

Superintendent Report to the Board of Education, January 2016

This month's Board Report focuses in the following areas:

1. The controversy over SAT v ACT for Illinois High School students
2. Use of Professional Leave in District 228
3. Looking forward to a June 2016 Board Retreat as we look back at the June 2015 Board Retreat and self evaluation.

SAT v ACT

There has been no shortage of controversy over the past months as ISBE underwent a procurement process for an 11th grade student college entrance exam. The State Board indicates that they are still interested in providing this testing opportunity to students at no cost, but it is important to note that as it currently stands, there is no money available for this assessment. As you review the information included as supportive/informational material in this report, you will quickly see a direct connection to the Common Core Standards (CCS).

As you review the material, you may also notice that one of the chief "architects" of CCS, David Coleman, also happens to be the President of the College Board. The College Board is the purveyor of the SAT, and is working to release a new SAT in March that purports to be directly aligned with SAT. You may also find interesting the partnership between the Khan Academy (online lessons) and the College Board/SAT. You are not able to find ACT prep lessons at the Khan Academy, but there will be over 4,000 practice questions and video lessons for the SAT available there.

As is often the case, one simply needs to follow the money for educational spending and you may or may not then see the true educational plans unfolding. ISBE is currently adhering to the notion that all 11th grade students will be taking the SAT, but they are unable to commit to a testing window at this time, and have no commitment to the funding of said test yet. In this superintendent's opinion, this is another exemplar of a bureaucratic approach to mandating what "students need" and rationalizing a cost savings and backwardly mapping this new assessment to the recently adopted State Board Goal #5: "Ninety percent or more students graduate from high school ready for college or career." You will recall that for the past 2 years we have been indoctrinated to believe that PARCC testing will be our best measure of college and career readiness. So in some districts, 11th graders will be taking both PARCC and SAT sometime this Spring (We will be testing primarily 10th graders, but some of our 11th graders will be impacted). While that could provide an interesting statistical study to see how closely correlated results are from these two assessments, on its surface it also seems a colossal waste of instructional time and state dollars.

District 228 Professional Leave

I am sharing with you our inventory of professional leave requests made from 8/1/2015 to date. Some of these events have not yet occurred. There are 168 different events listed. Some of these will occur for only a few periods, others are for multiple days. You will note that this constitutes all the times that staff members leave our district, though to track our progress, we are using them for internal absences such as the Teacher Walks and any curriculum work completed during the day.

Here is a quick breakdown by school:

GHS 53 events

GMS 27

MIL 28

NS 28

SW 32

Another way to look at this is through different genre of activities:

Athletic 6

Counseling or Social Work 14

Music and/or Art 18

Learning Walks 25

The following pages show all of the individual requests. The purpose of this is to provide you with data that, believe it or not, we send people outside the district less than 50% of the time that we used to 5 years ago. Secondly, you can see how staff utilizes the professional learning dollars used for registration and to pay for substitute costs. All told, our district spends between \$120,000-\$150,000 for substitute teacher costs (for all different reasons).

Note also a column for Atkinson ROE. We are members of a professional development consortium with the Regional Office of Education. For approximately \$8,000 per year, we can send an unlimited number of teachers to their professional workshops at no additional charge. These are often half-day workshops, save on travel costs, and in the past several years have been of high quality.

Looking towards June 2016 School Board Retreat

You may recall that we had Reatha Owen from the Illinois Association of School Boards join us last June for a self-evaluation and “mini retreat”. I thought it appropriate that we review some of the discussion that occurred that evening and allow the Board of Education to reflect upon the

January 2016 Superintendent Board Report

past six months and to look ahead to the next six months to see where we have opportunities to celebrate, as well as opportunities for growth and improvement.

For your review, I have provided for you the chart that shares what you articulated in June, 2015 of how an “ideal school board” looked, sounded, and behaved. I am also providing you with the overall ranking on how the Board perceived its ranking on the Six Foundational Principles:

- #1: The Board Clarifies District Purpose— 81
- #2: The Board Monitors Performance— 78
- #3: The Board Connects with the Community— 77
- #4: The Board Employs a Superintendent— 77
- #5: The Board Delegates Authority— 77
- #6: The Board Takes Responsibility for Itself— 76

Here are a few areas where the Board had differing votes were in the following areas:

- A. The Board speaks with one voice to the superintendent
- B. The Board operates efficient meetings
- C. The Board was “moving toward” appropriately soliciting parental, student and staff input regarding district programs and activities.
- D. The Board sometimes uses policy to direct Board work.
- E. There was some question as to whether the Board uses the monitoring policies it has to check its own compliance.

Finally, one of the areas that the Board identified for focus for the year was to gain “contributions from all” members. The statement shared was “It is the responsibility of every member to share thoughts and opinions on discussion items. There is an expectation that all will contribute. Provide a reason when voting No.”

It would be encouraging to spend some time reflecting on the first semester performance in these areas and to perhaps consider intentions for improvement in the second semester to strengthen the effectiveness of Board meetings even further.

We will also be looking at some possible dates in June for a follow up retreat. If you wish to have Reatha Owen present, we should probably get her scheduled now. It would be my recommendation that we can wait a year for that.

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Geneseo Community Unit School District #228

Ideal Board

06/17/2015

- • Think first
- • Ask about the "Other Side"
- • Don't anchor to any one ship
- • Do more learning and caring, less teaching
- • Communication
- • Respect for opinions
- • Understand disagreeing is OK, then move on
- • Willing to do whatever to accomplish a goal with respect towards one another
- • Cooperative group with open minds to make wise decisions to provide best education system possible
- • Board members can express opinions and discuss issues, hopefully come to consensus. If not, recognize majority rules.
- • All members respect each other
- • Members try to work together to reach consensus and speak with one voice
- • All members put kids first
- • Forward thinking
- • One voice
- • This Board



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

December 2015

Background on a New College Entrance Exam for Illinois:

The Illinois State Board of Education remains committed to providing all 11th-grade students the opportunity to take a state-funded college entrance exam on site in their school district during the school day. The State Board released a Notice of Award to the College Board (SAT) after an intensive, multi-month process reviewing sealed proposals from vendors seeking to administer the assessment for college entrance to all 11th-grade students in Illinois. Additional background information on the selection process is available in the [November Board meeting packet](#), starting on page 120.

ISBE is currently unable to provide definitive information regarding the administration of the SAT next spring. The College Board was posted as the successful bidder on Nov. 23, triggering a standard 14-day protest period during which a protest to the procurement process may be filed. For this specific procurement, the posting period was extended until Dec. 16, and ACT filed a protest. As a result, the procurement for a college entrance examination remains open and the state's Chief Procurement Officer's (CPO) office will now consider the merits of the basis of the protest. Once this process is complete, the CPO will issue a written determination. There is no set time frame for a determination, but the CPO does consider the urgency of the procurement. (For the administrative rules regarding protests, please click [here](#).)

Additionally, without a complete fiscal year 2016 state budget, the State Board does not yet know if appropriations will be available to fund the cost of providing a college entrance exam to students this spring. The State Board understands the uncertainty that exists as this process remains unresolved. We will work to keep you updated throughout this process.

The transition to a new vendor for the college entrance exam will require additional communication supports for your districts and families. We know students and parents will need information on scoring and reporting, as well as resources regarding the assessment content and practice materials, as soon as possible. Your schools and districts will also require training in the administration of a new assessment. We are preparing for all possible outcomes and will provide the necessary guidance, materials, and resources as soon as procedural questions are resolved.

Considerations for Selection of the SAT in Illinois:

Multiple factors were considered before the College Board received the Notice of Award. Most importantly, we want to ensure that all Illinois students, particularly our low-income students, continue to be provided with a high-quality college entrance exam that is accepted by all higher education institutions in Illinois.

- *Illinois will continue to be among a handful of states committed to providing a college entrance exam at no cost to all 11th-grade students, a practice that has afforded opportunities and provided access to higher education to students who would have otherwise not made their goal of higher education a reality.*
- *SAT is more aligned with the Illinois Learning Standards.* This was a top priority of ISBE and the evaluators scoring the proposals. The assessment is a better tool to measure what students are learning and determine their level of the readiness after graduation.
- *SAT is aligned with the goals of the Agency, as approved by the Board.*
 - The College Entrance Exam RFSP was required to address item No. 5 of Goal No. 1: "Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .
 1. All kindergarteners are assessed for readiness.
 2. Ninety percent or more 3rd-grade students are reading at or above grade level.
 3. Ninety percent or more 5th-grade students meet or exceed expectations in mathematics.
 4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
 5. *Ninety percent or more students graduate from high school ready for college or career.*"

- *SAT will provide a cost savings to the state.* Included in the evaluation of the College Board proposal was an estimated three-year cost that was \$1,372,800 less than the ACT proposal based upon an estimated, but not guaranteed, total of 143,000 11th-grade students taking the exam annually.
- *Given timely funding, districts will have the ability to provide the state-funded college entrance exam to all 11th-grade students at their attendance school during a school day administration of the test.*
- *SAT will be administered in the spring of 2016.* However, until a contract is finalized (and assuming timely funding), final testing dates will not be available.
 - The plan is to provide two options for a spring administration date from which districts will be able to choose.
 - This was a requirement built into the procurement to allow for additional district autonomy.

FAQ

What is the difference between the ACT and SAT?

Comparison of the ACT Test and SAT (current and new)

Category	Current ACT	Current SAT	New SAT
Test Fee	\$39.50 \$56.50 (with writing)	\$54.50	\$43.00 \$54.50 (with essay test)
Total Testing Time*	2 hours and 55 minutes (plus 30 minutes for the Essay [optional])	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
*Redesigned SAT testing time subject to research			
Components	<ul style="list-style-type: none"> • ACT mathematics test (60 items, 60 minutes) • ACT reading test (40 items, 35 minutes) • ACT science test (40 items, 35 minutes) • ACT English test (75 items, 45 minutes) • ACT writing test (optional; 1 prompt, 30 minutes) 	<ul style="list-style-type: none"> • Mathematics (54 items, 70 minutes) • Critical Reading (67 items, 70 minutes) • SAT Writing Test <ul style="list-style-type: none"> • Essay (mandatory; 1 prompt, 25 minutes) • Multiple-Choice (49 Items, 60 minutes) 	<ul style="list-style-type: none"> • Math (58 items, 80 minutes) • Evidence-Based Reading and Writing <ul style="list-style-type: none"> • Reading Test (52 items, minutes) • Writing and Language Test (44 Items, 35 minutes) • Essay (optional; 1 prompt, 5 minutes)

Category	Current ACT	Current SAT	New SAT
Important Features	<ul style="list-style-type: none"> Designed to measure academic achievement in English, mathematics, reading, and science. Scores based on the number of correct answers. No penalty for incorrect answers. Includes enhanced scoring for reliable college and career planning insights: <ul style="list-style-type: none"> STEM Score ELA Score Progress Toward Career Readiness Indicator Text Complexity Progress Indicator 	<ul style="list-style-type: none"> Emphasis on general reasoning skills Emphasis on vocabulary, often in limited contexts Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores) 	<ul style="list-style-type: none"> Continued emphasis on reasoning. Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact. Scores based on the number of correct answers. No penalty for incorrect answers.
Score Reporting *Redesigned SAT scores subject to research	<ul style="list-style-type: none"> ACT Composite Score: 1–36 (average of four test scores) ACT English test: 1–36 ACT reading test: 1–36 ACT mathematics test: 1–36 ACT science test: 1–36 ACT English and writing test: 1–36 STEM Score: 1–36 ELA Score: 1–36 	<ul style="list-style-type: none"> Scale ranging from 600 to 2400 Scale ranging from 200 to 800 for Critical Reading; 200 to 800 for Mathematics; 200 to 800 for Writing Essay results scaled to multiple-choice Writing 	<ul style="list-style-type: none"> Scale ranging from 400 to 1600 Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three traits for Essay Essay results reported separately

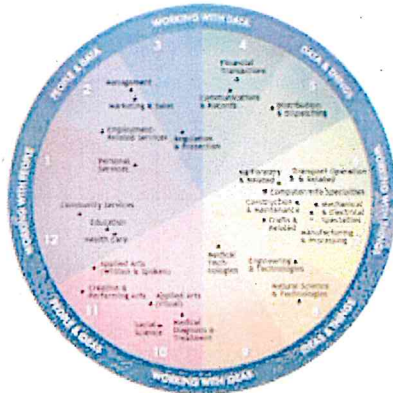
Why choose the ACT?

Acceptance: The ACT is accepted by all US colleges and universities.

Test format: The ACT is and always has been a curriculum-based achievement test, measuring what a student has learned in school. Students frequently tell us that they feel more comfortable taking the ACT since it is directly related to what they learn most of their high school courses. The current SAT is more of an aptitude test, testing reasoning and verbal abilities.

More than an admissions exam: In addition to being a college admissions exam, the ACT includes a profile and education/career planning section to help you plan for life after high school. You will receive personalized career information and develop a comprehensive profile that tells colleges about your work in high school and future plans. You can also see your strengths and weaknesses in the subject areas tested to help direct your future education.

The personalized career planning information provided from the ACT Interest Inventory helps students evaluate their interests in various career options. The information, in combination with the interactive [ACT World-of-Work Map \(http://www.act.org/world/world.html\)](http://www.act.org/world/world.html), helps students make connections between the work world and the activities they like to do.



<http://www.act.org/world/world.html>

Stable and trusted: ACT continues to offer its well-established and stable assessment, plus an optional writing test. ACT has made incremental improvements to enhance the ACT test, always keeping in mind the people we serve. We know the ACT has significant impact on people's lives, so we work hard to avoid unnecessary risks that might come with large-scale changes.

Deeper understanding of readiness: In addition to the 1–36 scoring scale that colleges know and trust, ACT also provides college and career readiness indicators designed to show student achievement and preparedness in areas important to succeed after high school.

- **Science, Technology, Engineering and Math (STEM) Score** – Represents a student's overall performance on the science and math portions of the assessment. The ACT is the only national college admission exam to measure science skills (www.act.org/stemcondition/13/). This new STEM score helps students connect their strengths to career and study paths they might not otherwise have considered, especially when used with their results from the ACT Interest Inventory. Click here to learn more about the ACT Interest Inventory
- **English Language Arts (ELA) Score** – Combines achievement on the English, reading, and writing portions of the ACT for those who take all three sections, enabling students to see how their performance compares with others who have been identified as college ready. A student must take the optional Writing Test to receive this score. Learn more about the writing test.
- **Progress Toward Career Readiness Indicator** – Provides an indicator of future performance on the ACT National Career Readiness Certificate™ (ACT NCRC®), an assessment-based credential that certifies foundational work skills important for job success across industries and occupations.
- **Text Complexity Progress Indicator** – Helps students understand if they are making sufficient progress toward understanding the complex texts they will encounter in college and during their careers.

The Atlantic

How the Common Core Is Transforming the SAT

The college-admissions test is being restructured as an extension of the controversial public-school reading and writing standards.



Emma Notis-McConarty of Newton, Massachusetts, takes her final SAT-prep class at Kaplan Test Prep and Admissions.

Julia Malakie / AP

EMMANUEL FELTON | OCT 29, 2015 | EDUCATION

High-school students who enjoy obscure vocabulary and puzzle-like math problems might want to sign up for the SAT now, before the 89-year-old college-admissions test is revamped this March to better reflect what students are learning in high-school classrooms in the age of the Common

Core.

While other standardized tests have also been criticized for rewarding the students who've mastered the idiosyncrasies of the test over those who have the best command of the underlying substance, the SAT—with its arcane analogy questions and somewhat counterintuitive scoring practices—often received special scorn.

Even David Coleman—the president of The College Board, a nonprofit that designs and administers the SAT—readily admits that for far too long students who could afford special classes and tutoring on the test's tricks (programs that could cost tens of thousands of dollars in some parts of the country) had an unfair advantage. Coleman, who is often called the architect of the Common Core, arrived at the nonprofit in 2012 and has since been on a campaign to make an SAT test that would incentivize students to take rigorous high-school classes and not just the best test-prep courses.

RELATED STORY



New SAT, New Problems

“What all these changes add up to is an exam that measures the best work students are already doing in high school,” said Coleman at a conference last month. “There should be no difference between preparing for the SAT and preparing for college.”

While much fuss was made of the last major revision to the SAT in 2005—which added a mandatory essay to the traditional math and reading sections, thus raising the total possible score from 1600 points to 2400 points—this new redesign is much more fundamental. It represents a big shift away from the test's roots as an assessment of an applicant's aptitude to

more of a straightforward knowledge exam, much like its main competitor, the ACT. While the new SAT will revert back to the 1600-point scale, with the essay section becoming optional, it shouldn't be mistaken for backpedaling to the old test.

“When we redesigned the SAT last year, we said goodbye to SAT words.”

On the reading side, gone are analogies like “equanimity is to harried” as “moderation is to dissolute.” Coleman admits to the needless complexities of testing vocabulary where “the only place you can reliably find them is on an SAT.” Coleman says the new exams will test students’ knowledge of the words they will need to know to succeed in college and career.

“When we redesigned the SAT last year, we said goodbye to SAT words. We will instead measure students’ understanding of words they will use over and over again—words that open doors in college coursework and career training—words like ‘synthesis’ and ‘analysis’,” said Coleman.

Eliminating “SAT words” isn’t the only change to the new reading and writing section, which will require a lot more reading—students will be expected to read nearly 5,000 words and answer almost 100 questions in less than an hour and a half. Students will be asked to decipher the meaning of words in the context of the reading passages and to use evidence from those passages to answer comprehension questions. The passages themselves are changing, as The College Board tries to have them represent a range of topics from across the disciplines of social studies, science, and

history. These changes will sound familiar to those acquainted with the Common Core. Cyndie Schmeiser, the chief of assessment at The College Board, says that kids in Common Core states won't have an advantage, because the new SAT is based on the same research and evidence that are the backbone to all state's standards.

Students will read nearly 5,000 words and answer almost 100 questions in less than an hour and a half.

The math section will also look different.

The College Board is replacing logic-based word problems with questions that more directly probe students' knowledge of mathematical concepts. Like the Common Core, the new test will have a heavy focus on algebra. Coleman has used the same mantra that many supporters of the Common Core's emphasis on algebra use to justify the narrower focus, saying that the old SAT forced high-school math teachers to go "a mile wide and an inch deep" on too many topics. The math test will consist of nearly 60 questions split between two sections, one that allows a calculator and one that doesn't.

"The current SAT asks questions where the material is remarkably simple, but students have to figure out what exactly they are asking for," said Anthony-James Green, the founder of Green Test Prep. "Let's say it's a question about how much a driver should budget for gas, but they will add in all this other information. The car has a trailer attached, and the driver will be driving 15 percent faster than usual, and gas prices have gone up. The

math is really easy it's just figuring out what they are asking that is really tough.”

The new optional essay is also very much aligned with the Common Core. It will no longer ask students to write an opinion essay, but will instead ask them to write an argumentative essay using evidence from yet another reading passage.

“The math is really easy it's just figuring out what they are asking that is really tough.”

Even how the test is scored is being tweaked—students will no longer be penalized for guessing, and The College Board is cutting a section that was used to test out new questions but was not scored. And like the ACT, students will now have to choose between four possible answers, down from five.

In addition to revamping the SAT, Coleman says they are introducing new PSAT tests for eighth-, ninth-, and tenth-grade students to give them a better sense of whether they are on track for the real thing. Students will be able to feed results from those tests into an online test-prep program that The College Board launched this summer with Khan Academy, a nonprofit online-education outfit.

Bob Schaeffer, the director of the National Center for Fair and Open Testing Public, says the new PSATs and the changes to the SAT are not about closing the test-prep gap, but instead are a response to financial forces. The SAT's main competitor, the ACT, is increasingly gaining market share and more

universities now let students apply without submitting either ACT or SAT scores. The ACT, has outgrown the SAT in part due to their success in getting states to use their tests to fulfill annual federal-testing requirements. Schaeffer suspects that with these changes, The College Board may be going after that market. In fact, this summer, the Department of Education opened the door for Connecticut and New Hampshire to use the new SAT as their federally-mandated annual test.

This story was produced in collaboration with [The Hechinger Report](#).

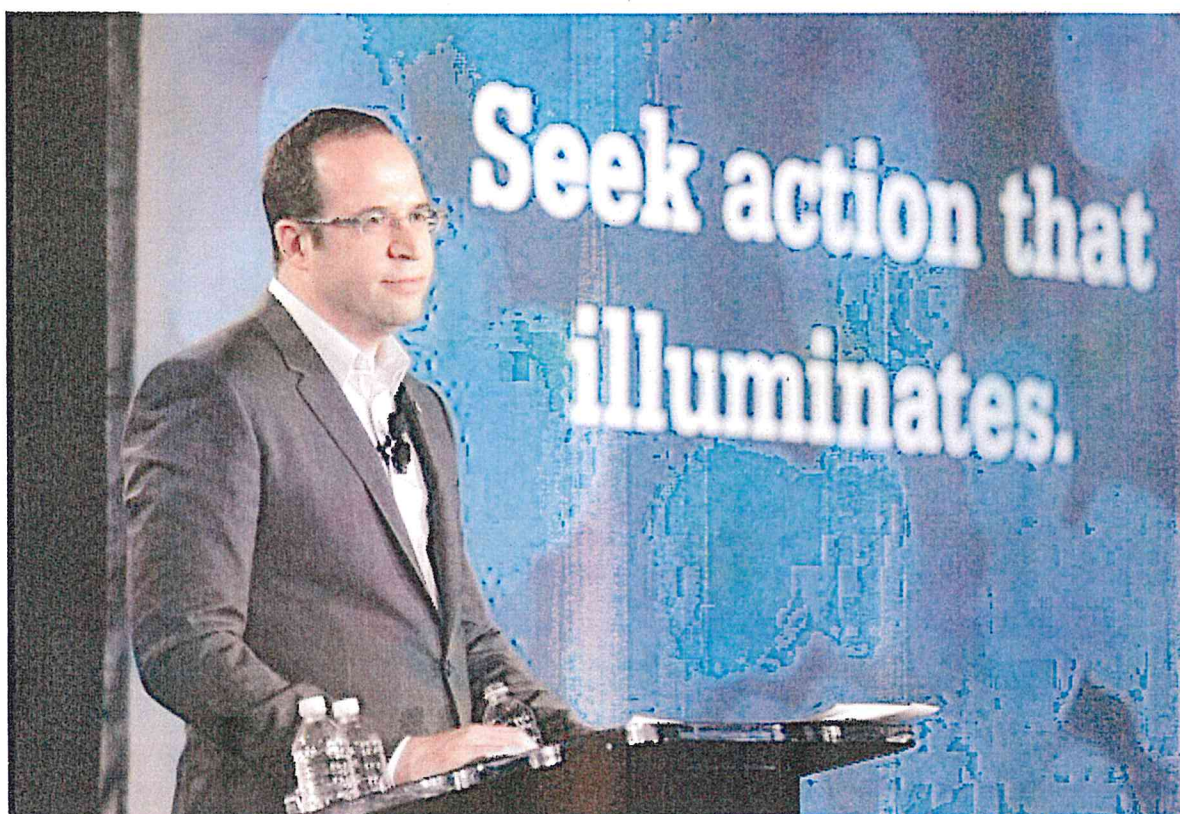
ABOUT THE AUTHOR

EMMANUEL FELTON is a staff writer for *The Hechinger Report*.

The Atlantic

The Common Core Is Driving the Changes to the SAT

The recently announced redesign will bring the test in line with the standards.



Eric Gay/AP Photo

LINDSEY TEPE | MAR 10, 2014 | EDUCATION

The SAT and ACT—the premier college admissions examinations—have “become disconnected from the work of our high schools.” This proclamation by David Coleman, president of The College Board (the developer of the SAT), came during his announcement of forthcoming

changes to the SAT that will aim to address this issue. And while this news has touched off a flurry of headlines, the national media and higher education outlets are missing a huge piece of the story: the role the Common Core has played in driving these changes.

The major content and procedural changes the SAT will undergo have been well documented by news outlets—the *New York Times*, the *Chronicle*, and *Inside Higher Education*, to name a few. The announced changes move the SAT closer to ACT's content-based method of assessment, an achievement test seen as more connected to the work of high schools. Wonkblog pointed out that ACT's increased market share (up to 54 percent) is no doubt driving these changes to the SAT.

It's not just ACT's increased market share that's got the SAT's creators worried. In a country with 50 sets of education standards and 50 different state-developed high school assessments, the ACT and SAT have touted their unique ability to compare diverse applicants from across the United States. But the work of high schools themselves is now converging, and students from 45 states and the District of Columbia are working toward mastery of the same academic standards.

While the *Times*, the *Post*, the *Chronicle*, and *Inside Higher Ed* all gave a brief nod toward Coleman's role in developing those Common Core State Standards for K-12 education, adopted by this large majority of states, neither Coleman nor the national media have really honed in on how the standards are driving the College Board—as well as the ACT—to change their product. To this point, in the new education landscape that has taken shape since these standards' widespread adoption, how useful really are college admissions tests that do not actually assess the standards that we have determined prepare students for college and careers?

There's little doubt that ACT recognized this point and has updated their

products in response. ACT recently announced the launch of new assessments for grades 3-8 that are explicitly designed to assess the Common Core standards, ACT Aspire, which will culminate in the ACT for high school assessment. Last year, Alabama officially [announced](#) that it will use these tests to assess mastery of their state standards, the Common Core.

When Coleman became president of the College Board back in 2012, after his work developing the Common Core, he [stated](#) his goal for moving the SAT to better reflect those standards. On Wednesday, Education Week [described](#) in detail how the new changes to the SAT align with the Common Core—and presented an excellent [side-by-side comparison](#) of the SAT and Common Core that illustrates how Coleman’s goal will become a reality. (Education Week, largely focused on K-12 education news, has expertly covered the role of the Common Core in driving changes to the SAT.)

This new SAT will not be released until 2016—but next year students will begin to take assessments developed by two state consortia that explicitly measure mastery of the Common Core standards. The high school assessments will provide detailed information about student achievement in reading and mathematics, and will provide a source of student achievement data that is comparable across states. It may prove that these state-developed Common Core assessments are also a strong predictor of college success.

As the *New York Times* [reiterated](#), “Critics have long pointed out—and Mr. Coleman admits—that high school grades are a better predictor of college success than standardized test scores.” While the SAT and ACT are currently the only players in the market of college admissions exams, they still have not succeeded in creating products that have stronger predictive power than high school grade point average. Though these two assessment giants are now trying to connect with the Common Core, it remains to be seen whether

their new tests will be more predictive of student success in college. While the SAT and ACT are trying to stay ahead of the curve, perhaps the two new college- and career-ready assessments will have better grades.

This post also appears on [New America's Ed Central](#), an Atlantic partner site.

ABOUT THE AUTHOR

LINDSEY TEPE is a program associate at the New America Foundation.

SIDE BY SIDE: A LOOK AT THE SAT AND THE COMMON CORE

The College Board has provided an outline of key changes to the SAT, effective in 2016. Below is a College Board summary of the current and redesigned exam, plus an *Education Week* analysis providing relevant material in the Common Core State Standards.

	Current SAT	Redesigned SAT	Common Core
Citing Evidence	Reading and writing sections do not require students to cite evidence. Students select answers to demonstrate their understanding of texts but are not asked to support their answers.	Evidence-based reading and writing. Students will support answers with evidence, including questions that require them to cite a specific part of a passage to support their answer choice.	Citing specific "textual evidence" when interpreting material is a key thread of the common core. In the introduction, the English/language arts standards say college- and career-ready students "value evidence." It says, "Students cite specific evidence when offering an oral or written interpretation of a text."
Source Documents	Source documents do not represent a wide range of academic disciplines. While many different types of text might appear on any SAT, there is no requirement that students encounter scientific or historical sources.	Source documents originate from a wide range of academic disciplines. On every SAT, students will encounter source texts from science, history, and social studies, analyzing them the way they would in those classes.	The common core calls for teaching literacy across the curriculum. The English/language arts standards specifically highlight the teaching of reading, writing, and other literacy objectives in science, history/social studies, and technical subjects.
Vocabulary	Vocabulary focused on words that are sometimes obscure and not widely used in college and career. These words, while interesting and useful in specific instances, often lack broad utility in varied disciplines and contexts.	Vocabulary focused on words that are widely used in college and career. The exam will focus on words such as "synthesis" and "empirical" whose specific meaning depends on the context.	Students should develop "extensive vocabularies, built through reading and study," the standards say. They should "determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues," and "acquire and use accurately general academic and domain-specific words and phrases ... at the college and career readiness level."
Writing an Essay	The essay measures students' ability to construct an argument based on their background and experiences. Since students are not given source material, there is no way to verify the accuracy of their argument or examples.	The essay measures students' ability to analyze evidence and explain how an author builds an argument to persuade an audience. Responses will be evaluated based on the strength of the analysis as well as the coherence of the writing.	The writing section says students "must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. ... They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner."
Math Coverage	Math section samples content from a wide range of high school-level math. There are often only one or two questions on each topic and students need to cover a great deal of math to be prepared for all topics.	Math section draws from fewer topics that evidence shows most contribute to student readiness for college and career training. Students can study these core math areas in depth and have confidence that they will be assessed.	A key priority of the math common core is to cover fewer topics in greater depth. Also, the document says, "The high school standards specify the mathematics that all students should study in order to be college and career ready."
Calculators	Calculator permitted for full math section. It is difficult to assess students' sense of numbers, their fluency in calculation, and their ability to understand concepts rather than plug in the answers.	Calculator permitted on certain portions of the math section. The calculator can be used where most appropriate, but the no-calculator section allows greater assessment of students' understanding, fluency, and technique.	Students should "use appropriate tools strategically," the math standards say. Proficient students use "technological tools to explore and deepen their understanding of concepts." (Both the PARCC and Smarter Balanced testing consortia plan to allow calculators on some but not all portions of their exams.)
Analyzing Text and Data	Reading and writing does not require data analysis. The reading and writing section does not often include passages from science and social studies with graphs and tables; questions rarely require students to both read text and analyze data.	Students asked to analyze both text and data in real world contexts, including identifying and correcting inconsistencies between the two. Students will show the work they do throughout their classes by reading science articles and historical and social studies sources.	Students should gain knowledge from "challenging" scientific and technical texts that "often make extensive use of elaborate diagrams and data to convey information and illustrate concepts." They must be able to read such texts "with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction."
Founding Documents	Source documents drawn from texts that are not widely recognized and publicly available. Students have no idea before they take the test what the reading passages will be about.	Each exam will include a passage drawn from the Founding U.S. Documents or the Great Global Conversation. Students read from either a founding document such as the Declaration of Independence or from the conversation they inspire in the United States and around the world, such as Lincoln's Gettysburg Address or King's "I Have a Dream" speech.	The grades 9-10 reading standards call for students to "analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's 'Letter from Birmingham Jail'), including how they address related themes and concepts." A companion standard for grades 11-12 calls for reading "foundational U.S. documents," including the Declaration of Independence.
Incorrect Answers	Scoring deducts points for incorrect answers. Students get 1/4 point deducted for incorrect answers; no points deducted for omitted answers.	Scoring does not deduct points for incorrect answers. Students are encouraged to select the best answer to every question.	
Essay	Essay is required.	Essay is optional.	
Scoring	Score scale of 2400.	Score scale of 1600 with separate score for Essay.	
Format	SAT available on paper only.	Available in paper and digital forms.	

SOURCE: College Board, Education Week

ILLINOIS STATE BOARD OF EDUCATION MEETING
November 20, 2015

TO: Illinois State Board of Education

FROM: Tony Smith Ph.D., State Superintendent of Education *AS*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Procurement Update

Materials: Exhibit A – Overview of the Request for Sealed Proposals Process

Staff Contact(s): Angela Chamness, Division Administrator, Assessments

Purpose of Agenda Item

To provide the Board with a status report on the procurement process that was followed after the Board authorized the release of a Request for Sealed Proposals for a College Entrance Exam at the June 2015 Board Meeting and authorized an award to the successful offeror at the August 2015 Board Meeting.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The successful response to the College Entrance Exam RFSP will address Item 5 of Goal Number 1:

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .

1. All Kindergarteners are assessed for readiness.
2. Ninety percent or more 3rd grade students are reading at or above grade level.
3. Ninety percent or more 5th grade students meet or exceed expectations in mathematics.
4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
5. Ninety percent or more students graduate from high school ready for college or career.

The implications for school districts will be that every student in Illinois will be guaranteed the opportunity to take a College Entrance Exam at no cost to the school district, subject to appropriation. Without a contract in place, a risk exists that school districts would be required to pay for a College Entrance Exam using their own funding if such funding is available.

Expected Outcome(s) of Agenda Item

The Board will be provided with a detailed account of the procurement process for the College Entrance Exam RFSP and an explanation as to how the successful offeror was identified.

Background Information

Procurement Process

At the time of the August 2015 Board Meeting, the Board was operating under a Board-initiated "two-step" procedure regarding procurement—Step 1 was Board authorization to release an RFSP and Step 2 was Board authorization to award a contract to the RFSP's successful offeror.

Step 1 is a *required* part of the procurement process; Step 2 is *not required* as a part of the procurement process and thus prolonged the process and ultimately delayed services. For these reasons, the Superintendent raised the issue with the Board and presented the Board with a motion to eliminate Step 2 described above. At the August 2015 Board Meeting, the Board, as part of the Consent Agenda, authorized the State Superintendent to award and enter into a contract with the successful offeror for the college entrance exam procurement. The Board decided not to take action to eliminate Step 2 of the process until it was provided with a broad explanation of the requirements of the procurement process.

At the September 2015 Board Meeting, Robert Wolfe provided Board members with an overview of the procurement process that is required by the Illinois Procurement Code (30 ILCS 500/). Exhibit A provides an overview of this process. Additionally, at the September 2015 Board Meeting, the Board acted on the Superintendent's recommendation to eliminate Step 2 with one modification. The specific action was as follows:

The State Board of Education hereby adopted a procedure in which the Board will simultaneously consider and approve or deny the release and award of a contract or grant potentially resulting in an award of more than \$1 million unless a Board member specifically requests the contract or grant and the award be handled separately.

College Entrance Exam RFSP

At the March 2015 Board Meeting, the Board authorized staff to release the RFSP for an off-the shelf College Entrance Exam, and the timetable for the procurement was as follows:

<u>Event</u>	<u>Date</u>
Board Authorization of the release of the RFSP	March 18, 2015
RFSP published on the Illinois Procurement Bulletin Board	July 16, 2015
Proposals Due	August 17, 2015
Evaluation Complete	November 9, 2015
Board Review of Successful Response	November 20, 2015
Presentation of Successful Response to State Purchasing Officer for approval of the notice of award	November 20, 2015

Overview of the Criteria Utilized to Evaluate Proposals

Proposals were evaluated for validity and reliability, according to the "Standards for Educational and Psychological Testing" (American Educational Research Association, 2014); alignment to the Illinois Learning Standards; availability of accommodations for college reportable scores and ease of requesting such accommodations; availability of training for educators and parents, including training for the administration of the assessment; preparation and practice opportunities for students; integration with the State Student Information System for ease of registration and reporting; reporting options, including timeliness of reporting, data available to schools and districts, and individual student score reporting to institutes of higher education; and call center and customer support for schools, districts and families. The highest concentration of points was associated with accommodations, alignment to standards, and ease of administration and reporting for districts.

Qualifications of the Evaluators

All evaluators were trained educators possessing a variety of work experiences related to curriculum, instruction, and assessment. ISBE utilized both agency staff and external evaluators; the majority of reviewers were external evaluators. Evaluators held licensure in high school teaching fields, administration, and special education. ISBE utilized experts in English Learners and Special Education, along with representation from the Illinois Board of Higher Education. Moreover, ISBE selected evaluators with experience in diverse districts, including urban districts with high concentrations of low income students. All evaluators were trained to provide an individual evaluation of each proposal according to a rubric that was aligned with the submission criteria provided to offerors as part of the bid packet which required the pre-approval of the State Procurement Officer.

Results of the Evaluation

ISBE received proposals from two offerors – College Board and ACT. The scoring outlined in the RFSP was as follows:

Technical Evaluation for Responsiveness	1,200 maximum points
Cost	300 maximum points
Total Possible Points	1,500 points

Offeror	Average Score	Maximum Score	Percentage
<u>Technical Evaluation Results</u>			
College Board	1152	1200	96%
ACT	971	1200	80%
<u>Cost Evaluation Results</u>			
College Board	300	300	100%
ACT	287	300	95%
<u>Overall Results</u>			
College Board	1452	1500	96%
ACT	1258	1500	83%

The College Board received the highest technical score from six of the seven evaluators and had a three-year cost that was \$1,372,800 less than ACT (based upon an estimated, but not guaranteed, 143,000 11th grade students taking the exam annually).

Financial Background

The financial background of this contract is illustrated in the table below:

	Requested Estimated Additional State Funding Not to Exceed
FY16	\$4,761,900
FY17	\$4,761,900
FY18	\$4,761,900
Total	\$14,285,700

The annual cost of the contract will be \$33.30 per pupil who takes the exam.

Business Enterprise Program (BEP)

There was a 20% Business Enterprise Program (BEP) goal placed on the solicitation. The BEP estimated projections from the vendor proposal are illustrated in the table below.

	<u>BEP Goal Percentage</u>	<u>BEP Goal Amount*</u>
FY16	20.5%	\$977,000
FY17	20.5%	\$977,000
FY18	20.5%	\$977,000

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

Policy Implications: The contract will ensure that each student in every school district will have access to a state-funded college entrance exam, which ensures that students are able to apply to the vast majority of universities that require a score on a college entrance exam on the application. The contract will also guarantee low-income students access to a college entrance exam that may not have been available or promoted to them if options for fee waivers were not actively sought or if administration to all students within a district was not pursued. Additionally, longitudinal data will have to be aligned to the new college entrance exam.

Budget Implications: Due to a lack of a state budget, the State Board does not know at this time if appropriations will be enacted to fund the cost of a college entrance exam.

Legislative Action: None.

Communication: The successful offeror will be posted on the Illinois Procurement Bulletin Board. The State Board will partner with the offeror to provide communication to districts regarding support for transition and administration. These supports will include information for parents and families, as well as the provision of concordance tables to assist with connecting the historical data collected by districts.

Pros and Cons of Various Actions

Pros: Awarding a contract to the successful offeror would enable the state to continue supporting the opportunity for all 11th grade students to take a college entrance exam on site at their school district during the school day. Awarding a contract to the successful offeror will also guarantee students access to a college entrance exam that demonstrates alignment to the

Illinois Learning Standards and provides more opportunities to students who may need accommodations in taking the exam.

Cons: Transitioning to a new vendor for the college entrance exam will require additional communication supports for districts and families. The State Board must provide information about the scoring and reporting, as well as resources regarding the assessment content and practice materials to students and families immediately. Schools and districts will require training in the administration of a new assessment.

Next Steps

Agency procurement staff will present the RFSP award to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will award the RFSP to the successful offeror that has the highest average evaluation point total according to the evaluation criteria in the RFSP.

Exhibit A - Request for Sealed Proposal (RFSP) Process

- Upon ER approval to solicit, Board approval is needed if an estimated cost exceeds \$1 Million
- State Purchasing Officer's (SPO) procurement method approval
- Solicitation document drafted and approved by ISBE management
- SPO's approval of solicitation document and publishing of RFSP on Illinois Procurement Bulletin (IPB)
- Administrative Review performed on received vendor offers for responsiveness
- Technical Evaluation process begins which includes Pre & Post Evaluation Meetings, SPO attends
- Upon technical evaluation completion, price evaluation process begins
- Calculate cumulative overall score, technical + price points to determine the awarded vendor
- ER approval to award
- Board approval (if requested) to award if estimated cost exceeds \$1 Million
- SPO approves the awarded vendor and award notice is published on the Illinois Procurement Bulletin (IPB)
- Contract is written and approved by ISBE Management
- Vendor Financial Disclosure submitted to Illinois Procurement Policy Board (30 days waiver period)
- SPO approves the contract
- Contract executed

Professional Leave
2015-2016

NAME	BUILDING	DATE	REASON	TIME	ATK ROE
Bess, Kyle	High School	2/4 & 5/16	Glazier Baseball Clinic	2 days	
Bott, Deanna	High School	10/13/15	NIB 12 Scholastic Bowl Meeting-L/P	1/2 day	
Bott, Deanna	High School	9/29/15	English Dept. Meeting BHC Moline Campus	1 day	
Brown, Rachel	High School	12/15/15	Balancing Evaluation, Supervision & Reflection workshop	1 day	
Brucher, Jeanne	High School	11/10/15	ELA Writing Matters-Atk ROE	1 day	\$0.00
Brucher, Steve	High School	11/18/15	Understanding the Great War-RIROE	1 day	Not part of St. Coop
Buyse, Kathy	High School	10/20/15	MTI Counselor Workshop	1 day	
Buyse, Kathy	High School	9/10/15	Dual Credit Advisory-BHC	1 day	
Carey, LaNel	High School	11/10/15	ELA Writing Matters-Atk ROE	1 day	\$0.00
Christensen, Scott	High School	7/20-23/15	AP Calculus Summer Institute	4 days	
Christensen, Scott	High School	2/4 & 5/16	Glazier Baseball Clinic	2 days	
Deets, Matt	High School	9/30/15	AP Physics Conference-Grays Lake IL	1 day	
Degarmo, Sarah	High School	3/18 & 19/16	National Art Ed. Assn. Convention-Chicago	2 days	
DeGarmo, Sarah	High School	12/8/15	NIB Art Conference	1 day	
Ericson, Emily	High School	11/4/15	Classrooms in Action-Peoria	1 day	
Ericson, Emily	High School	10/13/15	NIB 12 Scholastic Bowl Meeting-L/P	1/2 day	
Ewert, Cheryl	High School	12/11/15	Counselor Academy	1 day	
Ewert, Cheryl	High School	10/28/15	Counselor Visit Day, Augustana College Rock Island	1 day	
Ewert, Cheryl	High School	10/7/15	ACT Workshop-St. Ambrose Univ. Davenport	1 day	
Ewert, Cheryl	High School	9/25/15	QCC TEC Regional Counselors Academy	1 day	
Ewert, Cheryl	High School	9/22/15	Articulation Conference, WIU-Macomb	1 day	
Farrell, Jayme	High School	2/4 & 5/16	Glazier Baseball Clinic	2 days	
Farrell, Jayme	High School	10/15/15	Practice the Practices-Math Atk. ROE	1 day	\$125.00
Ganson, Michelle	High School	9/11/15	CPI Training	1/2 day	
Gauley, Sandy	High School	9/3/15	CPI Training	1 day	
Griffith, Carrie	High School	12/15/15	Balancing Evaluation, Supervision & Reflection workshop	1 day	
Hamilton, Rachel	High School	11/4/15	Classrooms in Action-Peoria	1 day	
Hardison, Scott	High School	12/2/15	QC Fall Business Teachers Workshop	1 day	
Hardison, Scott	High School	11/18/15	JA Titan Competition	1 day	
Hardison, Scott	High School	10/29/15	JA Titan Competition	1 day	
Hardison, Scott	High School	9/14/15	IBCA State-Wide Clinic	1 day	
Haugse, Mike	High School	11/4/15	EIU Job Fair-Charleston	1 day	
Hillman, Steve	High School	9/23/15	Driver Ed workshop-Macomb IL	1 day	
Komel, Casey	High School	8/2-6/15	Novi AP Summer Chemistry Institute	4 days	
Laingen, Tara	High School	11/10/15	QC STEP-Day of Transition	1 day	
Manna, Sandra	High School	9/3/15	CPI Training	1 day	
Putman, Dan	High School	1/29/16	IHSTCA Winter Workshop	1 day	
Rice, Melanie	High School	10/22/15	Autism & Challenging Behaviors	1 day	
Scherer, Steve	High School	12/17 & 18/15	Midwest International Band and Orchestra Clinic	2 days	
Scherer, Steve	High School	1/28 & 29/16	ILMEA Conference	2 days	

Professional Leave
2015-2016

NAME	BUILDING	DATE	REASON	TIME	ATK ROE
Schnowski, Sarah	High School	10/23/15	AP Conference	1 day	
Shaffer, David	High School	10/13/15	Intro to the New IL Learning Standards for Science	1 day	\$15.00
Stahl, Brian	High School	10/27-31/15	National FFA Convention	3.5 days	
Stahl, Brian	High School	10/8/15	Sectional III Soils Evaluation	1 day	
Stahl, Brian	High School	9/4/15	Monsanto Plot Tour-Research Facility	1 day	
Stern, Ashley	High School	10/27/15	Regional FACS Meetin	1 day	
Tesmond, Rob	High School	11/4/15	Classrooms in Action-Peoria	1 day	
Utsinger, Jeff	High School	10/16/15	Administrator's Round Table-WIU	1 day	
VanDerLeest, Linda	High School	10/15/15	Get an iPad-Moline ROE	1 day	Self Paid
VanDerLeest, Linda	High School	9/18/15	Counselor Connection at BHC	1 day	
Woolsey, Jen	High School	11/4/15	Classrooms in Action-Peoria	1 day	
Woolsey, Jen	High School	9/15/15	NIB XII Conference meeting-Mathmatics-Seneca IL	1 day	
Young, Jenny	High School	11/10/15	ELA Writing Matters-Atk ROE	1 day	\$0.00
Hernandez, Anthony	HS/MS	12/16-18/15	Midwest International Band and Orchestra Clinic	3 days	
Ayers, Leigh	Middle School	10/15/15	Practice the Practices-Math Atk. ROE	1 day	\$125.00
Brucher, Jeanne	Middle School	10/28/15	Family Engagement-Beyond Family Reading Night	1 day	Presenting No Fee
Burrack, Rayanne	Middle School	3/8-11/16	iCon 2016 Skyward convention- Florida	4 days	
Burrack, Rayanne	Middle School	10/26 & 27/15	Skyward Steering Committee	2 days	
Burrack, Rayanne	Middle School	11/18/15	Skyward Steering Committee	1 day	
Burrack, Rayanne	Middle School	9/17/15	Skyward Steering Committee	1 day	
Ehlert, Todd	Middle School	11/19 & 20/15	IAHPERD State Convention	2 days	
Feely, Amy	Middle School	12/11/15	Counselor Academy	1 day	
Feely, Amy	Middle School	10/16/15	Youth Service Bureau	1 day	
Feely, Amy	Middle School	9/25/15	QCC TEC Regional Counselors Academy	1 day	
Feely, Amy	Middle School	9/11/15	Supervision Training-WIU Moline	1 day	
Frerichs, Karna	Middle School	11/19 & 20/15	IAHPERD State Convention	2 days	
Hanson, Carissa	Middle School	10/30/15	Légal Workshop-Rock Island	1 day	
Hardin, Amy	Middle School	9/11/15	CPI Training	1 day	
Helling, Patrick	Middle School	10/18-20/15	IPA Fall Conference	2 days	
Helling, Patrick	Middle School	12/4/15	IPA-Developing Investigative and Interviewing Skills	1 day	
Johnson, Dean	Middle School	11/18/15	Understanding the Great War-RIROE	1 day	Not part of SI Coop
McGee, Taunya	Middle School	11/17/15	Effective Formative Assesements-Atk ROE	1 day	\$100.00
McGee, Taunya	Middle School	9/3/15	Yearbook Premiere	1 day	
Mroz, Maggie	Middle School	9/3/15	CPI Training	1 day	
O'Dell, Nate	Middle School	12/4/15	IPA-Developing Investigative and Interviewing Skills	1 day	
O'Dell, Nathan	Middle School	12/15/15	Balancing Evaluation , Supervision & Reflection workshop	1 day	
Pardoe, Darin	Middle School	2/9/16	METC Conference-St. Louis	1 day	
Petrov, John	Middle School	9/9/15	New Teacher Workshop-Atk. ROE	1 day	\$100.00

Professional Leave
2015-2016

NAME	BUILDING	DATE	REASON	TIME	ATK ROE
Possley, Nolan	Middle School	2/4 & 5/16	Glazier Baseball Clinic	2 days	
Putman, Marie	Middle School	1/29/16	IME Conference-Peoria II	1 day	
Reed, Kevin	Middle School	1/29/16	IHSTCA Winter Workshop	1 day	
Storm, Teri	Middle School	11/5/15	JA Biz Town-7th Grade Career Day	1 day	
Storm, Teri	Middle School	9/11/15	CPI Training	1 day	
Versluis, John	Middle School	12/15/15	Balancing Evaluation , Supervision & Reflection workshop	1 day	
Versluis, John	Middle School	9/28/15	IGSMA State Executive Meeting	1 day	
Ward, Chris	Middle School	9/25/15	QCC TEC Regional Counselors Academy	1 day	
Ward, Chris	Middle School	9/18/15	IESA Annual Speech Workshop	1 day	
Alford, Emily	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Dewey, Chrissy	Millikin	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Dewey, Chrissy	Millikin	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Dewey, Chrissy	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Dewey, Chrissy	Millikin	9/3/15	CPI Training	1 day	
Douglas, Tracie	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Douglas, Tracie	Millikin	9/17/15	Learning Walks- Unit Office	1 day	
Ernst, Nikki	Millikin	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Ernst, Nikki	Millikin	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Gierhart, Alesha	Millikin	1/21/16	Music Teacher Networking-Atk ROE	1/2 day	\$25.00
Gierhart, Alesha	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Gierhart, Alesha	Millikin	10/15/15	Music Teacher Networking-Atk ROE	1/2 day	\$25.00
Pierce, Nikki	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Ryerson, Tom	Millikin	12/7 & 8/15	Raising Student Achievement	2 days	
Sancken, Christy	Millikin	11/5/15	Walking Classroom-Southwest (S. King's room)	1/2 day	
Sancken, Christy	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Schnowske, Ali	Millikin	11/10/15	ELA Writing Matters-Atk ROE	1 day	\$0.00
Snodgrass, Jenny	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Snodgrass, Jenny	Millikin	9/8/15	LBS1 test-Atk ROE	1 day	Not part of SI Coop
Snodgrass, Jenny	Millikin	9/3/15	CPI Training	1 day	
Thomas, Bob	Millikin	9/3/15	CPI Training	1 day	
VanOpdorp, Chloe	Millikin	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
VanOpdorp, Chloe	Millikin	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
VanOpdorp, Chloe	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
VanOpdorp, Chloe	Millikin	9/9/15	New Teacher Workshop-Atk. ROE	1 day	\$100.00
Walsh, Nicole	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Wayne, Lydia	Millikin	9/9/15	New Teacher Workshop-Atk. ROE	1 day	\$100.00
Woods, Taylor	Millikin	10/28/15	Millikin Learning Walk	1/2 day	
Beaird, Khloe	Northside	10/29/15	Northside Learning Walk	1/2 day	

Professional Leave
2015-2016

NAME	BUILDING	DATE	REASON	TIME	ATK ROE
Eckwall, Michael	Northside	1/21/16	Music Teacher Networking-Atk ROE	1/2 day	\$25.00
Eckwall, Michael	Northside	10/15/15	Music Teacher Networking-Atk ROE	1/2 day	\$25.00
Eckwall, Mike	Northside	1/28-30/16	IME Conference-Peoria II	2 days	
Ford, Denise	Northside	11/20/15	Autism & Challenging Behaviors	1 day	
Ford, Denise	Northside	10/22/15	Autism & Challenging Behaviors	1 day	
Henderson, Melanie	Northside	11/5/15	Through Games-Atk ROE	1 day	\$125.00
Henderson, Melanie	Northside	10/29/15	Northside Learning Walk	1/2 day	
Henderson, Melanie	Northside	9/17/15	Learning Walks- Unit Office	1 day	
Kegebein, Elizabeth	Northside	4/7/16	Art Teacher Networking-Atk ROE	1/2 day	\$25.00
Kegebein, Elizabeth	Northside	11/19/15	Art Teacher Networking-Atk ROE	1/2 day	\$25.00
Kegebein, Elizabeth	Northside	10/5/15	Attention all Fine Arts Teachers-Atk. ROE	1 day	\$100.00
Meyer, Courtney	Northside	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Meyer, Courtney	Northside	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Monier, Tami	Northside	11/5/15	Through Games-Atk ROE	1 day	\$125.00
Monier, Tami	Northside	10/15/15	Practice the Practices-Math Atk. ROE	1 day	\$125.00
Pearson, Gina	Northside	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Pearson, Gina	Northside	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	did not attend, cancel, or find
Robertson, Renee	Northside	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Robertson, Renee	Northside	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Robertson, Renee	Northside	10/29/15	Northside Learning Walk	1/2 day	
Robertson, Renee	Northside	10/15/15	Practice the Practices-Math Atk. ROE	1 day	\$125.00
Schultz, Kellie	Northside	10/15/15	Practice the Practices-Math Atk. ROE	1 day	\$125.00
Stern, Ashley	Northside	10/29/15	Northside Learning Walk	1/2 day	
Stern, Ashley	Northside	10/15/15	Practice the Practices-Math Atk. ROE	1 day	\$125.00
Teague, Denise	Northside	12/7/15	Early Childhood Collaboration-Kewanee	1/2 day	
Teague, Denise	Northside	9/21/15	ECE Collaboration-Kewanee	1 day	
Teague, Denise	Northside	9/3/15	CPI Training	1 day	
Berry, Sue	Southwest	10/27/15	SW Learning Walk	1/2 day	
Bouwens, Jessica	Southwest	9/9/15	New Teacher Workshop-Atk. ROE	1 day	\$100.00
Everett, Abby	Southwest	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Everett, Abby	Southwest	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Everett, Abby	Southwest	10/27/15	SW Learning Walk	1/2 day	
Fowler, Kayla	Southwest	10/27/15	SW Learning Walk	1/2 day	
Fowler, Kayla	Southwest	9/9/15	New Teacher Workshop-Atk. ROE	1 day	\$100.00
Hernandez, Heidi	Southwest	3/18 & 19/16	National Art Ed. Assn. Convention-Chicago	2 days	
Hernandez, Heidi	Southwest	4/7/16	Art Teacher Networking-Atk ROE	1/2 day	\$25.00
Hernandez, Heidi	Southwest	11/19/15	Art Teacher Networking-Atk ROE	1/2 day	\$25.00
Hernandez, Heidi	Southwest	10/5/15	National Core Art Standards-ATK ROE	1 day	\$100.00
Hernandez, Heidi	Southwest	9/10/15	Making Books to Enhance Classroom-Atk ROE	1 day	\$75.00
Hofer, Brian	Southwest	12/15/15	Balancing Evaluation , Supervision & Reflection	1 day	
Hofer, Brian	Southwest	12/4/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Hofer, Brian	Southwest	11/13/15	Next Generation Science Standards-Atk. ROE	1 day	\$112.50
Humpries, Deanna	Southwest	10/27/15	SW Learning Walk	1/2 day	
Johnson, Lindrew	Southwest	1/21/16	Music Teacher Networking-Atk ROE	1/2 day	\$25.00
Johnson, Lindrew	Southwest	10/15/15	Music Teacher Networking-Atk ROE	1/2 day	\$25.00
King, Shawn	Southwest	11/17/15	PLC: Peer Mentoring @ Millikin	1/2 day	
Moe, Philip	Southwest	9/17/15	Learning Walks- Unit Office	1 day	

Professional Leave 2015-2016

[illegible]

Geneseo CUSD 228

Board Governance Review

On Wednesday, June 17th, the Geneseo CUSD 228 Board of Education held a board self-evaluation. The meeting began at 5:00 p.m. and was facilitated by Reatha Owen from the Illinois Association of School Boards.

The Ideal Board

In our introductory work, Reatha asked the board to describe the “ideal” board of education. Board members reported the following:

- Think first
- Ask about the “Other Side”
- Don’t anchor to any one ship
- Do more learning and caring, less teaching

- Communication
- Respect for opinions
- Understand disagreeing is OK, then move on

- Willing to do whatever to accomplish a goal with respect towards one another

- Cooperative group with open minds to make wise decisions to provide best education system possible

- Board members can express opinions and discuss issues, hopefully come to consensus. If not, recognize majority rules.

- All members respect each other
- Members try to work together to reach consensus and speak with one voice
- All members put kids first

- Forward thinking
- One voice

- This board

The board reviewed the Board Governance Review (BGR) survey results. BGR data was generated from the online survey completed by board members and the superintendent. Reatha facilitated the group's discussion.

#32 – Clarity about Expectations for Superintendent

1. Customer complaints – chain of command issues are handled administration
2. Committee meetings (building)
 - a. Board members are representatives.
 - b. Board members will be invited to planning meeting.

#40 – Board speaks with One Voice to Superintendent

1. Be aware and follow communication procedures.
2. Respect the final vote as the final directive to the superintendent. No side conversation after the vote is made.

#74 – Contribution from All

1. It is the responsibility of every member to share thoughts and opinions on discussion items.
2. Make it an expectation that all will contribute. (Based on topic or situation this expectation will be indicated on specific agenda items).
3. Provide a reason when voting “no.”

The board reviewed the Six Foundational Principles and gave a grade for each.

The Board Clarifies the District Purpose (Foundational Principle 1) Grade B

- Goals connected to the district's mission and a monitoring component is in place.

The Board Connects with the Community (Foundational Principle 2) Grade B+

- Communication (may want to take the same approach as Project Leaf.
 - Idea: Submit an article to the local paper.

The Board Employs a Superintendent (Foundational Principle 3) Grade A

- Evaluation process is in place
- The board and superintendent have a positive relationship.

The Board Delegates Authority (Foundational Principle 4) Grade A

- Strength in delegating authority and aware of the need to stay on the balcony.

The Board Monitors Performance (Foundational Principle 5) Grade B

- Quarterly monitoring.

The Board Takes Responsibility for Itself (Foundational Principle 6) Grade B+

Next Steps for Board Improvement

Every board of education should continuously improve as a governing body as well as model learning for their district. The Geneseo CUSD 228 Board of Education will work to develop and improve in the following areas.

- Question(s) from a board member should be asked and the answer sent to ALL members whether it was sent to the superintendent or other administrators.
- Understanding of different roles. Empathy of what is going on with the superintendent and board members.
- Establish new academic targets (goals)—Learning Leaf project.