois Standards
Achievement Test or the Prairie State Achievement Examination. The U.S. Department of Education has found that the use of other tests, except in the case of students with severe cognitive disabilities, violates the intent of the law.

As the agency works with school districts and other to implement the standards, it will develop tools and resources for districts to in this regard. For the use with the Illinois Learning Standards, the agency developed comprehensive assessment frameworks and performance descriptors to help classroom teachers and building administrators better understand the linkages between the content and skills they were teaching to students and the broader learning standards. These resources will continue to be developed and refined in response to the new Common Core State Standards.

Immediate plans for the 2010-2011 school year include an intense, regionally delivered awareness campaign to help schools become aware of the content of the Common Core State Standards and begin the transition to the full implementation of those standards. Work completed by practicing educators and agency staff and partners in summer 2010 has created the necessary foundation for teachers and principals to understand the overlaps and gaps between the current standards in English language arts and mathematics and the new Common Core State Standards. Further analysis of that work and the creation of supporting resources, including example curriculum materials, will continue.

In addition, as part of the national effort, Illinois will be able to take advantage of the work of other states in this area. The Common Core Project has already released draft curriculum maps for English language arts; Achieve has developed an implementation guide for use by states; and additional national collaborative resources are anticipated to help provide supports to districts in their implementation work.

It is important to keep in mind that while the Common Core State Standards are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development, and approaches to learning are of utmost importance. Even with the focus on college and career readiness, the Common Core State Standards should be read as allowing for the widest possible range of students to participate fully from the beginning of their school experience in positive and supportive environments. The agency continues to assist schools through multiple projects and initiatives designed to aid educators in understanding the importance of using responsive instructional strategies matched to the individual student’s demonstrated skill level. Adoption of the Common Core State Standards does not lessen the State’s, or the school’s, commitment to providing appropriate supports and accommodations for struggling students of all grade levels.

As for a social-emotional component, the agency developed the Social/Emotional Learning Goals and Standards in 2005. These standards are part of the Illinois Learning Standards and include descriptors and other resources to help school districts align classroom practices and instruction around them. The agency’s adoption of the Common Core State Standards will have no affect on school districts’ incorporation of these standards.

Recommendation

No change is recommended in response to these comments.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.77 Educator Certification System
1.80 Academic Early Warning and Watch Status
1.85 School and District Improvement Plans; Restructuring Plans
1.88 Additional Accountability Requirements for Districts Serving Students of Limited
English Proficiency Under Title III
1.90 System of Rewards and Recognition – The Illinois Honor Roll
1.95 Appeals Procedure
1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section
1.210 Powers and Duties (Repealed)
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance
Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
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Section 1.270 Book and Material Selection (Repealed)
Section 1.280 Discipline
Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
Section 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section
Section 1.310 Administrative Qualifications and Responsibilities
Section 1.320 Evaluation of Certified Staff in Contractual Continued Service
Section 1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section
Section 1.410 Determination of the Instructional Program
Section 1.420 Basic Standards
Section 1.430 Additional Criteria for Elementary Schools
Section 1.440 Additional Criteria for High Schools
Section 1.445 Required Course Substitute
Section 1.450 Special Programs (Repealed)
Section 1.460 Credit Earned Through Proficiency Examinations
Section 1.462 Uniform Annual Consumer Education Proficiency Test
Section 1.465 Ethnic School Foreign Language Credit and Program Approval
Section 1.470 Adult and Continuing Education
Section 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section
Section 1.510 Transportation
Section 1.515 Training of School Bus Driver Instructors
Section 1.520 School Food Services (Repealed)
Section 1.530 Health Services
Section 1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section
Section 1.610 Personnel Required to be Qualified
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1.620 Accreditation of Staff (Repealed)
1.630 Noncertificated Personnel
1.640 Requirements for Different Certificates (Repealed)
1.650 Transcripts of Credits
1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section
1.705 Requirements for Supervisory and Administrative Staff
1.710 Requirements for Elementary Teachers
1.720 Requirements for Teachers of Middle Grades
1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740 Standards for Reading through June 30, 2004
1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750 Standards for Media Services through June 30, 2004
1.755 Requirements for Library Information Specialists Beginning July 1, 2004
1.760 Standards for Pupil Personnel Services
1.762 Supervision of Speech-Language Pathology Assistants
1.770 Standards for Special Education Personnel
1.780 Standards for Teachers in Bilingual Education Programs
1.781 Requirements for Bilingual Education Teachers in Grades K-12
1.782 Requirements for Teachers of English as a Second Language in Grades K-12
1.790 Substitute Teacher

1.APPENDIX A Professional Staff Certification
1.APPENDIX B Certification Quick Reference Chart (Repealed)
1.APPENDIX C Glossary of Terms (Repealed)
1.APPENDIX D State Goals for Learning
1.APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F Criteria for Determination - Student Performance and School Improvement (Repealed)
1.APPENDIX G Criteria for Determination - State Assessment (Repealed)


Section 1.APPENDIX D State Goals for Learning
The State Goals for Learning are broad statements of what students should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The state assessment is designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative and posted at http://www.corestandards.org/the-standards/english-language-arts-standards. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 1: Read with understanding and fluency.

Standards:
- Apply word analysis and vocabulary skills to comprehend selections.
- Apply reading strategies to improve understanding and fluency.
- Comprehend a broad range of reading materials.

State Goal 2: Read and understand literature representative of various societies, eras and ideas.

Standards:
- Understand how literary elements and techniques are used to convey meaning.
- Read and interpret a variety of literary works.

State Goal 3: Write to communicate for a variety of purposes.

Standards:
- Use correct grammar, spelling, punctuation, capitalization and structure.
Compose well-organized and coherent writing for specific purposes and audiences.

Communicate ideas in writing to accomplish a variety of purposes.

State Goal 4: Listen and speak effectively in a variety of situations.

Standards:

Listen effectively in formal and informal situations.

Speak effectively using language appropriate to the situation and audience.

State Goal 5: Use the language arts to acquire, assess and communicate information.

Standards:

Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Analyze and evaluate information acquired from various sources.

Apply acquired information, concepts and ideas to communicate in a variety of formats.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative and posted at http://www.corestandards.org/the-standards/mathematics. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Standards:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
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Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

Solve problems using comparison of quantities, ratios, proportions and percents.

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Standards:

Measure and compare quantities using appropriate units, instruments and methods.

Estimate measurements and determine acceptable levels of accuracy.

Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

Standards:

Describe numerical relationships using variables and patterns.

Interpret and describe numerical relationships using tables, graphs and symbols.

Solve problems using systems of numbers and their properties.

Use algebraic concepts and procedures to represent and solve problems.

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Standards:
Demonstrate and apply geometric concepts involving points, lines, planes and space.

Identify, describe, classify and compare relationships using points, lines, planes and solids.

Construct convincing arguments and proofs to solve problems.

Use trigonometric ratios and circular functions to solve problems.

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Standards:

Organize, describe and make predictions from existing data.

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

Determine, describe and apply the probabilities of events.

SCIENCE

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:
Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth’s place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations.

Understand election processes and responsibilities of citizens.
Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues.

Understand the development of United States political ideas and traditions.

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers.

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems.

Understand Illinois, United States and world social history.

Understand Illinois, United States and world environmental history.
State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth’s physical systems.

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.
State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related fitness.
Assess individual fitness levels.
Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.
Demonstrate cooperative skills during structured group physical activity.


Standards:

Explain the basic principles of health promotion, illness prevention and safety.
Describe and explain the factors that influence health among individuals, groups and communities.
Explain how the environment can affect health.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.
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Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.
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Standards:

Analyze how the arts function in history, society and everyday life.

Understand how the arts shape and reflect history, society and everyday life.

(Source: Amended at 34 Ill. Reg. _____, effective ____________)