

## **Superintendent's Report**

**August 25, 2014**

### **Grants Won by Staff**

The North Boone Educational Foundation awarded grants to Emily Wykes, Kelly Lough and Nick Augustine. We have also heard that WalMart will be funding the PGE One School One Book program this year and that Andy's Books for Kids will be providing each PGE student with a book this year as well.

The Belvidere Area Chamber of Commerce also provided the district with school supplies to share with our students in the most need.

### **Pre-School Program**

Our pre-school program at Capron was named to the Silver Circle of Quality after an audit by an ISBE contractor.

### **Beginning of the Year**

New teachers began on August 13 with orientation for assistants on August 14. All staff returned on Friday, August 15. The schedule from the district in-service on Friday is attached. The staff met as grade level groups on Monday. Students started Tuesday. We had a number of new students join us at the last minute along with a number of students who left without telling us ahead of time.

### **AP Course Data**

Our overall success rate is up from about 16% to about 31% as to the number of students who earned 3 or above on the exam. In total, this year, students took 124 exams and 17 received 4s on the exams. I believe that is most likely a record. Attached is Heather Walsh's complete review of our Advanced Placement Results for the 2013-2014 School Year.

### **AYP**

We have not yet been provided AYP data and there is some confusion over whether or not it will be provided for the FY 2014 Year. Going forward AYP will be replaced with Growth Targets for each school.

- Will be unique to each school
- Based upon reducing half of the percentage of students who are not proficient by 2020
- Multiple Measure Index (MMI)
  - Outcomes (graduation rates)
  - Achievement in ELA and Math
  - Progress over time (Growth)
  - Context: school climate, course offerings and additional indicators (bilingual students, vocational certification, etc.)
- Reportable subgroup size reduced from 45 to 30 students

### **Changes to State Assessment Programs**

The ISAT and PSAE exams have been replaced as anticipated by the PARCC exams. Students in grades 3 to 8 will now take the PARCC exam in two pieces:

- PBA (Performance-Based Assessment) – 75% point
- EOY (End of Year Assessment) – 90% point

Tests will be given in ELA and math for each. NBHS students will take end of course exams tied to

- ELA III (English III)
- Algebra II

National Career Readiness Certificate earners will also be considered for high schools, but the details haven't been completely fleshed out. ESL Students will no longer take the ACCESS exam but the PARCC and DLM. DLM (Dynamic learning assessments) will also replace the previous IAA system for some special needs students.

We can continue to provide the ACT and WorkKeys exams for juniors in March at no expense to the district or the students. We would like to provide the students with the opportunity to take the ACT.

Attached are documents explaining the new NCLB waivers and the new ISBE assessment system.

### **ECRA Student Growth Data**

ECRA is working on reviewing the fall to spring growth for the 2013-2014 School Year. We are still working with ECRA to complete individual teacher data reports.

Grade	Subject	Test	Benchmark	Growth
5	Reading	ISAT	66%	0.02
7	Reading	ISAT	66%	-0.07
4	Mathematics	ISAT	67%	-0.25
5	Reading	Spring MAP	67%	0.27
7	Mathematics	ISAT	67%	-0.07
7	Mathematics	Spring MAP	68%	0.27
5	Mathematics	ISAT	72%	0.20
10	English	Winter PLAN	73%	-0.12
7	Reading	Spring MAP	77%	0.11

### **ACT Scores**

The reporting of ACT scores changed last year to include those students on untimed testing and with other accommodations. Those scores had not previously been included into the total published for each school. Excluding the 11 students who were provided accommodations we calculate a score closer to 20.9 for 2013. We haven't calculated that score yet for 2014.

<b>SY</b>	<b>English</b>	<b>Mathematics</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
2010	20.6	18.7	20.7	20.1	20.2
2011	21.2	19.5	21.1	20.3	20.7
2012	21	20.1	20.7	20	20.6
2013*	18.7	18.5	19.4	18.9	19
2014*	18.2	19.1	19.7	19.4	19.3

### **Additional Staffing**

We have two additional requests for staffing. One from Jeff Carr for a second accounting clerk to provide additional support as well as duality in business office roles. Currently each of the business office staff has one area of focus and no backup. So the routine duties of payroll, transportation and accounts payable/insurance are all done by a single person with no backup for vacations, job changes, etc. Additionally, the transportation assistant also has to provide clerical support for special education. One of the reasons the previous payroll clerk gave for leaving was the inability to take a two week vacation because of the need to do payroll every other week. Additionally, due to the current volume of work during the software transition, the amount of overtime the district is spending at the business office is similar to the cost of another employee.

The second request is for a second nurse for the main campus from Lindsay Abbeduto for the NBMS/UE. She has a number of students who require specific medicines, etc. during the day and it is difficult for Mrs. Sager to manage three buildings at the same time when most of the needs come at the same general time of the day. Together these requests would add an approximate \$54,000 to the tentative budget.

**Payroll**

I met with the Morrissey Agency about two weeks ago to discuss the concept of having them complete a payroll audit for us. As we have been moving to SunGuard, a number of items continue to rise to the surface that need to be addressed systemically. Their proposal is attached.

**Enrollment**

In your folders on Monday, you will have an up to date enrollment sheet as of Friday, but we are currently about five students below last year's October 1 enrollment number. The number of students in grades K-4 and 9-12 are up. We continue to have a small group in grades 5 to 8. Last year we have 510 students in grades 5-8 and this year we have only 475.



2014 Institute Day  
August 15, 2014  
North Boone High School

7:30	Breakfast	Janice Burmeister
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8:00-8:45	All Staff Superintendent's Welcome Introduction of New Staff	Dr. Baule Principals
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	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>	<b>SPED STAFF</b>	<b>Teacher Assistants</b>
8:45-10:15	Evaluation Domain 4 (Kristi Crawford & Matt Klett)	Social Studies Scope and Sequence & Academic Vocabulary (Lindsay Abbeduto)	Inclusion (Paula Kluth & Melissa Geyman)	With Grade Level Group	Succeeding with Difficult Students (Sheri White, NIA)
10:15-11:45	Inclusion (Paula Kluth & Melissa Geyman)	Evaluation Domain 4 (Kristi Crawford and Matt Klett)	Academic Vocabulary (Jake Hubert, Heather Walsh and Dale Purvis)	With Grade Level Group	Succeeding with Difficult Students & Instructional Strategies (Sheri White, NIA)
11:45-12:30	NBEA	NBEA	NBEA	NBEA	NBESS
12:30-1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15-3:00	Social Studies Scope and Sequence (Bridget Belcastro & Erin McCrystal)	Inclusion (Paula Kluth & Melissa Geyman)	Evaluation Domain 4 (Kristi Crawford and Matt Klett)	With Grade Level Group	Instructional Strategies: Modification and Adaptations (Sheri White, NIA)

## 2013-2014 AP Score Summary

During the 2013-2014 school year, 104 students were enrolled in AP Courses. Of those, 96 (55-Seniors, 25-Juniors, 28-Sophomores) took AP exams. In 2012-2013, 108 students were enrolled, in which 70 students took a total of 83 exams. A total of 124 exams were administered in the following areas: 17 in Calculus AB, 5 in Chemistry, 30 in Human Geography, 12 in Literature and Composition, and 60 in Psychology. In 2012-2013, 83 AP tests were administered.

AP tests are scored on a 1-5 scale as follows: 5-Extremely Well Qualified, 4-Well Qualified, 3-Qualified, 2-Possibly Qualified, 1-No Recommendation.

A total of 96 NBHS students took a total 124 AP exams during the 2013-2014 school year. This year, we had (17) 4's, (21) 3's, (34) 2's, and (52) 1's.

AP Calculus had a total of 17 students take the exam. Of those 17, there were (3) 4's, (2) 3's, (3) 2's, and (9) 1's. The average score in 2013-2014 was 1.941. The average Illinois score was 2.97. Comparison scores from 2012-2103 are not available as the class was not offered in 2012-2013.

AP Chemistry had a total of five students take the exam due to the fact this was the first year of the course, and the exam was optional. Of those 5, there was (1) 2's, and (3) 1's. The average score was 1.941. The average Illinois score was 2.79.

AP English Literature and Composition had 12 students take the exam. Of those 12, there were (2) 3's, (8) 2's, and (1) 3's. The average score for AP English Literature and Composition went up by .31 in 2013-2014. The average score in 2013-2014 was 2.0 compared with the average score of 1.69 in 2013. The average Illinois score is 2.75.

AP Human Geography had a total of 30 students take the exam. Of those 30, there was (4) 4's, (9) 3's, (7) 2's, and (10) 1's. The average score was a 2.23. The average Illinois score is 2.75. Comparison scores from 2012 are not available as the class was not offered in 2012-2013.

AP Psychology had a total of 60 students take the exam out of the 72 enrolled in the course due the fact this was the first year of the course, and the exam was optional. Of those 60, there were (10) 4's, (8) 3's, (15) 2's, and (27) 1's. The average score in 2013-2014 was 2.01. The average Illinois score is 3.29. Comparison scores from 2012 are not available as the class was not offered in 2012-2013.

North Boone had 38 students score a 3 or higher in one or more exams, which is roughly 31% of the students. In 2012-2013, 16% of students scored a 3 or higher. This is a significant increase from 2012-2013.

To improve scores and to ensure that students are correctly placed in AP courses, beginning with the 2014-2015 school year, we used benchmark data to place students in their academic classes. Students who qualified for enrollment based on the results of our EPAS assessments, MAP test scores, and course prerequisites were selected to enroll in AP courses for the 2014-2015 school year.

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. This award is granted to students who receive scores of 3 or higher on 3 or more AP exams. North Boone High School did have three students earn this honor this year. The students are Joseph Mroczenski, Brandan Oates, and Tanner Synove.





# Illinois State Board of Education

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

Gery J. Chico, Chairman

## Proposed Waiver Changes to Assessment, Accountability, Interventions & Support Implementation begins in 2014-15 school year

NEW ASSESSMENT SYSTEM <sup>1</sup>	OLD ASSESSMENT SYSTEM
<ul style="list-style-type: none"> <li>The Partnership for Assessment of Readiness for College and Careers (PARCC) in English Language Arts and Mathematics (3-8, Once in High School)</li> </ul>	<ul style="list-style-type: none"> <li>Illinois Standards Achievement Test (ISAT) in Reading and Mathematics grades 3-8</li> </ul>
<ul style="list-style-type: none"> <li>ACT and National Career Readiness Certificate (NCRC)</li> </ul>	<ul style="list-style-type: none"> <li>Prairie State Achievement Examination (PSAE) grade 11</li> </ul>
<ul style="list-style-type: none"> <li>Dynamic Learning Maps (DLM)</li> </ul>	<ul style="list-style-type: none"> <li>Illinois Alternate Assessment (IAA)</li> </ul>
NEW ACCOUNTABILITY SYSTEM	OLD ACCOUNTABILITY SYSTEM
<ul style="list-style-type: none"> <li>Multiple Measure Index (MMI) <ul style="list-style-type: none"> <li><i>Outcomes</i>, graduation rates for 4 years and 5 years</li> <li><i>Achievement</i> in English Language Arts and Mathematics; Subgroup Gap; ACT and NCRS at high school level</li> <li><i>Progress</i> over time, including growth</li> <li><i>Context</i>, including school climate, course offerings and additional indicators (which will provide bonus points)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Adequate Yearly Progress (AYP) <ul style="list-style-type: none"> <li>Participation, Graduation/Attendance and Proficiency</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Value Table Growth Metric for elementary, middle and high schools and districts</li> </ul>	<ul style="list-style-type: none"> <li>Value Table Growth Metric for elementary and middle schools and districts</li> </ul>
<ul style="list-style-type: none"> <li>Unique targets for each school, district and Elementary and Secondary Education Act (ESEA) subgroups with the goal of reducing by one-half the percentage of students who are not proficient within six years (2020)</li> </ul>	<ul style="list-style-type: none"> <li>Set-target for all schools, districts and Elementary and Secondary Education Act (ESEA) subgroups (100% for 2015)</li> </ul>
<ul style="list-style-type: none"> <li>Reduce by one-half the subgroup achievement gap</li> </ul>	
<ul style="list-style-type: none"> <li>Subgroup size equals 30 for accountability purposes</li> </ul>	<ul style="list-style-type: none"> <li>Subgroup size equals 45 for accountability purposes</li> </ul>
NEW INTERVENTIONS & SUPPORTS	OLD INTERVENTIONS & SUPPORTS
<ul style="list-style-type: none"> <li>No requirement for Choice and Supplemental Educational Services (SES), no requirement for 20 percent set-aside in Title I</li> </ul>	<ul style="list-style-type: none"> <li>Choice and Supplemental Educational Services (SES) and 20 percent set aside in Title I</li> </ul>
<ul style="list-style-type: none"> <li>No requirement for Professional Development 10 percent set aside in Title I</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development 10 percent set aside in Title I for districts in status</li> </ul>
<ul style="list-style-type: none"> <li>Recognize Reward Schools with high levels of performance and those making significant progress</li> </ul>	
<ul style="list-style-type: none"> <li>Foundational Services, including professional development, technical assistance and networking will be provided to all districts</li> </ul>	
<ul style="list-style-type: none"> <li>Focus Services will be provided to districts with schools in which subgroups are furthest behind and will be supported by the Illinois Center for School Improvement (IL CSI)<sup>2</sup></li> <li>Priority Services will be provided to districts with the lowest-performing schools with support of the Illinois CSI</li> <li>High Priority Districts – Chronically lowest performing districts</li> </ul>	<ul style="list-style-type: none"> <li>Corrective Action Status - Institute a new curriculum, extend length of school day or year, replace school staff, significantly decrease management authority, restructure the internal organization of the school, or appoint an outside expert</li> <li>Restructuring Status - Replace all or most staff, reopen as to public charter school, contract with a private entity, or other major restructuring of school governance</li> </ul>

<sup>1</sup> Contingent on funding

<sup>2</sup> [www.illinoiscsi.org](http://www.illinoiscsi.org)



# The top 10 things teachers need to know about the new Illinois assessments

August, 2014

## ILLINOIS STATE BOARD OF EDUCATION

Illinois has implemented new, higher standards for student learning in all schools across the state. The New Illinois Learning Standards Incorporating the Common Core have been adopted in conjunction with similar changes in over 40 other states. These new standards provide students with the relevant, real world knowledge and skills needed for success in college and careers.

In order to measure student mastery of the new standards and provide educators with reliable data that will help guide instruction, Illinois will implement new state assessments such as PARCC and DLM that will replace the current tests required by the state.

Because teachers are at the center of these changes and directly contribute to student success, the Illinois State Board of Education has compiled a list of the ten most important things for teachers to know about the new tests.

To learn more, join our listserv! Send a blank email to [assessment@isbe.net](mailto:assessment@isbe.net) with the word "SUBSCRIBE" in the subject line.

### Helpful Resources:

- **ISBE Assessment:** <http://www.isbe.state.il.us/assessment/>
- **PARCC Online:** <http://www.parcconline.org/>
- **PARCC Sample Questions:** <http://www.parcconline.org/samples/item-task-prototypes>
- **Dynamic Learning Maps:** <http://dynamiclearningmaps.org/>

## #1 What is PARCC?

The Partnership for Assessment of Readiness for College and Careers (PARCC) is the new state test and accountability measure for Illinois students. It is based on the New Illinois Learning Standards Incorporating the Common Core and will assess students in math and English language arts. Illinois is a member of the PARCC consortium with several other states across the nation. A large number of Illinois educators have been involved in the development of this assessment.



## #2 Who will take PARCC?

For the 2014-15 school year, all students in grades 3-8 as well as students enrolled in English III and Algebra II/Integrated Math 3 are required to take PARCC.

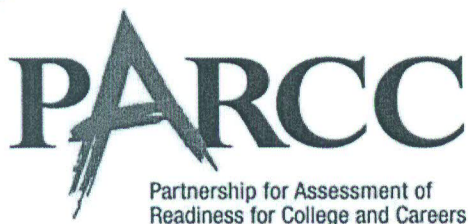
## #3 What is required?

PARCC is part of a larger balanced assessment system but for the 2014-15 school year, all that is required is that students take both parts of the summative exam: the Performance-Based Assessment (PBA) and the End-of-Year Assessment (EOY).



Illinois State Board of Education





#### #4 When is PARCC administered?

You can find the test dates for 2014-15 by following the link. Most Illinois schools will be following the "Regular Administration" guidelines. PARCC defines "Blocked Schedule Courses" as the courses in which students complete the entire class in one semester, similar to a college schedule.

<http://www.isbe.state.il.us/assessment/pdfs/parcc/parcc-test-windows14-15.pdf>

#### #5 Is PARCC a completely computer-based test?

The ultimate goal is for the PARCC summative assessment to be administered online in all schools. Realistically, this goal will take a few more years. So, for the first few years, as schools continue to update their equipment and infrastructure, PARCC will be available as a paper-based test for those that need it.



#### #6 How is PARCC created?

The individual PARCC items are developed and analyzed through a long process of writing, reviewing, and testing before they are included on an operational test. Various teachers and other educators from across the PARCC member states serve as item writers and reviewers and base the questions on the blueprints and task generation models that can be found here: <http://parcconline.org/assessment-blueprints-test-specs>. All items are pilot tested before being placed on the operational assessment.

#### #7 How is PARCC different from previous Illinois Assessments?

PARCC will replace the ISAT and PSAT assessments in Illinois. The new assessment adds new elements to the old multiple-choice format and allows for a better measure of students' skills and abilities. Using technology-enhanced items and various other innovations, students will get the chance to better showcase their skills. The results will provide teachers, schools, students, and parents with more accurate information on whether students are on track for college and careers.

#### #8 What about the ACT® college readiness assessment and ACT WorkKeys®?

High schools will still be provided the opportunity to offer a state-funded ACT Plus Writing test and WorkKeys test, but it is no longer a mandatory part of the Illinois assessment system.

#### #9 Is there still an alternate assessment for students with the most significant cognitive disabilities?

The IAA will be replaced with the new Dynamic Learning Maps (DLM) system. This system is an instructionally relevant system that supports student learning and measures what students with significant cognitive disabilities know and can do. The assessment is aligned to the New Illinois Learning Standards Incorporating the Common Core Essential Elements (CCEE). If the students are able to take PARCC, they will be supported by various accessibility features and accommodations. The PARCC Accessibility Features and Accommodations Manual can be found here:

#### #10 How will English Learners be assessed?

Illinois will continue to use the ACCESS and Alternate ACCESS tests as the measure of English language proficiency. Additionally, EL students will take the PARCC and DLM assessments using appropriate accommodations. The PARCC Accessibility Features and Accommodations Manual can be found here:

<http://parcconline.org/parcc-accessibility-features-and-accommodations-manual>



## **Illinois Assessments 2014-2015**

### **How will PARCC be administered at the K-8 Level?**

Students in grades 3-8 will be required to take PARCC (Partnership for Assessment of Readiness for College and Careers) in the 2014-15 school year to assess in ELA and math. This will be replacing the ISAT as the accountability measure in schools. Each student will be required to take the two components of the summative test, the Performance-Based Assessment (PBA) and the End-of-Year Assessment (EOY). The summative test will be paid for by the state. The testing windows for these two tests have been posted [here](#). Most schools in the state will use the “Regular Administration” dates. PARCC is also developing other (non-summative) assessments as part of a balanced assessment system but they will not all be ready by the 2014-15 school year. Not all of this system will be required in Illinois schools. Depending on the technology capabilities of the district, students at a grade level may test using a computer-based test or a paper/pencil test.

### **How will PARCC be administered at the high school level?**

Students in ELA III and either Algebra II or Integrated Math 3 will be required to take PARCC (Partnership for Assessment of Readiness for College and Careers) in the 2014-15 school year. Students who will take these assessments should be enrolled in a course that teaches the standards contained in the Algebra II/Integrated Math 3 framework and the 11th grade ELA framework. Participation in PARCC ELA and math tests are not grade-based but instead are end-of-course assessments. The PARCC assessments will be replacing the PSAT as the accountability measure in schools. Each student will be required to take the two components of the summative test, the Performance-Based Assessment (PBA) and the End-of-Year Assessment (EOY). The summative test will be paid for by the state. The testing windows for these two tests have been posted [here](#). Most schools in the state will use the “Regular Administration” dates. The “Blocked Schedule Courses” dates are only used by schools that follow the college-style block scheduling where students complete a full class in a single semester. PARCC is also developing other (non-summative) assessments as part of a balanced assessment system but they will not all be ready by the 2014-15 school year. Not all of this system will be required in Illinois schools. Depending on the technology capabilities of the district, students in a course/content area may test using a computer-based test or a paper/pencil test.

### **How many times will a student take the PARCC assessment in a given year?**

The summative assessment is comprised of two components- a Performance-Based Assessment (PBA) and an End-of-Year Assessment (EOY). The PBA is designed to be completed at roughly 75% of instruction and the EOY at 90%. Students will take both components; the scores will be combined to render a final summative score.

**Will ACT be free for all 11<sup>th</sup> grade students?**

The ACT Plus Writing will be available for districts to administer to all grade 11 students at no cost to the district or student if they choose to do so on the designated statewide testing date (March 3, 2015). The administration of the test is fully optional for districts and will not be used for purposes of accountability.

**What will be available in terms of WorkKeys?**

The following three WorkKeys tests will be available at district discretion: *Applied Mathematics*, *Reading for Information*, and *Locating Information*. The cost of these assessments will be funded by the state at grade 11, but are not required for school districts. The statewide testing date for WorkKeys is March 4, 2015.



**Frequently Asked Questions (FAQ) Regarding ISBE's  
Elementary and Secondary Education (ESEA) Waiver  
July 2014**

***General***

**Q: What are the effective dates for the waiver?**

A: The waiver goes into effect July 1, 2014 for the 2014-15 school year and is in effect thru the 2015-16 school year. Based on precedents in other states, there will be an opportunity to renew the waiver for at least one more year. If Congress reauthorizes ESEA or if there is a change in administration the waiver may be impacted.

**Q: Will my school or district receive an AYP or status designation again?**

A: Districts and schools will receive one more status designation in fall 2014 based on the spring 2014 test results. There will be no additional AYP or status designations after fall 2014.

***Assessments***

**Q: What assessments will be given in 2014-2015?**

A: PARCC 3-8 and English3, Math 3/Algebra II at High School

**Q: Will ACT/Workkeys be required in 2014-2015?**

A: ACT/Workkeys will be optional for high school juniors.

**Q: What is the status of ISAT Science?**

A: ISAT will not be given in the 2014-15 school and that includes the Science portion. ISBE has adopted the Next Generation Science standards and an appropriately aligned assessment will be developed. If ISBE is required by US Department of Education (USDE) to give a science assessment information regarding that will be available at the start of the 2014-2015 school year.

**Q: Has there been discussion about modifying the PARCC testing schedule to move the Spring PBA assessment to either Fall or Winter to avoid the January through May assessment overload?**

A: PARCC sets the testing dates but having a testing "window" should help alleviate some of the concern. Also, testing dates for ACT/Workkeys (if a district chooses to give this) will likely be moved out of the PARCC testing time.

***Districts with Priority Schools***

**Q: How many schools will be identified as Priority schools?**

A: The bottom 5% of Title I schools or a low graduation rate 147 schools were identified and contacted in November 2013.

**Q: Where can I find the list of Priority schools?**

A: [http://www.isbe.net/sos/htmls/sip\\_1003.htm#priority](http://www.isbe.net/sos/htmls/sip_1003.htm#priority)

**Q: Will there be additional funds allocated to districts with Priority schools?**

A: No. There are no additional Title I or Title II funds for Priority and/or Focus schools. Instead, in consultation with the District Team and the Illinois Center for School Improvement (Illinois CSI) the district will determine an amount up to 20% for Priority schools that will be set-aside out of the districts allocation. Districts with Priority schools were eligible for School Improvement Grant 1003 (g) funds during the FY 15-18 competition this spring.

**Q: Will there be additional services to Priority schools?**

A: The Illinois Center for School Improvement (Illinois CSI) staff have been working with District Leadership Teams in the districts with Priority schools since December 2013.

***Districts with Focus Schools***

**Q: When will the list of Focus schools be determined?**

A: We are currently working with the U.S. Department of Education to confirm our definition of Focus School. We hope the list will be determined in the fall.

**Q: What is the criteria being used to define “subgroups” for Focus schools?**

A: ISBE has worked with many experts to identify the list of schools that most need additional help to close their achievement gaps. Some states have used mixed groups and/or supergroups while other states have stayed with the ESEA subgroups. ISBE is working with USDE to confirm the list of subgroups.

**Q: How many schools will be identified as Focus schools?**

A: At least 10% of the Title I schools in the state, or approximately 270 schools.

**Q: I think my district will have one or more Focus schools. How do I set aside funds for those buildings in my FY15 NCLB Application?**

A: As the list of Focus schools has not yet been distributed, it is premature to set funds aside for that purpose. If necessary, additional funds identified through the final allocations may be used to set aside funds for identified Focus schools.

**Q: Will there be additional funds allocated to districts with Focus schools?**

A: No. There are no additional Title I or Title II funds for Priority and/or Focus schools. Instead, in consultation with the District Team and the Illinois Center for School Improvement (Illinois CSI) the district will determine an amount up to 10% for Focus



### ***Rising Star Platform***

**Q: Are we required to have a District Improvement Plan or School Improvement Plan in 2014-15 within Rising Star?**

A: No. As those plans were tied to state and federal status due to not making Adequate Yearly Progress (AYP), the improvement planning requirements are also waived.

**Q: Will Rising Star still be available if the district/school chooses to use it?**

A: ISBE encourages all districts and schools to engage in continuous improvement and the Rising Star platform will be available for you to use.

**Q: Will schoolwide Title buildings be required to use Rising Star?**

A: If a schoolwide building has an existing, up to date Schoolwide Plan approved by the local board, then the building is in compliance. If a building is moving from Targeted to Schoolwide, they should do their schoolwide planning in Rising Star.

**Q: Will Rising Star be required for anything anymore?**

A: The Rising Star platform continues to be the system of record for ISBE and required plans will continue to be submitted in the system for 2014-2015 (i.e. Race to the Top, Technology)

### ***Supplemental Educational Services***

**Q: Any chance of getting unused SES set-aside money from this year without jumping through all the hoops?**

A: No. SES is in full effect for the FY14 year. As such, to access unspent funds, the regulations outlined in 34 CFR 200.48 must be followed. More information on that requirement can be found here: <http://www.isbe.net/e-bulletins/pdf/01-10.pdf>.

### ***Choice***

**Q: Must a student who transferred previously under the choice provisions return to their home school?**

A: No. Section 1116(b)(13), which requires a district to permit a child who has transferred to remain in the choice school through the highest grade in the school, is not waived. However, the district is no longer obligated to pay for transportation. A district *may* continue to use Title I, Part A funds to provide choice-related transportation for students who transferred from a previously identified Title I school, even if that school is not identified as a priority or focus school, as long as the students continue to be enrolled in the school of choice.

### ***District-wide Professional Development***

**Q: If districts are no longer in status, can they still use Title funds to support professional development for the whole district?**

A: No. Title I funds may be used only to serve eligible students and teachers in a Title I-participating school. This means professional development for ALL staff in a schoolwide building and those staff who directly interact with targeted students in targeted buildings. Districts must be careful not to spend local dollars on professional development for their non-Title buildings and use Title dollars for the same professional development at Title buildings as this would be supplanting.

### ***Teacher Evaluations***

**Q: How does the waiver impact student growth requirements in relation to teacher evaluations?**

A: There is no impact to the student growth requirements due to the waiver.

### ***Title I Equitable Services***

**Q: Are the Title I, Part A funds that a district would otherwise spend for choice-related transportation and SES or for professional development in districts identified for improvement subject to the requirements to provide equitable services to eligible private school children, their teachers, and their families?**

A: Yes, to the same extent and under the same conditions as regular Title I, Part A funds. In general, a district allocates its Title I, Part A funds in two ways: it allocates the majority of those funds to its Title I schools consistent with ESEA section 1113(c); and it reserves some its allocation under 34 C.F.R. § 200.77 for both required and permissible activities. A district's responsibility to provide equitable services to eligible elementary and secondary private school children, their teachers, and their families depends on the nature of the services provided. Equitable services apply to funds a district allocates to its Title I schools under ESEA section 1113(c). They also apply to reservations that provide district-wide services to Title I schools. However, they do not apply to reservations from which a district provides services to a subgroup of students—e.g., homeless students, neglected and delinquent students—or if a district focuses the reserved funds on a specific subset of low-performing schools—e.g., priority schools—because public Title I school students as a whole do not benefit from those services either.

**Q: Must a district consult with private school officials prior to deciding how to use Title I, Part A funds that may be freed up if the district is no longer required to meet the requirements in ESEA section 1116?**

A: Yes. Under ESEA section 1120(b), a district must consult with private school officials during the design and development of the district's Title I, Part A programs. That consultation must include meetings of district and private school officials and must occur before the district makes any decision that affects the opportunity of eligible private school children to participate in Title I, Part A programs, including decisions regarding the use of funds freed up under ESEA section 1116.

### ***Highly Qualified Teacher Requirements***

**Q: What does this flexibility include with respect to the highly qualified teacher requirements under Title II, Part A and Title I, Part A of the ESEA?**

- A: This flexibility eliminates the district responsibility to create improvement plans for teachers not highly qualified but it maintains the remaining highly qualified teacher requirements included in section 1119 of the ESEA. Additionally, an SEA must still meet the requirement in ESEA section 1111(b)(8)(C) to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.



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# THE MORRISSEY FAMILY BUSINESSES™

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## **PROPOSAL FOR – PAYROLL INSPECTION & ANALYSIS**

**Presented to: North Boone CUSD 200**

**August 12, 2014**

**The Morrissey Family Businesses**  
5919 Spring Creek Road  
Rockford, Illinois 61114  
815.282.3900  
[www.morrisseyfamily.com](http://www.morrisseyfamily.com)

**Market Dimensions, Inc.**  
703 Grove Street  
Rockford, Illinois 61104  
815.963.2435  
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August 12, 2014

Dr. Steven M. Baule, Ed.D., Ph.D.  
Superintendent  
North Boone CUSD 200  
6248 N. Boone School Rd.  
Poplar Grove, IL 61065

**Re: Payroll Inspection & Analysis**

Dear Dr. Baule:

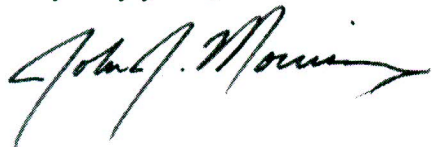
I am grateful to Don Ward for encouraging us to connect, and to you and Jeff for making the time to introduce me more fully to the North Boone CUSD 200. I was glad for our recent opportunity to discuss your thoughts and status with regard to payroll processing. As you can guess, I generally tend to see good value in outsourcing, and I look forward to continuing our conversations in that regard over whatever timeframe may be helpful to you and the School District.

Market Dimensions is the area's largest provider of payroll services. Even as we recognize the uniqueness of each of our clients, we bring significant expertise and decades of experience to each one, assuring all of our clients that payroll is handled with the greatest of diligence, care, and professionalism.

Before we continue further with any discussions about the possibility of outsourcing, you have sought a proposal for a particular project. You have explained, in broad terms, a concern that some errors have been made with regard to payroll, and you have expressed an interest in finding as many of these errors as possible, and in making necessary corrections. This letter outlines my initial thoughts on the parameters for that project.

After reviewing the proposal, please do not hesitate to contact me with any questions or comments you may have.

Very truly yours,



John J. Morrissey,  
President, Staff Management, Inc.  
President, Market Dimensions, Inc.

## SCOPE OF SERVICES

**Payroll Inspection & Analysis.** Market Dimensions, Inc. will conduct a payroll inspection and analysis for the North Boone CUSD 200. Our inspection will follow a clear plan that is designed to uncover errors that may have been made, and will extend to prescribing a workable solution to correct the error. We will also consult with you regarding a means to prevent most recurrences of similar errors. Our review will culminate in a written report to management.

**Time Period Covered.** I would encourage that our initial engagement be only with regard to the current year...payroll paid from 1/1/14 up through a recent payroll date likely in mid-late August. We are open to a review of prior years if you believe it would be helpful or necessary.

**Scope of Inspection.** Based on our preliminary discussions I am recommending the following scope for our inspection. This scope is very much open to change based on your particular needs, perceptions, or concerns.

- Gross Wages.
  - Salary/Wage rate confirmation.
    - For employees with contracts, we propose to compare the actual base rates paid during 2014 to the contract rates.
    - For employees whose base pay is generally governed by a 'step and lane' contract provision, we propose to confirm (via hire date and other relevant inputs) whether those employees have been correctly classified in their correct step and lane.
  - Additional pay, whether provided as stipend, over-load, or other supplemental pay, should be traced to the supporting documentation to determine proper authorization.
  - Where hours are recorded for an employees, and where the hours are multiplied by an hourly wage rate, we propose to confirm the mathematical accuracy of the calculation.
  - We do not recommend any work with regard to actual hours worked.
- Statutory or Contractual Payroll Deductions.
  - TRS, IMRF, FICA, Medicare, etc. You called to my attention your concern over whether these required deductions have been correctly withheld from various employees based on their contract(s) with the District. We therefore expect to re-calculate these important deductions for all 2014 pay items. Our focus here is not only on accuracy of calculation, but also on the correct selection of retirement-type deduction based on the individual, the job function and/or their contract.
  - Federal & State Withholding. We do not propose to review the calculation of federal or state withholding. If you wish, we are willing to



compare the tax withholding election(s) used in the payroll to the original source documentation, typically the federal and state Form W-4(s).

- **Employer-Required Payroll Deductions.**
  - It is likely you have some employees with child support orders, garnishments, or other similar required deductions. These are usually pretty risk-controlled, since both the employee and the ultimate payee each have a self-interest that promotes accuracy. We do not propose any inspection in this area.
- **Benefit-related Payroll Deductions**
  - Benefit eligibility can be a difficult area to maintain. We have not discussed whether this is an area of potential concern. I suspect that it might be. We propose to view certain key inputs (hire date, FT status, etc.) to confirm the likely eligibility of employees enrolled in certain of the District's benefits.
- **Ancillary Payroll Calculations.** Matters such as unemployment compensation, worker's compensation, vacations, and other paid-time-off benefits are all very frequently tied to the calculation of payroll. Unless you have a particular concern that you would like us to address, we do not propose to spend particular effort related to these calculations.

This approach detailed here addresses the typical areas within payroll that may be prone to error. As part of our analysis, and discussions with executives, we might reasonably expect to identify additional areas worthy of discussion or review. If you have concerns about particular areas not listed above, or require a more in-depth review in a specific area, please let us know. Our approach is flexible and can be adapted to meet your needs.

**Data Requirements.** You have indicated that you have strong IT support in your organization. As a result, I am hopeful that the payroll details for the period in question could be output to us in a spreadsheet or database application. We would like to take full advantage of the analysis tools available to us in Microsoft Excel, Microsoft Access, or similar tools. The ability to sort data, confirm key calculations, and seek logical inconsistencies in the data is central to the task we have outlined.

Alternatively, the project can begin with only printed YTD payroll reports, but it is clear to me that such a project would generally take longer and cost more. It is important to the cost estimates herein that we begin with some electronic data that will facilitate our inspection and analysis.

**Scope Limitations and Expectations.** The inspection plan that is outlined above is not necessarily designed to detect, and cannot guarantee to detect, all errors that may have affected payroll in the time period being inspected. Neither can it be certain to identify

any instances of fraud, collusion, or other intentional acts that may be present. Responsibility for these errors, detected or not, is expressly disclaimed. However, it will be part of our professional responsibility to bring to the attention of management any unresolved questions, or any concerns we may have with regard to the possible presence of fraudulent activity.

Further, our inspection is not a regulatory exercise, although we will be reviewing several matters that could come under regulatory scrutiny. It is completed strictly as an exercise for the benefit of management, and our report is designed to be used only by management to assess its compliance risks and to consider opportunities for improvement.

## TIMELINE AND STAGES

We are happy to begin the engagement at any time that is convenient. We would anticipate working toward a completion date in late September or around the first of October. The outlined engagement will likely progress along the following path:

**Engagement Acceptance and Confirmation of Scope.** As we initially undertake the work, it will be important that we further discuss this engagement outline, confirm any areas of particular interest, set the data parameters, and adjust the scope as necessary to meet your objectives.

**Data Preview.** We will also wish to further explore the way in which the payroll data can be provided to us. Depending on the simplicity or difficulty in getting the data into an analyze-able form, we may have several discussions with your payroll or IT professionals. As needed, we can assist with developing the queries necessary to extract the data for our review.

**Review of Pay Practices.** It will be helpful, and perhaps necessary at times, to review your various categories of employees, different union representations, different contract provisions, different benefit offerings, etc. While we have experience with payments to school employees, we do not wish to make too many assumptions about your contract or payroll practices. It will be useful to assure our understanding of the key matters that will guide our inspection and analysis.

**Payroll Inspection and Analysis.** The heart of the engagement, then, is in this review of the data. Once we have the data and an understanding of the important correct pay practices, we will conduct our inspection and analysis, and prepare a summary of our preliminary findings.

**Trace to Source Documentation.** Where called for as part of our final scope, we will request access to your personnel records so that we may trace certain payroll items to the source documentation. This could include a copy of an individual's contract, a benefit election form, or an approval for what may otherwise appear to be an exception.



**Reporting to Management.** Upon completion of the above steps, we would anticipate sharing...and discussing...both a preliminary and final report of our findings.

## TERMS AND FEES

**Fees.** Our estimated fee for this engagement is \$3,750.00. We will conduct the engagement based on a billable hourly rate of \$85-\$150 per hour depending on the experience and expertise of the individual assigned to the various tasks. We are estimating a total of 30-40 hours of work.

**Costs.** In addition, you would be responsible for out-of-pocket expenses that may be incurred as a result of this project, such as travel costs.

**Application to Future Outsourcing:** When Market Dimensions is engaged to provide outsourced payroll services, we are often challenged to assist clients with correcting errors that have been made earlier in the year of the transition. Recognizing this as a potential cost of client acquisition, we make the following offer: *Should North Boone CUSD 200 engage Market Dimensions to provide recurring payroll services at any time prior to 12/31/15, one-half of this engagement fee will be applied to invoices for those services.*

**Invoices.** Our invoices are generally prepared and mailed upon completion of the project; however, we reserve the right to bill up to 50% of our fee on an interim basis should there be a delay in completing the project that is beyond the control of Market Dimensions, Inc. All invoices are due and payable upon receipt.

## PROJECT STAFF

John J. Morrissey will lead the team that conducts the inspection. He will likely be assisted by Lori Johnson and other payroll professionals with either the subject matter expertise or the data analysis techniques necessary to make for an efficient engagement. Brief biographies are attached.

## QUALIFICATIONS

Market Dimensions, Inc. has provided payroll services to clients in the Rock River Valley for more than 40 years. The company has been part of the Morrissey Family Businesses since 2000. Our expertise and experience in general payroll matters is unmatched in the area as we provide payroll and related services to more than 250 companies and organizations, comprising more than 10,000 employees in most typical years.

Further, we have been providing payroll services to the regional Office of Education for the past several years. This particular engagement has provided us the necessary experience in

your industry, namely a working knowledge of payroll matters as it relates to TRS, THIS, IMRF, and other retirement and benefit programs unique to teachers and public school districts in Illinois.

Lastly, we have many years of experience with larger and complex clients. I have previously mentioned to you the work we did for AMCORE bank and the work we continue to do for Rockford University. These organizations, despite some industry differences, have presented various payroll complexities that come with larger, multi-departmental, multi-disciplined, and multi-state organizations.

## CONCLUSION

Market Dimensions, Inc. and the Morrissey Family Businesses greatly appreciate the opportunity to present this proposal and work with you on this project. Please do not hesitate to contact us with any questions you may have.

ACCEPTED:

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Authorized Signature, North Boone CUSD 200

Date: \_\_\_\_\_



# John J. Morrissey

Principal, The Morrissey Family Businesses  
President, Market Dimensions, Inc.

5919 Spring Creek Road, Rockford, Illinois 61114  
815.282.3900 / fax: 815.282.0826

Contact John J. Morrissey: [john.j.morrissey@morrisseyfamily.com](mailto:john.j.morrissey@morrisseyfamily.com)

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John J. Morrissey is President of Staff Management, Inc., Market Dimensions, Inc., and MPower HRIS Solutions, Inc. These organizations are among the community leaders in providing human resource management, payroll and related solutions to businesses across Northern Illinois and Southern Wisconsin. Together with John Morrissey Accountants, these organizations comprise the Morrissey Family Businesses, a family-owned enterprise, headquartered in Rockford, IL, that is dedicated to providing quality business solutions based on quality business relationships.

Morrissey is a certified public accountant with more than twenty-five years of business, financial and *Fortune 500* executive management experience. He has developed a broad expertise in accounting, management, financial analysis, payroll, human resources, and business strategy. His leadership, enthusiasm, creativity, and problem-solving abilities are demonstrated every day in the variety of challenges posed by clients, colleague professionals, and these growing enterprises. He is quick to share his professional experiences in service to the community.

## Professional History.

The Morrissey Family Businesses (1998- )

Gateway 2000 (1992-1998)

Treasurer; Director of Accounting & Finance; Director of Strategic Planning;  
Managing Director of Gateway Australia; et al.

Coopers & Lybrand (now PricewaterhouseCoopers) (1985-1992)

Staff & Supervising Auditor; Manager, National Accounting & SEC Directorate; et al.

## Education.

B.S.B.A. Accounting, Creighton University

## Professional Appointments & Memberships.

Northwest Bank of Rockford

Board of Directors (1998 - )

Foresight Financial Group IT and Loan Committees (2010 - )

Nat'l Association of Professional Employer Organizations, Accounting Standards Cmte. (2000-2003)

AICPA and Nebraska Society of CPAs

## Community Activities.

Rockford Memorial Development Foundation (Director 2008 - ; Vice-Chair 2010-12; Chair 2012-14)

Light of the World Evangelical Ministries (Director 2011 -)

Boylan High School (Campaign Cabinet 2010- ; Strategic Planning Cmte. 2007-2010)

Holy Family Parish Pastoral Council (Member 2006 - 2014 ; President 2010 - 2014)

Community Foundation of Northern Illinois (Trustee 2006- 2012; Exec. Cmte. 2010-2012)

Catholic Diocese of Rockford

United In Faith President Appointed Committee (2008 – 2013)

Audit Committee (2005-2011)

Forest Hills Country Club (Board of Governors, 2003-2008, Treasurer 2006-2008)

Easter Seals Children's Development Center (Director 1999- 2005; Chairman 2002-2004)

Indian Princesses (Local Chief, 2002-2003 ; Regional Longhouse Director, 2001-2005)

## Lori A. Johnson

General Manager

### **MPower HRIS Solutions, Inc.**

5919 Spring Creek Road, Rockford, Illinois 61114

815.282.3900 / fax: 815.282.0826

Contact Lori Johnson: [lori.johnson@mpowerhris.com](mailto:lori.johnson@mpowerhris.com)

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Lori Johnson has over twenty years of experience in all functions of database and payroll management, customer service and accounting. She joined Staff Management, Inc. in February of 1997 as a Payroll Processor and within a year was promoted to Payroll Manager. Johnson is currently General Manager for MPower HRIS Solutions, Inc., a sister company to Staff Management, Inc. These two companies along with John Morrissey Accountants, Inc. and Market Dimensions, Inc. are The Morrissey Family Businesses<sup>SM</sup>. This group of companies, all headquartered in Rockford, IL, is dedicated to providing administrative solutions to organizations that want to focus on their business.

As General Manager, Johnson is responsible for overseeing all of the day-to-day activities for MPower. This includes the management of the database for human resource and payroll integration for all clients of the above operating companies.

Johnson is a long-time member of the American Payroll Association. She served terms as President and Secretary of the former Rockford Area Chapter of the American Payroll Association. Johnson is also an active volunteer for educational and religious organizations.