

P-20 Council Meeting

Wednesday, January 23, 2013

10:30am – 4:00pm

Chicago – Department of Human Services – Division of Mental Health, 160 N. LaSalle (LaSalle and Randolph), 10th floor, room S1001

Springfield – IL Community College Board, 401 East Capitol Avenue, 2nd floor video conference room

Agenda

- I. **10:30am Welcome and Introductions** – Chairman Miguel del Valle (5 mins)
- II. **10:35am Review and Approval of Minutes** – Chairman del Valle (5 mins)
- III. **10:40am Early Learning Challenge Update** – Theresa Hawley, Governor’s Office of Early Childhood Development (25 mins)
- IV. **11:05am Race to the Top Roll Out Update** – David Osta, ISBE (25 mins)
- V. **11:30am Common Core Implementation Presentation** – Susie Morrison, ISBE (30 mins)
- VI. **12:00pm Lunch** (30 mins)
- VII. **12:30pm Family and Community Engagement around Common Core** – Joyce Karon & Deb Strauss, PTA (30 mins)
- VIII. **1:00pm Longitudinal Data System Governance Update** – Jon Furr (20 mins)
- IX. **1:20pm Review and Approval of Annual Report & Committee Updates** – Lizanne DeStefano, University of Illinois (60 mins)
 - a. Teacher and Leader Effectiveness – Erika Hunt & Audrey Soglin (10 mins)
 - i. Educator Licensure Work Group
 - b. Family, Youth, and Community Engagement – Deb Strauss (10 mins)
 - c. Data, Assessment, and Accountability – Max McGee and Robin Steans (10 mins)
 - d. School, College, and Career Readiness – Sharon Thomas Parrott and John Rico (10 mins)
 - i. Postsecondary and Workforce Readiness Joint Work Group – Max McGee, Sharon Thomas Parrott, John Rico, and Robin Steans
 - e. Finance and Governance– Lizanne DeStefano (5 mins)
 - f. Discussion of Reporting Structure and Recommendation Organization – Lizanne DeStefano, University of Illinois (10 mins)
 - g. Review and Approval of P-20 Recommendations (5 mins)
- X. **2:20pm MAP Task Force Report** – Eric Zarnikow, ISAC (30 mins)
- XI. **2:50pm Illinois Education Research Council Report Updates** – Janet Holt, IERC (20 mins)
- XII. **3:10pm Complete College America Annual Meeting** – Harry Berman, IBHE (15 mins)
- XIII. **3:25pm Advance Illinois Education State Report Card Update & Ed Weekly Report** – Robin Steans & Julie Smith (20 mins)
- XIV. **3:45pm Other Business** (5 mins)
- XV. **3:50pm Adjourn**



Illinois P-20 Council

Wednesday, October 24, 2012

10:00am – 3:30pm

National Center for Supercomputing Applications
University of Illinois at Urbana/Champaign
1205 W. Clark St.
Urbana

Dial-in 888-494-4032 Access Code 4218176480#

Urbana: Karen Hunter Anderson, Lizanne DeStefano, Roger Eddy, Erika Hunt, Deb Kasperski, Elaine Johnson, Geoff Obrzut, George Reid, Julie Smith, Al Phillips, Laurel Prussing, Brian Spittle (for Fr. Dennis Holtschneider), Audrey Soglin, Miguel del Valle, Matt Vanover (for Chris Koch), Eric Zarnikow

Phone: Cynthia Plouche, Melissa Mitchell (for Deb Strauss)

Minutes

I. Welcome and Introductions – Chairman del Valle & Chancellor Phyllis Wise

Chairman welcomed Council members and guests and thanked the University as well as Laurel as the mayor of Urbana for hosting the Council. Lastly, he thanked the Chancellor and Lizanne for making the opportunity possible.

II. Approval of Minutes – Chairman del Valle

Minutes were approved without correction or addition.

III. Learning Technologies Presentation – Chancellor Phyllis Wise, University of Illinois

Chancellor Wise was introduced and thanked for her willingness to address the Council.

She discussed the important role of education in developing global citizens who are able to think critically and employ a diverse and flexible skill set in an increasingly interconnected world. She pointed out that students today are in a unique position because not only are they likely to change professions an average of 3 times in a lifetime but more and more often young adults find themselves seeking education and employment opportunities abroad.

In an effort to provide opportunities for learners the world over, the University is engaged in a number of innovative initiatives such as the Mass Online Open Courses (MOOC's). Roughly 1 million students across 2 dozen universities have signed up to participate in these unique learning opportunities through Coursera. The University is a part of an exclusive consortium of

universities providing course offerings. First course led by University faculty was a sustainability course.

Eric Zarnikow inquired about the business model for the project. The Chancellor indicated that this is under development. At this point, courses are expected to remain free but certification or assessments may not be. While this opportunity is not likely to replace a campus experience, it does create an additional avenue to share the important work going on at the University with learners around the world who may never step foot on campus.

IV. University of Illinois President Bob Easter Address

President Easter thanked the Council for their important work and for visiting the University on such an important day as the anniversary of the LED which was developed on the campus. He encouraged Council members and guests to tour the campus, especially NCSA, and take advantage of the facilities the campus has to offer.

V. End of Year Committee Reports

a. Data, Assessment, and Accountability – Ben Boer

i. Action Item: Review and consideration of Longitudinal Data System resolution

Ben shared the work of the DAA Committee on convening discussions among stakeholders regarding LDS governance. Agencies have been engaged in an ongoing dialogue about the best approaches to a governing a data system. An agreed upon decision should be made by the June 30, 2013 deadline provided for in the statute.

Group has reviewed recommendations of the Data Quality Campaign as well as models of governance for similar systems in other states. Based on those discussions, the resolution was drafted to solidify the Council's commitment to establishing a governance structure.

Joyce Karon expressed concern with rushing a decision to be codified in legislation because of the difficulty of making any necessary modifications down the road. Chairman del Valle urged the Council to seriously consider the need for establishing a structure in statute to ensure transparency, accountability, and follow through moving forward. He then offered to remove the June 2013 deadline for creating legislation that establishes a governance structure for the LDS from the resolution. Perry Buckley supported that amendment. Karen Hunter Anderson, on behalf of Tom Ramage and the Illinois Community College Presidents Council, stated that their preference would be to establish an interagency agreement and allow time for implementation to see if there are any concerns which need to be addressed.

A date was removed from the resolution but was otherwise passed as presented.

b. School, College, and Career Readiness Committee – John Rico & Sharon Thomas Parrott

i. Postsecondary and Workforce Readiness (PWR) Joint Work Group – Ben Boer

Ben provided a presentation on the ongoing work of the PWR Work Group to develop recommendations on enhancing and aligning the menu of college and career readiness options available to Illinois students. The group is made up of representatives from both the School, College, and Career Readiness Committee and the Data, Assessment, and Accountability Committee.

VI. Governor Quinn Remarks

Governor Quinn thanked Council for its outstanding work over the years and especially the presenters. The Governor expressed the importance of bolstering technological infrastructure in the state to support student learning, especially schools' broadband connections. He highlighted the work of the Broadband Deployment Council and the important role of education in ensuring a vibrant economy with highly skilled workers and business owners.

VII. E-Learning Initiatives in Illinois – Karen Hunter Anderson & Jeff Newell, IL Community College Board

ICCB shared information about their online course offerings and resources including test preparation guides. Jeff reiterated the Governor's comments about the important role of access to reliable and fast internet in providing educational opportunities for community college students. He noted that without access to broadband, ICCB cannot offer certain certificates because students are not able to access the necessary resources and materials for completion. He also mentioned that while some students are primarily engaged in online education, they often still come to the college to make use of computer labs to access needed software and the internet.

Council inquired about likelihood of cheating with online coursework. Jeff responded that while logins help, they are not full proof. He added that often times programs of study require a mix of online and face to face components which helps combat against possible cheating since the teacher and student develop a relationship and better understand the student's capacity.

VIII. Lunch & Site Tours

- a. Choice of: Advanced Visualization Lab, LED Anniversary Activities, Lincoln Hall

IX. E-Learning Initiatives in Illinois, continued –Jami Breslin, IL Math & Science Academy

Jami discussed IMSA's efforts to reach a broader group of students and educators through digital technologies. Offerings include online math and science modules for students as well as professional development seminars for educators.

Specifically, she mentioned the IMSA Fusion, a hands-on STEM program for 4th – 8th graders featuring supports for teachers including curricular materials and lab kits; and RISE, an individual

research initiative with modules for both students and teachers that compliments a residential summer program.

She noted that when students were allowed to work independently with online modules, on average they spent an extra 130 minutes on content.

IMSA is also in the process of developing an online STEM resource center.

Chairman inquired about virtual mentoring. Jami responded that this typically consists of online discussion threads, interactive chats, emails, and live webinars.

X. End of Year Committee Reports, continued

a. Teacher and Leader Effectiveness Committee – Erika Hunt & Audrey Soglin

i. Educator Licensure Work Group

Erika provided background on the creation of the group. The group was formed at the request of Superintendent Koch to make recommendations on ways to enhance the educator licensure system including grade span configuration and diversifying the teacher pipeline. She noted that a steering team was formed as well as a larger group to ensure broad representation from stakeholder groups.

She noted that a public hearing was held to form recommendations on grade span configuration to accompany ISBE's new licensure system. The group did not reach consensus but did provide 2 sets of recommendations. ISBE is expected to make a decision by the end of the year.

It was noted that ISBE's new system will eliminate the teacher certificate in favor of a professional educator license which will be issued electronically. Endorsements will be recorded in the system.

b. Family, Youth, and Community Engagement (FYCE) – Melissa Mitchell

Melissa presented on behalf of FYCE providing an update on plans for trainings around the School Report Card (SRC). The goal is to ensure that the SRC is used as effectively as possible for a tool for families and schools to engage with schools and educators. The Committee has spoken with ISBE about ways to work together to support the roll out of the new SRC. A presentation to accompany workshops is under development by FYCE in consultation with ISBE. They hope to have a draft presentation available by January.

Audrey indicated that the Illinois Education Roundtable would like to participate in discussions around what will be included in the workshops. They have reached out to ISBE to this end.

Matt Vanover from ISBE noted that they are working on inventory of data available to populate the SRC. The climate survey is also being developed.

c. Finance and Governance –Laurel Prussing

Laurel noted that the Committee has contacted Ralph Martire about exploring issues in which the Committee is interested. They have also been in touch with Lumina regarding a possible funding opportunity to support the work of the Committee.

The Committee would like to look into the issue of tax caps and their impact on financing education as well as other challenging topics.

XI. Agency Updates

a. IL State Board of Education – Matt Vanover

Agency has seen nearly \$900M in reductions over the past years. Additional cuts are anticipated in the coming year. Board has indicated that they that they are interested possible adjustments to the General State Aid (GSA) formula to allow ensure proper funding for highest need students. GSA payments are currently being paid on time. Board is modeling a variety of scenarios to better understand the impacts of possible adjustments to the formula. Scenarios are expected to be reviewed in December.

Eddy inquired about impact of PTEL. Vanover indicated that ISBE would model different situations including changes to the PTEL caps.

Elementary and Secondary Education Act (ESEA) waiver is pending. At this point, all states that have applied have been able to reach an agreement to enable them to receive a waiver. The US Department of Education has expressed concerns over the timeline associated the implementation of educator evaluations. ISBE has remained firm on this timeline because it has been legislated after a great deal of discussion to reach consensus.

Common Core is moving forward in earnest this year. ISBE has worked closely with districts to provide guidance as well as professional learning opportunities. New assessments are to be implemented in 2014-15 to better align to the new standards. ISAT cut scores will be raised in the 2013 school year to ease the transition.

Over the summer, educator evaluation trainings were conducted in preparation for the roll out of the new evaluations. Online training presented some difficulties but 10,000 principals and administrated successfully completed training. These challenges provided an important lesson as we move towards PARCC which will also be web based.

Eddy inquired about anticipated costs of implementing PARCC. Vanover indicated that additional costs are expected.

Of the 2012 graduating class in the nine states which administer the ACT, Illinois had the highest percentage of students passing all 4 subject areas, a number which we increased.

b. IL Board of Higher Education – Dir. George Reid

Continued budget reductions are expected to be made. Deferred maintenance continues to be a problem. The shift in pension costs is also an area of concern.

Performance funding is underway with metrics continuing to focus on reducing time to degree and increasing completion. Completion has increased 2% points since 2010.

IBHE has inherited a new division which oversees the private business and vocational schools which are institutions that offer certificates. There are roughly 300 and IBHE hopes to work with them to support quality instruction and meaningful credentials.

Chairman del Valle noted that some proprietary institutions are eligible to accept federal financial aid. There are also a handful operating in Illinois receiving MAP funds. If not carefully regulated, these institutions have the potential to create student debt and certificates of little value in the labor market. ICCB noted that community colleges offer industry recognized credentials in communities throughout Illinois for affordable tuition and fees.

c. IL Community College Board – Pres. Geoff Obrzut, Karen Hunter Anderson, Elaine Johnson

Elaine noted that a list of selected projects for the Illinois Pathways Initiative was provided in the meeting materials.

Illinois is one of 5 states chosen by Gates to participate in the development of a model through the Accelerating Opportunities project. Eight community colleges throughout the state are a part of this effort which would help to integrate Career and Technical Education (CTE) courses with adult education to facilitate the attainment of stackable credentials. The goal is to provide students with the necessary skills and knowledge to facilitate the transition from postsecondary to workforce.

ICCB has also launched a public awareness campaign called A Million Reasons Why. More information available at www.facebook.com/illinoiscommunitycolleges

d. IL Student Assistance Commission – Dir. Eric Zarnikow

Director Zarnikow provided a brief update on the work and progress of the MAP Task Force, an advisory body established in statute to make recommendations on enhancing the MAP award distribution process.

e. **IL Education Research Council – Dir. Janet Holt**

XII. Investing in Education

a. **CLASP Return on Investment Interactive Tool – Meegan Dugan-Bassett, Women Employed**

Meegan briefly presented on this tool and its potential to support the work of the Council and state agencies. The tool enables users to estimate impact on state revenues in a variety of scenarios including changes in the high school graduation rate postsecondary completion rate. The tool is available online at:

http://www.clasp.org/resources_and_publications/flash/CPES%20ROI%20Tool/Illinois.swf

XIII. IL Educational Opportunities for Military Children Council Commissioner Nomination – Lizanne DeStefano

a. **Action Item: Review and Consideration of Commissioner Candidate**

Lizanne described the selection process which included a call for nominations, review of submissions by Selection Committee, and interviews. Selection Committee consisted of representatives from P-20 Council, FYCE Committee, Governor's Office, Lieutenant Governor's Office, ISBE, and the Department of Veterans Affairs.

Council members received a biography and position description for the recommended candidate, Brian Riegler, principal of Waukegan High School. Council endorsed candidate unanimously.

XIV. Discussion of 3rd Annual Report – Lizanne DeStefano

Committee co-chairs will be provided a template for submitting their report to provide uniformity among the information received. Committees will also be asked to update membership lists.

Reports are due December 1st. A draft will be provided in mid-January with a final draft for review and approval being presented at the P-20 Council meeting in January 2013.

XV. Other Business & Announcements

Next meeting scheduled for Wednesday, January 23, 2013.

XVI. Adjourn

Early Learning in Illinois: Rising to the Challenge!

Presented to P-20 Council

January 23, 2013

Why Early Learning?

- Two-thirds of the achievement gap is already there when children walk in the door to kindergarten
- Early childhood interventions offer the highest return on investment of any strategy to address the achievement gap



What works

- Starting early – preferably at birth or even prenatally
- Engaging parents intensively
- Working directly with children, using intentional instructional strategies

*High quality education and care
provided over multiple years*

Our Early Childhood Goal

***80% of all children and
65% of children with high needs
will demonstrate “full readiness” at
kindergarten entry by 2021***

- “Children with high needs” = under 200% Federal Poverty Level or with identified special needs, per federal RTT-ELC definition
- “Full readiness” still needs to be operationally defined; will be measured with the new Kindergarten Individual Developmental Survey (KIDS)

Our Strategic Focus=

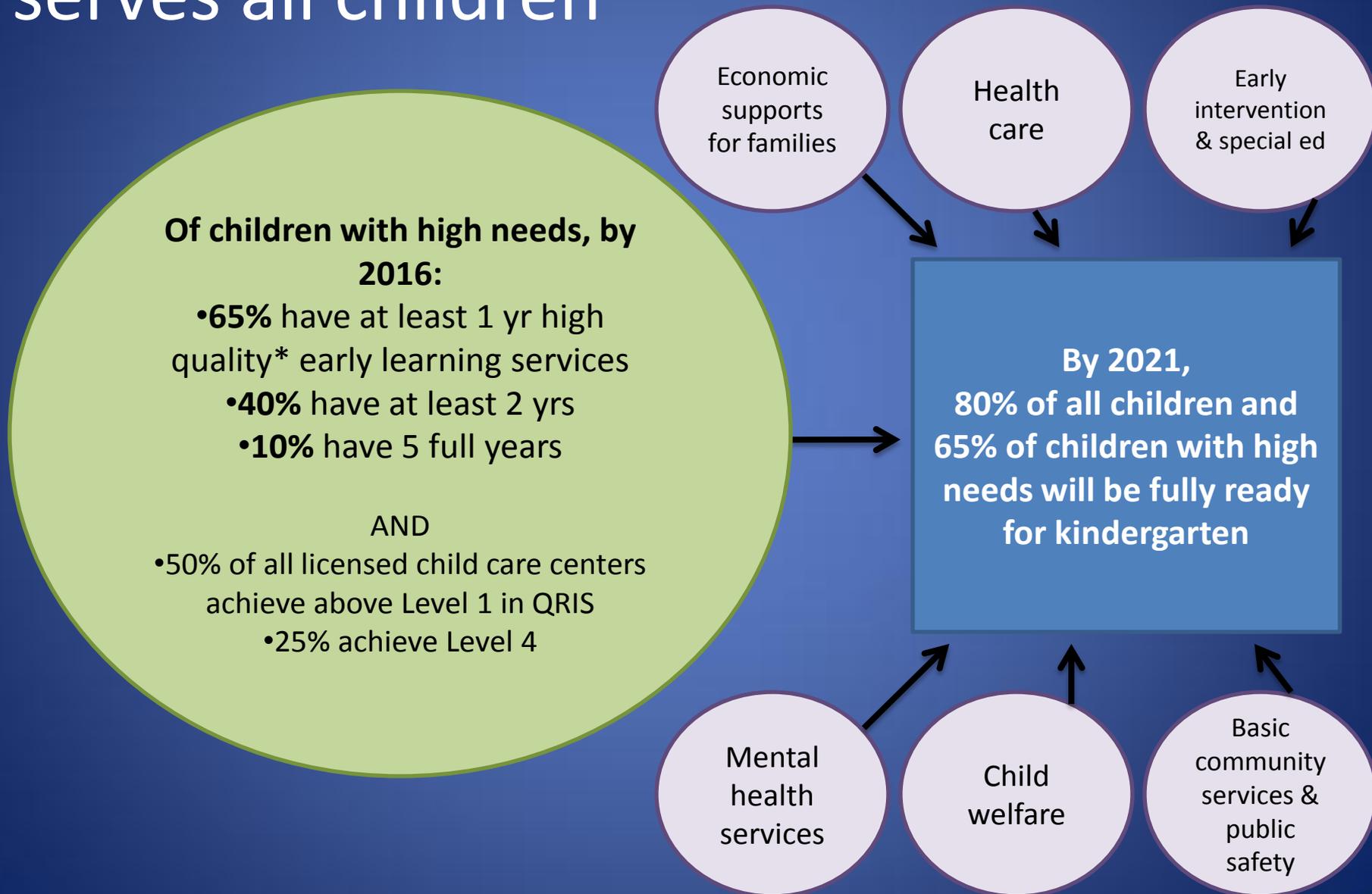
Ensuring High-Need Children Receive High Quality Early Learning Services...

Of children with high needs, by 2016:

- 65%** have at least 1 yr high quality early learning services
- 40%** have at least 2 yrs
- 10%** have 5 full years

By 2021,
80% of all children and
65% of children with high
needs will be fully ready
for kindergarten

...within a comprehensive system that serves all children



The Early Childhood Landscape

- Wide variety of providers
 - public and private
 - formal and informal
- Most of the system is parent-funded
- Publicly-funded services include:
 - Head Start/Early Head Start (federal to local)
 - Preschool for All/Prevention Initiative (ISBE)
 - Child Care Assistance (DHS)
 - Home visiting (DHS & ISBE)

Current Status in Illinois

- Just under 1,000,000 children age five & under
- 43% are “Children with High Needs”
- Our service capacity is down significantly since FY09
 - 22,000 fewer children are being served in PFA this year than were in FY09

	Birth - 2	Ages 3 & 4
Number of high needs children	260,000	160,000
Served by Head Start/Early Head Start	8,175	42,300
Served by Preschool for All/PI/other home visiting	14,000 PI-HV 4,200 PI-CB 3,600 other HV programs	73,000
Child Care Assistance	52,000	62,700

Note: these are not unduplicated numbers; children can be served by multiple funding streams

The RTT-ELC Opportunity

- Early Learning Challenge Grant competition
 - Phase 1: 2011 Applied for \$70 M but did not win
 - Phase 2: 2012 Qualified based on Phase 1 application to submit for \$34.8 M
 - Received award on December 31, 2012
- Illinois is one of only 14 states with ELC grant
- Grant funding is for 4 years, through 2016

Our Reform Agenda

- Deepening alignment and integration:
 - State systems
 - Local systems
- Identifying all high need children/families and providing high quality supports and programs
- Moving programs from adequate to good and from good to great



**SO WHAT WILL WE BE WORKING
ON?**

New Early Learning Standards

- Mapping out the route to kindergarten readiness for children
 - New Birth to Three Early Learning Guidelines
 - Revised Three to Five Early Learning Standards
- Develop resources and trainings for the entire field to better understand what children should know and be able to do at different ages/stages

New QRIS

- Quality Rating and Improvement System
- Tiered program standards defining levels of quality
- Public ratings of programs
- Jointly administered system (IDHS and ISBE)
- Will cover all early learning programs (except home visiting and EI)
 - Child care centers and homes
 - Head Start/Early Head Start
 - Preschool for All
 - Private preschools that are licensed through DCFS
- Licensed programs will be automatically enrolled

Structure of the QRIS

- Level 1 = Licensing
- Level 2 = Complete training over a wide range of topics
- Level 3 = Rigorous self-assessment (random sample receives verification visit)
- Level 4 = Demonstrated quality, validated by outside assessor
- Awards of Excellence = Level 4 PLUS demonstrated best practice for fostering developmental gains for at-risk children

Rigor of the QRIS

- Standards for Level 4 are quite high
 - Roughly equal to NAEYC accreditation, the traditional “gold standard” of early childhood excellence
 - Include focus on instructional support, based on latest research
- Many Preschool for All and Head Start programs will need to be strengthened to meet Level 4 criteria
- Goal: All PFA & HS reach Level 4 by 2016; 25% also achieve “Award of Excellence”

Expanded Supports for Programs

- Quality Specialists will work with child care programs
 - Through Child Care Resource and Referral system (CCR&Rs)
- Coaches will work with Preschool for All programs
- Federal Technical Assistance system will work with us to support Head Start programs
- Will have RFP for \$2 M in funding to support programs working toward Awards of Excellence

Workforce Development Supports

- Emphasis on credentials
 - All teaching staff in EC programs now have to be in the Gateways Registry (over 35,000 enrolled)
 - No cost for transcript review or to apply for early childhood credentials
- Strengthening coursework
 - Faculty institutes to ensure state-of-the-art knowledge
 - Mini-grants to develop new coursework
- Training
 - Unified statewide plan for workforce development
 - New trainings to be developed, incl. web-based

Keep A Comprehensive Focus

- Connect with health care
 - Ensure all children are receiving primary care
 - Connect health care providers with EI and other early learning services
 - Make sure early learning settings are healthy settings
- Early childhood mental health
 - Always remember primacy of relationships and social emotional development
 - Ensure services are available for children who experience trauma
- Parent engagement is the only way to have a lasting impact
 - Supporting parent-child relationships
 - Engaging parents in educational system and in supporting learning at home

Target Communities

- “Test lab” for strategies
- Goal is to substantially increase number of high need children engaged in high quality programs
- Additional resources for quality improvement, targeted family engagement, and other strategies
- Seven communities
 - Aurora
 - Cicero
 - Pilsen-Little Village (Chicago)
 - North Lawndale (Chicago)
 - Thornton Township (South Suburbs)
 - Greater East St. Louis
 - Williamson County (Marion)



Race to the Top Update to the P-20 Council

David Osta

Illinois State Board of Education

January 23, 2013



Illinois Race to the Top Overarching Goals

1. Participating Local Education Agencies (LEAs) comprehensively address the RTTT3 requirements, leading to dramatic student growth
2. Participating LEAs serve as leaders of the reform agenda for the entire State
3. Build capacities for statewide implementation of key initiatives and systems



The Award

1. United State Department of Education (USED) awarded Illinois \$42.8 million as part Race to the Top Phase 3 (RTTT3) in December 2012.

2. 50% of award is required to be allocated to Participating LEAs
 - **\$21.4 million to Participating LEAs**
 - Based on each LEA's relative share of funding under Title I, Part A of the ESEA (section 14006(c) subgrants)

 - No state discretion in calculation of Participating LEA award.

$$\text{LEA Award} = \frac{\text{Total No. of Title I Students in LEA}}{\text{Total No. of Title I Students from all Participating LEAs}}$$



Participating LEAs



Becoming a Participating LEA

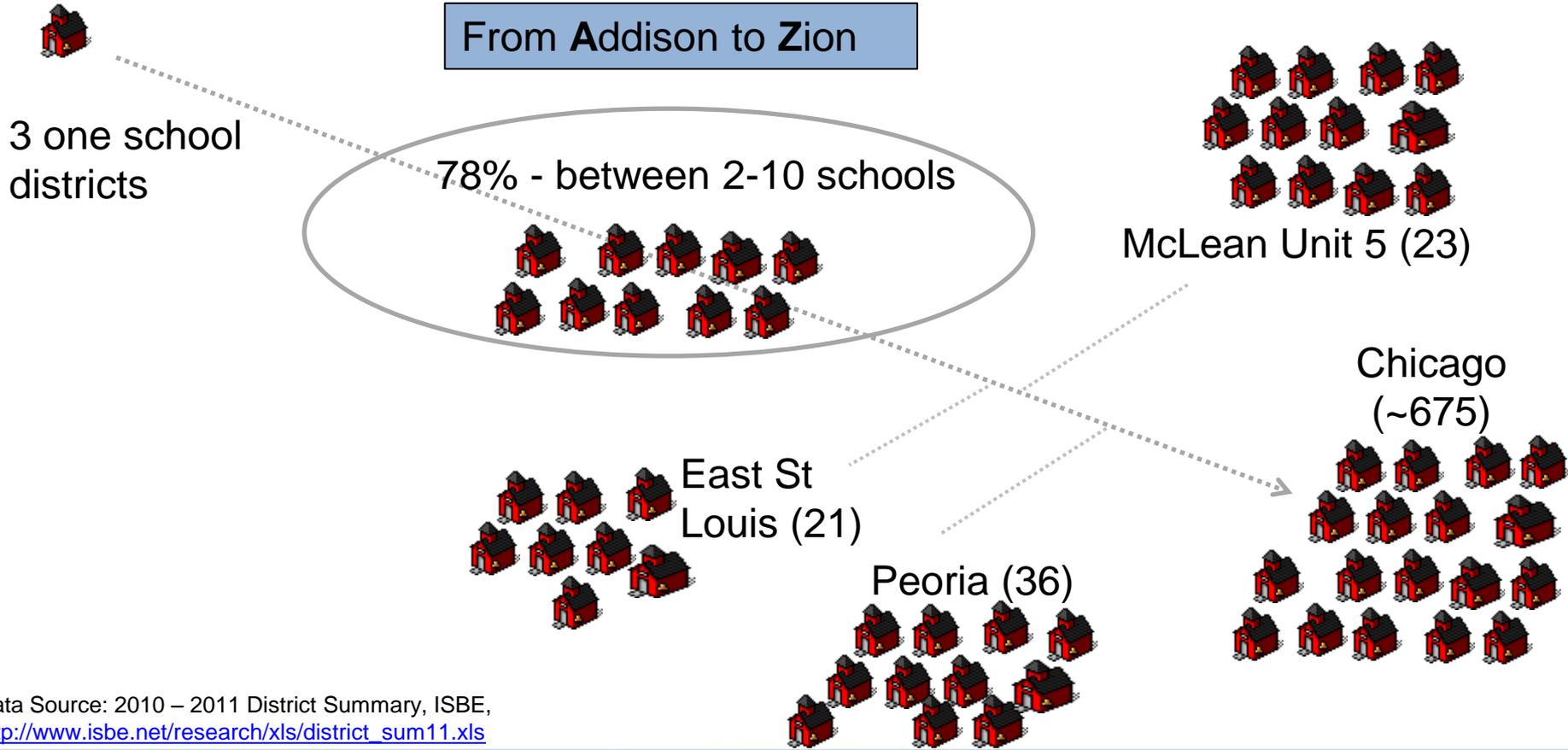
- Open to all Illinois school districts
- Commit to all Participating LEA expectations
- Local teachers' union leader had to agree to authorize early PERA implementation
- Submission of letter of "intent" required to serve as a Participating LEA
- Submission of initial scope of work required to serve as a Participating LEA

35 Participating LEAs



Participating LEA Size (# of schools)

Range from 1 – 675 schools



Data Source: 2010 – 2011 District Summary, ISBE, http://www.isbe.net/research/xls/district_sum11.xls



LEA Allocation Size

Range of RTTT allocations: \$6,082 - \$19,026,386

Allocation Range	Number of LEAs	
\$ 6,082 - \$10,000	7	7 ≤ \$10K
>\$10,000 - \$20,000	3	
>\$20,000 - \$30,000	3	
>\$30,000 - \$40,000	6	22 ≤ \$50K
>\$40,000 - \$50,000	3	
>\$50,000 - \$75,000	4	
>\$75,000 - \$100,000	4	32 ≤ \$100K
Just over \$100,000	2	
Between \$500,000 - \$600,000	2	
\$19,026,386	1	



LEA Percent Low Income

Range in income: 20% low income to 95% low income

Percent Low Income	Number of LEAs
20% - 50%	13
51% - 75%	12
76% - 95%	10
Total	35



Illinois State Board of Education





Participating LEA Location

Area	Number of LEAs
Area I – A (Chicago)	1
Area I – B – B (West Cook)	0
Area I – B – C (South Cook)	6
Area I – B – D (North Suburban Cook)	2
Area I – C (Northeast)	3
Area II (Northwest)	5
Area III (West Central)	4
Area IV (East Central)	5
Area V (South West)	4
Area VI (South East)	5
Total	35

Data Source: 2010 – 2011 District Summary, ISBE, http://www.isbe.net/research/xls/district_sum11.xls



State Projects

Project Name	USED Goal Number	USED Goal Description
ISBE Capacity	(A)(2)	Building strong statewide capacity to implement, scale up, & sustain proposed plans
Center for School Improvement		
State Report Card Redesign		
LEA Support and Regional Capacity		
Local Assessment	(B)(3)	Supporting the transition to enhanced standards & high-quality assessments
STEM Learning Exchanges		
Pathways Resource Center		
College and Career Readiness		
IL Shared Learning Environment Data Integration	(C)(3)	Using data to improve instruction
IL Collaborative for Education Policy Research		
PERA Research-Based Study		
PERA Prequalification	(D)(2)	Improving teacher and principal effectiveness based on performance
Survey of Learning Conditions		
Performance Evaluation Advisory Council (PEAC) Supports		
Teacher Prep: High Poverty/High Minority	(D)(3)	Ensuring equitable distribution of effective teachers and principals
Induction and Mentoring	(D)(5)	Providing effective support to teachers and principals



Participating LEA Expectations and State Supports



RttT Expectations

In addition to important general grant requirements, district have agreed to meet 17 “Expectations”.

			
Illinois Rising Star RT3 Indicators and Expectations			
		INDICATORS	EXPECTATIONS
Continuous Improvement - District Vision and Direction			
CII1		RT3 The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)	RT3 Expectations: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.
CII2		RT3 The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)	RT3 Expectations: The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).
CII3		RT3 The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)	RT3 Expectations: The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).
IA01		SC RT3 The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)	RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.
IA02		SC RT3 The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118)	RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.
IA03		SC RT3 The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)	RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement.
IB01		SS RT3 The district operates with district-level and school-level improvement teams. (1132)	RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.

http://www.isbe.net/racetothetop/PDF/indicators_alignment.pdf



Priority Expectations (12-13)

RTTT Expectation	Implementation Date
5Essentials: Survey of Learning Conditions	Implement February – March 2013
Illinois Shared Learning Environment (ISLE): Integrating data with ISLE	January 2013 (begins)
Common Core and cohesive curriculum	Implement in 2013-14
Local Assessment System	Pilot student growth measures-2013-14
STEM Programs of Study and Individual Learning Plans	Pilot in 2013-14
Performance Evaluation Reform Act (PERA)	Implement in 2013-14 (student growth “no stakes”)
Mentoring and induction for new teacher and new principals	Implement in 2013-14



P-20 Aligned (RTTT Supported) Initiatives

- 1) Common Core
- 2) STEM Programs of Study
- 3) Teacher Prep Redesign
Focus on High Poverty High
Minority Schools
- 4) Local Assessment
- 5) PERA
- 6) Induction & Mentoring
- 7) 5Essentials Survey
(Survey of Learning
Conditions)
- 8) Report Card Re-Design
- 9) Illinois Shared Learning
Environment (ISLE)



Common Core State Standards (CCSS)

District Expectation:

- Establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following:
 - (a) critical student transition points
 - (b) writing throughout the curriculum
 - (c) CCSS in Math and ELA across the curriculum
 - (d) CCSS Science framework (when adopted).

State Project / Support:

- ISBE Content Specialists are working in support of the implementation of CCSS.



STEM Programs of Study

District Expectation:

- Districts serving grades 9-12 establish two or more Programs of Study promoting critical STEM application areas.
- Other districts establish an individual learning plan program beginning in 7th grade.

State Project / Support:

- The work is guided by the Illinois Pathways Initiative Committee – an inter-agency partnership.
- ISBE contracted with the University of Illinois to provide support to Participating LEAs to implement STEM Programs of Study.
- ISBE contracted with several STEM Learning Exchanges (innovative public-private partnerships) that will provide resources to Participating LEAs in the critical STEM application areas.



What are critical STEM application areas?

1. Agriculture, Food, and Natural Resources
2. Energy
3. Manufacturing
4. Information Technology
5. Architecture and Construction
6. Transportation, Distribution, and Logistics
7. Research and Development
8. Health Sciences
9. Finance

www.illinoisworknet.com/ilpathways



Teacher Preparation Re-Design

District Expectation:

- Establish systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools.

State Project / Support:

- Implement a strategy to support the re-design of teacher preparation programs to align closely to the Common Core and partner with identified RTTT schools to implement pipeline strategies for High Poverty High Minority Schools.



Local Assessment

District Expectation:

- Establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.

State Project / Support:

- Implement a strategy to support districts to develop or procure assessments that measure student growth for the purpose of teacher evaluation. The emphasis will be on building educator capacity to identify and develop fair, valid, and reliable student assessments.



Performance Evaluation

District Expectation:

- Implement PERA's teacher evaluation requirements on the following timeline:
 - (1) Chicago Public Schools when required by PERA
 - (2) September 1, 2014 for Participating LEAs within the lowest performing 20% of districts
 - (3) September 1, 2015 for all other school districts.
- Implement PERA with a "no stakes" student growth component by September 1, 2013.
- Establish a formal peer evaluation system used for a significant portion of summative evaluations and used as part of evaluations during teacher remediation.



Performance Evaluation

State Project / Support:

- PERA Prequalification Training – ISBE contracted with the CEC Partnership Group to train evaluators via a first of its kind on-line system.
- PEAC Supports – ISBE contracted with American Institutes of Research (AIR) to organize and facilitate the monthly meetings of PEAC.
- PERA Research Based Study – ISBE contracted with Westat to conduct a research study and to provide recommendations for PERA implementation.



Induction and Mentoring

District Expectation:

- Establish a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers.
- Use positive performance evaluations as one of the criteria for selecting mentors.

State Project / Support:

- ISBE will be contracting with one or more groups to support district implementation of high quality induction and mentoring programs and develop the state infrastructure to provide resources to all districts.



5Essentials Survey

District Expectation:

- Implement State-adopted survey of learning conditions.

State Project / Support:

- ISBE has contracted with the Urban Education Institute at the University of Chicago to implement the 5Essentials Survey in all Illinois schools and districts this February and March.
- 5E provides a comprehensive assessment of school organizational culture with actionable reports to help drive school improvement on five indicators or “essentials”.

<https://illinois.5-essentials.org/2012/>



State Report Card

District Expectation:

- Use school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders, community organizations, and parents.

State Project / Support:

- ISBE has contracted with the Illinois Interactive Report Card at Northern Illinois University to re-design the State Report for release in fall 2013.
- Engagement efforts will also be supported.



Illinois Shared Learning Environment (ISLE)

District Expectation:

- Perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE
- Implement a strategy to link student data across local systems to support the creation of integrated learner profiles.
- Embed learning maps (when available through ISLE) as a central part of instructional practices at all grade levels.



What is a learning map?

- Tool to help teachers and students effectively track student progress against the Common Core State Standards
- Graphical representation of student learning data to help teachers and students visualize learning progress and needs
- Connect teachers and students to relevant content available through ISLE



Illinois Shared Learning Environment (ISLE)

- State-led initiative to develop a technology platform to support P-20W education
- Aims to make tools & resources more accessible and their use systemic
- Part of multi-state Shared Learning Collaborative
- It's about **Personalized Learning** – not the technology

ISLE Mission:

ISLE drives academic achievement and career success for all lifelong learners in Illinois by enabling personalized learning through open and accessible technologies.



What will ISLE do?

First-release Apps for Teachers

- Student Dashboard
- Learning Maps
- Assessment Creation
- Content Search
- Intervention Tracker

Possibilities for P-20W Expansion

- Early Childhood Resources
- STEM Applications
- Workforce Collaboration
- Expansion of IL Pathways



ISLE Progress

Progress to date

- Created and launched project team
- Conducted extensive focus groups with teachers, P20W stakeholders
- Established statewide infrastructure

2013

- Developing priority applications
- Creating professional development program
- Integrating student data from RttT districts
- Launching ISLE pilot in Bloomington & McLean County

2014

- Transition from development to operational model
- Expansion of P20W applications
- Launch ISLE in all RttT Districts



Thank You

David Osta

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www.isbe.net/racetothetop

ILLINOIS RACE TO THE TOP

What is Race to the Top?

Race to the Top is a federal competitive grants program that aims to accelerate key education reforms in states and districts and create the conditions for greater educational innovation while increasing student achievement. Illinois was awarded a \$42.8 million phase three Race to the Top (RTTT3) grant in December 2011 after being a finalist in the competition's first two rounds.

Illinois' RttT Budget
\$42,800,000
 OVER FOUR YEARS

The rules of the competition have established that 50% of the award goes directly to the 35 leading Districts since they serve as reform exemplars. The remaining funds are being used to implement projects that benefit the state as a whole.



- Funds awarded directly to Participating Districts (50%)
- Funds to build state capacity and support (43%)
- Supplemental funding for Participating Districts (5%)
- Funds for equipment, supplies, indirect, or other (2%)

Where the Money is Being Spent

The grant is being used to bolster Illinois' ongoing work on projects and programs in four areas including:

- PREPARING STUDENTS FOR COLLEGE & CAREER
- BUILDING STATE CAPACITY AND SUPPORT
- BUILDING A WORKFORCE OF HIGHLY EFFECTIVE TEACHERS & LEADERS
- BUILDING DATA SYSTEMS THAT MEASURE STUDENT SUCCESS

Who is Participating?

35
LEADING DISTRICTS

35 Participating Districts across the state are blazing the path by being the first to implement key reforms aimed at improving school performance and student achievement throughout Illinois.



State Projects

Illinois is implementing several state initiatives to ensure Districts will be well positioned and prepared to offer all students a top-notch education that will prepare them for success in college, career, and in life in the 21st century. One of ISBE's primary goals through RttT is to support the leading 35 Participating Districts that will build the systems and processes needed to accelerate and sustain improved student outcomes while also building capacity to extend these reforms state-wide.

LOCAL ASSESSMENT STRATEGY (LAS) SUPPORTS



P-20 PROGRAMS OF STUDY (POS) & STEM LEARNING EXCHANGES



PATHWAYS RESOURCE CENTER (PRC)



COLLEGE AND CAREER READINESS (CCR) PROGRAM



THE CENTER FOR SCHOOL IMPROVEMENT (CSI)



REDESIGN OF THE STATE REPORT CARD



SURVEY OF LEARNING CONDITIONS



PERFORMANCE EVALUATION REFORM ACT (PERA) PRE-QUALIFICATION PROGRAM AND SUPPORTS



PERFORMANCE EVALUATION ADVISORY COUNCIL (PEAC) SUPPORTS FOR PERA



NEW TEACHER PREPARATION PROGRAMS TO CREATE A PIPELINE OF HIGHLY EFFECTIVE TEACHERS



NEW PRINCIPAL AND TEACHER INDUCTION AND MENTORING SUPPORTS



ILLINOIS SHARED LEARNING ENVIRONMENT (ISLE)



THE ILLINOIS COLLABORATIVE FOR EDUCATION POLICY RESEARCH (ICEPR)

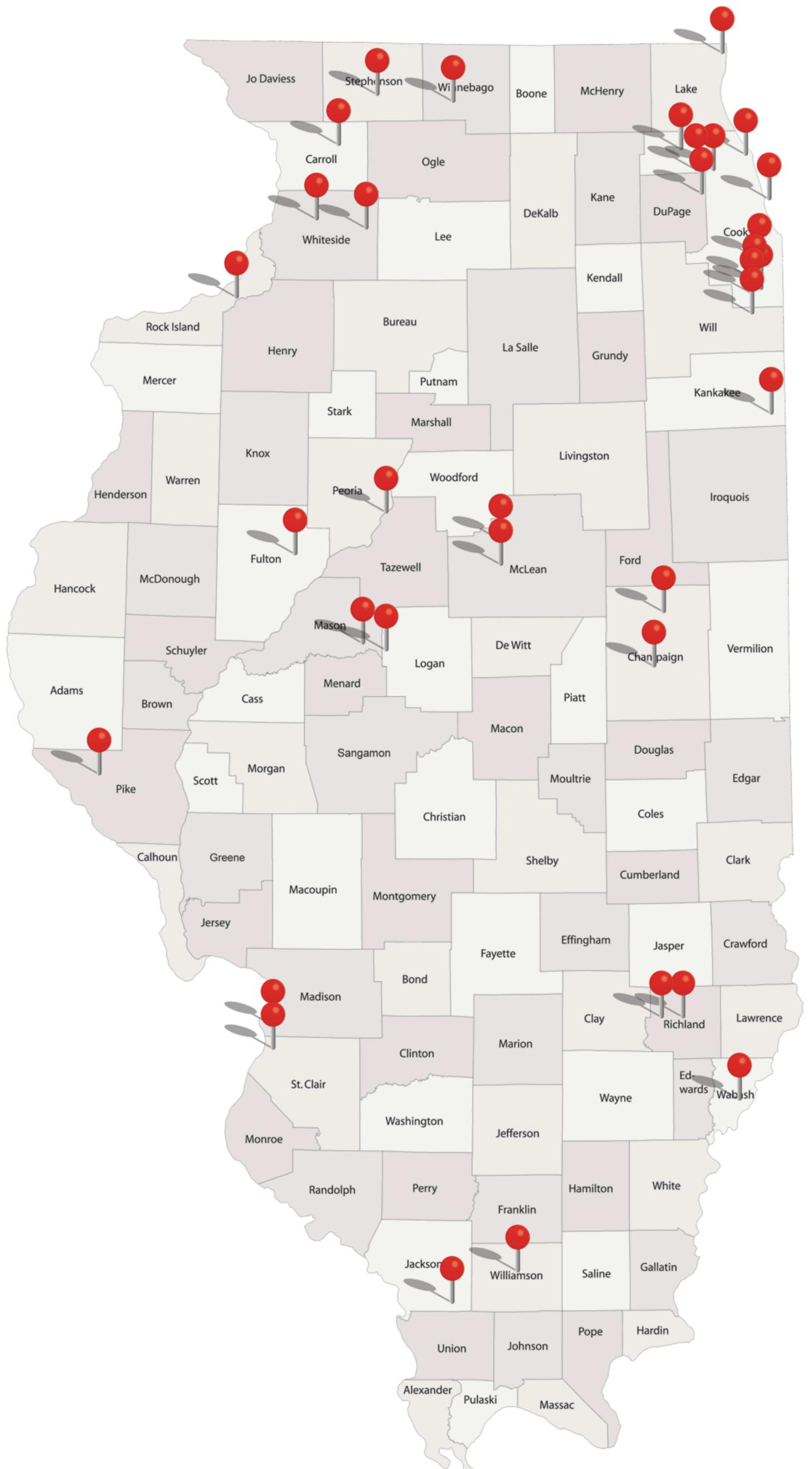


PERFORMANCE EVALUATION REFORM ACT RESEARCH BASED STUDY



35 LEADING DISTRICTS PARTICIPATING IN RACE TO THE TOP

- Addison SD 4
- Bensenville ESD 2
- Bloomington District 87
- Brooklyn Unit SD 188
- Calumet Public Dist 132
- Canton Union SD 66
- Carbon Cliff-Barstow 36
- Country Club Hills District 160
- CPS District 299
- East Richland CUSD 1
- East St Louis SD 189
- Eastland CUSD 308
- Freeport SD 145
- General George S Patton SD 133
- Illini Central SD 189
- Marion CUSD 2
- Matteson SD 162
- McLean CUSD 5
- Morrison CUSD 6
- Niles Township HSD 219
- Pembroke CCSD 259
- Peoria SD 150
- Prairie-Hills ESD 144
- Rantoul City District 137
- Rich Township HSD 227
- Sandoval CUSD 501
- Sterling CUSD 5
- Township HSD 211
- Unity Point SD 140
- Urbana SD 116
- Wabash CUSD 348
- West Richland CUSD 2
- Western CUSD 12
- Winnebago CUSD 323
- Zion ESD 6

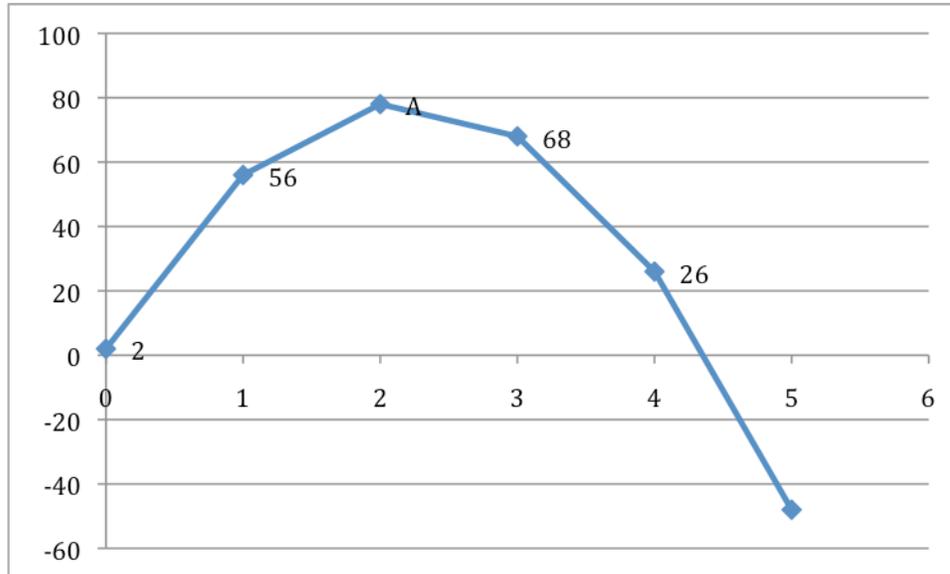


Common Core Update
Key Resources
Items in Progress



***SAMPLE COMMON CORE MATH ASSESSMENT
ITEMS DEVELOPED BY ILLINOIS TEACHERS***

HANG TIME



The following graph represents the path of a football punted by Bart Bigfoot. The x axis is the number of seconds and the y-axis is the height of the ball in feet. Use the graph to answer the following questions.

1. How high off the ground is the ball when he kicks it?
2. What is the hang time of the punt? (How long is it in the air).
3. How high is the punt at point A?
4. Why is the slope of the line between 0 and 1 seconds steeper than between 1 and 2 seconds?
5. How long does it take the punt to get to its maximum height?
6. How high is the ball 5 seconds after it is kicked?
7. Estimate how far the punt will go.

If Bart kicks the ball 60 yards with a hang time of 5.3 seconds, draw a graph that charts the distance traveled each second from the time the ball was punted

FLY OR DRIVE

56NUMBMS/HS

Frank Fenway has convinced his grandfather to travel from Chicago to Boston to see the White Sox play the Red Sox. Here is what he has been able to discover.

- a. Distance from Chicago to Boston is 1011 miles
 - b. The national average for the price of gas is \$4.10 per gallon
 - c. Air fare is \$434 round trip
 - d. The average speed limit between Boston and Chicago is 60 miles per hour
1. What other information does Frank need to calculate if it is cheaper to fly or to drive to Boston?
 2. Calculate the cost per mile to fly and to drive based on the information you have in points a to b above.
 3. If Frank's mom and dad joined them would it be cheaper to fly or drive?



OIL CHANGE

G46Stat (MS)

Table 4.1													
Oil Changes Per Year	3	5	2	3	1	4	6	4	3	2	0	10	7
Cost Of Repairs (dollars)	300	300	500	400	700	400	100	250	450	650	600	0	150

1. Graph the data and labels your axis.
2. Graph a line that most closely fits the data points.
3. What does the y intercept represent?
4. What does the x intercept represent?
5. If you got 9 oil changes per year, how much would you expect to pay in engine repairs?
6. If another data point of 7 oil changes with \$1500 repair costs is added to the graph, how would the new point effect the line you drew?
7. Make a general statement about the relationship between oil changes and the cost of engine repair.

REFRIGERATOR

Molly Cule is buying a new refrigerator. Model F costs \$1800 initially and is estimated to use 420 kilowatt-hours of electricity each year. Model G costs \$1700 and the estimated kilowatt usage is not known. Electricity costs \$0.10 per kilowatt-hour.

- 1) To the nearest dollar, what will be the total cost of buying and using Model F for two years?
(A) 1800 (B) 1842 (C) 1858 (D) 1884 (E) 1912
- 2) For Model G, which of the following estimated usages of kilowatt hours per year will make the total cost of buying and using the refrigerator between \$1980 and \$2020 over a period of 6 years? (There may be more than one correct answer.)
(A) 420 (B) 460 (C) 480 (D) 520 (E) 550
- (3) If the estimated kilowatt-hours per year for Model G is 550, after how many years will the total cost for buying and using Model G be equal to the total cost for Model F? (Enter your answer to the nearest tenth of a year.)

CONCESSION STAND

Pete Zah and Candy Barr sell concessions during the Crystal Lake Raiders Home games. The table below charts their sales for the first five games. Use this information to answer the questions:

	Popcorn	Pizza	Nachos
Day 1	320 bags	389 slices	417 orders
Day 2	462 bags	549 slices	399 orders
Day 3	457 bags	534 slices	530 orders
Day 4	398 bags	653 slices	520 orders

1. During the first four games which day had the highest attendance? Justify your answer based on the data given.
2. Based on the data given predict how much of each item will be sold for the fifth game. Explain how you arrived at this conclusion.
3. Construct a graph using the data chart above and include game five calculations from question 2.

COIN PYRAMID

G24ModHS

Benny likes to stack coins in the shape of a 3-sided pyramid. Below is a top-view of his stacks of coins.

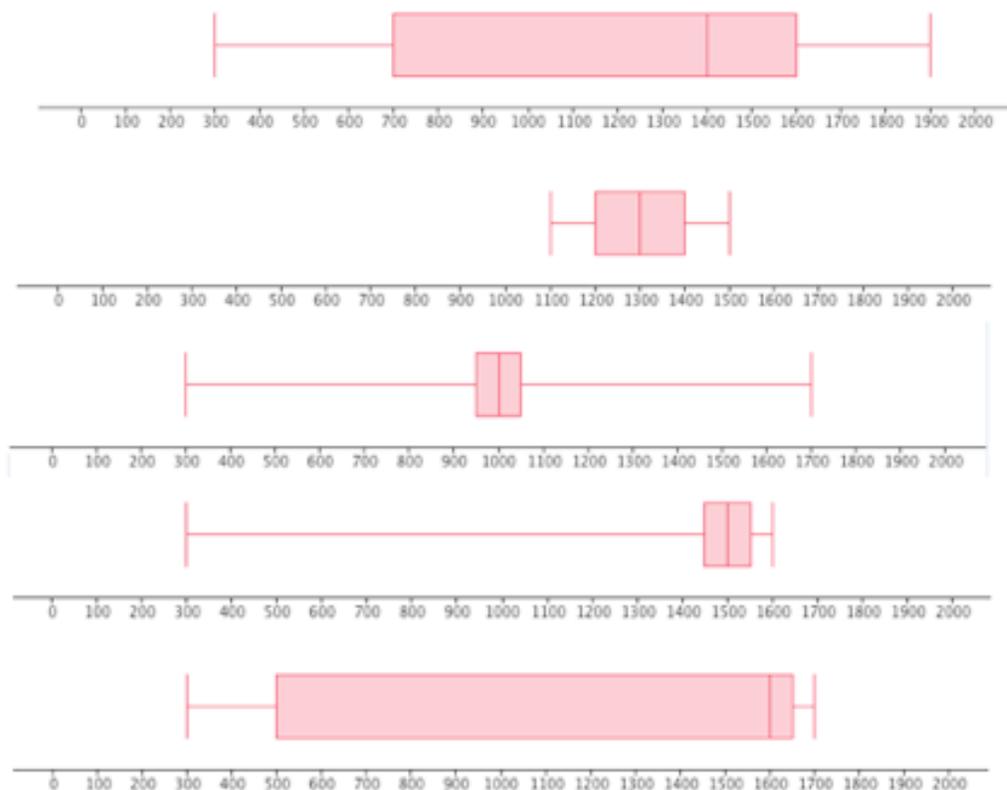


1. If Benny builds a pyramid 6 levels high, how many coins would be on the bottom level?
2. If Benny has 140 coins, how tall will his pyramid be? Give your answer as the number levels of coins it would contain.
3. Benny uses the remaining coins to complete a second smaller pyramid. Of the coins he has left from the second pyramid, he constructs a third pyramid. If he continues in this way, how many pyramids will he create?

BOX PLOTS

CS – S.ID.3

PS – 3



The following represent box plots displaying information on the employee wages for five small businesses.

1. Identify the box plot that most closely represents the following statement: At our business, the pay starts out very low, but steadily increases based on number of years that employees have worked here.
2. Identify the box plot that most closely represents the following statement: Everyone at our company makes about the same amount, except the new hire who makes significantly less.
3. Choose one of the remaining box plots and construct a situation that is modeled by the box plot you chose.

WIND TURBINES

1. The wind turbines in the picture have a length of 200 feet. Each blade makes a rotation every five seconds. Calculate the tip speed of one of the blades. (Tip speed is how fast the outer point of the blade is moving in miles per hour).
2. If the length of the blade is reduced by 20% and the wind speed stays the same, would the blades rotate faster or slower? Why?
3. If the length of the blades are increased by 20% and the period of rotation is still 5 seconds, what is the new tip speed?

Three-blade wind turbines are most efficient when the ratio of the speed of the rotor tip to the wind speed is approximately 7.

4. Assuming the massive wind turbines you see driving in Illinois are efficiently designed, and as you are driving, you hear that the wind is 20 mph. Explain how you would calculate the length of one of the blades.
5. You hear that the wind speed is increasing with sustained gusts of up to 30 mph, but it appears that the blades are not rotating any faster. What can you conclude.
6. With efficient turbines, the ratio of wind speed to wind energy produced is cubed. In other words, doubling wind speed increases wind energy production by eight times! Assuming the wind turbine in question 1 was efficiently designed for all wind speeds, graph the energy production of the turbine for every 10 mile an hour increase from 20 to 150 mph?



**AND THE WINNER IS
G23StatMS**

Math Practices: Reason Abstractly and Quantitatively & Construct viable arguments and critique the reasoning of others.

Four classes took the same test which had 100 points. An A was 90 to 100, B 80 – 89, C 70 79, D 60 – 69 and F 50 -59.

Class 1	Class 2	Class 3	Class 4
64	51	66	35
65	53	66	38
70	55	67	44
72	57	67	51
74	58	69	62
75	60	69	68
75	90	71	69
78	93	72	71
80	94	72	71
80	95	73	73
82	96	74	75
85	98	74	77
		75	78
		75	79
		77	80
		77	85
		81	88
		81	91
		82	92

		82	96
		87	99
		90	99
		93	99

1. What is the mean, median, mode and range for each class?
2. In Class 1 and Class 2, the teacher found that the individual with the highest score cheated! In Class 1, the teacher gives the student a zero. In Class 2, the teacher gives the student an F (50). What are the new mean, median, mode and range for Class 1 and 2.
3. In Class 4, describe what would happen if the person with the top score got caught cheating and the teacher assigned an F.
4. Graph the data.
5. Only one class gets a pizza party for performing best on the test. You are in Class 1. After analyzing the data, what reasons could you give for Class 1 earning the reward. (Extended Response)
6. Use the data to make a case for which class did the best.
7. Create a graph that makes the case for which class did the best.

The New Illinois Learning Standards



Overview



The Illinois Board of Education has adopted new academic standards for K-12 education known as the **Common Core State Standards.**



Goal of the New Standards

The goal of these standards is to better prepare Illinois students for success in college and the workforce in a competitive global economy.



Partnership for Assessment of
Readiness for College and Careers

Illinois is a governing state in the PARCC consortium and working with 24 other states on the development of a comprehensive assessment system.

**PARCC WEBSITE:
www.PARCConline.org**

Goal #1: Create High Quality Assessments

- Performance Based Assessment to demonstrate knowledge and skill
- End of Year Assessment
- Emphasis on Formative Assessment
 - Ongoing throughout the year

Standards will be consistent from state to state and district to district.

Consistent standards will provide appropriate benchmarks for all students regardless of where they live.

Which means:

Math and English Language Arts should be the same whether you live in Illinois, Michigan, California, etc..



What are College and Career Readiness Skills?

- They demonstrate independence.
- They build strong content knowledge.
- They respond to varying demands of audience, task, purpose discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.



Development of Standards

- The new standards are clear about what each student should know at **each grade level**.
- Math and English were developed first because they **teach skills which students build upon for other subjects**.



How do educational standards help parents?



- Parents know what is expected of their children at each step in their education.
- Standards give parents specific information about their child's learning to talk to their teachers about during the school year.
- Standards assure parents that their children have access to the same high-quality education as other students in Illinois and other parts of the country.

What do families need to know?

- Studies have shown that when parents are actively engaged in their children's education, student achievement outcomes are improved.
- The change will be gradual.
- Teachers will be working on new lessons.
- New state tests will not begin until 2014.



Sample Questions to Ask at School:

- Have the teachers started using the common core standards?
- When will the change to common core standards take place?
- What are some changes to look for once teachers are using the common core standards?
- What are some ways I can support my child at home?

How can you be involved?

- Ask about the common core standards at your child's school
- Talk to your child about school and their future
- Connect home activities to learning



Parents Guide to Student Success

- Created by National PTA and endorsed and supported by Illinois PTA and the Illinois State Board of Education
- One guide for each grade level; Kindergarten-8th Grade and one for High School English and one for High School Math.
- Provides an overview of what your child will learn by the end of each grade in mathematics and English language arts/literacy.
- Contains activities to help your child learn at home.
- Includes topics of discussions for talking to your child's teacher about his or her academic progress.

Connecting Home Activities to Learning

- Activities for English language/ arts
- Activities for math

Contact Information

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309-454-3329

- Debra Strauss, National PTA Board of Directors

ds4kids@comcast.net

846-359-8159

LONGITUDINAL DATA SYSTEM GOVERNANCE:

STATUS REPORT TO THE P-20 COUNCIL

Jonathan Furr

Director, Office of Education System Innovation

Northern Illinois University

January 23, 2013

December 14, 2012 Interagency Meeting

- Seven state agencies: ICCB, IBHE, ISBE, ISAC, IDES, IDES, DCEO
- Governor and Lt. Governor's Offices
- Agenda topics:
 - Goals and Overall Approach to an LDS
 - Governing Board and Committees
 - Interagency Datasets
 - Interagency Learner Performance Measures

Discussion Topics

- **Why, when, and how does your agency currently share data with other state agencies?**
- **How will an LDS help your agency better perform its functions? What problems do you want the LDS to solve?**

Common Themes

- A significant amount of data sharing is currently occurring among the agencies. However, the state needs to move **from a patchwork system** for data sharing **to a more systemic approach**.
- The **legal processes** for data sharing act as a major barrier.
- Governance must focus on **matching technology and processes** to avoid multiplicity and duplicity.
- LDS governance should be **driven by the outcomes and impacts** the state is seeking to measure.
- The state needs better mechanisms to get **useful data** to the **right audiences**.



Goals and Overall Approach to an LDS

Objectives for Interagency Process

- Propose a longitudinal data system (LDS) governance framework to the Governor's Office, state agency leadership, the P-20 Council, and interested outside stakeholders
- Presumption that an intergovernmental agreement will be developed to implement this framework
- If necessary, legislation can also be drafted to support implementation of the framework

How are we defining an LDS?

- Set of tools, systems, and processes internal to agencies and shared across agencies to:
 - Meet the expectations and requirements of the P-20 Longitudinal Education Data System Act
 - Support analysis and understanding of lifelong education and workforce policies and programs

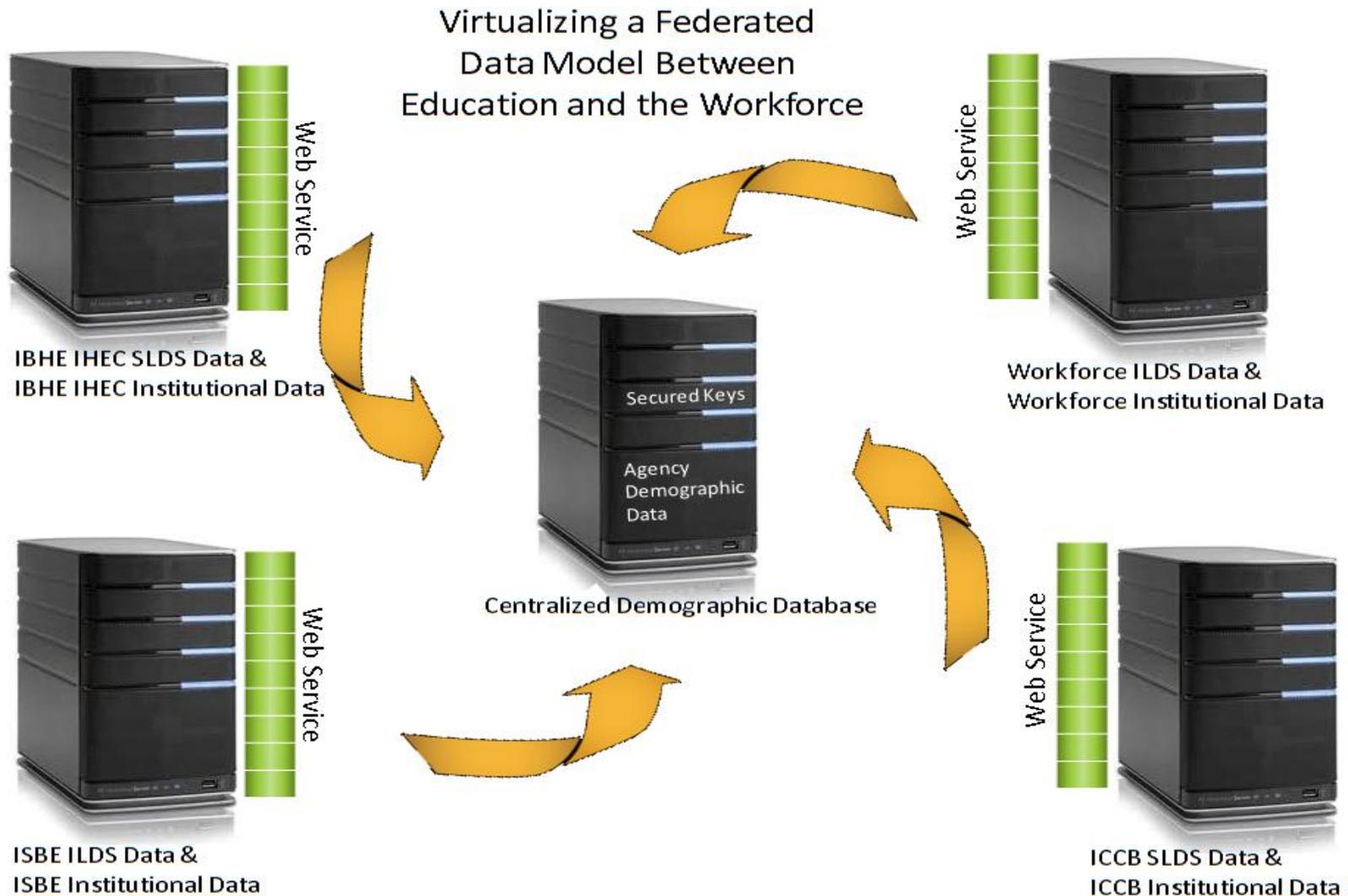
How are we defining an LDS? (cont'd)

- ❑ Common governance structure linking all agency systems and addressing common issues such as data access, use, and security
- ❑ Expectation that participants share data in accordance with established deadlines and protocols, subject to applicable legal restrictions
- ❑ Common process to plan and budget for LDS implementation
- ❑ Common approaches to protect individuals' privacy

How is interagency data linked?

Data Warehouse	Federated Data System	Hybrid
<p>In a data warehouse, data are brought together from multiple sources to a shared location</p>	<p>In a federated data system, data are maintained at the source agencies and linked across systems through a query process that uses record locators for matching</p>	<p>General reliance on a federated data system, but datasets including interagency data may be established and maintained to support specific audit, evaluation, or research needs (e.g., the High School to College Success Report data file)</p>

Centralized Demographic Database



How is the LDS Governed?

□ Overall Approach:

- LDS should have **committee structure** with representation from **state agencies and outside interests** who then make recommendations to a governing board
- **Governing board**, as decision-making body, consists of state agency decision-makers

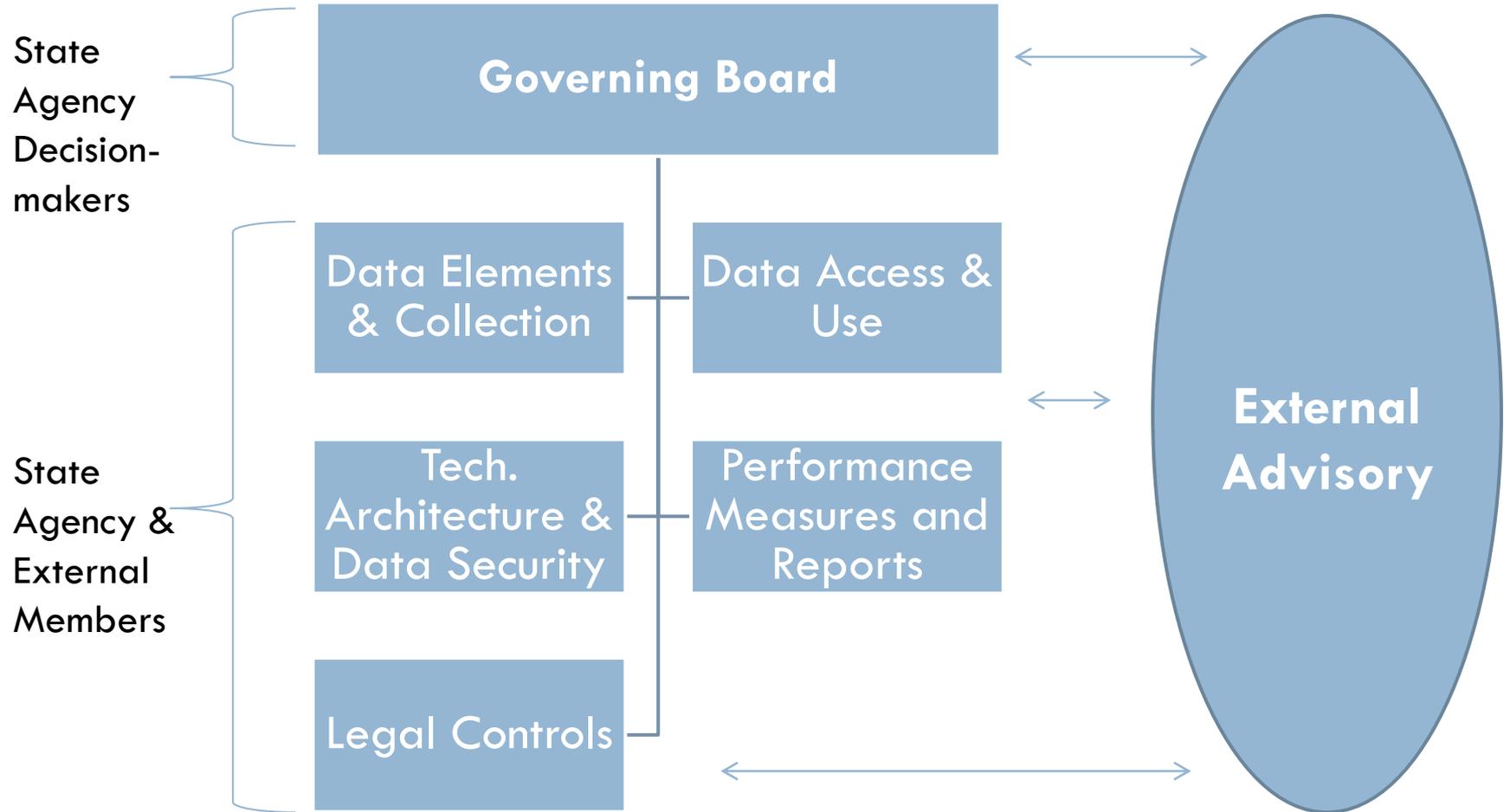
How is the LDS Governed? (cont'd)

□ **Committees:**

- Derived from IL Higher Ed. Consortium (IHEC):
 1. Data Elements and Collection
 2. Data Access and Use
 3. Technical Architecture and Data Security
 4. Performance Measures and Reports
- 2 Additional:
 1. Legal Controls
 2. External Advisory (across all areas)

□ **Staffing:** Must be “someone’s job”

Proposed LDS Organizational Structure



Interagency Learner Performance Measures

What questions are we trying to answer through the creation of the LDS?

Four Starting Points:

1. The key outcome questions identified by the Data, Research, and Evaluation Committee of the Early Learning Council
2. The pipeline analysis measures to be developed as part of the Illinois Pathways Initiative
3. The key research questions to be identified by ICEPR
4. The performance measures included within the College Choice reports

Next Steps

- Draft outline of intergovernmental agreement terms shared with interagency participants
- Extensive discussion of terms yesterday
- Draft intergovernmental agreement to be distributed in coming weeks
- Goal to conclude negotiations and achieve final agreement as expeditiously as possible



**Teacher and Leadership
Effectiveness Committee
Annual Report
Erika Hunt and Audrey Soglin**

January 23, 2013

Committee Members

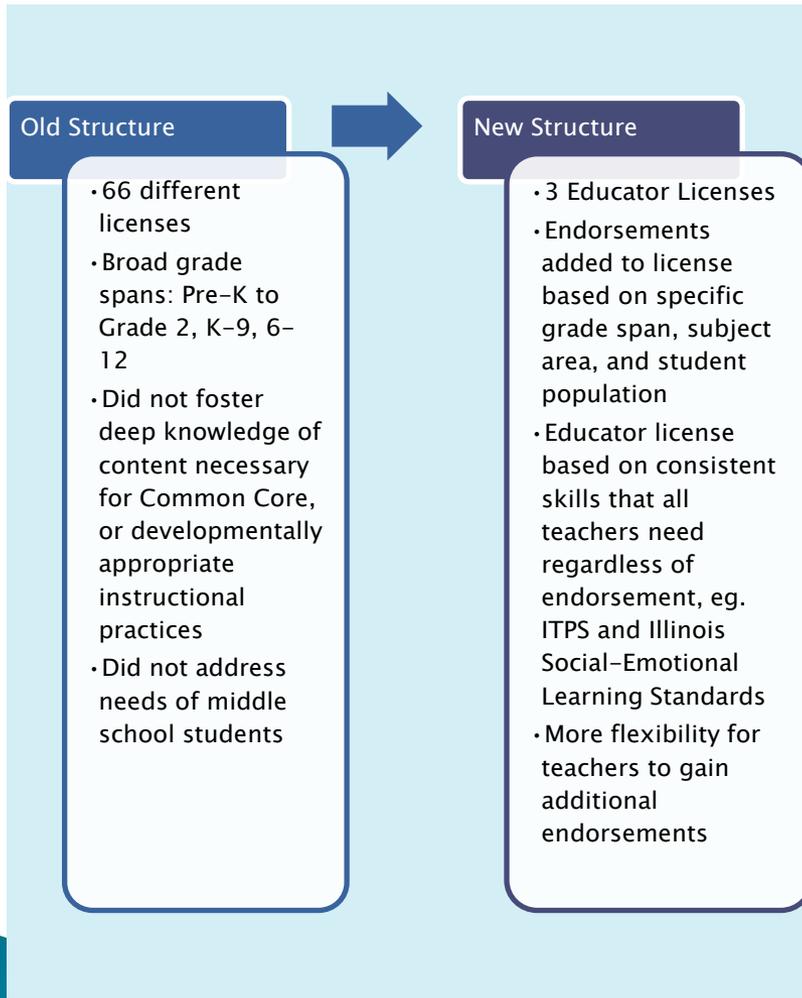
- **Erika Hunt***
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- Vicki Chou
- Lizanne DeStefano
- Jan Fitzsimmons
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- Paul Zions
- Meredith Byers
- Jason Helfer
- Rebecca Wonderlack-Navarro
- Janet Wicker
- Eric Brown
- Colleen Sexton
- Steven Siconolfi
- Renee Zdych
- Pat Chamberlain
- Angela Hubbard
- Darlene Ruscitti
- Gail Fahey
- Aviva Jacobs
- Alicia Haller
- Melissa DeBartolo

* Committee Co-Chairs

Educator Licensure and Preparation

- ▶ The Illinois P–20 Council was asked by Dr. Chris Koch to assist the Illinois State Board of Education and develop recommendations related to the changes in educator licensure including grade span configuration.
- ▶ Reached out to more than 60+ stakeholders around the state including:
 - Higher Education
 - K–12 School Districts
 - Community Colleges
 - State Agencies
 - Practitioners
 - Professional Organizations/Unions
 - Policy/Advocacy Organizations

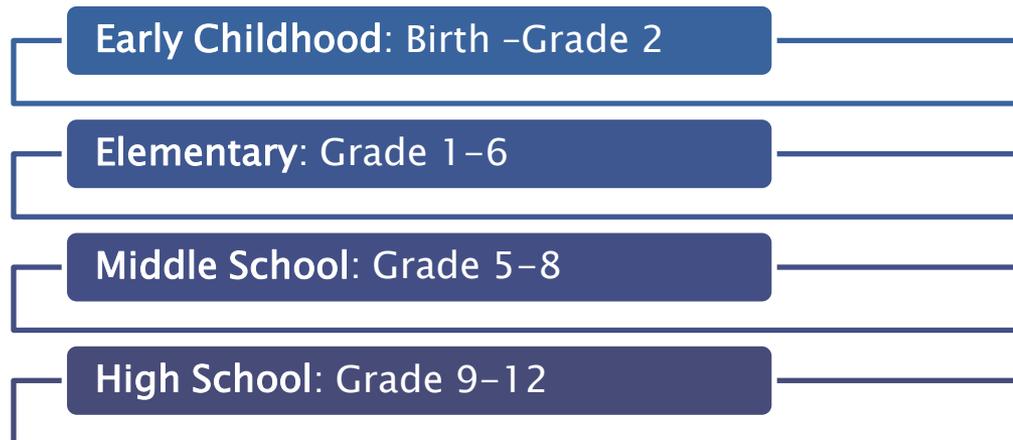
Broad Impact of Change in Licensure and Grade Span Configuration



- ▶ Impacts multiple stakeholders including higher education, districts/schools and teachers:
 - Teacher preparation programs structure, design, size and viability
 - District staffing and employment processes which are aligned to licensure requirements but need flexibility
 - Teacher choice of endorsement, recruitment, placement and retention
- ▶ Organized and moderated meeting of state-wide stakeholders in June to gain some consensus

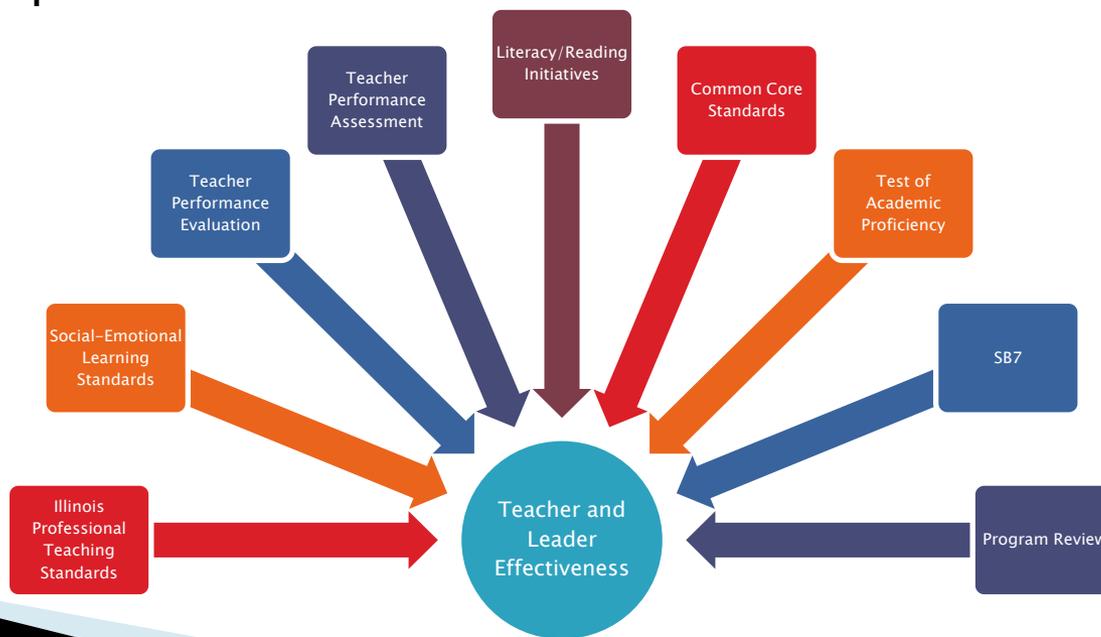
ISBE Proposed Grade Span Configuration

- ▶ Illinois P-20 Council submitted recommendations to ISBE in June around potential grade span configuration
- ▶ Based on our feedback, ISBE has recently proposed recommendations for a new grade span configuration that will enhance teacher preparation, practice and efficacy, including deeper content knowledge and use of developmentally appropriate practices.



Educator Licensure Steering Group

- Facilitated a comprehensive, systemic discussion about teacher preparation within the context of other reform initiatives impacting teacher preparation.
- Made recommendations in December to the Illinois State Board of Education (ISBE) on upcoming rules for teacher preparation as well as other policy recommendations.
- Recommendations in 3 main areas: clinical, partnerships, and diverse pipeline



Key Findings*

- ▶ Illinois teachers need to be rigorously prepared to address the changing demographics and needs of students in Illinois, as well as the increasing rigor of state and national standards and global competition.
- ▶ Strong partnerships between preparation programs, districts, and other stakeholders along with clinical–practice focused program design are key to strengthening the rigor and relevance of teacher training
- ▶ Illinois must do more to improve its educator pipeline, including developing a more racially, culturally and linguistically diverse workforce that addresses key shortage areas and supports the needs of diverse learners

**Based on review of national and state research, best practices and a survey of over 2500+ Illinois teachers, cooperating teachers, school and district leaders, and higher education faculty.*

Key Success Factors for Teacher Preparation

- ▶ Through our meetings and webinars, Steering Group came to a consensus on five essential quality factors necessary for effective teacher identification and preparation in Illinois. These success factors:
 - Enable teacher candidates to develop the essential competencies necessary for teacher candidate and student success
 - Enable development of a high-quality, diverse teacher workforce to meet Illinois needs
- ▶ Identified recommendations for ISBE and others that would continue to motivate adoption of these Success Factors in Illinois while fostering innovation.



Enhanced Partnerships Between All Stakeholders

Success Factor	Key Recommendations
<p>Partnerships are opportunities for meaningful collaboration among P-12 districts and schools, community colleges, teacher preparation units and programs, other college divisions, local education agencies, unions and other stakeholders to address the needs of future educators, teacher candidates and students.</p>	<ul style="list-style-type: none">• ISBE should require district, program and other partnership collaboration in program design, operation, evaluation, and continuous improvement• Strategic use of partnerships at the unit level including governance.• Require partnerships to have written agreements that include clearly defined roles and expectations for success• ISBE should develop rubric to evaluate quality of partnerships

Rigorous Clinical–Centered Program Design to Meet Needs of Diverse Learners

Success Factor	Key Recommendations
<p>A rigorous program is designed to increase the competency of teachers to implement research and evidence–based instructional strategies that meet the needs of diverse learners, including those with diverse cultural, linguistic, cognitive, and physical needs.</p>	<ul style="list-style-type: none">• Require partnership in designing clinical experience that develop <u>all</u> Illinois standards (ITPS, SEL, content standards, edTPA, etc.) to ensure proficiency• Require engagement in authentic clinical learning experiences that span an annual school year cycle• Require field and clinical experience that is well–integrated in coursework and exposes candidates to wide variety of diverse learning environments

High Quality School Sites, Cooperating Teachers and Faculty Supervision

Success Factor	Key Recommendations
Units/programs have access to school sites, cooperating teachers and faculty supervision that promote a positive learning environment for teacher candidates and students.	<ul style="list-style-type: none">• Require district and program collaboration in selecting cooperating teachers with state minimum requirements for selection to ensure quality• Require formal training and supports for cooperating teachers with state minimum requirements to ensure quality of support• Require selection criteria for faculty supervisors with minimum state requirements to ensure efficacy• Require partnerships to have clear expectations for faculty supervisor collaboration with schools and cooperating teachers, including the definition and frequency of collaboration

Meaningful Teacher Candidate Assessment and Support

Success Factor	Key Recommendations
Teacher candidates have frequent, meaningful and standards-based assessments, including the use of observations, in order to assess readiness and provide opportunities for meaningful reflection and feedback.	<ul style="list-style-type: none">• Require frequent, meaningful, and standards-based assessments throughout the program that ensure teacher candidates get meaningful opportunities for reflection and feedback• Require evidence of engagement in professional learning communities, peer networks and support• Require partnership between districts and programs to ensure faculty, cooperating teachers and teacher candidates understand state requirements and expectations for performance including tools used for performance evaluation by districts

Improving our Educator Pipeline

Success Factor	Key Recommendations
<p>Partnerships between the state of Illinois, ISBE, P-12 districts, community colleges, units/programs and other stakeholders develop and implement strategies that support the recruitment, selection, preparation and retention of a highly qualified, culturally and linguistically diverse teacher candidate pool.</p>	<ul style="list-style-type: none">• Require programs to provide opportunities for diverse, early field experiences to inform career choices.• ISBE should improve how it collects and reports educator supply and demand data• ISBE, P-12 districts, community colleges, units/programs and other stakeholders should be encouraged to develop strategies to educate and guide future educators and teacher candidates in choosing education as a career and identifying career choices• Through the P-20 Illinois Pathways Initiative, the Illinois P-20 Council should take a lead role in exploring the launch of the Education Learning Exchange

About the Education Learning Exchange

- ▶ Modeled on current STEM learning exchanges through the Illinois Pathway Initiative, develops a coalition of stakeholders to create a meta-partnership of resources, professional development and tools
- ▶ Collaboration between districts, schools, community colleges, teacher preparation programs, ROEs, unions, community organizations and other stakeholders who all play central role in identifying and preparing teachers
- ▶ Could provide resources and tools to partnerships for education career development in P-12 districts/schools, as well as support for teacher preparation, placement and retention.



Next Steps for 2013



- ▶ Take a lead role in exploring the launch of the Education Learning Exchange
- ▶ Assist the Illinois State Board of Education in developing a rubric for partnership Memoranda of Understanding between teacher preparation programs and districts/schools



Update
Illinois P-20 Council
January 23, 2013

Background

- The MAP Task Force was established by the General Assembly during the Spring session
- Tasked to deliver a report on recommended changes to program administrative rules by January 1, 2013 for implementation in FY15
- Goals
 - **Improve outcomes for students**
 - Improve partnerships between state and institutions as they both serve MAP recipients.
 - Improve the overall effectiveness of MAP grants in increasing access and completion.
 - Respect each institution's different mission and students.

Process

- The Task Force consisted of 18 members, including two MAP recipients, representing a spectrum of interests including institutions, faculty, financial aid professionals, researchers and public interest groups. All sectors were represented.
- Six public meetings were held over a six month period in Bloomington, Chicago and Springfield.
- Members reviewed over 100 scenarios that were modeled and compared to the existing methodology of administering MAP.
- A diversity of views triggered open and robust discussions and deliberations.

Framework

- The Task Force agreed that recommendations needed to align with state policy objectives.
 - Achievement of the 60 x 25 goal
 - Reduction of academic achievement gaps between lower income and higher income students to less than 10 percent.
- Most members determined they could not support scenarios that provide aid to more students but produce fewer graduates and lower graduation rates.
- Recommendations had to overcome three additional hurdles:
 - Be good for students
 - Be good for taxpayers
 - Be operationally feasible

Core Principles

The Task Force aligned on a core set of principles:

MAP is a very successful program

- It makes a difference for about 140,000 students each year

MAP is a good value for the state

- Illinois is among the top 10 states for workforce development

MAP should remain focused on the students from the lowest income families

MAP is better as one large program

- Smaller institutional or sector-based programs risk defunding and inconsistent alignment with state goals

Facilitating access is MAP's primary goal

- Many other programs focus on completion rates for all students, such as performance funding, dual enrollment efforts, intensive advising, freshman support programs, and transfer articulation.

Recommendations

- One minor “MAP efficiency” change: students who flunk out of one institution must wait a year before receiving MAP at another institution
- The value of additional advising and support for MAP recipients was acknowledged. The task force felt another group should be convened to study what kind of additional advising and support, if any, should be required to be provided by the schools.
- The task force felt that the MAP formula should be re-evaluated and possibly revised or replaced with a payment table.

Access and Completion

- The twin goals of increasing workforce credentials and reducing the achievement gap will require both increased access and increased completion rates.
- The task force felt that access was the primary goal for MAP.
- Completion is an issue statewide , not just for MAP recipients, and initiatives to incent completion now underway are applicable to all students.
- Adding merit components and other constraints to MAP eligibility would likely increase graduation rates for MAP recipients but could reduce the number of graduates overall by restricting access

Concepts acceptable to many, not all

- A later application deadline for independent students and students applying to college for the first time.
- There was agreement that any incremental funding be targeted to address the unique needs of these students
- Exclusion of students from relatively higher income families
- Limit or remove certain sectors' participation in the program
- Reduce awards to community college students who receive federal Pell grants large enough to cover tuition and fees.
- Increasing or decreasing the size of the MAP grant. Should MAP payments be reduced to reach more students or has the program reached a tipping point where even larger grants are necessary to change behaviors?

Summary

- First and foremost, MAP works, but the program can't resolve all of the issues facing higher education in Illinois.
- The Task Force was caught in a zero-sum game, driven largely by the state's current fiscal crisis, where recommendations couldn't create winners and without creating losers.
- Merit, as a selection criteria, was roundly rejected.
- Although not popular, no alternative to the current first-come, first-serve rationing mechanism was identified that would produce outcomes that the Task Force agreed were better.
- This was a difficult process, as it quickly became apparent that there were no easy solutions.

Boosting College Completion: Time is the Enemy

*Report on the Complete College America
3rd Annual Convening of States, Dec.13-14, 2012*

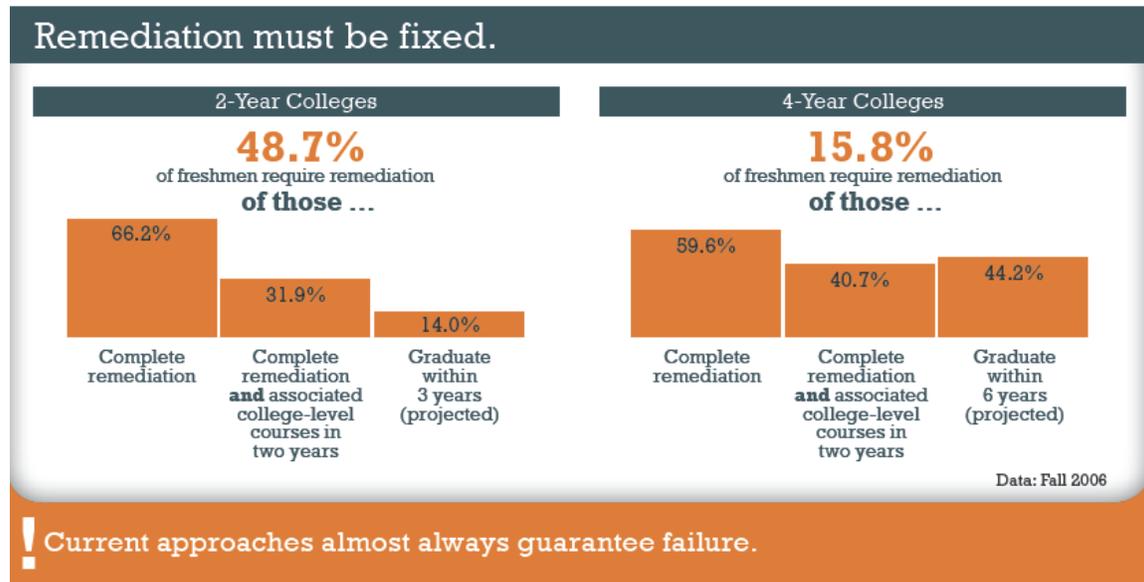
presented by

Harry J. Berman, Ph.D., Interim Executive Director, IBHE

to

P-20 Council Meeting, January 23, 2013

Remediating Remediation



- Nearly half of entering students (and more than 60% of underrepresented students) are in remediation courses at Illinois' community colleges. Only 14% of those students graduate in three years. Over 15% of freshman at public universities are required to take remediation courses, and only 44% of those students are likely to graduate.

Guided Pathways to Success

- Too many students earn too many credits – credits beyond those needed to earn an associates or a bachelor's degree. The **average** bachelor's degree graduate earns 136 credits, where 120 credits are usually enough. Associate degree holders earned 80 credits, instead of the expected 60.
- This translates into billions (\$8 billion by students and \$11 billion of subsidized public education) and millions of hours are wasted on unnecessary courses.

Increasing Course Intensity

- Completing 15 credit hours per semester for 8 semesters means a student will graduate on-time with most baccalaureate degrees.
- A pattern of low course intensity (that is, part-time attendance) reduces the likelihood of degree completion. That is, students who take 15 credit hours per semester are more likely to graduate, *even accounting for differing academic ability levels.*



Updates from the Illinois Education Research Council

*Ensuring Research-Informed
Education Policy for Illinois*



Research Study Updates

- Research studies
 - 10 studies
 - 8 external funders: \$147,038 disbursed in 2012
- Research support to P-20 Council, subcommittees, and other education-related state-level meetings
- IERC Board Meeting
- SIUE activities
- Focus on Illinois Education Research Symposium

Longitudinal Studies of HS Class of 2003

- Goal – Understand students' transitions from high school to college and persistence to college degree completion
- Method – Followed high school class for 7 years (through 2010)
- Data Sources –
 - ACT Scores and Background Information
 - Postsecondary Data from National Student Clearinghouse
 - Illinois high school report card
 - IPEDS
 - Barrons
- Lead IERC Investigator: Eric Lichtenberger

Longitudinal Project

- **College Readiness and the Potentially Overlapping Outcomes of Community College Entrants –**

Eric Lichtenberger & Cecile Dietrich

- Describes the diverse, potentially overlapping range of student outcomes for community college entrants, such as vertical transfer, earning an associate degree, or earning a certificate factoring in differences in college readiness as well as other student characteristics
 - 41.1% did not meet any college benchmarks, 8.3% met all 4
 - 42.4% of those not meeting any benchmark attained a CC outcome
 - Substantially more underserved students vertically transferred without earning an Associate degree
 - Students from southeast had highest rates of earning Associate degree

Review of Teacher Evaluation System Implementation in IL

Designing and Implementing the Next Generation of Teacher Evaluation Systems: Lessons Learned from Case Studies in Five Illinois Districts – *Bradford White, Jennifer Cowhy, W. David Stevens, & Susan E. Spote*

In collaboration with The University of Chicago Consortium on Chicago School Research

- Collected data on five school districts in Illinois
- These systems were seen as a huge upgrade over the status quo, but there were still some challenges...
 1. Securing buy-in and understanding
 2. Using observations to improve instruction
 3. Building the capacity of evaluators
 4. Incorporating student growth

Longitudinal Projects

- **Dual Credit/ Dual Enrollment Study: Longitudinal Study of Illinois High School Class of 2003** – *Eric Lichtenberger, Bob Blankenberger, Allison Witt, & Doug Franklin*
Examines the impact of dual credit/dual enrollment participation on postsecondary enrollment and time to bachelor's degree completion.
- **Out-migration Study: Longitudinal Study of IL High School Class of 2003** - *Eric Lichtenberger, Adam Manley, & Cecile Dietrich*
Explores the student-level and high school factors associated with out-migration.

Teacher Pipeline

Seeking Excellence and Diversity: How Stages in the Pipeline From High School to K-12 Teaching Affects the New Teacher -

Eric Lichtenberger, Bradford White, & Karen DeAngelis

Funded by Spencer Foundation

Examines the teacher pipeline from high school through college and initial teacher certification and how each stage affects the composition of the K-12 public school teaching force in Illinois

- Relative to the entire high school cohorts, aspiring teachers are **more** likely to be:
 - Female (73% vs. 52%)
 - White (79% vs. 67%)
 - Suburban (56% vs. 50%)
 - From the Northeast, non-CPS region (54% vs. 49%)
 - From the second-highest ACT quartile (29% vs. 24%)

Teacher Pipeline (2)

- Aspiring teachers entered college at higher rates than the cohorts as a whole (69% vs. 59%)
- Aspirants completed bachelors degrees at slightly higher rates than the cohorts overall (68% vs. 66%)

More to Come

- Linking in ISBE certification, and employment records
- Look for results at IERC symposium

Recently Awarded Contracts

Project Title	Source	Funding
Research Consultation for the Lumina Foundation's Credit When It's Due Initiative • Start date: TBA • PI: Lichtenberger	Gates/U of I	\$27,019 (sub) through Sept 13
Statewide PERA Evaluation • Start date: TBA • PI: White	ISBE/Westat	\$108,071 (sub) 3 yr project

Pending Grants/Contracts

Project Title	Source	Funding
Simple Strategies to Accelerate Children's Early Grammatical Growth •Start date: 3/1/2013 •PI: Holt	NIH/U of I	\$17,087 (sub) 1 yr
Educating and Preparing Students to Enter the Scientific Workforce •LOI submitted and invited to submit proposal by January 31 •PI: Lichtenberger	Sloan	\$80,000 18 mos
Investigating Human Resource Management and Teacher Quality Innovations in Illinois Charter Schools •PI: White	Joyce	\$158,086 2 yr

➤ P-20 Research Presentations and Support

- **IL P-20 Council**: Lichtenberger presented College Readiness and Postsecondary Outcomes report at April 2012 meeting. Holt presented Measuring Outcomes of Community College Entrants report at October 2012 meeting.
- **JELC**: Klostermann presented results from College Readiness and Postsecondary Outcomes report.
- **Finance & Gov**: Lichtenberger assisted in creating an annotated bibliography focusing on P-20 finance and governance structures.
- **Teacher/Leader**: White serves on the Educator Licensure Steering Group. White compiled summary of external research on teacher assessment and certification. White assisted in developing survey on pre-service teachers' field experiences and shared early results of Spencer study.
- **Data Assessment**: White serves on the State Report Card Steering Committee and provides research support for exploring measures of teacher quality.

➤ Participate in State-level Education Meetings

- | | |
|---|----------------------|
| • Illinois Collaborative on Education Policy Research (ICEPR) | Holt/
Klostermann |
| • Illinois Higher Education Consortium (IHEC) – Data Access and Use Committee | Lichtenberger |
| • Workforce Data Quality Initiative | Lichtenberger |
| • Higher Education Performance Funding Refinement Working Group | Lichtenberger |
| • Performance Evaluation Advisory Council (PEAC) | White (guest) |
| • Growth through Learning Advisory Committee | White |
| • Advance Illinois School Report Card Advisory Panel | White |
| • IL State Longitudinal Data System – Data Advisory Committee | White |
| • Illinois New Teacher Collaborative Partnership Board | Klostermann |
| • Early Childhood Data Advisory Group | Klostermann |

SIUE – Related Activities

- Participated in the first Center Directors Meet and Greet sponsored by the Graduate School (Sept. 2012)
 - Introduced the IERC to the SIUE community
 - Resulted in the a student intern for spring 2013
- Participated in development of research faculty promotion policy (fall 2012)
- Developed Faculty Research Fellowship to increase IERC research capacity with collaborative relationship with SIUE faculty
 - Work on research project related to IERC mission
 - To begin fall 2013

IERC Guest Speaker

- Dr. Ernest Morrell
Director of the Institute for Urban and Minority Studies at Teachers College, Columbia University
- Inspiring talk about his work with urban youth and how to increase motivation and promote academic literacy development, civic engagement and college access



IERC New Board Members

New Members:

- **Harry Berman** (continuing)
 - Interim Executive Director, Illinois Board of Higher Education's
- **Daniel Cullen** (continuing)
 - Interim Deputy Director for Academic Affairs at the Illinois Board of Higher Education
- **Miguel del Valle** (continuing)
 - Chair, Illinois P-20 Council.
- **Eduardo Garza (2013 – 2015)**
 - Associate Vice Chancellor of Student Affairs at City Colleges of Chicago

IERC New Board Members (2)

- **Ashley Greenlee** (2013)
- SIUE student
- **Geoffrey Obrzut** (continuing)
- President and Chief Executive Officer, Illinois Community College Board
- **Eric Zarnikow** (continuing)
- Executive Director, Illinois Student Assistance Commission
- **Ernest Morrell**
- National Advisor for 2013

Spotlight on...

Effective Educational Strategies for Underserved Students

- for 1 – 2 years
- Speaker at our Board meeting and Symposium on the topic
- Help engage the public on this topic
- Conduct at least one research study in this area

Eleventh

Focus on Illinois Education Research Symposium

Illinois Education Research Council

Thursday Lunch & Plenary Keynote

- Dr. Emily Prieto, Northern Illinois University *and*
Ms. Sheila Conrad, East Aurora High School
Latino Parent Universities

Thursday Dinner Keynote:

- TBA

Friday Breakfast Panel

- Peter Godard and John Evans
Illinois Longitudinal Data System

Friday Lunch Keynote

- Dr. Deborah Delisle, Asst. Sec of Education, Office of Elementary and Secondary Education



Designing and Implementing “Next Generation” Teacher Evaluation Systems: Lessons Learned from Case Studies of Illinois Districts

Brad White, Illinois Education Research Council
Jennifer Cowhy and Susan Sporte, University of Chicago
Consortium on Chicago School Research

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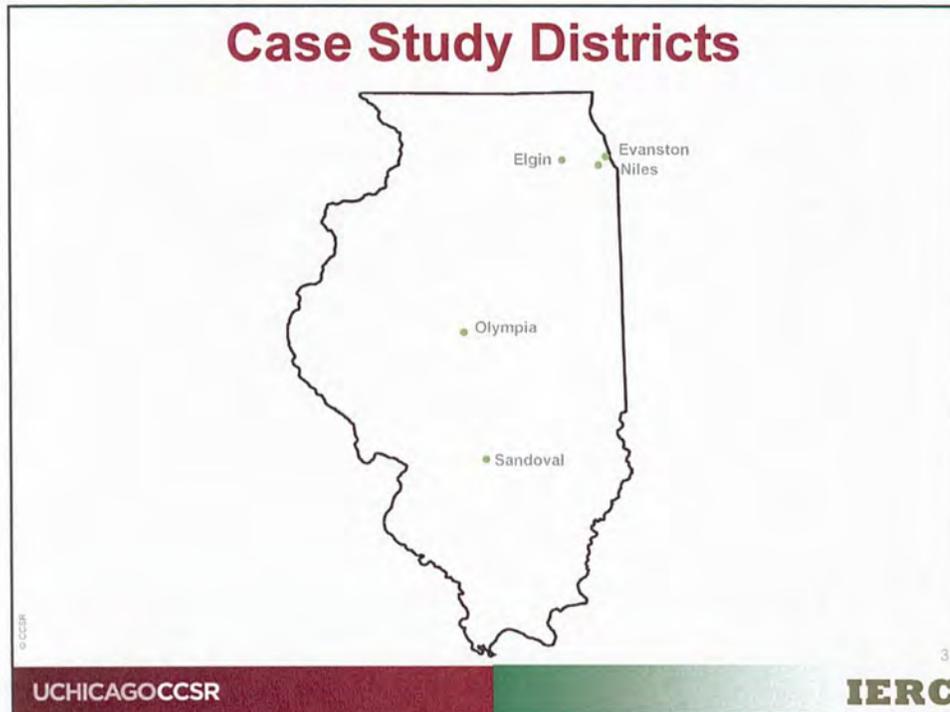
IERC

Purpose & Methodology

- Analyze key lessons learned in Illinois districts identified as leaders in teacher evaluation
- Inform other districts as they design and implement “next generation” teacher evaluation systems under PERA.
- Case studies in five Illinois districts during Summer 2012
 - Interviews with 4-6 key decision-makers (central office, principals/evaluators, and teachers) in each district
 - Not necessarily representative of entire district

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Overview

- **Evaluation system characteristics:**
 - All used some form of the Danielson Framework to evaluate teacher performance
 - Number of observations tended to hew to state minimums
 - Only one included student growth in teacher evaluations
- **These systems were seen as a huge upgrade over the status quo, but there were still some challenges...**
 1. Securing buy-in and understanding
 2. Using observations to improve instruction
 3. Building the capacity of evaluators
 4. Incorporating student growth

The rest of this presentation will focus on the specific challenges in these four areas, and districts' strategies and suggestions for overcoming these obstacles

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Challenge #1: Cultivating Buy-In & Understanding

- Buy-in problematic, especially in first year
 - Distrust between teachers and administration
 - Anxiety and uncertainty surrounding PERA
- District training typically did not include teachers
 - Implementation dependent upon principal understanding and buy-in

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Strategies for Cultivating Buy-In & Understanding

- Gather all perspectives
- Develop a shared vision of quality instruction
- Train teachers early, consistently, & continuously
- Align teacher evaluation with other district priorities and initiatives
- Start soon, implement gradually

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Challenge #2: Using Observations to Improve Instruction

- Systems good at pinpointing weaknesses, less successful transforming these into strengths
- Concerns with the accuracy and usefulness of evaluation ratings
- Meeting the needs of teachers at *all* levels
- Concern that PERA/SB 7 might shift focus away from formative elements

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Strategies for Using Observations to Improve Instruction

- Build evaluator capacity
- Link observations and professional development
- Don't merely identify weaknesses and poor performers – leverage best practices
- Conduct more classroom observations
 - Reduce concerns about accuracy, offer better feedback, provide opportunities to measure improvement

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Challenge #3: Reducing the Burden on Principals

- Ultimate impact highly dependent upon principals and their implementation
- Principals have many new responsibilities in these new evaluation systems
 - More (and more thorough) classroom observations and conferences than in the past
- Competing responsibilities make it difficult to prioritize teacher evaluation

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Strategies for Reducing the Burden on Principals

- Streamline the system wherever possible
- Use multiple observers
 - Example: Peer Assistance and Review in Niles
 - Two full-time peer consulting teachers
 - Eight to twelve observations each year

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Challenge #4: Incorporating Student Growth into Teacher Evaluation

- Only Evanston had done this, and some reluctance among others to “be the ones inventing the whole wheel”
- Numerous concerns and unanswered questions:
 - Buy-in to using student growth
 - Concerns about attribution and sample sizes
 - Fairness and rigor across all subjects and student groups
 - Finding valid and reliable assessments for all subjects
 - Understanding growth models and PERA requirements

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Strategies for Incorporating Student Growth into Teacher Evaluation

- The case study districts generally accept that it's coming and want to focus on strategies and supports to help get it right
 - Multiple measures (PERA requirements)
 - Training on understanding and using assessment data

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Moving Forward

- Teacher evaluation reform is a work in progress and many unanswered questions remain
- These early districts informed by external organizations and out-of-state districts – next generation should be able to rely more on each other's experiences

➤ **Make time to talk with each other**

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**Questions?
Comments?**

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Measuring the Outcomes of Community College Entrants: Providing a More Complete Picture

Eric J. Lichtenberger &
Cecile Dietrich

Illinois Education Research Council Report 2012-3



Study Group

- 2003 IL high school graduating class cohort
 - Includes 115,677 public high school students
 - Took the ACT in spring of 2002
 - Graduated high school in spring of 2003
- Enrolled FT or PT in community college or other 2-year institution in the fall of 2003
($n = 26,513$)
- Study period-fall of 2003 to spring of 2010



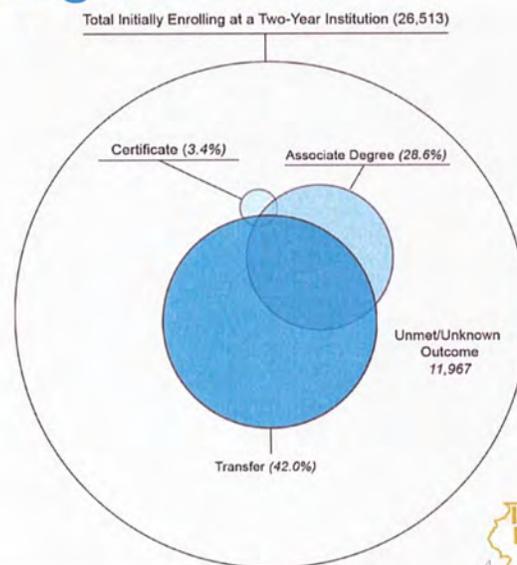
Sources of Data

- **ACT-Prairie State Achievement Examination** and the Student Interest Profiler
- **National Student Clearinghouse**-covers 92% of all postsecondary enrollment



Overlapping Outcomes

- **Certificate**
- **Associate degree**
- **Vertical transfer to 4-year institution**



Rationale for Study

- Current reporting requirements
 - No transfer student outcomes
 - No overlap
 - No controls for input (open enrollment)
- Pre-college and environmental factors
- Geography also plays a role in outcome attainment



ACT College Readiness Benchmarks

Test	College Course or Course Area	ACT Score
English	English Composition	18
Reading	Social Sciences	21
Mathematics	College Algebra	22
Science	Biology	24

Minimum ACT test scores required to have a high probability of success in credit-bearing college courses

Why these courses?

- They are the first credit-bearing courses most commonly taken by freshman.

What is a high probability of success?

- 50 percent chance or better of earning a B or better; and
 - 75 percent chance or better of earning at least a C.
- <http://www.act.org/research/policymakers/pdf/benchmarks.pdf>



Research Questions

1. How do community college entrants perform in terms of associate degree completion, certificate attainment, and vertical transferring to four-year institutions across different levels of college readiness?
2. How does the association between college readiness and other factors relate to associate degree completion, certificate attainment, and vertical transferring to four-year institutions?



Selected Results

In the full report results are reported by key demographic variables:

- Gender
- Race/Ethnicity
- Family Income
- Expectations for Financial Aid
- Expectations to Work in College
- Region



How do CC Entrants Differ in Demographic Characteristics?

- More females
- More Whites
- More middle income students and less higher income students
- Less Chicago urban and suburban students and more rural students



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How do CC Entrants Differ in ACT Benchmarks?

- More CC entrants met 0 – 2 benchmarks
- Fewer CC entrants met 3 – 4 benchmarks

ACT Benchmarks Met	Overall Cohort (N =115,677)		Community College Entrants (N=26,513)		
	Total N	Overall Proportion of Class of 2003	Rate of Initial Community College Enrollment	N of Community College Entrants	Proportion of Community College Entrants
All Subjects	21,348	18.4%	18.4%	7,204	8.3%
Three	11,740	10.1%	18.2%	2,480	10.4%
Two	19,203	16.6%	28.0%	4,578	16.8%
One	19,231	16.6%	29.3%	8,757	21.7%
None	41,298	35.7%	26.4%	10,500	41.5%



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How does College Readiness Relate to CC Outcomes?

- 74.9% of those that met all benchmarks attained a CC outcome
- 42.4% of those that did not meet any benchmarks attained a CC outcome

ACT Benchmarks Met	ACT College Readiness		Community College Outcome Attainment*				
	Community College Entrants (N)	% of All Community College Entrants	Outcome Attained	Associate	Certificate	Transfer to 4-Year	Outcome Unknown/Unmet
All Subjects	2,204	8.3%	74.9%	42.3%	3.8%	63.8%	25.1%
Three Subjects	2,680	10.1%	70.1%	39.4%	4.3%	58.5%	29.9%
Two Subjects	4,978	18.8%	63.2%	34.4%	6.1%	50.8%	36.8%
One Subject	5,759	21.7%	56.5%	28.9%	6.3%	42.6%	43.5%
None	10,892	41.1%	42.4%	20.4%	6.2%	29.2%	57.6%

* Not mutually exclusive



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Who had the Highest Rates of Associate Degree Completion?

- Females (across all readiness levels)
- Whites & Asians (as compared to traditionally underserved) across all benchmark groups
- Among traditionally underserved students, those who met 2 or 3 benchmarks
- College-ready students from low and middle income groups
- Students from the southeast region (Chicago students had the lowest AD completion)



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Vertical Transfer and College Readiness

- The total vertical transfer rate difference between Whites & Asians and traditionally underserved students varied depending on the # of benchmarks attained.
 - For those meeting all benchmarks, 64.3% of Whites & Asians and 60.5% of traditionally underserved students vertically transferred
 - For those meeting 2 of the 4 benchmarks, 50.6% of the Whites & Asians and 52.7% of the traditionally underserved students vertically transferred.
- Substantially more traditionally underserved students transferred to 4-year institutions without earning an Associate degree
 - e.g., 20.6% of traditionally underserved students and 16.3% of Whites & Asians who did not meet any benchmark vertically transferred without earning an Associate degree



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What Demographic Factors Relate to Vertical Transfer?

- VT increased with family income level for all benchmark groups.
- More students from middle-income families vertically transferred *with an associate degree*
- More students from low-income families vertically transferred *without acquiring an associate degree*
- Students from Chicago suburbs had the highest rates of transferring *without earning an associate degree*.
- Students from southeastern IL had the highest rates of vertically transferring and were the most likely to vertically transfer *with an associate degree*.



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Gender Differences

- More females who met **2 of 4** college readiness benchmarks earned a credential (41.6%) than males who met **all 4** benchmarks (38.3%).
- About the same percentage of females who met **2 of 4** college readiness benchmarks (27.3%) earned a CC credential and vertically transferred as males who met **all 4** college readiness benchmarks (28.7%).



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Major Findings

1. Wide variation in outcome attainment across the college readiness categories.
2. Community college entrants meeting three or more of the benchmarks fared quite well in terms of outcome attainment.
3. Females who are less college ready are performing better than males who are more college ready, according to ACT benchmarks.
4. Vertical transferring without a community college credential?



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Policy Implications

1. Community college as an integral part of the completion agenda
2. Reverse articulation/credit when it's due initiative



Future Research

1. Future research will focus solely on vertical transfer students
2. Highlighting how college readiness and other factors are associated with bachelor's degree completion
3. Providing information on the relationship between associate degree attainment prior to transfer and bachelor's degree completion





Illinois Education Research Council

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CALL FOR PROPOSALS

January 14, 2013

The eleventh IERC Focus on Illinois Education Research Symposium will be held on Thursday and Friday, June 13-14, 2013, at the I Hotel and Conference Center in Champaign, IL. I invite you to submit a proposal for presentation or for our poster session. This unique forum provides education practitioners, policy makers and researchers with the opportunity to learn from one another about research that is being done on Illinois education from pre-kindergarten through higher education (P-20).

Thursday, June 13, 2013

Lunch & Plenary Keynote - Dr. Emily Prieto,
Northern Illinois University and Ms. Sheila
Conrad, East Aurora High School

Concurrent Sessions

Reception & Poster session

Dinner & Keynote - TBA

Friday, June 14, 2013

Breakfast - Illinois Longitudinal Data System
Dr. Peter Godard and team, ISBE
Dr. John Evans, University of Illinois

Concurrent Sessions

Lunch & Keynote - Dr. Deborah Delisle, Assistant
Secretary, Department of Education, Office of
Elementary and Secondary Education

We anticipate selecting 12–15 proposals for presentations and 10-12 proposals for the poster session, depending on the number and quality of proposals received. For the poster session, we encourage you to submit a “work in progress” or completed research study. This is a great opportunity to receive valuable input from education research experts from around the state.

We are able to keep the presenter symposium registration fee at the discount price of \$80 per person for up to two presenters per paper.

Selected presenters will have 20–25 minutes with an additional 5–10 minutes for discussion. The poster session will last for one hour during the reception time. Proposals that have been accepted at national or regional meetings within the past year will also be considered—submit a copy of the proposal along with information about where the work has been (or will be) presented.

The IERC *Focus on Illinois Education Research Symposium* attracts participants from higher education, state education agencies, education research centers, the P-20 Council, and education providers in Illinois and surrounding states. Your presentation at the symposium can help facilitate research-informed education policy making and program development in Illinois and the region.

Janet K. Holt, PhD
Executive Director

11th Annual Focus on Illinois Education Research Symposium
June 13-14, 2013 • Champaign, Illinois

CALL FOR PROPOSALS

Proposal abstracts should be no more than 600 words (excluding references) and should summarize the: study goals or objectives, theoretical perspective, research design and data analysis methods, summary of findings, and implications for Illinois education policy.

Submitters should also include:

- the presenter(s) and their professional affiliation(s) and the presenters' preference for a paper or poster session.
- a biographical statement (one paragraph, approximately 100 words) for the principal investigator(s).

The abstracts of the accepted proposals will be published in a compendium that will be distributed at the Symposium. The abstract may also be included on the IERC website.

Evaluation criteria include:

- The project is relevant to Illinois education policy issues (although may be based on data from other states).
- The methodology used is clear and adequate to support the study's goals.
- Implications for Illinois education policy and practice are clearly described and supported by the results.
- The proposal is based on completed work or the submitter can verify that the results will be available prior to the Symposium.

Incomplete proposals will not be considered.

Deadline for Proposals: Friday, March 1, 2013

Proposals and inquiries should be directed to:

Jennifer Barnhart, Research Associate
Illinois Education Research Council
SIUE Box 1064, Edwardsville, IL 62026-1064

or by email to jbarnh@siue.edu. If you have questions, call toll-free 1-866-799-IERC (4372).

Notification of status of proposal will be sent by March 31, 2013

State Report Cards state-by-state grades and data in six areas of educational policy and performance

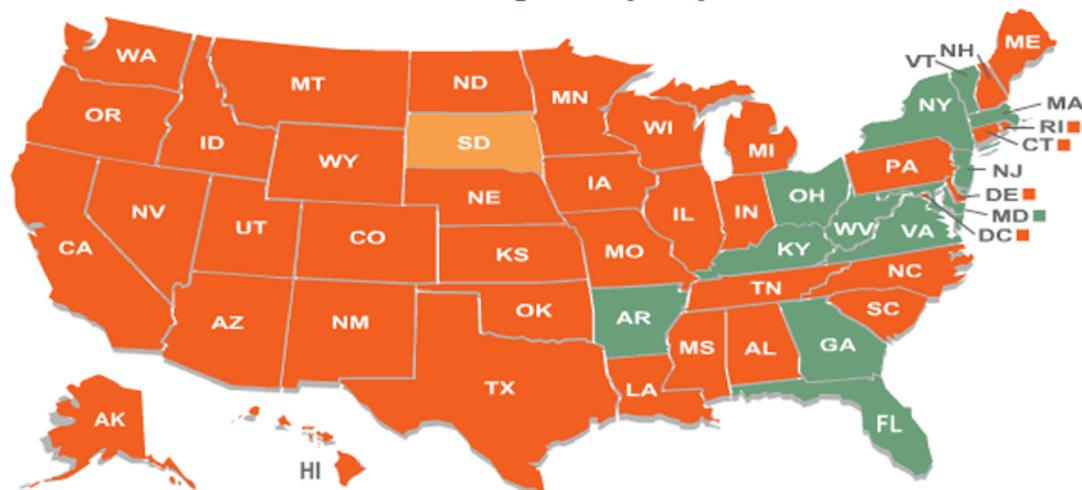
FAQ: What do these indicators mean?

THE GRADING SCALE ■ A to A- ■ B+ to B- ■ C+ to C- ■ D+ to D- ■ F ■ NA

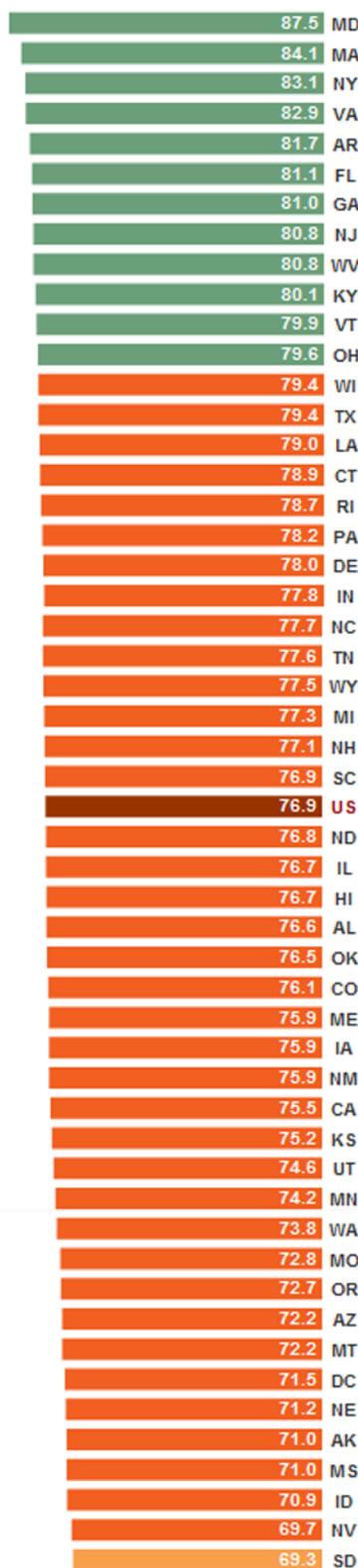
OVERALL GRADE & SCORE (2013)

Overall Grades & Scores (2013)

U.S. Average: C+ (76.9)



Sort by Name Sort by Score



Illinois

Overall: C+ (76.7)

Chance for Success: C+ (78.7)

Early foundations: B- (80.6)

School years: C+ (77.3)

Adult outcomes: C+ (79.1)

K-12 Achievement: C- (70.6)

Status: D+ (67.1)

Change: D+ (68.1)

Equity: B- (80.8)

Standards, Assessments, & Accountability: A- (91.0)

Standards: A (96.4)

Assessments: B+ (86.7)

School accountability: A- (90.0)

The Teaching Profession: D+ (67.9)

Accountability for quality: C- (70.6)

Incentives & allocation: C (73.1)

Building & supporting capacity: D- (60.0)

School Finance: C+ (77.1)

Equity: B- (82.2)

Spending: C- (72.1)

Transitions & Alignment: C (75.0)

Early-childhood education: B- (80.0)

College readiness: C- (70.0)

Economy & workforce: C (75.0)

[Want more data? Get the State Highlights Reports >>](#)

*The District of Columbia and Hawaii are single-district jurisdictions. As a result, it is not possible to calculate measures of financial equity, which capture the distribution of funding across districts within a state. The District of Columbia and Hawaii do not receive grades for school finance.

To provide the most recent data available for the respective indicator categories, the state report cards draw on the 2011 and 2012 editions of Quality Counts, as noted above. When sorted by score, states are ordered based on

Published Online: January 4, 2013

Published in Print: January 10, 2013, as **Sources and Notes**

Sources and Notes

The Sources and Notes are organized into three sections: [Chance for Success](#); [Transitions and Alignment](#); and [School Finance](#).

CHANCE FOR SUCCESS

EARLY FOUNDATIONS

Family Income: Percent of dependent children (under 18 years of age) who live in above-low-income families. Low income is defined as 200 percent of the federal poverty level, which depends on the size and composition of the family. EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2011.

Parent Education: Percent of dependent children with at least one parent who holds a two- or four-year postsecondary degree. Ibid.

Parental Employment: Percent of dependent children with at least one parent who is steadily employed, defined as working full time (at least 35 hours per week) and year-round (at least 50 weeks during the previous year). Those not in the labor force are excluded from calculations. Active-duty military service is considered participation in the labor force. Ibid.

Linguistic Integration: Percent of dependent children whose parents are fluent speakers of English. Fluency is defined as being a native speaker or speaking the language "very well." All resident parents must be fluent in English for a family to be considered linguistically integrated. Ibid.

SCHOOL YEARS

Preschool Enrollment: Percent of 3- and 4-year-olds who are attending preschool, based on a three-year average. Both public and private education programs are counted. EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2009, 2010, and 2011.

Kindergarten Enrollment: Percent of eligible children attending public or private kindergarten programs, based on a three-year average. The size of the entering kindergarten cohort is calculated based on the number of 5- and 6-year-olds in a state. Ibid.

Elementary Reading Achievement: Percent of 4th graders in public schools who scored at or above the "proficient" level in reading on the 2011 State NAEP assessment. National Assessment of Educational Progress, National Center for Education Statistics, U.S. Department of Education, 2011.

Middle School Mathematics Achievement: Percent of 8th graders in public schools who scored at or above the "proficient" level in mathematics on the 2011 State NAEP assessment. Ibid.

High School Graduation Rate: Percent of public high school students who graduated on time with a standard diploma for the 2008-09 school year. The graduation rate is calculated using the EPE Research Center's Cumulative Promotion Index (CPI) formula with data from the U.S. Department of Education's Common Core of Data. EPE Research Center, 2012.

Young-Adult Education: Percent of young adults (ages 18 to 24) who either are currently enrolled in a postsecondary education program or have already earned a postsecondary credential. Those still enrolled in high school programs are excluded from the calculation. EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2011.

ADULT OUTCOMES

Adult Educational Attainment: Percent of adults (ages 25 to 64) who have earned a postsecondary degree. Calculations include all individuals whose highest level of attained education is an associate, bachelor's, graduate, or professional degree. Ibid.

Annual Income: Percent of adults (ages 25 to 64) whose annual personal income reaches or exceeds the national median (\$35,638 in July 2011 dollars). Only individuals in the labor force are included in calculations. Ibid.

Steady Employment: Percent of adults (ages 25 to 64) who are steadily employed, defined as working full time (at least 35 hours per week) and year-round (at least 50 weeks during the previous year). Those not in the labor force are excluded from calculations. Active-duty military service is considered participation in the labor force. Ibid.

TRANSITIONS AND ALIGNMENT

EARLY-CHILDHOOD EDUCATION

Early-Learning Standards: State has early-learning standards that describe what preschool students should know and be able to do and has aligned those expectations with academic standards in the elementary grades. EPE Research Center annual state policy survey, 2012.

School-Readiness Definition: State has a formal definition of school readiness that specifies the characteristics of a child ready to enter school and become a successful student. Ibid.

School-Readiness Assessment: State administers a statewide school-readiness assessment or requires local school districts to assess the readiness of entering students. Ibid.

Readiness Interventions: State provides students not meeting school-readiness expectations with targeted services that go beyond what is required under the Individuals with Disabilities Education Act. Programs that identify children based solely on demographic characteristics do not receive credit. Ibid.

Kindergarten Standards: State has standards describing what kindergarten students should know and be able to do and has aligned those expectations with elementary and secondary academic standards. Ibid.

COLLEGE READINESS

College-Readiness Definition: State has formal expectations for what students will need to know and be able to do in order to be admitted to the state's postsecondary institutions and enroll in credit-bearing courses. Ibid.

College-Prep Required: State requires all students to take courses designed for students bound for four-year colleges or universities in order to receive a standard high school diploma. States receiving credit have defined a college-preparatory curriculum or identified its components. Ibid.

Course Credits Aligned: State has aligned course-credit requirements for earning a standard high school diploma with requirements for admission into the state's postsecondary institutions. Ibid.

Aligning High School Assessments: State has aligned the content of high school assessments with academic expectations for two-year and/or four-year colleges and universities. Ibid.

Postsecondary Decisions: State uses results from its standardized high school assessments to determine whether students will be admitted to state universities, be permitted to enroll in credit-bearing college courses in particular academic subjects, or be selected to receive academic scholarships. Ibid.

ECONOMY AND WORKFORCE

Work-Readiness Definition: State has formal expectations for what high school students will need to know and be able to do in order to be prepared for the workplace. Ibid.

Career-Tech Diploma: State gives students the option of earning a standard high school diploma with a concentration or endorsement in a career or technical field based upon the completion of a sequence of career-technical coursework. Ibid.

Industry Certification: State offers high school students the option of participating in a career or technical program or pathway that leads to an industry-recognized certificate or license. Ibid.

Portable Credits: State offers high school students the option of participating in a career or technical program or pathway allowing them to earn course credits that will be accepted by programs in the state's postsecondary education system. Ibid.

SCHOOL FINANCE

EQUITY

The EPE Research Center conducted an original analysis to calculate four distinct indicators that capture the degree to which education funding is equitably distributed across the districts within a state. Calculations for each equity indicator take into account regional differences in educational costs and the concentrations of low-income students and those with disabilities, whose services are more expensive than average. Students in poverty receive a weight of 1.2; students with disabilities receive a weight of 1.9.

Wealth-Neutrality Score: This indicator captures the degree to which a school district's revenue (state and local sources) is correlated with its property-based wealth. Positive values indicate that wealthier districts have higher revenue levels. EPE Research Center analysis using: U.S. Department of Education's Common Core of Data (CCD) 2008-09 and 2009-10 (district-level data); NCES Comparable Wage Index 2005; U.S. Census Bureau's Public Elementary- Secondary Education Finance Data for 2010; U.S. Census Bureau's Small-Area Income and Poverty Estimates 2010; U.S. Department of Education's School District Demographics data from the 2000 Census.

McLoone Index: Indicator value is the ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per-pupil expenditure in the state. The index defines perfect equity as a situation in which every district spends at least as much as the district serving the median student in the state (ranked according to per-pupil expenditures). EPE Research Center analysis using: U.S. Department of Education's Common Core of Data (CCD) 2008-09 and 2009-10 (district-level data); NCES Comparable Wage Index 2005; U.S. Census Bureau's Public Elementary Secondary Education Finance Data for 2010; U.S. Census Bureau's Small-Area Income and Poverty Estimates 2010.

Coefficient of Variation: This indicator measures the level of variability in funding across school districts in a state. The value is calculated by dividing the standard deviation of per-pupil expenditures (adjusted for regional cost differences and student needs) by the state's average spending per pupil. Ibid.

Restricted Range: The restricted range is the difference between spending levels for the districts serving students at the 5th and 95th percentiles of the per-pupil-expenditure distribution. Ibid.

SPENDING

Adjusted Per-Pupil Expenditures: Average statewide per-student spending, adjusted for variations in regional costs using the NCES Comparable Wage Index 2005. EPE Research Center analysis using: National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2009-2010 (Fiscal Year 2010), Nov. 2012.

Percent of Students in Districts With PPE at or Above U.S. Average: Expenditures are adjusted for regional differences in educational costs and the concentrations of low-income students and students with disabilities. EPE Research Center analysis using: U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2010; CCD district-level data 2008-09 and 2009-10; NCES Comparable Wage Index 2005; and U.S. Census Bureau's Small-Area Income and Poverty Estimates 2010.

Spending Index: Index gauges state spending according to the percent of students served by districts spending at or above the national average as well as the degree to which lower-spending districts fall short of that national benchmark. Expenditures are adjusted for regional differences in educational costs and the concentrations of low-income students and students with disabilities. Ibid.

Percent of Total Taxable Resources Spent on Education: Share of state resources spent on K-12 education. EPE Research Center analysis using: state and local revenues from the National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2009-10 (Fiscal Year 2010), Nov. 2012; 2010 gross-state-product data from the U.S. Department of Commerce's Bureau of Economic Analysis.

Source: Ed Weekly, Vol. 32, Issue 16, Page 52

THE STATE WE'RE IN

A Report Card on Public Education in Illinois

Executive Summary

The State We're In: 2012 assesses academic performance from early childhood through postsecondary and examines how Illinois compares to other states and nations as it works to prepare all students for the opportunities and challenges of today's world.

More than 2 million students attend Illinois public schools every day. To better understand how the state's educational system serves them, this biennial report:

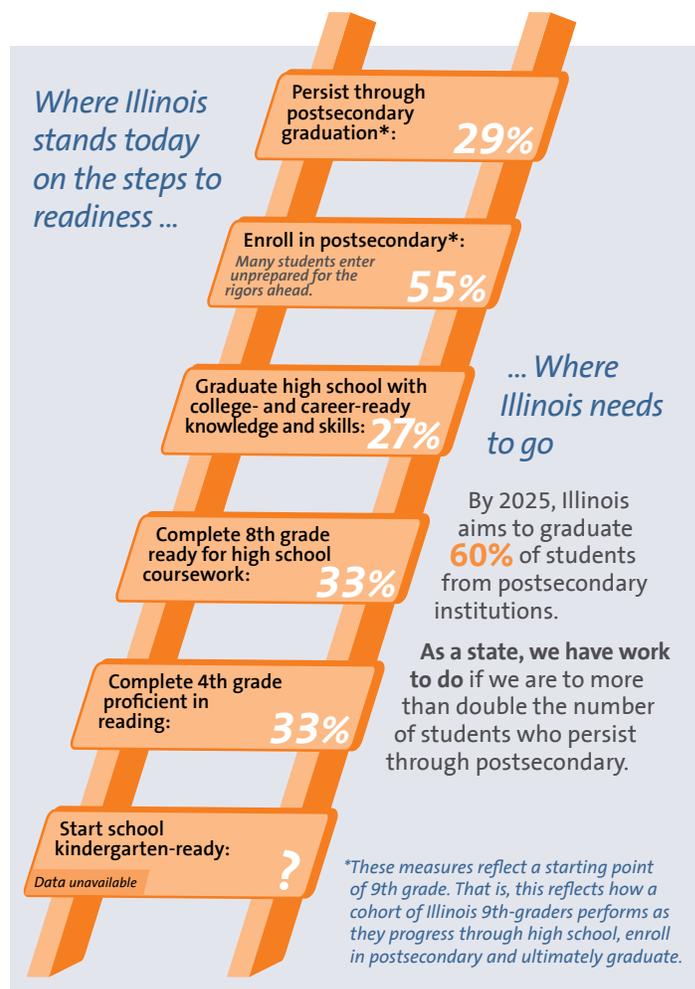
- Defines what it means to be academically prepared at key steps in a student's education;
- Spotlights learning conditions and climate within schools that support student success;
- Identifies demographic and economic changes in the state during the past decade;
- Describes reforms put in place to strengthen Illinois' education system that now must be implemented.

Steps to Readiness

Illinois' academic performance has remained flat for much of the past decade. This suggests little prospect for improvement absent serious effort and change. While Illinois has taken important steps to improve, the impact on student achievement does not happen immediately.

- One-third of Illinois students complete 4th grade proficient in reading, a troubling indicator given decades of research that suggests students who read well by this point are dramatically more likely to succeed in school and in life.
- One-third of students begin high school academically prepared for the coursework ahead.
- At a time when eight of every 10 jobs require more than a high school diploma, fewer than three-quarters of Illinois students who begin high school will graduate and fewer than a third will earn a two- or four-year degree.
- These outcomes are even bleaker for low-income and minority students.

As a state, we must work urgently to meet the goal set by Illinois' education, legislative, civic and business leaders that 60 percent of students earn a postsecondary degree by 2025.



Grading Illinois

EARLY EDUCATION: 2012: *Incomplete* 2010: *Incomplete*

Illinois continues to be a national leader in providing students access to early education programs that give them a strong, early start. Yet this represents less than one-third of our youngest children and fewer still may be served in the coming years due to budget constraints. Moreover, significant information gaps persist. As a state, we know little about whether students are “ready” for kindergarten and whether students eligible to receive bilingual early childhood instruction, in fact, get the services that state law now requires. As a result, Illinois receives an *Incomplete*.

Metric	Current	Rank
3-year-olds enrolled in state-funded preschool	20%	1st
4-year-olds enrolled in state-funded preschool	29%	15th
Children demonstrating readiness for kindergarten	<i>Data unavailable</i>	
English-language learners in appropriate programs		

K-12: 2012: *C-* 2010: *D*

Illinois’ academic performance has remained flat for much of the past decade. While students across nearly all demographic and economic groups improved slightly during recent years, this was not enough to raise the aggregate performance, and achievement gaps remain among the largest in the nation. Certainly, Illinois changed significantly during the past decade. Nearly half of Illinois students are low-income and, for the first time, more than half of schools statewide serve 40 percent or more economically disadvantaged students. Despite the modest academic performance, Illinois improved its national standing as other states confronting similar demographic realities slid. For this reason, Illinois receives a *C-*.

Metric	Current	Rank
4th-graders proficient in reading on NAEP	33%	27th
8th-graders proficient in math on NAEP	33%	28th
Students demonstrating college readiness on at least three subject benchmarks on the ACT	38%	3rd of 9
<i>Students who meet ACT College Readiness Benchmarks ... English = 18; Reading = 21; Math = 22; Science = 24 ... have a 50 percent chance of earning a B in an introductory college course.</i>		
Percentage of students graduating high school AND demonstrating college readiness on at least THREE of FOUR subject benchmarks on the ACT	27%	<i>Data unavailable</i>

POSTSECONDARY READINESS AND SUCCESS: 2012: *C+* 2010: *C*

At a time when postsecondary education matters more than ever, few students finish high school ready for further academic study or work. These students are far less likely to enroll in postsecondary and far more likely to drop out before they earn a two- or four-year degree. Compounding this challenge is the increasing expense. It costs an average family 21 percent of its income to send a student to a four-year public university, making Illinois one of the least affordable states. Illinois receives a *C+*.

Metric	Current	Rank
Students who enroll in postsecondary who go on to graduate	68%	<i>Data unavailable</i>
Community college students taking remedial courses (<i>low value is best</i>)	49%	11th of 29
Percent of family income necessary to pay for college (<i>low value is best</i>)	21%	46th
Adults 25+ with an associate degree or higher	38%	16th

The Plan for Progress

The good news is Illinois has been developing comprehensive reforms to provide students with college- and career-ready knowledge and skills. The work ahead requires careful implementation, and lasting improvement takes time. As a state, we must build upon these and other reforms if we are to open the doors of opportunity for all students:

- Serving young children in need with early childhood programs that provide a strong start, and ensuring students eligible for bilingual early childhood instruction receive it.

- Creating a developmentally appropriate method to gauge whether students are academically, emotionally and socially ready as they begin their K-12 careers.
- Implementing the rigorous Common Core State Standards.
- Administering research-based school surveys to collect information about learning climate and conditions.
- Increasing expectations for teacher and principal candidates and creating evaluations that provide relevant feedback and support.
- Building a longitudinal data system that identifies where gaps and challenges persist.
- Revising school report cards to help families better understand how schools and districts serve students.