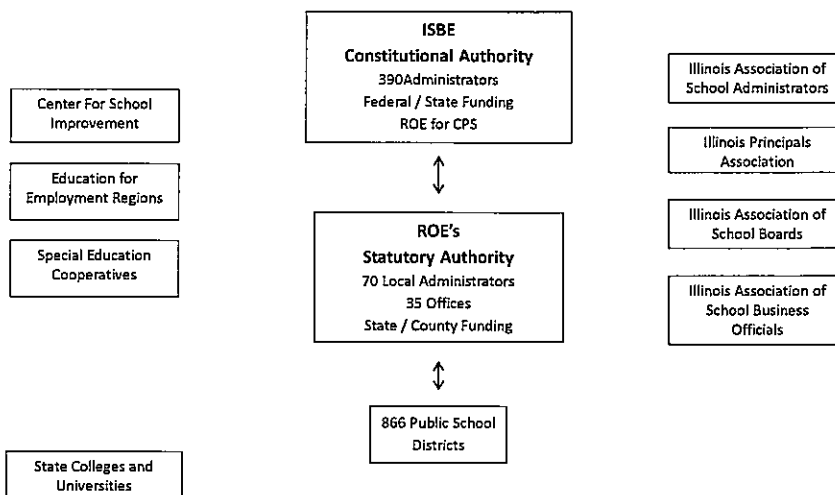


Illinois Educational System Infrastructure and Services

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Illinois Educational System Infrastructure



Role of Illinois State Board of Education

The powers and duties of the IL State Board of Education shall encompass all duties delegated to the Office of Superintendent of Public Instruction on January 12, 1975, except as the law providing for such powers and duties is thereafter amended, and such other powers and duties as the General Assembly shall designate.

The ISBE shall be responsible for:

- Educational policies and guidelines for public schools
- Pre-school through grade 12 and Vocational Education in the State of Illinois
- Analyze the present and future aims, needs, and requirements of education in the State of Illinois and recommend to the General Assembly the powers which should be exercised by the Board
- Recommend the passage and the legislation necessary to determine the appropriate relationship between the Board and local boards of education and the various State agencies
- Recommend desirable modifications in the laws which affect schools

Source: Illinois School Code (105 ILCS 5/1A-4) (from Ch. 122, par. 1A-4)

Role of Regional Office of Education

Regional Superintendents' Responsibilities include:
Referenced in school code over 1000 times

- Conduct Full Compliance of school districts in region with state mandates
- Enforce Truancy Laws
- Train School Bus Drivers
- Teacher and Administrator Licensure
- Fingerprinting
- Monitor, approve, and improve all school health/life safety projects
- Shared service/joint purchasing

Role of Regional Office of Education

- GED
- Professional Development
- Safe Schools
- Ombudsman/hearing officers
- Fingerprinting
- Homelessness
- Home schooling
- School Safety & Crisis Management
- Regional Board of School Trustees
- Other

Public School Districts in Illinois

There are 866 public school districts in Illinois

- **377 Elementary Districts**
- **99 High School Districts**
- **390 Unit School Districts**

26% or 221 of the 866 are one (1) school building districts

41% or 356 of the districts are with less than 750 enrollment

Source: Illinois State Board of Education

School Consolidation

School Code: Illinois School Code (105 ILCS 5/7-2a) (from Ch. 122, par. 7-2a)

Any school district with a population of less than 5,000 residents or an enrollment of less than 750 students, as determined by the district's current fall housing report filed with the State Board of Education, shall be dissolved and its territory annexed by the regional board of school trustees.

The petition shall be filed with and decided solely by the regional board of school trustees of the region in which the regional superintendent of schools has supervision of the school district being dissolved.

Source: Illinois School Code (105 ILCS 5/7-2a) (from Ch. 122, par. 7-2a)

Illinois Education System Infrastructure

Education for Employment Systems (EFE's)

Education for Employment Systems were developed in the 1980s by the Illinois State Board of Education and the Illinois Legislature to provide leadership for the state's career and technical programs under Perkins Legislative requirements for program development and accountability. System personnel provide technical support, assistance and leadership and serve in a policy advisory capacity in a number of ways to the State Board.

- **57 EFE's**
- **57 Executive Directors and staff**
- **Deliver career and technical education**

Sources: Des Plaines Valley Regional Education for Employment
Lincoln-Way Area Special Education District 843

Illinois Education System Infrastructure

Special Education Cooperatives

Illinois School Code requires each school district, independently or in cooperation with other districts, to provide a comprehensive program of special education. Recognizing the school district as the “primary agent for the delivery of special education services”, the Code authorizes Illinois school district boards of education to enter into joint agreements with other school boards to provide the special educational facilities and services needed to meet the needs of the disabled students in their districts. The leadership, organizational structures, and governance of these special education cooperatives vary depending upon their articles of agreement and the specified needs of their member districts.

- **65 Special Education Cooperatives**
- **65 Executive Directors of the Cooperatives**
- **78 School District Special Education Centers**

Illinois Education System Infrastructure

Special Education Cooperatives... continued

Responsibilities include:

- Assist ISBE with Compliance
- Mediation
- Due Process
- Complaint Investigations
- Technical Assistance
- Personnel training and development
- Managing Grant programs

Sources: Des Plaines Valley Regional Education for Employment
 Illinois State Board of Education State Approved Directors of Special Education
 Lincoln-Way Area Special Education District 843

School Systems of Support

- Federally Funded
- Provides Technical Assistance to Raise Student Achievement to:
 - Bottom 5%
 - Focus Schools 15%

School Systems of Support ... continued

- From 2002-2012 ROE's supported SSOS (School Systems of Support)
- New Federal Grant awarded in 2012 - \$65 Million over 5 years
- Awarded to American Institutes for Research (Washington D.C. Based)
- 74 Administrators/Consultants accountable to ISBE
- 12-15 Districts in the bottom 5% served in past 3 years
- Approximately \$35 million spent to date

Source: Illinois CSI Annual Review

Truancy

- Under Sec. 3-13. Truant officer – County Superintendent acts as the Truant Officer in all school districts in region
- Regional Superintendents are the only entity required by code for truancy connected directly to compulsory attendance
- Funding for Truancy from the state is a competitive grant called the Truants Alternative and Optional Education Program

(105 ILCS 5/26-1) (from Ch. 122, par. 26-2)

Truancy ... continued

Table 1. TAOEP Funding, by Type of Educational Agency, Number and Percentage of Students Served and Type of Primary Services Received: FY12

Type of Educational Agency	TAOEP Grantees		Students Served with Primary Services Received						TAOEP Budget*		Average Budget	Cost Per Student
			Supplemental		Optional Education		Total Served/ Enrolled		Amount	Pct. Of Budget Total		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.				
Community College	6	8.4	28	2.1	1,313	97.9	1,341	6.2	\$2,182,683	15.8	\$363,781	\$1,628
School District	30	42.3	5,543	77.6	1,597	22.4	7,140	33.3	\$6,788,600	49.0	\$226,287	\$951
Regional Office of Education	35	49.3	11,342	87.3	1,652	12.7	12,994	60.5	\$4,884,773	35.2	\$139,565	\$376
Total	71	100.0	16,913	78.8	4,562	21.2	21,474	100.0	\$13,856,056	100.0	\$195,156	\$645

Streamlining Education Task Force

In 2010, Governor Quinn commissioned the Streamlining Illinois Education Systems Task Force PA 97-0619

- Provide a more effective and efficient education delivery system
- Provide which duties of ISBE can be more effectively and efficiently provided locally through ROEs
- Streamline the number of ROEs

Streamlining Education Task Force ... continued

Recommendations:

- Reduce total number of ROEs from 44 to 35
- Develop an Education System Accountability
- Coordinate all educational services under ROEs, including EFEs, LTCs and special education cooperatives
- Establish a statewide advisory coordinating council at the regional level
 - Facilitated by Regional Superintendent
 - Accountable to ISBE
- Conduct an independent review of funding across the system
 - To be completed by Oct. 31, 2011
 - Never completed

ROE Consolidation

- 102 offices in 1854
- 35 offices in 2015

(105 ILCS 5/3A-4) (from Ch. 122, par. 3A-4)

Sec. 3A-4. Mandatory consolidation of educational service regions.

(a) After July 1, 2015, each region must contain at least 61,000 inhabitants. Before June 30, 2013, regions may be consolidated voluntarily under Section 3A-3 or by joint resolution of the county boards of regions seeking to join a voluntary consolidation, effective July 1, 2015, to meet these population requirements. The boundaries of regions already meeting these population requirements on the effective date of Public Act 97-703 may not be changed except to consolidate with another region or a whole county portion of another region which does not meet these population requirements.

(Source: P.A. 97-703, eff. 6-25-12; 98-594, eff. 11-15-13.)

Classroom First Commission Task Force

Public Act 97-0503 to Improve p-12 school district efficiency and opportunity

Reorganization Recommendations

- Require the State Board of Education to complete feasibility and efficiency studies for districts in counties with small and declining school-age populations
- Require the State Board of Education to convene a study group to develop a district efficiency profile calculation, giving consideration to performance, finances, demographics and size, subject to a specific appropriation for the purposes of carrying out the recommendation
- Allow non-contiguous but compact school districts to reorganize if contiguous school districts reject reorganization. - Currently, only districts that share a border are allowed to reorganize into a new district.

Classroom First Commission Task Force... continued

Reorganization Recommendations

- Permit districts under 750 student enrollment to dissolve with or without a referendum.
- Establish a hold harmless provision that would maintain grant and entitlement funding levels for four years following a dual district to unit district reorganization.
- Implement a tax inequity "step-down" for dual district to unit district reorganizations. - This would allow the new unit district to initially tax at the same rate as the combined dual district rate.
- Pilot a reorganization school construction program.

Benefits of Consolidation

- Limitation of administration costs
- More coordinated county wide joint purchasing
- Reduction of bureaucratic paper work for ISBE*
- Coordination of grant writing efforts
- Stronger accountability
- Creation of new and effective regional business partnerships
- Countywide parent networks-consistency of messaging
- Coordination of best practices statewide
- Eliminate duplications of services
- Better align with county Work Force Investment Boards and Community Colleges
- Additional savings that would go into classroom/resources for students
- Attract better quality leaders