

EDUCATION FOR OUR FUTURE:
SECOND ANNUAL REPORT OF THE ILLINOIS P-20 COUNCIL
TO THE GOVERNOR AND LEGISLATURE

January 2012

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ATTACHMENTS

- Attachment A: Joint Education Leadership Committee Report on the Implementation of the 2011 P–20 Council Recommendations
- Attachment B: College and Career Readiness Framework
- Attachment C: Revised Illinois School Report Card
- Attachment D: Teacher Leadership Recommendations
- Attachment E: December 2011 Teacher and Leadership Effectiveness Subcommittee Report to the P–20 Council

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EXECUTIVE SUMMARY

This is the second annual report of the Illinois P-20 Council to the Governor and Legislature of Illinois following its second year of operation. This report details the progress the P-20 Council made during 2011 on reaching its primary goal: “to increase the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025.” The report is organized based upon the five critical education priorities which serve as a framework for the Council’s activities over the next several years:

- Transform the state Education Accountability System;
- Provide a clear pathway to careers;
- Develop and support effective teachers and leaders at all levels of the P-20 System;
- Engage families, youth, and communities throughout the state in increasing educational opportunities and maximizing educational attainment;
- Provide adequate, equitable, and sustainable funding and sound governance to promote high-quality, accessible educational opportunities throughout Illinois.



The Council’s five standing committees (Data, Assessment, and Accountability; Family, Youth, and Community Engagement; Finance and Governance; School, College, and Career Readiness; and Teacher and Leader Effectiveness) are aligned with the critical priorities and charged with working with broad stakeholder groups to gain input and developing recommendations to the Governor and General Assembly on how to meet our primary goal. In 2011, two additional committees were added to enhance the effectiveness of the Council. The Coordinating Committee, with membership of all the committee co-chairs, promotes communication and collaboration across all P-20 committees. The Joint Education

Leadership Committee (JELC), chaired by the Lt. Governor and with a membership of the heads of Illinois agencies and IMSA, IERC, and ELC, meets monthly to promote the implementation of the Council’s recommendations.

The critical priorities and associated recommendations contained in this report are largely consistent with those endorsed by the P-20 Council in its first annual report. While annual progress has been made in each area and will be reported here, the Council recognizes that lasting systemic change of the magnitude required to achieve our goal requires sustained attention and commitment over many years.

▶▶ TRANSFORM THE STATE EDUCATION ACCOUNTABILITY SYSTEM

▶ **Recommendation #1: Align Illinois’ student learning standards and assessments to reflect the knowledge and skills students will need for the 21st Century.**

- To achieve true statewide alignment and implementation, Illinois must deploy sustained, intensive communication; professional development; and on-going support to local educators and vigilant monitoring of student outcomes in terms of increased student attainment, reduced need for remediation, and improved completion rates.
- Illinois should reinstate writing as part of the state assessment.
- Illinois should undertake a comprehensive reform of Illinois Learning Standards and state assessments in areas not addressed by the Common Core.
- As the Illinois Longitudinal Data System (ILDS) comes online in 2012, Illinois should utilize the P–20 College and Career Framework to identify the core elements of a research-based definition of college and career readiness, issue specific policy and program recommendations to further align curriculum and accountability systems with this goal, and establish grade-level benchmarks to assess whether students are on track for college or career.

▶ **Recommendation #2: Develop a system of assessment of student learning that provides reliable measures for accountability and guides to improve instruction and student learning.**

- The state should develop empirically-based college and career readiness benchmarks for elementary, middle, and high school for use in accountability and school improvement.
- Illinois should fund the development of high-quality, formative assessment items; samples of student work; examples of individual learning plans; and other exemplars that reflect mastery of 21st Century skills, Common Core State Standards, and the Next Generation Science Standards as a means of acquainting teachers, families, and students with new expectations for learning at all levels, including early childhood and postsecondary.

▶ **Recommendation #3: Develop an accountability system which will enable state and local education agencies, educators, parents, students, employers, researchers, and taxpayers to easily access and evaluate data about student learning, school climate, and financial expenditures in schools, districts, community colleges, and universities.**

- In preparation for the release of the School Report Card, the P–20 Council should assist families and other stakeholders to understand and use the Report Card by disseminating informational materials and promoting statewide training networks.
- The P–20 Council should continue to monitor the development of these indicators and linkages between ILDS and the Report Card.
- Illinois should support the development of annual public reports for early childhood and postsecondary education.

- State agencies (including IDHS and IDHS), the General Assembly, and the governor should continue to promote full implementation and use of ILDS and plan for its sustainability when federal funding ends.

▶▶ PROVIDE A CLEAR PATH TO CAREERS

▶ **Recommendation #4: Coordinate education and workforce data systems to improve career counseling and career preparation.**

- State agencies and the P–20 Council should continue to promote efforts to incorporate workforce and social service data into ILDS and develop public-private partnerships that support career exploration in all fields.
- Illinois should develop a plan for career and technical education that meets workforce and geographic needs throughout the state.

▶▶ DEVELOP AND SUPPORT EFFECTIVE TEACHERS AND LEADERS AT ALL LEVELS OF THE P–20 SYSTEM

▶ **Recommendation #5: Enlarge the pipeline of diverse, high-quality candidates into teacher and leadership positions throughout the entire educational system.**

- Illinois should implement a long-term, multi-faceted strategic plan for improving the quality and diversity of the pool of candidates for teacher and leadership positions, including early engagement, recruitment, financial incentives, career ladders, and continuous development opportunities.
- As soon as possible, Illinois should undertake a state-wide longitudinal study of teacher, school, and preparation program factors that predict teacher retention and effectiveness.

▶ **Recommendation #6: Improve training and certification for teachers and educational leaders in accordance with findings from research and pilot programs.**

- ISBE should incorporate the committee’s recommendations into the annual teacher and principal program review process of the Illinois Educator Licensure Board.
- The P–20 Council and the Joint Education Leadership Committee should ensure that ILDS has the capacity to support formative and summative evaluation of teacher and leader preparation reform and impact.

▶ **Recommendation #7: Improve teacher evaluation and professional development for the entire education spectrum in accordance with findings from research and pilot programs.**

- Illinois should fully fund sustained and extensive professional development and mentoring to create educational work environments that foster excellent and support professional growth for teachers and administrators.

▶▶ ENGAGE FAMILIES, YOUTH, AND COMMUNITIES THROUGHOUT THE STATE IN INCREASING EDUCATIONAL OPPORTUNITIES AND MAXIMIZING EDUCATIONAL ATTAINMENT

▶ **Recommendation #8: Improve educational attainment through attention to prevention, intervention, and reengagement.**

- The P–20 Council should ensure that the ILDS has the capacity to track trends in prevention, intervention, and reengagement that are associated with policy and programmatic variations, geographic and demographic differences, and resources.
- Illinois should actively encourage statewide implementation of dual credit and dual enrollment programs, credit recovery strategies, and standard COMPASS cut scores for entry into remedial programs.

▶ **Recommendation #9: Increase public engagement across the entire spectrum of education.**

- The P–20 Council should collaborate with state agencies, the Governor’s Office, and private funders to secure funding to support outreach and dissemination around public understanding of the new Illinois Report Card, reauthorization of ESEA, and educational opportunities for children of military families.

▶▶ PROVIDE ADEQUATE, EQUITABLE, AND SUSTAINABLE FUNDING AND SOUND GOVERNANCE TO PROMOTE HIGH-QUALITY, ACCESSIBLE EDUCATIONAL OPPORTUNITIES THROUGHOUT ILLINOIS.

▶ **Recommendation #10: Develop a plan for Illinois education governance and finance that promotes high-quality, accessible educational opportunities.**

- The P–20 Council should work to obtain external funding to support the development of a plan for Illinois education governance and finance.

▶ **Recommendation #11: Track and report progress toward the goal.**

- The P–20 Council should develop an annual format for public reporting on the “state of the state’s” P–20 system.

BACKGROUND

To achieve fundamental and lasting improvement in this state’s education system, so that more students will complete college and technical programs and be well-prepared to succeed in the workforce and the community, it is necessary to coordinate and leverage the policies and resources of all stakeholders—state agencies, educational institutions, local schools, community groups, employers, taxpayers, and families.

State law (P.A. 95-626) established the Illinois P–20 Council in 2007 to guide education policy and integrate education at every level. The P–20 Council provides a framework for organizations and individuals representing pre-kindergarten through “grade 20” (graduate and professional school and continuing education) interests to identify common goals, address critical issues, align data and metrics for success, and make timely recommendations for “developing a seamless and sustainable statewide system of quality education and support from birth through adulthood that maximizes students’ educational attainment, opportunities for success in the workforce, and contributions to their local communities.”¹



According to 2008 census data, about 41% of Illinois’ nearly 7 million working-age adults (25–64 years old) hold at least a two-year degree.² While this number exceeds a national average of 38% and is trending upward over time, projections indicate that the state will require an additional 1,273,954 degrees to meet workforce needs in 2025. This represents an additional annual increase of 5.4% over current projections; achieving this goal will require unprecedented effort, commitment, and resource utilization by state government, educational institutions, and Illinois citizens. **The P–20 Council has set as its primary goal: “to increase the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025.”** Reaching this goal will require strategic planning, cooperation, and coordination of efforts at all levels of the state education system.

The Illinois P–20 Council issued its first Annual Report to the Governor and Legislature of Illinois in January 2011 after one year of operation. Through a series of strategic planning sessions, the P–20 Council identified five critical education priorities as a framework for the Council’s activities over the next several years:



¹ P–20 Council Mission Statement www.P20Council.Illinois.gov

² Lumina Foundation http://www.luminafoundation.org/state_data/

- Transform the state Education Accountability System;
- Provide a clear pathway to careers;
- Develop and support effective teachers and leaders at all levels of the P–20 system;
- Engage families, youth, and communities throughout the state in increasing educational opportunities and maximizing educational attainment;
- Provide adequate, equitable, and sustainable funding and sound governance to promote high-quality, accessible educational opportunities throughout Illinois.



The Council works via five standing committees (Data, Assessment, and Accountability; Family, Youth, and Community Engagement; Finance and Governance; School, College, and Career Readiness; and Teacher and Leader Effectiveness) which are aligned with the critical priorities and charged with working with broad stakeholder groups to gain input and developing recommendations to the Governor and General Assembly on how to meet our primary goal. Each committee is co-chaired by Council members and, to increase participation, includes stakeholders who are not on the Council. In 2011, two additional committees were added to enhance the effectiveness of the Council. The Coordinating Committee, with membership of all the committee co-chairs, promotes communication and collaboration across all P–20 committees. The Joint Education Leadership Committee (JELC), chaired by the Lt. Governor and with a membership of the heads of Illinois agencies, IMSA, IERC, and ELC, meets monthly to promote the implementation of the Council’s recommendations. The JELC report on the implementation of the 2011 P–20 Council recommendations is appended to this report as Attachment A.

The critical priorities and associated recommendations contained in this report are largely consistent with those endorsed by the P–20 Council in its first annual report. While annual progress has been made in each area and will be reported here, the Council recognizes that lasting systemic change of the magnitude required to achieve our goal requires sustained attention and commitment over many years. We have added an additional recommendation promoting careful study of effective education finance and governance strategies in other states and countries to inform Illinois’ efforts to achieve more equitable and sustainable funding for education.

2012 PROGRESS TO DATE AND NEXT STEPS

►► TRANSFORM THE STATE EDUCATION ACCOUNTABILITY SYSTEM

► **Recommendation #1: Align Illinois' student learning standards and assessments to reflect the knowledge and skills students will need for the 21st Century.**

- A. With the participation of early childhood educators, higher education, and industry, align the Illinois Learning Standards in subjects not addressed by the Common Core State Standards with skills students will need for the 21st Century, including the Next Generation Science Standards.
- B. Review and refresh current assessment items and existing grading and reporting systems for the kindergarten survey (KIDS), ISAT, PSAE, and any other state-developed assessments, to ensure close alignment with Illinois Learning Standards and the Common Core State Standards.
- C. Coordinate state reform with the work of the Partnership for the Assessment of Readiness for College and Careers (PARCC), a collaboration of states developing K–12 formative tools and a grade 3–12 assessment system in mathematics and language arts that includes online administration and is aligned to the Common Core Standards and college and career readiness benchmarks.
- D. To ensure that Illinois students are ready for success in college and career, develop a state definition of college and career readiness and grade-level benchmarks to assess whether students are on track for college or career.
- E. Implement an aggressive professional development program for K–12 educators, higher education faculty and admissions staff, and early childhood educators to support timely implementation of new standards and assessments, including Common Core State Standards, Next Generation Science Standards, and PARCC.

Progress to Date:

In 2011, considerable progress has been made in promoting alignment and implementation of Common Core Standards. With regard to alignment, the Early Learning Council (ELC) reviewed and approved early learning standards for ages 3 to 5 that are aligned with the Common Core. ISBE has written these into proposed rules which are up for public comment until January 30, 2012. The revised rules will go before the State Board for approval, to JCAR for review, and, finally to the Secretary of State for posting in the Register. ICCB and ISBE co-hosted twelve alignment workshops with community colleges and their high school partners. There are plans to hold these workshops at every community college in 2012, involving 5000 secondary and postsecondary educators. ICCB and IBHE conducted reviews of all mathematics and English language arts courses approved for transfer under the Illinois Articulation Agreement (IAI) for alignment with Common Core State Standards, and provided feedback on necessary revisions. Finally, ICCB's Developmental Education Advisory Committee and Adult Education Advisory Council will complete alignment with content standards in their respective programs with the Common Core in 2012.

Due to budget cuts, ISBE eliminated the writing portion of the ISAT and PSAE in 2011, leaving that aspect of the Illinois Learning Standards with no state-level standardized assessment.

With regard to professional development, ISBE, partnering with the Regional Offices of Education, held eight institutes to prepare almost 2000 K–12 educators from more than 400 districts to implement the Common Core. In addition, 200 math teachers around the state have completed train-the-trainer professional development and will begin to train and support other teachers in their regions in implementation of Common Core Standards in mathematics.

As a governing member of the PARCC consortium and a Lead State Partner in the development of Next Generation Science Standards, Illinois continues to lead the development of assessments, reporting systems, and other resources to support implementation of 21st Century learning standards. With \$100 million in support from the Bill and Melinda Gates Foundation, Carnegie Foundation, and the Council of Chief State School Officers, Illinois joined a five-state consortium to develop the Shared Learning Infrastructure (SLI), digital applications aligned to the Common Core State Standards. In 2011, Illinois competed successfully for \$44 million in Race-to-the-Top funds, a significant portion of which will be used to support implementation of Common Core State Standards, assessments, and data systems.

In 2011, the P–20 Council adopted a comprehensive College and Career Readiness Framework developed by the College and Career Readiness Committee to guide alignment and policy development in Illinois (see Attachment B). The framework is organized into seven goal statements, including: defining college and career readiness for Illinois, maximizing use of data across P–20 and workforce pipeline, aligning P–20 curriculum to college and career readiness standards, aligning assessments and certifications to pathways, developing a public-private infrastructure for industry engagement and partnerships, expanding professional development, and increased access to remediation. Action is being taken to implement elements of the framework as part of Race to the Top, ILDS, and



other state initiatives. For example, Illinois Pathways, supported by a partnership among Illinois' education and economic development agencies, is an innovative STEM education initiative designed to support college and career readiness in science, technology, engineering, and mathematics through programs of study, work-based learning experiences, and credentialing opportunities. STEM Learning Exchanges, public-private partnerships that support local program of study implementation, will be launched in February 2012.

Next steps:

State agencies have been collaborating effectively to upgrade Illinois' learning standards to reflect 21st century skills and to achieve alignment across the P–20 system. While much has been accomplished, the job is not done. ***To achieve true statewide alignment and implementation, Illinois must deploy sustained, intensive communication; professional development; and on-going support to local educators and vigilant monitoring of student outcomes in terms of increased student attainment, reduced need for remediation, and improved completion rates.***

Proficiency in written communication is essential for college and career success, yet Illinois does not assess writing in the ISAT or PSAE. ***Illinois should reinstate writing as part of the state assessment.***

The pressure to implement Common Core State Standards has focused much attention on math and English language arts alignment and assessment. While this emphasis is understandable, it is important to ensure that all Illinois Learning Standards and related assessments reflect 21st century skills, are aligned across all levels, and represent the state's vision for a well-educated, engaged citizenry. ***Illinois should undertake a comprehensive reform of Illinois Learning Standards and state assessments in areas not addressed by the Common Core.***

College and career readiness are central to the Common Core State Standards, the PARCC assessment, and the state goal “to increase the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025.” ***As the Illinois Longitudinal Data System (ILDS) comes online in 2012, Illinois should utilize the P–20 College and Career Framework to identify the core elements of a research-based definition of college and career readiness, issue specific policy and program recommendations to further align curriculum and accountability systems with this goal, and establish grade-level benchmarks to assess whether students are on track for college or career.***



► **Recommendation #2: Develop a system of assessment of student learning that provides reliable measures for accountability and guides to improve instruction and student learning.**

- A. Refine the state assessment system for school and district accountability to include a balance between growth measures and proficiency measures tied to revised Illinois Learning Standards and college and career readiness benchmarks and outcomes.
- B. Develop and disseminate formative assessment items and other exemplars for use by educators that reflect mastery of 21st Century skills, Common Core State Standards, and the Next Generation Science Standards as a means of acquainting teachers, families, and students with new expectations for learning at all levels, including early childhood and postsecondary.

Progress to Date:

Assessment reform is occurring across the P–20 system. In K–12, the PARCC assessments, scheduled for implementation in the 2014–2015 academic year, are intended to provide comparative growth and proficiency data aligned with Common Core State Standards and college and career readiness benchmarks for grades 3–12 in English language arts and mathematics. As a governing member of PARCC, with direct involvement of ISBE, ICCB, and IBHE representatives on PARCC committees, Illinois is well positioned to influence the development of the system and to prepare for a coordinated transition to the new system. In 2011, ISBE supported both stakeholder and technical working groups charged with development of a growth model strategy for Illinois. Both groups recommended the use of value tables to represent growth using the current state assessment and to serve as a bridge during the transition to PARCC, and the Board will consider that recommendation at the January 2012 Board meeting.



In early childhood, ISBE and the ELC are developing a Kindergarten Individual Development Survey (KIDS) for piloting in fall 2012. At the postsecondary level, ICCB and IBHE are requiring institutions under review to demonstrate the use of appropriate assessment practices and to link, when possible, to licensure or certification requirements in specific fields of study. DCEO, ICCB, and ISBE are developing college and career readiness assessments in STEM, measuring

academic proficiency, workforce readiness skills, and technical capabilities, as part of the Illinois Pathways Initiative.

Supported by a \$12 million capital bill commitment, ISBE and DCEO are partnering to develop and deploy the Shared Learning Environment (SLE), a cloud-based resource providing teachers

with instructional content, applications, and learning maps to aid in implementation of Common Core Standards and college and career planning.

Next Steps:

ILDS will enable careful study of the relationship between P–12 performance and postsecondary and career outcomes in Illinois. ***The state should develop empirically-based college and career readiness benchmarks for elementary, middle, and high school for use in accountability and school improvement.***

Teachers will need as much information as possible to transform their classrooms and help students and families understand the new expectations and assessments. The SLE and the digital applications consortium will provide unparalleled infrastructure and interfaces to provide resources for teachers. To populate the SLE, ***Illinois should fund the development of high-quality, formative assessment items; samples of student work; examples of individual learning plans; and other exemplars that reflect mastery of 21st Century skills, Common Core State Standards, and the Next Generation Science Standards as a means of acquainting teachers, families, and students with new expectations for learning at all levels, including early childhood and postsecondary.***

► **Recommendation #3: Develop an accountability system which will enable state and local education agencies, educators, parents, students, employers, researchers, and taxpayers to easily access and evaluate data about student learning, school climate, and financial expenditures in schools, districts, community colleges, and universities.**

- A. Continue to support the development of the Illinois Longitudinal Data System (ILDS) to simplify collection and analysis of enrollment, achievement, and graduation records across schools, districts, institutions, and agencies, from preschool years through post-secondary education.
- B. Link ILDS data to the workforce longitudinal data system and to support workforce needs analysis across the National Career Cluster Framework, as well as make data available to a broad base of users to support college and career planning.
- C. Continue to support the development of technology initiatives, such as IlliniCloud, the SLE, and the Illinois Interactive Report Card, to simplify collection and analysis of data, avoid duplication of effort, and reduce costs and administrative burdens.
- D. Develop a system to capture financial data that provide a clear picture of per-pupil expenditures at all levels of the educational system.
- E. Develop a survey to collect input from parents, students, and teachers for use in improving school and district climate and conditions for teaching and learning, as well as increasing ease of access to other levels of the education system.
- F. Make changes to the Illinois State Report Card to include school-level information about student achievement and student growth, finances, demographics, teacher characteristics, and climate survey results which can be compared to other schools and districts with comparable demographic sub-groups.

Progress to Date:

One of the P-20's most laudable accomplishments in 2011 was the overhaul of the Illinois School Report Card (see Attachment C). A product of collaboration between the Data, Assessment, and Accountability (DAA) Committee which worked with the Family, Youth, and Community Engagement (FYCE) Committee and the Boston Consulting Group, the new state report card provides a user-friendly tool for parents and community members to glean key information about local schools quickly and easily. In addition to featuring space for principals to highlight unique opportunities, programs, and partnerships at their schools, the two-page document focuses on outcome-driven measures, such as student growth, graduation rates, college enrollment, and percentages of students meeting and exceeding standards.

FYCE worked diligently to facilitate nearly 60 focus groups of community members, parents, teachers, employers, and school administrators across the state to inform the school report card renovation. The P-20 Council's College and Career Readiness Committee held a private sector focus group and assisted in the development of metrics for college and career readiness. Following seven months of deliberation, a diverse group of stakeholders led by DAA, including teachers, education administrators, parents, advocacy organizations, the business community, and state agencies, was able to establish consensus on content and format. After review and enthusiastic endorsement by the P-20 Council, HB 0605, authorizing the new Illinois School Report Card, passed both houses unanimously and will be signed by the governor at the January P-20 Council meeting. The Report Card, in its new format, is to be published in October 2013 and will be updated annually.

In 2011, Illinois also made considerable progress toward the goal of developing a P-20 data system. Building on nearly \$20 million in federal grants, ISBE, ICCB, IBHE, ISAC, and DCEO are working towards full interagency participation and cooperation in the implementation of ILDS. An interagency governance group was established in December 2011 to formulate policies and procedures for access, security, and data quality. The first High-School-to-College Success report was released by ISBE, ICCB, and IBHE in 2011, and plans are in place to produce an expanded second edition in summer 2012.

As part of the Workforce Data Quality Initiative (WDQI), DCEO and IDES have formed a working group to link ILDS with workforce and social service data systems. This group will be integrated as an ILDS technical committee in 2012 and is applying for funding from the U.S. Department of Labor to support its work. The IDES director has been invited to attend P-20 Council meetings and will present to the Council at its January meeting.



The Illinois Higher Education Consortium (IHEC) was established to improve data access and use for research purposes. Sixty institutions, including all state public institutions, have joined the consortium. Data collection will begin in spring 2012 to meet the reporting requirements of the P-20 Longitudinal Education Data System Act.

The Illinois Department of Human Services (IDHS) and the ELC solicited proposals to design a statewide unified early childhood data system to collect data from ISBE-operated programs funded through the Early Childhood Block grant and link to the ILDS.

Next Steps:

With the signing of HB 0605, the revised Illinois School Report Card will be released in October 2013. ***In preparation for the release, the P–20 Council should assist families and other stakeholders to understand and use the Report Card by disseminating informational materials and promoting statewide training networks.***

Several proposed indicators on the new Report Card are “under construction,” because they are based upon data from the ILDS or other sources not yet available. ***The P–20 Council should continue to monitor the development of these indicators and linkages between ILDS and the Report Card.***

The stakeholder-focused development process and proposed design for the revised Illinois School Report Card serve as excellent models of results-based reporting across the P–20 system. ***Illinois should support the development of annual public reports for early childhood and postsecondary education.***

The development of an accessible, longitudinal P–20 data system that includes educational, workforce, and social service data is essential to Illinois’ educational and economic future. While much has been accomplished, there is still much to be done to ensure full agency cooperation, P–20 representation, and widespread use of the system. ***State agencies (including IDHS and IDHS), the General Assembly, and the governor should continue to promote full implementation and use of ILDS and plan for its sustainability when federal funding ends.***



►► PROVIDE A CLEAR PATH TO CAREERS

► **Recommendation #4: Coordinate education and workforce data systems to improve career counseling and career preparation.**

- A. Make accessible to students and counselors workforce data and the full range of career choices for career advising and planning for all students from middle school through post-secondary education.
- B. Develop system-wide links between industry and local classrooms through learning exchanges and other career-exposure programs.
- C. Develop and link data systems across institutions and agencies to monitor career training and placement and to document the need for career and technical education to address workforce needs.

Progress to Date:

Progress toward this goal is largely contingent on timely and effective implementation of ILDS to include workforce data. In 2011, as part of the Workforce Data Quality Initiative (WDQI), DCEO and IDES have formed a working group to link ILDS with workforce and social service data systems. This group is applying for funding from the U.S. Department of Labor to support its work. Also through WDQI, DCEO is developing a P-20 STEM talent pipeline analysis. This resource will be integrated into the STEM Learning Exchanges to inform students, teachers and administrators about critical skills and workforce needs in STEM fields. The Learning Exchanges, funded in part by Race-to-the-Top funds, are designed to promote linkages among industry, local schools, and higher education to promote interest and preparation in STEM careers.



Next Steps:

Successful linking of education and workforce data and strong partnerships between education and industry are necessary to achieve this goal. ***State agencies and the P-20 Council should continue to promote efforts to incorporate workforce and social service data into ILDS and develop public-private partnerships that support career exploration in all fields.***

Workforce analysis will identify workforce and training needs across the state. ***Illinois should develop a plan for career and technical education that meets workforce and geographic needs throughout the state.***

▶▶ DEVELOP AND SUPPORT EFFECTIVE TEACHERS AND LEADERS AT ALL LEVELS OF THE P-20 SYSTEM

▶ **Recommendation #5: Enlarge the pipeline of diverse, high-quality candidates into teacher and leadership positions throughout the entire educational system.**

- A. Implement a statewide strategy for recruiting highly qualified teacher candidates, inducting them into teaching, and retaining effective educators throughout their careers.
- B. In collaboration with school districts, universities, regional offices of education, and other stakeholders, IBHE, ICCB, ISAC, ISBE, and the Teacher Certification Board should develop a plan for increasing the diversity and quality of the candidate pool for teacher and leadership positions. This plan should consider ethnicity and gender as well as diversity of experience and skills.

Progress to Date:

In 2010, ISBE significantly increased the required passing score on the Illinois Basic Skills Test (BST) to ensure that students entering teacher education programs possessed adequate content knowledge and skills. Pass rates dropped for all students, raising concern among some teacher education programs and advocacy groups about the validity of the BST for predicting success as a teacher and the impact of the higher passing score on minority enrollment in teacher education programs. ISBE has funded an expanded version of the BST, the Test of Academic Proficiency (TAP). The computer-administered TAP, which is aligned with Common Core State Standards and provides thorough reporting to preparation programs regarding student performance, is scheduled for implementation in February 2012. In 2011, ICCB developed test preparation modules to prepare students for the BST and the TAP, and many colleges and universities offered additional preparation for students taking the BST. Pass rates are being carefully monitored and are rising slowly.

The Illinois Student Assistance Commission (ISAC) administers several financial aid programs specifically for students studying to become teachers, including the Minority Teachers of Illinois Scholarship Program, the Illinois Future Teacher Corps, the Illinois Teachers Loan Repayment Program, and the Illinois Special Education Tuition Waiver (SETW). Unfortunately, budget cuts have significantly reduced the Minority Teachers of Illinois Scholarship Program, and the Illinois Teacher Corps is being phased out. In 2011, private funding matches were used to support 65 minority candidates in the Teach for America program, and an additional 100 students will be supported in 2012–2013.

Next Steps:

A robust pipeline of highly qualified teachers and leaders at all levels is necessary to improve Illinois' education system. ***Illinois should implement a long-term, multi-faceted strategic plan for improving the quality and diversity of the pool of candidates for teacher and leadership positions, including early engagement, recruitment, financial incentives, career ladders, and continuous development opportunities.***

ILDS will permit linking of student achievement data with data on schools, teachers, and preparation programs. *As soon as possible, Illinois should undertake a state-wide longitudinal study of teacher, school, and preparation program factors that predict teacher retention and effectiveness.*

► **Recommendation #6: Improve training and certification for teachers and educational leaders in accordance with findings from research and pilot programs.**

- A. Provide additional, high-quality clinical practice experience for teachers and educational leaders from pre-K through 12th grade.
- B. Build a teacher selection model based on competencies that are most related to effective teaching and enhanced student learning, modeled for different subjects and environments, pre-K through high school, so that state certification indicates a high likelihood of success in the classroom.
- C. Change the existing teacher leadership endorsement into a tiered structure that provides a career ladder for teachers and/or fills the need for certification of general administrative positions (e.g., curriculum dean, special education director, athletic director).
- D. Convene a state task force to examine the content and structure of superintendent preparation programs and suggest changes needed.

Illinois is undergoing transformation in training and certification of teachers and educational leaders. In August 2011, P.A. 097-0607 was signed into law, developing a new teacher certification and endorsement model to improve the quality of teachers and leaders that acknowledges the career continuum from pre-service candidate to classroom teacher, to teacher leader, principal, and beyond. In spring 2010, P.A. 096-0603 was signed to develop a new, more rigorous principal endorsement, replacing the general administrative endorsement (Type 75), which will not be issued after September 2014. In addition, the current teacher leadership endorsement cannot be issued after December 2012, creating an immediate need for policy and programmatic guidance regarding these new requirements.

With support from the Fry Foundation, the P–20 Teacher and Leadership Effectiveness Committee conducted independent research, solicited feedback from dozens of stakeholders, and developed a set of recommendations to support the significant efforts already under way in Illinois to strengthen teacher and leader preparation, certification and evaluation, and to provide guidance to the state on new initiatives, such as the Teacher Leadership Endorsement and the proposed Teacher and Leader Program Dashboard.

In November 2011, the Teacher Leadership Subcommittee, representing public and private universities; school districts; state agencies, such as ISBE and IBHE; educational and professional associations; teacher and principal practitioners; and policy and advocacy groups; issued recommendations to ISBE regarding the new teacher leadership endorsement. Survey research conducted by the subcommittee indicated broad stakeholder consensus on the purpose of the endorsement, the role of teacher leaders, and core competencies critical for success. Recommendations addressed the definition of teacher leadership, Model Teacher Leader

Standards, program design, evaluation strategies, and the need for future research. The complete set of teacher leadership recommendations is included as Attachment D.



In December 2011, the Teacher and Leadership Effectiveness Subcommittee issued a report to the P–20 Council offering recommendations regarding a development strategy, program performance indicators, and measures for a Teacher and Leader Preparation Program Dashboard that is coordinated with the ILDS and provides information about teacher and principal preparation effectiveness, impact, and outcomes (see Attachment E). The recommendations were based upon review of other state dashboards; interviews with Illinois stakeholders; research syntheses on teacher and leader preparation and certification requirements; and an extensive Delphi survey process with stakeholders representing university programs, district administrators, policy makers, and advocacy organizations. The Delphi results revealed areas of agreement on summative measures and lack of consensus on demographic, contextual and continuous improvement indicators. Chicago Public Schools has

agreed to pilot collection and analysis of formative and summative dashboard indicators as a means of testing the feasibility, accuracy, and utility of the system and guide refinement.³

Next Steps:

The work of the Teacher and Leadership Effectiveness Committee provides research-based and stakeholder-validated guidance for the development of teacher leader programs and dashboards to assess effectiveness of teacher and leader preparation programs. ***ISBE should incorporate the committee’s recommendations into the annual teacher and principal program review process of the Illinois Educator Licensure Board.***

Timely and effective implementation of these changes and assessment of their impact demands that relevant student, educator, and program data are available and able to be linked. ***The P–20 Council and the Joint Education Leadership Committee should ensure that ILDS has the capacity to support formative and summative evaluation of teacher and leader preparation reform and impact.***

³ For recommendations for specific metrics relating to teacher preparation and effectiveness, see the December 2011 P–20 Report on Teacher Effectiveness: Policy Priorities to Increase Teacher Effectiveness at the P–20 Council website.

► **Recommendation #7: Improve teacher evaluation and professional development for the entire education spectrum in accordance with findings from research and pilot programs.**

- A. Promote work environments that strive for excellence, and foster professional communities within each school that provide an opportunity to learn and grow at work.
- B. Add professional capacity for teacher evaluation.
- C. Integrate teacher evaluation with sustained, targeted, and effective professional development.
- D. Support induction and mentoring programs.
- E. Consider the feasibility of an accelerated implementation timeline for the new evaluation system outlined in the Performance Evaluation Reform Act (P.A. 96-861), and monitor how districts' plans for evaluating teachers are impacting teaching and learning.
- F. Support mentoring of new principals for their first two years and mentoring of new superintendents for their first two years and assess the impact of that mentoring on teaching and learning.

In 2010, the Performance Evaluation Reform Act (PERA; Public Act 96-0861) was signed into law requiring that principals and teacher evaluation include student growth as a significant factor and establishing the Performance Evaluation Advisory Council (PEAC) to advise ISBE on development and implementation of the new evaluation systems. In 2011, Senate Bill 7 (P.A. 97-8) made some changes to PERA, allowing districts and their unions to accelerate their PERA implementation and incorporating performance into personnel decisions to permit the most effective teachers to remain in Illinois classrooms. This legislation has been touted as progressive and potentially transformative by the U.S. Secretary of Education, Arne Duncan, and other educational leaders. Full implementation will occur by the 2016–2017 academic year.

As noted above, ISBE, the Regional Offices of Education, ICCB, and IBHE are working together to offer professional development and mentoring on the Common Core State Standards to thousands of teachers across Illinois. Through the Illinois Pathways Initiative, the state's education and economic development agencies are launching public-private learning exchanges to support teacher professional development in nine STEM areas. Extensive and sustained professional development and mentoring will be needed to support statewide change of the magnitude required by recent reform legislation. It is of concern that the General Assembly eliminated all FY 2012 ISBE funding for teacher and educational leader mentoring. Since FY 2010, more than 6000 new teachers have been assigned a mentor during their first two years of teaching. Eliminating this program severely limits support for new teachers at a critical time in their careers.

Next Steps:

Illinois has recently passed aggressive, reform-oriented legislation to improve teacher and leader quality and evaluation. ***Illinois should fully fund sustained and extensive professional development and mentoring to create educational work environments that foster excellence and support professional growth for teachers and administrators.***

►► ENGAGE FAMILIES, YOUTH, AND COMMUNITIES THROUGHOUT THE STATE
IN INCREASING EDUCATIONAL OPPORTUNITIES AND MAXIMIZING
EDUCATIONAL ATTAINMENT

► **Recommendation #8: Improve educational attainment through attention to prevention, intervention, and reengagement.**

- A. Ensure that all children have access to high-quality early childhood education and care.
- B. Ensure that critical wrap-around services are in place for students and families, including medical, dental, and mental health care; housing; social services; and after-school programs through community-based programs, community schools, or other models.
- C. Utilize data from the Illinois Longitudinal Data System and other sources to monitor and evaluate intervention programs and continuously improve intervention efforts to keep struggling students in school.
- D. Reengage students who have dropped out before attaining a diploma or college degree, through the Illinois Hope and Opportunity Pathways through Education (IHOPE) Program (P.A. 96-0106), the Truants' Alternative and Optional Education Program, and other means.

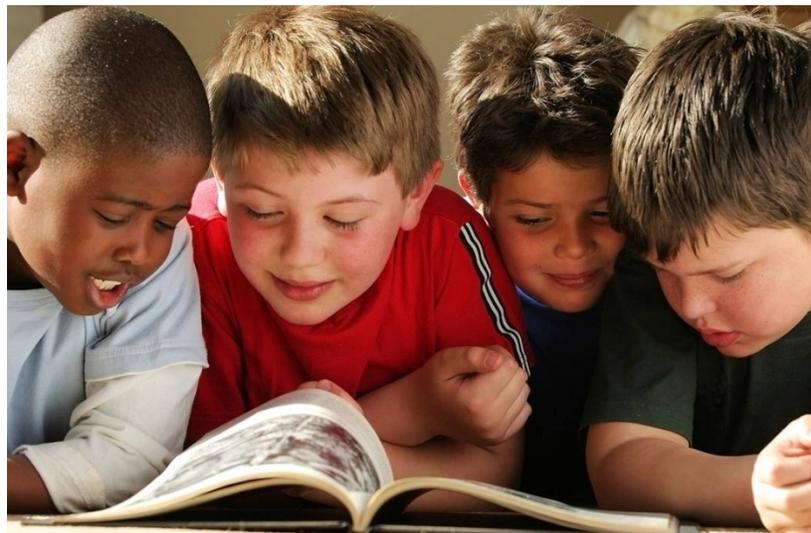
Progress to Date:

ISBE received a five-year grant from the U.S. Department of Education to train educators statewide in Response to Intervention (RTI), with a goal of identifying struggling students early and providing them with targeted support to keep them on track and reduce the need for more intensive services.

In 2011, the Illinois General Assembly passed P.A. 97-0320, which mandates that public higher education institutions will have some portion of funding allocated based upon students' educational progress and attainment. Funding formulae and performance metrics will be reviewed and voted upon by IBHE on February 7, 2012.

With \$1.6 million in funding from the Gates Foundation, ICCB is designing programs to encourage Adult Basic Education (ABE) students to transition to college and career and earn more degrees and certificates.

With funding from a federal College Access Challenge grant, ISAC, the Chicago Workforce Investment



Council, the Center for Adult and Experiential Learning, Women Employed, and the City of Chicago are implementing “Complete the Degree,” a pilot program to promote re-enrollment by low income adults with some college credits.

In consultation with the Governor’s Office on Early Childhood Development and the Early Learning Council, the Capital Development Board will release \$45 million in capital development funds to early care and education providers for construction and improvement projects serving high-need areas.

Next Steps:

The ILDS has the potential to track Illinois students through all education levels, assess progress toward state goals, and identify aspects of the system that are effective and those in need of improvement. ***The P-20 Council should***

ensure that the ILDS has the capacity to track trends in prevention, intervention, and reengagement that are associated with policy and programmatic variations, geographic and demographic differences, and resources.



Strategies that reduce time to degree and ease transition from secondary to postsecondary education will promote completion. ***Illinois should actively encourage statewide implementation of dual credit and dual enrollment programs, credit recovery strategies, and standard COMPASS cut scores for entry into remedial programs.***

► **Recommendation #9: Increase public engagement across the entire spectrum of education.**

- A. Provide opportunities for youth, families, and communities to exchange information and ideas about P-20 issue areas and to make recommendations to the P-20 Council about the integration of youth, family, and community involvement in education at all levels, including out-of-school time, bringing an understanding of diverse community needs and cultural barriers to the work of the P-20 Council.
- B. Community-based coalitions and P-20 Council partners should help to raise public awareness about issues and recommendations of the P-20 Council.

Progress to Date:

In 2011, the P-20 Council and its Committees have worked to incorporate stakeholder input into all aspects of its work. In addition to gathering input in nearly 60 focus groups, the Data, Assessment, and Accountability Committee led across the state for the Illinois School Report

Card redesign, the Family, Youth, and Community Engagement (FYCE) Committee hosted several community engagement workshops during the year to identify key concerns and successes in Illinois education for consideration by the Council. Boasting an increasing membership of over 70 representatives from child advocacy organizations, after-school programs, parent groups, community agencies, youth groups, and other organizations, the FYCE was able to employ its network to disseminate information about major educational initiatives in the state, reinforce existing community collaborations, support coalition building between communities, and facilitate dialogue with local stakeholders. FYCE successfully gained support for HR 2437 from the P–20 Council, culminating in the recommendation of support for evidence-based social and emotional learning programming.

FYCE and the P–20 Council launched the Illinois Educational Opportunities for Military Children Council in October 2011. The group, which consists of representatives from Illinois’ largest military bases, superintendents of districts with the largest numbers of military students, and the P–20 Council, is charged with guiding Illinois’ implementation of the Military Compact, and identifying and addressing issues related to ensuring a seamless, high-quality educational experience for the families of active service members.



With assistance from the Grand Victoria Foundation, the P–20 Council has begun to work with two community education foundations to foster local implementation of P–20 recommendations. Springfield and Decatur community foundations were selected as pilot sites for this initiative. Other communities will have the opportunity to join in 2013.

In 2011, ISBE hosted public input sessions on budget development and rules for teacher and principal evaluation, receiving input from almost 4000 individuals. ISBE and the Illinois Parent Teacher Association are disseminating information on the Common Core Standards to PTA members through newsletters and other means.

Lt. Governor Sheila Simon visited all 48 community colleges in Illinois to explore their programs and gain input on how the state could facilitate their success. Her report, “Illinois Community Colleges: Focus on the Finish,” was submitted to the Governor and General Assembly in January 2012.

Next Steps:

The P–20 Council’s capacity to effectively engage the public around educational issues is increasing, but is limited by lack of resources. ***The P–20 Council should collaborate with state agencies, the Governor’s Office, and private funders to secure funding to support outreach and dissemination around public understanding of the new Illinois Report Card, reauthorization of ESEA, and educational opportunities for children of military families.***

►► PROVIDE ADEQUATE, EQUITABLE AND SUSTAINABLE FUNDING AND SOUND GOVERNANCE TO PROMOTE HIGH-QUALITY, ACCESSIBLE EDUCATIONAL OPPORTUNITIES THROUGHOUT ILLINOIS.

- **Recommendation #10: Develop a plan for Illinois education governance and finance that promotes high-quality, accessible educational opportunities.**

Progress to Date:

The Governance and Finance Committee (GFC) of the P–20 Council began meeting in April 2011 to review and compare existing finance and governance practices in Illinois, other states, and other countries; synthesize research findings, committee reports, and other relevant information; work with IERC and other research groups to conduct analyses on Illinois trends and projections; and develop a plan or set of considerations for Illinois governance and finance reform. The GFC has begun to develop a white paper based upon its research and is working to secure private funding to support additional stakeholder involvement, data gathering and analysis, reporting, and dissemination.

Next Steps:

Based upon the experience of the Data, Assessment, and Accountability Committee with the revision of the Illinois Report Card, external resources and expert consultation are critical for large-scale research and development efforts. ***The P–20 Council should work to obtain external funding to support the development of a plan for Illinois education governance and finance.***

- **Recommendation #11: Track and report progress toward the goal:** To increase the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025.
- A. The P–20 Council, in consultation with the state agencies serving education, colleges and universities, research organizations, and others with access to essential data, should identify key indicators throughout the P–20 system and establish benchmarks and a timeline.
 - B. The P–20 Council should report to the public on progress toward the benchmarks on an annual basis, with quarterly updates.

Progress to Date:

Through its committee structure and involvement with the ILDS governance, the P–20 Council is working to promote the development of indicators, benchmarks, and metrics associated with each of its five priorities and its primary goal and to ensure that the ILDS will enable continuous monitoring of progress. In 2011, important strides have been made toward integration of early childhood, workforce, and social service data into ILDS. New indicators of readiness, growth, and effectiveness have been developed for the Illinois Report Card. A candidate framework, indicators, and metrics have been developed for a Teacher and Leader Program Dashboard. Performance and growth models have been adopted for school accountability, teacher and principal evaluation, and higher education funding.

Next Steps:

When ILDS comes online in fall 2012, the state will have the capacity to begin to analyze and report data at the P–20 system level. ***The P–20 Council should develop an annual format for public reporting on the “state of the state’s” P–20 system.***

Illinois must identify and implement the best innovative practices and policies, preschool through college; enhance educational opportunities and equity statewide; and streamline our education pipeline to promote completion and gainful employment. Some needed reforms will require reallocation of resources, and others will require additional resources to transform P–20 education and prepare Illinois citizens for the 21st Century. The challenge is great, and all state entities must work together to achieve a shared goal of increasing the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025. The health of our economy, the strength of our communities, and the future of our children will be affected by the decisions we make today.

THE ILLINOIS P-20 COUNCIL

Chair:

Miguel del Valle P-20 Council

Members:

Josh Anderson	Teach for America
Jean-Claude Brizard	Chicago Public Schools
Perry Buckley	Cook County College Teachers Union (IFT)
Ron Bullock	Bison Gear
Bradley Burzynski	Senate Republican
Thomas L. Choice	Kishwaukee College
Barbara Flynn Currie	House Democrat
Ray Hancock	Community College Foundation
Fr. Dennis Holtschneider	DePaul University
Erika Hunt	Illinois State University
Christine Johnson	Senate Republican
Michael Johnson	Illinois Association of School Boards
Joyce Karon	former ISBE member
Debra Kasperski	National Board Certified Teacher
Maggie Laslo	SEIU
Kimberly Lightford	Senate Democrat
John Luczak	Joyce Foundation
Terry Mazany	Chicago Public Schools
Cordelia “Dea” Meyer	Civic Committee of the Commercial Club of Chicago
Jerry Mitchell	House Republican
Gary Niehaus	McLean County Unit Dist. 5
Jeff Owens	Advanced Technology Services
Sharon Thomas Parrott	DeVry, Inc.
Audrey Parsley	Chicago Teachers Union
Cynthia Plouche	Williams Capital Management
Glenn Poshard	Southern Illinois University
Laurel Prussing	Mayor of Urbana
John Rico	Rico Enterprises
Kathy Ryg	Voices for Illinois Children
Audrey Soglin	Illinois Education Association
Robin Steans	Advance Illinois
Debra Strauss	Illinois PTA
Rick Stephens	Boeing Corporation

Ex-officio:

Brenda Klostermann	Illinois Education Research Council
Chris Koch	Illinois State Board of Education
Glenn “Max” McGee	Illinois Mathematics and Science Academy
Geoff Obrzut	Illinois Community College Board
Diana Rauner	Illinois Early Learning Council
George W. Reid	Illinois Board of Higher Education
Warren Ribley	Illinois Department of Commerce and Economic Opportunity
John Sinsheimer	Illinois Student Assistance Commission

Coordinator:

Lizanne DeStefano	University of Illinois
Amber Kirchoff	Office of the Governor

ATTACHMENTS

**Attachment A: Joint Education Leadership Committee Report
on the Implementation of the 2011 P-20
Council Recommendations**

Attachment B: College and Career Readiness Framework

Attachment C: Revised Illinois School Report Card

Attachment D: Teacher Leadership Recommendations

**Attachment E: December 2011 Teacher and Leadership
Effectiveness Subcommittee Report to the P-20
Council**

ATTACHMENT A

JOINT EDUCATION LEADERSHIP COMMITTEE REPORT ON THE IMPLEMENTATION OF THE 2011 P-20 COUNCIL RECOMMENDATIONS

**Attachment A: Joint Education Leadership Committee Report on the
Implementation of the 2011 P-20 Council Recommendations**

SUPPORTING EDUCATION REFORM IN ILLINOIS
REPORT ON THE IMPLEMENTATION STATUS OF THE
2011 P-20 COUNCIL RECOMMENDATIONS

January 2012

P-20 Joint Education Leadership Committee

**Lt. Governor Sheila Simon
Chair**

INTRODUCTION

In the past few years, Illinois has positioned itself as a leader in educational reform and made significant strides toward bettering educational opportunities for its residents. This momentum can be attributed to the work of legislators, agencies, interest groups, and families working together to make change happen. Major achievements include the passage of the Performance Evaluation Reform Act (PERA; Public Act 96-0861), which requires principal and teacher evaluations to include student growth as a significant factor, and Senate Bill 7 (Public Act 97-0008), which is a bipartisan legislative package that built upon PERA. Senate Bill 7 made significant reforms to education administration in areas like the attainment of tenure, requirements for filling new and vacant positions, and the system of dismissal for teachers. In addition, the Illinois State Board of Education (ISBE) adopted and began the implementation of the Common Core Standards, internationally benchmarked standards in reading and mathematics adopted by more than 40 states, which provide a clear and consistent framework for teachers to prepare students for college and the workforce. These efforts and others from education agencies and interest groups are helping to move education in Illinois forward.

However, there have also been setbacks, many stemming from the state's financial problems. For example, in 2011, the General Assembly eliminated all FY2012 ISBE funding for mentoring teachers and educational leaders—programs that are important to improving teacher and leader quality. Budget cuts have also resulted in the elimination of the writing portion of the Prairie State Achievement Examination (PSAE), the last writing test required by the State of Illinois. The PSAE is a two-day standardized test taken by all high school juniors which includes the ACT test and, prior to the cutback, the optional writing portion of the ACT. One outcome of the change is that students applying to selective enrollment universities will now be required to take the ACT a second time to complete the writing test and absorb that cost. Moreover, the state's financial condition has led to the loss of early childhood programs and has put school districts in financial limbo due to the state's inability to pay vendors and districts on time.

That being said, Illinois must continue its trajectory towards bettering education, from preschool to higher education. In January 2011, the Illinois P-20 Council issued recommendations for developing a seamless statewide system of quality education and support to maximize students' educational attainment, opportunities for success in the workforce, and contributions to their local communities. If all recommendations are met and reforms accomplished, Illinois will be on track to educating students more efficiently and effectively.

The P-20 reform recommendations complement and strengthen the state's Race-to-the-Top plan, for which Illinois received federal funding in December 2011. Race to the Top is a federal grant program that provides resources to states for reform efforts in four areas: improving the use of standards and assessments, increasing the use of data, increasing the effectiveness of teachers and school leaders, and improving struggling schools.

This report highlights key efforts by Illinois state agencies toward implementing the P-20 recommendations increasing transparency and accountability to the process of improving education in Illinois.

WHAT IS THE ILLINOIS P-20 COUNCIL?

The Illinois P-20 Council was established by the legislature in 2008 to identify needed reforms to develop a seamless and sustainable statewide system of quality education and support from birth to adulthood. Its goal is to increase the proportion of Illinoisans with high-quality degrees and credentials to 60% by the year 2025. Today, about 41% of the state’s nearly 7 million working-age adults (25–64 years old) hold at least a two-year degree.

The P-20 Council makes annual recommendations to the Governor and the General Assembly. As noted above, the Council issued its first round of recommendations in January of 2011.

WHAT IS THE P-20’S JOINT EDUCATION LEADERSHIP COMMITTEE?

The work of the P-20 Council is done largely in subcommittees, where state agencies, professional organizations, interest groups, and community partners come together to move Illinois education forward. The P-20 Council’s Joint Education Leadership Committee (JELC), headed by Lieutenant Governor Sheila Simon, encourages collaboration among state agencies that govern education and workforce issues and is responsible for overseeing the implementation of the Council’s recommendations. Members of the committee are:

Lieutenant Governor Sheila Simon (Chair)
Miguel del Valle, Chair of the Illinois P-20 Council
Dr. Christopher Koch, Illinois State Superintendent of Education
Dr. George Reid, Executive Director of the Illinois State Board of Higher Education
Geoff Obrzut, President and CEO of the Illinois Community College Board
John Sinsheimer, Acting Executive Director of the Illinois Student Assistance Commission
Warren Ribley, Director of the Department of Commerce and Economic Opportunity
Dr. Brenda Klostermann, Acting Director of the Illinois Education Research Council
Dr. Glenn “Max” McGee, President of the Illinois Mathematics & Science Academy
Julie Smith, Deputy Chief of Staff at the Governor’s Office
Dr. Diana Mendley Rauner, President of the Ounce of Prevention

INFORMATION IN THIS REPORT

As stated previously, this document highlights agency efforts toward implementing the P-20 Council’s January 2011 recommendations to the General Assembly. Participating entities include:

Illinois State Board of Education
Illinois Department of Commerce and Economic Opportunity
Illinois Board of Higher Education
Illinois Community College Board
Illinois Student Assistance Commission
Illinois Early Learning Council

To indicate progress made in implementing the recommendations, green shading indicates “On Track,” yellow indicates “Some Progress Made,” and red indicates “Needs Attention (see the Progress Key below). This report will be updated quarterly to reflect progress and posted on the Illinois P-20 Council’s website.

Progress Key:	 = On Track;	 = Some Progress Made;	 = Needs Attention
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►► RECOMMENDATION 1: ALIGN STUDENT LEARNING STANDARDS AND ASSESSMENTS TO REFLECT THE KNOWLEDGE AND SKILLS STUDENTS WILL NEED FOR THE 21ST CENTURY.

HOW ILLINOIS IS GETTING THERE:

Common Core Standards

- In 1997, the Illinois State Board of Education (ISBE) adopted the Illinois Learning Standards, which define what all students in Illinois public schools should know as a result of their elementary and secondary education. In June 2010, ISBE adopted revised learning standards in English Language Arts and Mathematics based on the Common Core Standards. The Common Core Standards are internationally benchmarked and now adopted by more than 40 states, providing a clear and consistent framework for teachers to prepare students for college and the workforce. ISBE is partnering with Regional Offices of Education to train teachers on the Common Core Standards. A comprehensive website supports the implementation. ISBE is working with other states to develop new student assessments based on the Common Core. **Status: In the summer of 2011, eight professional development institutes were held throughout Illinois with almost 1900 educators from more than 400 districts receiving training on the Common Core Standards. In addition, nearly 200 math instructors have undergone Common Core train-the-trainer professional development and will, in turn, train other teachers. Training will continue through the implementation of the new assessments. New student assessments will be developed by 2014–2015.**
- Illinois is a participant in a five-state consortium to develop digital applications aligned to the Common Core Standards. The effort is financed by a \$100 million investment by the Bill and Melinda Gates Foundation, Carnegie Foundation, and the Council of Chief State School Officers. Similarly, ISBE and the Illinois Department of Commerce and Economic Opportunity (DCEO) are partnering to develop and deploy the Shared Learning Environment (SLE). The cloud-based SLE will provide infrastructure and software to education institutions, reducing costs and promoting efficiencies. The SLE will offer students personalized learning resources made available through state and local data integration and will allow teachers easy access to instructional content, applications, and learning maps. All content of the SLE will be tied to the Common Core Standards and Illinois Pathways Initiative (see Career Readiness section on page 6), which launches in February 2012. DCEO will release a \$12 million capital bill commitment to implement the SLE. **Status: The SLE will begin its rollout in 2012, with statewide access by 2015.**

Alignment with Early Learning and Post-Secondary Standards

- The Early Learning Council (ELC) reviewed and approved updated early learning standards for ages 3 to 5 to ensure alignment with the Common Core Standards and developmental appropriateness. ISBE wrote the updated early learning standards into proposed rules and released the rules for public comment until January 30, 2012. **Status: When the public comment period has ended, ISBE will review all comments to consider changes to the rules; the rules will go before the State Board of Education for approval and then to the**

Joint Committee on Administrative Rules (JCAR) for review. If no objections are raised, the rules will be sent to the Secretary of State to be posted in the Register.

- The Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), and ISBE are working to align post-secondary coursework with the Common Core Standards. In 2011, the agencies hosted twelve alignment workshops with community colleges and local high school partners. **Status: Beginning in spring 2012, ICCB will host one workshop at each community college, reaching an estimated 5000 secondary and post-secondary educators. These workshops are scheduled to be completed by December 2012.**
- The Illinois Articulation Initiative (IAI) approves courses for transfer among over 100 higher education institutions. ICCB and IBHE are working to align IAI-approved courses to Common Core standards so there will be no gap between the expected knowledge of a graduating high school senior and the knowledge necessary to begin college courses. The work is currently focused on the Math and English Language Arts faculty, but will expand into the science disciplines when those Common Core Standards are available. **Status: Initial reviews were completed in fall 2011. Reviews reoccur with changes in the field.**
- The ICCB Developmental Education Advisory Committee (DEAC) is examining the relationship between the Common Core Standards and remedial education in higher education. The redesign strategy was outlined in the State's Complete College America (CCA) application, for which ICCB is seeking alternative funding. Similarly, ICCB's Adult Education Advisory Council is aligning the Common Core Standards with Adult Education content standards. **Status: Adult education content alignment with the Common Core Standards should be completed by June 2012. Alignment in remedial education will be completed in the area of math in June 2012 and in English language arts in December 2012.**

Career Readiness

- Illinois Pathways is a new and innovative STEM (Science, Technology, Engineering, and Math) education initiative designed to support college and career readiness for all students. It is made possible by a partnership between the State of Illinois' education and economic development agencies and funding through Race to the Top. Illinois Pathways supports local programs that enable students to explore their academic and STEM career interests, featuring orientation and entry-level courses, work-based learning experiences, and credentialing opportunities. In addition, Illinois Pathways supports new statewide, public-private partnerships known as STEM Learning Exchanges that support local STEM learning by coordinating planning and investment in activities, such as curriculum resources, work-based learning opportunities, and career guidance materials. **Status: Illinois Pathways will launch in February 2012 and will include participating Race-to-the-Top districts.**

►► RECOMMENDATION 2: DEVELOP A SYSTEM OF ASSESSMENT OF STUDENT LEARNING THAT PROVIDES RELIABLE MEASURES FOR ACCOUNTABILITY AND GUIDES TO IMPROVE INSTRUCTION AND STUDENT LEARNING.

HOW ILLINOIS IS GETTING THERE:

K-12

- ISBE is developing new assessments for grades 3 through 12 in English Language Arts and Mathematics aligned to the Common Core Standards through the multi-state Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, to be ready for use by 2014-2015. The new assessments will be computer based and will require new investments in technology for districts and the state. Assessments will incorporate writing through all grades. The new tests will occur with greater frequency and will provide results sooner than current state tests, allowing teachers to customize instruction for students based on results. Until the PARCC assessment is implemented, Illinois will maintain ISAT and PSAE tests. **Status: New assessments for K-12 will be developed by 2014–2015. Current state assessments have been restricted by budget cuts. ISBE is surveying districts regarding technology capacity. Additional state investments will be necessary.**

Early Childhood

- ISBE, with assistance from the Early Learning Council, is developing a Kindergarten Individual Development Survey (KIDS), which will use a developmentally appropriate process for observing and evaluating students periodically throughout the kindergarten year to gauge the progress of their skills. Information gleaned from KIDS will help to guide classroom instruction, teacher professional development, and resource allocation. **Status: ISBE will implement KIDS at pilot schools beginning fall 2012.**

Higher Education

- The Illinois Community College Board currently measures outcomes established through the federal National Reporting Systems (NRS) for adult education. Students take federally-approved assessments, and results are used in conjunction with content standards to guide instruction. ICCB also reviews certificate and degree programs for all 48 community colleges to assure that appropriate assessment methods are in place. **Status: Ongoing.**
- The Illinois Board of Higher Education reviews institutional and degree program proposals; institutions must demonstrate assessment of learning in order to gain program approval. Standards of assessment are measured against those required under statute in fields leading to licensure or certification and through those recommended by specialized accreditors and professional organizations. IBHE is revising rules to improve transparency, accountability, and efficiency in oversight and to align with new federal regulatory requirements. **Status: The first notice for proposed amendments to rules was published in the December 23rd issue of the Illinois Register.**

Career Readiness

- The Department of Commerce and Economic Opportunity, ISBE, and ICCB are working together to create college and career readiness assessments in STEM fields for use in the Illinois Pathways Initiative and its STEM Learning Exchanges. The assessments measure academic proficiency, workforce readiness skills (e.g., soft skills and applied academics), and technical capabilities (e.g., industry credentials). **Status: To be complete concurrent with Illinois Pathways Initiative launch in February 2012.**

►► RECOMMENDATION 3: DEVELOP AN ACCOUNTABILITY SYSTEM THAT WILL ENABLE EASY ACCESS AND DATA EVALUATION ABOUT STUDENT LEARNING, SCHOOL CLIMATE, AND EXPENDITURES, DISTRICTS, COMMUNITY COLLEGES, AND UNIVERSITIES.

HOW ILLINOIS IS GETTING THERE:

Illinois School Report Card

- In 2011, the P-20's Data, Assessment, and Accountability (DAA) Committee teamed up with the Family, Youth, and Community Engagement Committee to spearhead an overhaul of the state-mandated School Report Card, which is published every fall for each of Illinois' more than 3,000 public schools. The P-20 Council's Family, Youth, and Community Engagement Committee facilitated nearly 60 focus groups across the state, gathering input on the most meaningful measures to be included from teachers, parents, students, school administrators, and the business community. With the support of the Boston Consulting Group, the DAA Committee created a succinct, three-tiered report card design that has been highly praised. **Status: HB 0605 authorizing the new Illinois School Report Card passed both houses unanimously and was signed by the Governor on January 24, 2012. The Report Card, in its new format, is to be published October 2013, and will be updated annually.**

Longitudinal Data Systems

- ISBE, IBHE, ICCB, the Illinois Student Assistance Commission, and the DCEO have begun to implement the Illinois Longitudinal Data System (ILDS). The ILDS, when fully deployed, will provide data to help track the outcomes of Illinois students as they progress from Pre-K through post-secondary education and as they enter the workforce. The ILDS will also include data for students enrolled in ISBE-run birth to 5 early learning programs (e.g., Pre-School for All, Prevention Initiative). Illinois has received \$20 million in federal grants to develop and implement the ILDS. An interagency governance structure is being formed. **Status: The first round of LDS data collection has begun for the current academic year. Governance structure meetings began in December 2011.**

►► **Critical Success Factor:** Post-secondary progress toward ILDS grant outcomes requires full interagency cooperation on broad governance issues, research agendas, and connections to workforce data. Affected areas include the expansion of the High School to College Success Report, enhancement of post-secondary reporting capabilities and reporting portals, and the linking of higher education data with secondary student data.

- DCEO and the Illinois Department of Employment Security (IDES) have formed a working group with state education agencies to advance the Workforce Data Quality Initiative (WDQI). The working group is developing a common identifier that will link education, workforce and social service data systems to support research, front-line service delivery, and individual performance management. In addition, the working group is identifying standards and industry benchmarks for data quality and security. The working group will pursue a grant from the U.S. Department of Labor in 2012. **Status: To be integrated in as an ILDS technical committee in 2012.**
- The first High School to College Success Report was released in 2011 and contained 2006–2008 data from ISBE, ICCB, and IBHE on students’ performance and achievement in their post-secondary studies. ISBE and ICCB track students from secondary to post-secondary enrollment. In partnership with IDES, ICCB and ISBE track employment outcomes to meet federal reporting requirements. **Status: The second iteration of the High School to College Success Report will be released May–June 2012.**
- As a means of improving data access and use, IBHE is working with public and private institutions to develop the Illinois Higher Education Consortium (IHEC). IHEC members will make research requests through the IHEC governing board to access portions of the data being submitted by its member institutions. IHEC’s governing body has been formed, and about 60 institutions have chosen to participate, including all of the public universities. **Status: IHEC is on target to start data collection in spring 2012 to meet the reporting requirements of the P-20 Longitudinal Education Data System Act.**
- In coordination with the Early Learning Council, the Illinois Department of Human Services (IDHS) accepted proposals for the design of a statewide unified early childhood data system which would collect data on young learners enrolled in programs across systems. This information would connect with the early childhood data currently collected in the ILDS and other existing early childhood data systems. Currently, the ILDS collects information from ISBE-operated programs funded through the Early Childhood Block Grant, but does not include information on children enrolled exclusively in programs administered through other state agencies or the federal government—Head Start and child care for example. The goal is to design a system which would collect data from early childhood programs across systems, regardless of operating agency or funding stream. **Status: Selected application to be announced February 2012.**

▶▶ RECOMMENDATION 4: COORDINATE EDUCATION DATA SYSTEMS AND WORKFORCE DATA SYSTEMS TO IMPROVE CAREER COUNSELING AND CAREER PREPARATION.

HOW ILLINOIS IS GETTING THERE:

▶▶ **Critical Success Factor:** Progress on the recommendation is contingent on the full implementation of the ILDS. Until the ILDS is fully operational, programs will be limited.

- DCEO regularly aggregates supply-and-demand employment data to inform economic development strategies and sector-based workforce reports authorized by the Illinois Workforce Investment Board (IWIB). These reports have highlighted how education and training systems need to adjust to better produce the skills and workforce needed to meet the demand, including programs directed towards adults and dislocated workers. **Status: Through the Workforce Data Quality Initiative, DCEO is working towards integrating education and employment data to better support P-20 talent pipeline analysis that can be utilized by STEM Learning Exchanges through the Illinois Pathways initiative for the purposes of program planning, alignment, and investment.**

▶▶ RECOMMENDATION 5: ENLARGE THE PIPELINE OF HIGH-QUALITY CANDIDATES INTO TEACHER AND LEADERSHIP POSITIONS THROUGHOUT THE ENTIRE EDUCATIONAL SYSTEM.

HOW ILLINOIS IS GETTING THERE:

Change in the Illinois Basic Skills Test

- Students preparing to become teachers in Illinois must take the Illinois Basic Skills Test to be admitted to college and university teacher preparation programs. In September 2010, ISBE significantly increased the required passing score for the test in order to ensure that those students admitted to teacher education programs are adequately prepared and of the highest quality. ISBE is finalizing an expanded version of the current test, called the Test of Academic Proficiency, to be implemented in February 2012. The current Basic Skills Test will be given concurrently until April 2012, when the Test of Academic Proficiency will replace it. The new test is aligned to the Common Core Standards and will provide more thorough reporting to preparation programs regarding student performance on each area of the test. The new test will be computer based and offered six days per week, providing more flexibility to test takers. **Status: New Test of Academic Proficiency will be offered beginning in February 2012.**
- In 2011, the Illinois Community College Board has developed test preparation modules to prepare students to pass the Basic Skills Test and the new Test of Academic Proficiency. **Status: Completed. Approved for statewide implementation for community colleges and available to all educational institutions.**

Scholarships and Funding

- The Illinois Student Assistance Commission (ISAC) administers several financial aid programs specifically for students studying to become teachers, including the Minority Teachers of Illinois Scholarship Program, the Illinois Future Teacher Corps Program, and the Illinois Special Education Tuition Waiver (SETTW) Program. Programs are also available to help teachers repay their student loans after college. For example, the Illinois Teachers Loan Repayment Program encourages academically talented Illinois students to teach in Illinois schools. **Status: Due to budget cuts, funding for the Minority Teachers of Illinois Scholarship Program has decreased significantly over the past few years, and the Illinois Teacher Corps Program is being phased out, though the demand for teacher aid and assistance has not decreased. The number of persons taking advantage of the Illinois Special Education Tuition Waiver Program and the Illinois Teacher Loan Repayment has remained steady over the past 5 years.**
- ISBE leverages private funding matches to increase minority teaching candidates for the Teach for America Program. **Status: \$1 million in private funding resulted in 65 new minority teachers in 2011 and the recruitment of 100 more during the 2012–2013 school year.**
- Between 2010–2013, the Early Learning Council will provide \$225,000 worth of scholarships to students in early-childhood-related programs of study through the Gateways to Opportunity early childhood professional development system. **Status: In FY11, 65 scholarships were awarded totaling \$75,000. Scholarships will be awarded annually through 2013.**

Career Education and Development

- Using its online student portal, What’s Next Illinois, Illinois Student Assistance Commission’s ISACorps encourages students to begin exploring their strengths, interests, and possible careers beginning in 8th grade—including whether they would like to go into teaching. ISACorps is comprised of recent college graduates who serve as near-peer mentors to high school students and are responsible for assisting students with career exploration, college selection, test preparation, scholarship searches, application completion, and the financial aid process. The ISACorps helps to supplement existing career counseling in schools and is funded by the U.S. Department of Education’s College Access Challenge Grant Program. **Status: In 2011, over 71,700 students participated in ISACorps activities or related services.**

▶▶ **Critical Success Factor:** Diversity is an important factor in improving the pipeline of high-quality teacher and leader candidates. Continual emphasis is necessary on encouraging and supporting diverse students to enter teaching as a career.

►► RECOMMENDATION 6: IMPROVE TRAINING AND CERTIFICATION FOR TEACHERS AND EDUCATIONAL LEADERS IN ACCORDANCE WITH FINDINGS FROM RESEARCH AND PILOT PROGRAMS.

HOW ILLINOIS IS GETTING THERE:

Curriculum Changes for College and University Education Programs

- ISBE, IBHE, and ICCB are working with ISBE’s Elementary and Middle Grades Advisory Group (EMAG) to recommend changes to teacher preparation programs to ensure that educators have the preparation to teach successfully in a variety of settings with a variety of students. EMAG will also inform teachers on changes to education programs in light of the Common Core Standards adoption. **Status: In progress. Rules will be developed by 2012.**
- ISBE is working with college and university teacher preparation programs to redesign courses to meet the revised Illinois Professional Teaching Standards, which define what new teachers should know upon completing Illinois post-secondary education programs. These standards focus on the ability to teach literacy, customize instruction, and meet individual student needs. New assessments will be designed based upon the new standards. **Status: New Illinois Professional-Teaching-Standard-aligned assessments will be in place by 2013.**
- ICCB is working with IBHE to redesign requirements for introductory courses in Education and Associate of Arts in Teaching degrees based upon the new Illinois Professional Teaching Standards. **Status: New requirements will be in place June 2012; anticipated redesign of introductory courses will be completed by December 2012.**

Credentialing for Educational Leaders

- ISBE is working with higher education institutions to redesign principal preparation programs that train students to become P-12 instructional leaders. A new “principal endorsement” will be given to individuals completing these programs. All preparation programs will need to be approved by both ISBE and IBHE. **Status: Principal endorsement programs will begin to be implemented in 2013.**

Early Childhood Workforce Development

- During the past year, the Early Learning Council committees dedicated to ensuring an adequate supply of high-quality early childhood professionals sponsored multiple workshops and forums to familiarize postsecondary faculty and administrators with recent changes to the teacher certification process and Basic Skills Test, as well as emerging early learning research on such topics such as meeting the needs of a growing population of English language learners. In addition to their work around the transfer of coursework between 2-year and 4-year institutions, these types of professional development opportunities build the capacity of the higher education community to better prepare the early childhood workforce. **Status: Institutes took place in September and December of 2011. Additional offerings are planned for 2012.**

►► RECOMMENDATION 7: IMPROVE TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT FOR THE ENTIRE EDUCATION SPECTRUM IN ACCORDANCE WITH FINDINGS FROM RESEARCH AND PILOT PROGRAMS.

HOW ILLINOIS IS GETTING THERE:

Teacher Evaluation

- The Performance Evaluation Reform Act (PERA; Public Act 96-0861), passed by the Illinois General Assembly and signed by the Governor in January 2010, requires principal and teacher evaluations to include student growth as a significant factor and established the Performance Evaluation Advisory Council comprised of teachers, principals, superintendents, and other stakeholders, to advise ISBE on the development and implementation of improved evaluation systems. **Status: Districts will implement new performance evaluations for principals in the 2012–2013 school year. Implementation of new performance evaluations for teachers will be staggered, and all districts will implement them by the 2016–2017 school year.**
- Senate Bill 7 (Public Act 97-8), passed by the Illinois General Assembly and signed by the Governor on June 13, 2011, made a few changes to PERA, allowing school districts and their unions to agree to accelerate their PERA implementation date to as early as the 2013–2014 school year. The act also incorporated performance into personnel decision to ensure that the most effective teachers remain in Illinois classrooms. **Status: Different aspects of implementation will occur at different times; all schools will implement the requirements fully by the 2016–2017 school year.**

Professional Development

- ISBE is working with Regional Offices of Education to offer professional development training on the new Illinois Learning Standards based on the Common Core Standards. ISBE already hosted eight workshops during summer 2011, with approximately 1,900 teachers attending. Additional professional trainings are being planned. **Status: The first round of workshops are complete. Additional training and professional development materials will continue to be prepared and scheduled as the state prepares for implementation of new assessments based on the Common Core in 2014–15.**
- As part of the Illinois Pathways Initiative, the state’s education and economic development agencies will launch public-private Learning Exchanges to provide professional development opportunities for educators in nine STEM groups. The Learning Exchanges will garner public and private investments to support this effort. **Status: STEM Learning Exchanges will be established in 2012 as part of the Illinois Pathways Initiative.**

►► **Critical Success Factor:** In 2011, the General Assembly eliminated all FY 2012 ISBE funding for teaching and educational leader mentoring. ISBE had assigned a mentor to each new teacher for a period of two years to develop skills and strategies necessary for instructional and leadership excellence. In FY 2010, 4,086 teachers were mentored through 64 pilot mentoring projects, and in FY 2011 an estimated 2,373 were mentored in 45 pilot projects. Funding needs to be restored.

►► RECOMMENDATION 8: IMPROVE EDUCATIONAL ATTAINMENT THROUGH ATTENTION TO PREVENTION, INTERVENTION, AND REENGAGEMENT.

HOW ILLINOIS IS GETTING THERE:

From Preschool to Post-Secondary (P-20)

- Based on improved P-20 and employment data collection through the Illinois Longitudinal Data System, Illinois will engage in more data-driven decision making in education and workforce policies and procedures. The ILDS will help track how well Illinois students transition through education levels, whether allocation of public resources is sufficient, whether career and skill development programs are effective, and progress toward achieving state educational goals. Status: The first round of LDS data collection has begun for the current academic year.

Early Childhood

- To expand access to quality learning opportunities for more high-need children, the Capital Development Board is administering \$45 million in capital funds to early care and education providers for construction and improvement projects in high-need communities. In consultation with the Space Capacity Committee of the Early Learning Council, a proposal was developed for this funding opportunity which received 227 applications requesting nearly \$540 million in funds. **Status: Applications are under review, and selected applications are expected to be announced by April 2012.**

K-12

- In September 2010, ISBE received a five-year professional development grant from the U.S. Department of Education to train educators statewide in Response to Intervention (RtI). RtI is a general education initiative that requires all district staff, general educators, special educators, and bilingual/English-Language-Learner staff to work together to intervene when students need additional academic and behavioral assistance. The focus is on early identification and intervention, rather than delaying assistance to later grades when interventions become more costly and intensive. **Status: Training will continue for all Illinois districts through 2015.**
- Dual credit is an instructional arrangement in which academically qualified high school students enroll in college-level courses and, upon successful completion, concurrently earn both college credit and high school credit. Dual credit programs in Illinois provide a critical component of the educational pipeline. Dual credit programs in Illinois have grown exponentially in the last 10 years. Nearly 83,000 students participated in dual credit during FY2011. Both the Illinois Community College Board and ISBE track student participation in dual credit. **Status: ICCB is currently exploring a dual-credit study to better assess the cost savings for dual-credit students in Illinois; an estimated decision on this study is April 2012.**

Higher Education

- In 2011, the Illinois General Assembly passed Public Act 97-0320, in which public higher education institutions will have some of their funding allocated based on students' educational progress and attainment—this is known as “performance funding.” IBHE is coordinating the activities of the Performance Funding Steering Committee. The Committee has reviewed a model for the funding methodology and performance metrics and will provide its recommendations to IBHE for action at its February 7th meeting. Updated information is available on the IBHE website. **Status: Performance funding will take effect FY2013.**
- With funding from the Gates Foundation, ICCB is improving Adult Basic Education student transitions to college and careers, making instruction more relevant to their career choices and significantly increasing the number of certificates and degrees they achieve. **Status: The design phase was completed in November 2011. ICCB was awarded \$1.6 million in December 2011 to implement the project over the next three years.**
- The Illinois Student Assistance Commission has awarded a partnership grant to the Chicago Workforce Investment Council, Center for Adult and Experiential Learning, Women Employed, and the City of Chicago. They are developing a pilot program—Complete the Degree—to encourage re-enrollment by adults with some college but no degree, particularly among low-income adults. Funding is provided by a federal College Access Challenge grant. **Status: Program begins April 2012.**

►► RECOMMENDATION 9: INCREASE PUBLIC ENGAGEMENT ACROSS THE ENTIRE SPECTRUM OF EDUCATION.

HOW ILLINOIS IS GETTING THERE:

Early Childhood

- The Public Awareness Committee of the Early Learning Council has begun work to develop an outreach campaign for the Quality Rating and Improvement System (QRIS)—a scale that enables families to make informed decisions about selecting an early childhood program that best meets their needs by providing information about the environment, staff qualifications, and activities at the site. **Status: Recommendations on evaluation criteria have been made by the QRIS Advisory Committee which included a variety of stakeholders, including state agencies, service providers, and higher education. Implementation timeline for the expanded QRIS is currently under discussion.**

K-12

- During the development of the new Illinois School Report Card, the P-20's Data, Assessment and Accountability Committee hosted 60 focus groups around the state in order to receive input on what content should be included as part of the Report Card. **Status: Completed. The Report Card, in its new format, is to be published October 2013 and will be updated annually.**

- ISBE hosted five public input sessions to seek input in budget development for FY2013 in fall 2011. They received testimony in person and electronically from nearly 1,400 individuals. **Status: Completed for FY2013 budget; process repeats annually.**
- ISBE worked with the Performance Evaluation Advisory Committee (PEAC) to host eight public engagement sessions in October and November 2011. They received feedback in person and electronically from 2,300 individuals as proposed new rules were being developed for teacher and principal evaluations. **Status: Rules are currently posted for public review; comments will be collected and reviewed prior to sending rules to JCAR for approval. Comments will be reviewed by staff, and we anticipate taking them to PEAC and on to ISBE in February.**
- In Fall 2010, ISBE began a partnership with the Illinois Parent Teacher Association (PTA) to raise awareness of the new Illinois Learning Standards based on the Common Core Standards. ISBE and the IPTA are working to communicate with local PTA members through their newsletter and other communications tools. Those efforts continue. **Status: Ongoing.**

Higher Education

- In July 2011, the Illinois Student Assistance Commission held a statewide conference called “College Changes Everything.” The conference addressed college access and completion issues and planning and was attended by nearly 300 Illinois college and university leaders, high school leaders, community partners, federal TRIO program staff, legislators, and policymakers interested in higher education. With sessions presented by state and national leaders, including the U.S. Under Secretary of Education, participants received information, best practices, and tools for moving their access and completion efforts forward. **Status: Conference to be held annually.**
- The Illinois Board of Higher Education has conducted a communications campaign about the *Illinois Public Agenda for College and Career Success*—a 10-year strategic plan created in 2008 to guide policymakers addressing the state’s economic status in the global marketplace and the educational and workforce needs of its residents. The communications campaign launched the www.illinois.org website, produced a series of videos discussing the four Public Agenda goals, and made presentations focusing public awareness on supporting minority and low income college students to achieve academic success and college completion. **Status: Reports and accountability measures toward the goals of the public agenda are posted on the www.illinois.org website for public review.**

►► RECOMMENDATION 10: TRACK AND REPORT PROGRESS TOWARD THE GOAL: TO INCREASE THE PROPORTION OF ILLINOISANS WITH HIGH-QUALITY DEGREES AND CREDENTIALS TO 60% BY THE YEAR 2025.

HOW ILLINOIS IS GETTING THERE:

P-20

- When fully deployed, the ILDS, the Illinois Higher Education Consortium, and the Workforce Data Quality Initiative will enable tracking and reporting of progress toward the 60% by 2025 goal. **Status: ILDS has begun collecting data for the current academic year. IHEC plans to begin collecting data in spring 2012. WDQI will begin integrating workforce and social service data on a project-by-project basis beginning in 2012.**

Higher Education

- In 2012, Illinois joined the Complete College America's alliance of 29 states with the objective of significantly increasing the number of adults with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. To join, Gov. Quinn and the directors of IBHE, ICCB, and ISAC submitted a letter of agreement to the Alliance of States in CCA. As a Complete College America state, Illinois has pledged to make college completion a top priority and committed to the following three actions: setting completion goals, developing action plans, and moving key policy levers. Illinois also committed to collect and report common measures of progress. The Illinois leadership team includes representatives of the Governor's Office, the Lieutenant Governor's Office, members of the General Assembly, and state education agency leadership. **Status: CCA produces annual reports across standard data elements to track state vs. state progress at <http://www.completecollege.org/docs/Illinois.pdf>, which will include Illinois progress reports.**
- The Illinois Student Assistance Commission has developed a database that can track low-income students, ACT test-taking, *Free Application for Federal Student Aid* (FAFSA) completion, and college continuation behaviors from 11th grade through the completion of undergraduate post-secondary education. **Status: Once the Illinois Longitudinal Data System is fully operational, ISAC will be able to use the ILDS as a single source of data on students who graduate, rather than multiple sources currently utilized. The ISAC will not be contributing specific financial information that the ISAC database includes to the ILDS. FAFSA data are protected by federal privacy laws and cannot be shared at the unit record level at this time. However, ISAC could provide averaged financial data if needed.**
- Through the Gates' Foundation *Accelerating Opportunity* Grant, received in 2011, ICCB will improve state and institutional capacity for tracking individual student outcomes. It will improve ICCB and individual community colleges' ability to match Adult Basic Education data with post-secondary data, post-secondary data with wage-record data, and employ alternative strategies to capture employment and advancement outcomes. **Status: Work through this grant will continue through November 2014.**

ATTACHMENT B

COLLEGE AND CAREER READINESS FRAMEWORK

Attachment B: College and Career Readiness Framework

As Illinois' economy continues to recover it is critically important to understand how our economy is both growing and changing. More importantly, we need to make sure our education system is supporting learners in developing the skills and knowledge that will ensure they are competitive in a 21st century economy. We know that the majority of job opportunities in the future will require some level of college education or training and in response the State of Illinois' P-20 Council has established a goal to increase the proportion of Illinoisans with high-quality degrees and credentials to 60 percent by the year 2025.

The P-20 Council's College and Career Readiness Committee—led by John Rico of Rico Enterprises and Sharron Thomas-Parrot of DeVry University—was established to provide coordination across state agencies, education institutions, businesses, industry associations and community stakeholders to conduct research and issue recommendations to the broader P-20 Council on programs and policies that impact both the preparation and successful transition of Illinois learners into college and careers. The mission of the College and Career Readiness Committee is to make actionable recommendations to the P-20 Council on what skills, systems, resources, and alignment efforts are required for all Illinois residents to be college and career ready in an innovative and globally competitive society.

In addition, the lifelong learning vision of the Committee is to unlock the secret to the development of individuals capable of solving our society's problems and growing our economies. Although rooted in solid academic performance, success goes beyond the formal educational experience. Knowledgeable people who are engaged both socially and professionally are the product of a nation's educational system. With this insight, we are better prepared to reform our educational systems to meet society's needs.

As part of the Committee's work in 2011 they adopted a college and career readiness "framework" to help organize activities and create alignment among policies and programs that cut across P-20 education and workforce institutions. The "framework" was presented to the P-20 Council in 2011 and was successfully adopted. The "framework" itself is organized into seven goal statements with accompanying definitions and an initial set of recommendations. The goals and definitions are listed below:

- 1) **Defining College and Career Readiness for Illinois:** Adopt a college and career readiness definition for all students that is inclusive of the four dimensions of college readiness (key cognitive strategies, content knowledge, academic behaviors, and "college knowledge") (Conley, 2007) and that includes three major skill areas: 1) Core Academic Skills, 2) Employability Skills, and 3) Pathway Skills.
- 2) **Connect and Maximize use of Data across P-20 and Workforce Pipeline:** P-20 and workforce data should be used to support broad talent pipeline analysis for accountability as well as used to inform and support education and career planning tools and related continuous improvement systems.
- 3) **Align P-20 Curriculum and Instruction to Career Pathways that include College and Career Readiness Standards:** Enable all students to explore and pursue a personalized education plan or Program of Study based on their academic and career interests.
- 4) **Align Assessments and Certifications to Pathways:** All students should be assessed on skills relevant to successfully transition to college and careers as well as have the ability to earn industry relevant credentials and certifications as part of a P-20 portfolio.
- 5) **Develop a New Public-Private Infrastructure for Industry Engagement and Partnerships:** Develop a New Public-Private Infrastructure for Industry Engagement.

- 6) **Expand Professional Development to Improve College and Career Readiness:** Provide educators opportunities to participate as members of open -collaborative professional learning communities that are continuous and engage peers to peer networks, professionals, and industry mentors.
- 7) **Increase Resources for and Access to Remediation:** In order to meaningfully participate in college and career planning, students who require remediation across the P-20 pipeline need to be identified earlier and met with effective interventions.

Understanding that a comprehensive approach to college and career readiness is necessary to drive transformative change, since the adoption of the "framework" the Committee has inventoried where recommendations are being actively pursued by state agencies and other P-20 Council committees, and where gaps presently exist.

In driving activities that support the above mentioned goals, the Committee has provided input to and reported progress on the ongoing development and implementation of Illinois Pathways, a Race to the Top funded initiative. Supported by a partnership between the State of Illinois' education and economic development agencies, Illinois Pathways is a new and innovative STEM education initiative designed to support college and career readiness for all students. Illinois Pathways supports local programs that enable students to explore their academic and career interests through programs of study, which are organized around a career cluster and feature a sequence of orientation and pathway courses, work-based learning experiences, and credentialing opportunities. In addition, Illinois Pathways supports new statewide, public-private partnerships known as STEM Learning Exchanges that support local program of study implementation through coordinating planning and investment in activities, such as curriculum resources, work-based learning opportunities, and career guidance materials.

The Committee has also worked collaboratively with the P-20 Council's Committee on Data, Accountability and Assessment to add input on the newly developed State Report Card. Throughout the Report Card project the Committee provided reviews of workforce and education longitudinal data linkages and helped define those metrics that capture college and career readiness as well as success. The Committee also held a focus group session to provide private sector input of the draft Report Card prior to its adoption by the P-20 Council and General Assembly.

Looking forward, the Committee has inventoried those goals and recommendations where there is a need for the P-20 Council to support projects and provide statewide coordination and leadership. Focusing on goals 1, 3 and 4, the Committee intends to reach out to other P-20 Council committees and partners in order to establish a joint working group that is tasked with exploring the core elements of Illinois' college and career readiness definition and to issue a set of specific policy and program recommendations that further align P-20 curriculum and instruction as well as assessment and certification systems. This work will build off of and leverage the State's participation in the Common Core State Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC). Other project areas identified include exploring strategies to support the implementation of P-20 personalized learning plans, investigating strategies to improve the delivery of remediation, and expanding access to work-based learning opportunities and quality dual credit.

ATTACHMENT C

REVISED ILLINOIS SCHOOL REPORT CARD

Attachment C: Revised Illinois School Report Card

Illinois Report Card Project

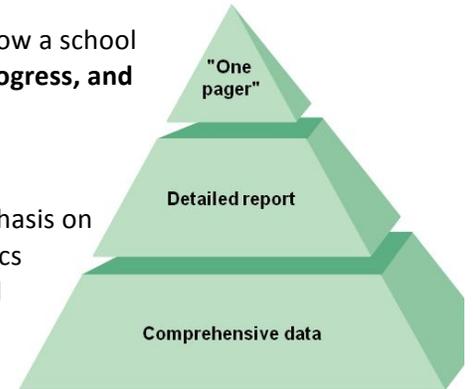
Just like all students, every school and every district in Illinois gets a report card. Unfortunately, over time that report card has become so cluttered as to be useless to most audiences. In 2011, with support from the Boston Consulting Group (BCG), the P-20 Council has worked to develop a breakthrough new report card for Illinois schools and districts.

The new report card is packed with relevant new information and designed to be readable and user-friendly.

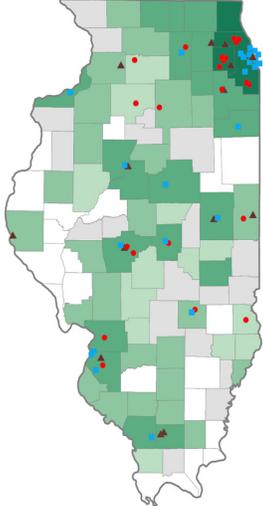
The New Design. The new report card is organized to help parents understand how a school or district is performing in three key areas: **(1) student outcomes, (2) student progress, and (3) the school environment.**

The committee used a three-tier pyramid logic in designing the report card.

- **The One-Pager:** Designed for use by the broad community with an emphasis on parents and a focus on the simplest, highest-value outcome-driven metrics
- **The Detailed Report:** Publicly available but for use by district and school leaders with performance breakdowns by demographic subgroup and additional information
- **Comprehensive data:** Longitudinal information for use by educators and researchers



Focus group locations



Public Response. To ensure the report card is helpful to the public, the committee conducted nearly 60 focus groups with key stakeholder groups across Illinois: administrators and principals, teachers, and families and community members.

Each discussion sought to “pressure test” the draft report card developed by the committee and resulted in changes to the report’s substance or design. More generally, feedback from the focus groups on the overall value of the new report card was overwhelmingly positive.

- **90% of participants said they are likely to use the new report card.**
- **80% to 90% of participants found the report card to be easy to understand.**

Committee & Methodology. In the course of developing a new Report Card, the P-20 Council assembled a widely inclusive group of stakeholders to oversee and advise the work, including:

- Advance Illinois
- Chicago Public Schools
- Ed-Red
- Federation of Community Schools
- Illinois Association of School Administrators
- Illinois Association of School Business Officials
- Illinois Education Association
- Illinois Federation of Teachers
- Illinois Board of Higher Education
- Illinois Business Roundtable
- Illinois Community Colleges Board
- Illinois Interactive Report Card team
- Illinois Math & Science Academy
- Illinois PTA
- Illinois State Board of Education
- ISU/Center for Education Policy
- LEND/SCOPE
- LUDA
- Ounce of Prevention
- P-20 Council
- SAGE Campaign
- Stand for Children
- Voices for Illinois Children

Illinois Report Card Project

Our goal is to provide useful information in a way that is easily understood. This updated Illinois State Report Card will better equip parents to make informed choices to support their child's education.

The P-20 Council has worked closely with stakeholders and community leaders around the state. Supporters of the Illinois Report Card Project include the following:

Advance Illinois

**Central Pointe Community Services – Bloomington
Community Foundation of Kankakee and River Valley**

DeKalb County KEYS Initiative

ED-RED

Federation of Community Schools

Greater Effingham Chamber of Commerce and Industry

Hands That Help – Rockford

Illinois Association of Realtors

Illinois Association of School Business Officials

Illinois Chamber of Commerce

Illinois Education Association

Illinois Federation of Teachers

Illinois Board of Higher Education

Illinois Business Roundtable

Illinois Interactive Report Card Team

Illinois P-20 Council

Illinois PTA

Illinois State Board of Education

Large Unit District Association

LEND

Dr. Max McGee, IMSA

Mothers Opposed to Violence Everywhere – Chicago

Neighbors United – Oak Lawn

Ounce of Prevention Fund

Peoples Community Development Association of Chicago

SAGE Campaign

SCOPE

Stand for Children

Southeastern Illinois Community Foundation – Effingham

TARGET Area Development Corporation

Voices for Illinois Children

Youth with a Positive Direction – Decatur

New report card indicators & why they matter

CURRICULUM/RESOURCES	Why it's important
Advanced classes (HS only)	Advanced classes like International Baccalaureate (IB) or Advanced Placement (AP) courses are more rigorous courses that help prepare students for success in college. ¹
Foreign language courses	Learning a foreign language increases students' employability and can improve academic performance in other areas while preparing students as global citizens. ²
Dual credit courses (HS only)	Dual credit provides benefits such as access to a wider range of rigorous courses, savings in time and money on a college degree, and enhancing admission to and retention in college.
School personnel resources	School personnel provide resources to a school to support student health, development and learning.
FROM THE PRINCIPAL	Why it's important
Elective classes (MS& HS only)	Elective classes can cultivate a student's interests, strengths and special talents.
Approved programs of study (HS only)	CTE programs, with business and community support, prepare students for the world of work by building academic, vocational, career planning and citizenship skills at the same time.
Extracurricular activities	Extracurricular activities offer opportunities for students to learn teamwork, individual responsibility, understand diversity and community, improve physical health, and experience competition.
Before & after school programs	Before and after school programs serve various purposes including safety and supervision to academic support to cultural enrichment.
Health & wellness compliance	Well-maintained schools provide a positive learning environment. Physical education can promote positive lifelong healthy attitudes and improve self-confidence, academic performance, and self-control. ³
Awards received	Awards highlight the accomplishments of the school and its students.
Community partnerships	Partnerships allow schools to leverage external resources and provide additional opportunities for students.
OUTCOMES (new indicators)	Why it's important
% of students graduating within 4 years (HS only)	High school graduation lays the foundation for success in today's economy. ⁴
% of students academically ready for college & career (HS only)	Students who meet or exceed "benchmark" scores on the ACT exams are more likely to be academically ready for entry-level college coursework. ⁵
% of students certified career ready (HS only)	Students who finish high school ready for entry to the world of work (e.g., with a business-recognized certificate, having completed a CTE Program of Study) are more likely to succeed in the long-term.
% of graduates who enrolled in additional schooling after graduation (HS only)	Two-thirds of new jobs in today's economy require continued education after a high school diploma. ⁶

% of 8th graders passing Algebra I with grade of C or better (MS only)	Students who take Algebra in middle school have more advanced math skills later in life. ⁷ They are more likely than their peers to complete a challenging course sequence in high school, and to enroll in college. ⁸
% of alumni college freshmen enrolled in “remedial” courses	Enrollment in remedial courses is an indicator that a student is not fully prepared for college-level coursework. Students who take remedial courses are less likely to complete college than their peers. ⁹
% of students Kindergarten ready (Elem only)	Kindergarteners who enter prepared to succeed in school socio-emotionally, cognitively, and physically have greater success in school and later in life. ¹⁰
% of alumni “on track” in their freshman year of high school (MS only)	Success in freshman courses is a key predictor of graduation from high school. ¹¹ Reporting on the performance of middle school graduates provides feedback on their preparation for high school.
PROGRESS (new indicators)	Why it's important
% of high school freshmen “on track” (HS only)	Freshmen who are on-track in their courses go on to their sophomore year are more likely to succeed in and graduate from high school. ¹²
% of students achieving expected growth	Students must make a certain amount of growth from one academic year to the next in order to meet standards expectations. Analysis lets districts predict how much growth students should be able to make in a given year. This metric tells us whether students are making “expected” growth.
ENVIRONMENT (new indicators)	Why it's important
% of teachers rated proficient or excellent	Teachers are the single most important in-school factor in determining whether and how well students learn. Evaluations measure the quality of instruction students receive and the impact on student outcomes. ¹³
% of students with less than 10 absences in the school year.	Students with high attendance are more likely to learn, graduate and succeed post-graduation; students with high or chronic truancy levels are more likely to drop out. ¹⁴ This reporting method accurately reflects these individuals, rather than losing them in average attendance statistics.
% of teachers present in class 95% or more of their scheduled class time	Quality instruction requires the consistent presence of students' teachers in the classroom. ¹⁵
% of teachers who returned to school from previous year (3 year average)	Stability in the teaching force can be reflection of the culture at the school. While some movement of teachers in and out of the school is normal, higher rates of turnover may be indicative of less stability.
Principal stability	Stable leadership motivates teachers and creates a positive environment for students. ¹⁶
Family & community engagement in student/ teacher survey	Students with engaged support at home and in their communities are more likely to succeed in school. ¹⁷
Learning climate in student/teacher survey	When students feel safe, supported, and challenged, they are more likely to succeed academically. ¹⁸
Professional climate in teacher survey	Recruiting, developing, and retaining effective teachers requires the presence of a strong professional environment at the individual school level. ¹⁹

- ¹ The College Board. (2010). *The 6th annual advanced placement report to the nation*. New York, NY: The College Board. Retrieved online October, 2011 from <http://professionals.collegeboard.com/profdownload/6th-annual-ap-report-to-the-nation-2010.pdf>
- ² Curtain, H. & Pesola, C.A.B. (1994). *Languages and Children: Making the Match: Foreign Language Instruction for An Early Start Grades K-8*. New York, NY: Longman
- ³ Trost, Stewart G. (2007). *Physical education, physical activity and academic performance*. An Active Living Research Brief. Princeton, NJ: The Robert Wood Johnson Foundation. Retrieved online from http://www.activelivingresearch.org/files/Active_Ed.pdf
- ⁴ U.S. Census Bureau. (2010). *Median earnings in the past 12 months (in 2010 inflation-adjusted dollars) by sex by educational attainment for the population 25 years and over*. 2010 American Community Survey 1-year estimates. Retrieved October 2011 from http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_B20004&prodType=table
- ⁵ ACT. *ACT's College Readiness Benchmarks*. <http://www.act.org/education/benchmarks.html>
- ⁶ The National Skills Coalition. (2010). *Illinois' forgotten middle skill jobs*. Washington, D.C.: National Skills Coalition. Retrieved online October 2011 from http://www.nationalskillscoalition.org/assets/reports-/skills2compete_fogottenjobsupdatedbrief_il_2009-10.pdf
- ⁷ United States Department of Education. (1997). *Mathematics Equals Opportunity*. A white paper prepared for U.S. Secretary of Education Richard W. Riley. Retrieved October 2011 from <http://www2.ed.gov/pubs/math/index.html>
- ⁸ The Brown Center on Education Policy. (2008). *The misplaced math student: Lost in eighth-grade Algebra*. Washington, D.C.: Brookings Institute.
- ⁹ Strong American Schools. (2008). *Diploma to Nowhere*. Retrieved October, 2011, from <http://www.deltacostproject.org/resources/pdf/DiplomaToNowhere.pdf>
- ¹⁰ Gormley, W.T., and T. Gayer. (2004). *The effects of universal Pre-K on cognitive development*. Washington, D.C.: Georgetown University.
- ¹¹ Allensworth, E. & Easton, J. (2005). *The on-track indicator as a predictor of high school graduation*. Illinois: Consortium on Chicago School Research. Retrieved online from <http://csr.uchicago.edu/publications/p78.pdf>
- ¹² Allensworth, E. & Easton, J. (2005). *The on-track indicator as a predictor of high school graduation*. Illinois: Consortium on Chicago School Research. Retrieved online from <http://csr.uchicago.edu/publications/p78.pdf>
- ¹³ Fallon, Daniel. "Case Study of a Paradigm Shift (The Value of Focusing on Instruction)." Education Research Summit: Establishing Linkages. University of North Carolina, 2003.
- ¹⁴ Baker, M; Nady Sigmon, J.; & Nugent, M. (September, 2001). "Truancy reduction: Keeping students in school." *Juvenile Justice Bulletin*. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Retrieved online October 2011 from <https://www.ncjrs.gov/pdffiles1/ojjdp/188947.pdf>
- ¹⁵ Miller, Raegen. (2011). *Tales of teacher absence: New research yields patterns that speak to policymakers*. Washington, D.C.: Center for American Progress. Retrieved October 2011 from http://www.americanprogress.org/issues/2008/10/pdf/teacher_absence.pdf
- ¹⁶ Clark, D.; Martorell, P.; & Rockoff, J. (2009). *School principals and school performance*. CALDER Working Paper 38. Retrieved October 2011 from http://www.caldercenter.org/upload/Working-Paper-38_FINAL.pdf
- ¹⁷ Sebring, P.; Allensworth, E.; Bryk, A.; Easton, J.; & Luppescu, S. (2006). *The essential supports for school improvement*. Consortium for Chicago School Research. Retrieved October, 2011 from <http://csr.uchicago.edu/publications/EssentialSupports.pdf>
- ¹⁸ Ibid.
- ¹⁹ Ibid.

ILLUSTRATIVE EXAMPLE

A High School

101 S Main St. | City IL 00000 | xxx-xxx-xxx

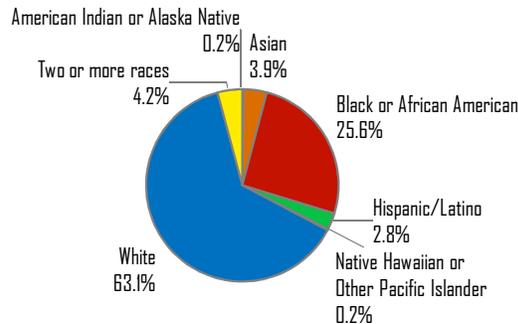
<http://www.anywhere.k12.il.us/schools/AHS/>2010-2011 Principal
2010-2011 Superintendent
Grades servedJohn Doe
Dr. Jane Doe
9-12

School characteristics

Enrollment	1,000
Average class size	19.7
Average years teaching experience	10
Per pupil spending:	
• District average	\$20,000
• State average (for district type)	\$17,000
Student transfers in or out	13%
Percentage of district revenue from:	
• Local taxes and fees	47%
• State funds	30%
• Federal funds	23%

Student demographics

Racial/ethnic background



Additional demographic information

Limited English proficiency	8%
Low-income	46%
Students eligible to receive special education	13%

CURRICULUM/RESOURCE INFORMATION

(To be standardized and populated by ISBE.
Example content provided below.)

Advanced (AP, IB) classes

- AP : 2 English courses, 2 mathematics courses, 4 govt/ history courses, 3 science courses, 6 music arts courses

Students enrolled in at least 1 advanced class: 50%

Foreign language classes

Spanish, French, German

Dual credit/ enrollment classes

Calculus, English Literature

School personnel resources

6 guidance administrators; 1 speech teacher; 1 reading specialist; 1 work coordinator; 11 special needs personnel

FROM THE PRINCIPAL

(To be provided by school principal. Example content provided below.)

Special programming

Gifted and talented programs, Autism specialists, work-study programs

Elective classes

Modern American Poetry and 6 other English electives, Computer Programming, Film Study, 4 fine arts classes

Extracurricular activities

- 14 interscholastic sports, 4 service clubs, 2 theatrical shows, 12 academically related clubs
- Examples of student clubs: flag corps, Math Club, newspaper, 'Do Something' community service, Technology Club, Spirit Club, French, Latin, German, Spanish, Anime, National Honor Society, Chess Club, Be a Senator, yearbook

Before/after school programs

Free breakfast program, "Best Buddies" tutoring, "Science Stars"

Approved programs of study

Business Education, Family & Consumer Science, Graphic Communications: Photography, Health Science Academy

Health & wellness focus

- Average number of days of PE per week per student: 2
- Building compliance with Health, Life and Safety codes: Yes
- Additional programs: "Character Counts" character education program, "Eat Smart/Be Smart" lunch program

Awards received

ISBE Honor Roll, Mideast Conference Champions in girls volleyball, Science Olympiad Team 1st Place in Region, Golden Apple Award Winner – Ms. Jones

Community partnerships

Ninth National Bank – Career Fair sponsors; Rotary Club – funded new playground

ILLUSTRATIVE EXAMPLE

A High School

101 S Main St. | City IL 00000 | xxx-xxx-xxx

<http://www.anywhere.k12.il.us/schools/AHS/>

School Report Card, 2010-2011

Comparison

		School performance	Schools with similar students Performance range of schools like yours	Illinois average	School performance 2008-2012									
OUTCOMES: WHAT ARE STUDENTS ACHIEVING?					08	09	10	11	12					
Graduation	Students graduating within 4 years <i>Out of students entering this school freshman year</i>	90%	80% to 93%	85%	65	85	90	65	90					
	Readiness	60%	55% to 65%	65%	40	45	55	50	60					
Students certified career ready		To be included when data are available												
Success	Graduates who enrolled in additional schooling within 2 semesters of high school graduation <i>Includes colleges, community colleges, trade/vocational schools</i>	85%	80% to 90%	75%	60	80	85	60	85					
	Graduates completing freshman year of college without remediation	To be included when data are available												
PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?														
On track	Freshmen on track <i>Freshmen who have earned enough class credit to be promoted to sophomore year without failing more than one core class</i>	80%	75% to 85%	70%	65	67	70	75	80					
Performance	All students <u>exceeding</u> IL state standards on exams Reading Math	R 25% M 5%	R 10% to 17% M 0% to 5%	R 15% M 10%	15	5	13	5	10	5	10	5	25	5
	All students meeting IL state standards on exams Reading Math	R 40% M 45%	R 35% to 42% M 42% to 55%	R 40% M 48%	30	40	40	43	45	45	40	40	40	45
Growth	Students achieving expected growth <i>Will measure how much students progress in learning each year</i>	80%	75% to 85%	70%					80					
ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS AND TEACHERS?														
Presence & engagement	Teachers returning to this school from last year <i>3-year average</i>	86%	82% to 92%	80%					86					
	Number of different principals at this school in last 6 years	2	1 to 3	2.5										
	Students with fewer than 10 absences in school year	77%	72% to 82%	80%	40	53	72	75	77					
	Teachers with fewer than 10 absences in school year	63%	55% to 65%	70%	50	30	60	62	63					
	Family & community engagement in student/ teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					80					
Teachers	Teachers rated proficient or excellent <i>Based on teacher performance evaluations</i>	80%	75% to 85%	70%					80					
Professional climate	Professional climate in teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					80					
Learning climate	Learning climate in student/ teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					80					

ILLUSTRATIVE EXAMPLE

A Middle School

101 S Main St. | City IL 00000 | xxx-xxx-xxx
<http://www.anywhere.k12.il.us/schools/AMS/>

2010-2011 Principal
 2010-2011 Superintendent
 Grades served

John Doe
 Dr. Jane Doe
 Public (6-8)

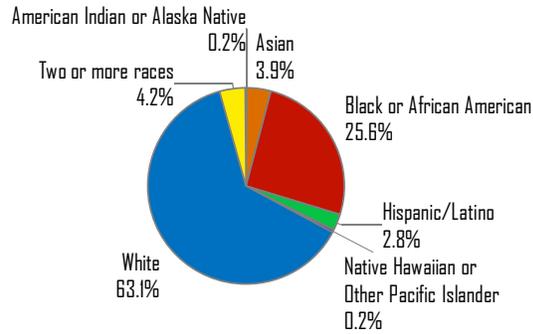


School characteristics

Enrollment	1,000
Average class size	19.7
Average years teaching experience	10
Per pupil spending:	
• District average	\$20,000
• State average (for district type)	\$17,000
Student transfers in or out	13%
Percentage of district revenue from:	
• Local taxes and fees	47%
• State funds	30%
• Federal funds	23%

Student demographics

Racial/ethnic background



Additional demographic information

Limited English proficiency	8%
Low-income	46%
Students eligible to receive special education	13%

CURRICULUM/RESOURCE INFORMATION *(To be standardized and populated by ISBE. Example content provided below.)*

School personnel resources

6 guidance administrators; 1 speech teacher; 1 reading specialist; 1 work coordinator; 11 special needs personnel

Foreign language classes

Spanish, French, German

FROM THE PRINCIPAL *(To be provided by school principal. Example content provided below.)*

Special programming

Gifted and talented programs, Autism specialists

Health & wellness focus

- Average number of days of PE per week per student: 2
- Building compliance with Health, Life and Safety codes: Yes
- Additional programs: "Character Counts" character education program, "Eat Smart/Be Smart" lunch program

Elective classes

Family and Consumer Sciences; Business; 4 art classes, Webmaster

Before/after school programs

- Free breakfast program, "Best Buddies" tutoring, "Science Stars"

Extracurricular activities

Choir, band, art, stage, flag corps, Math Club, newspaper, 'Do Something' community service, Environment Club, Technology Club, Spirit Club, language clubs (French, Latin, German, Spanish), Anime, National Honor Society, cheerleading, Prevention Club, Chess Club, Be a Senator, yearbook, Film Club, dance team

Awards received

ISBE Honor Roll, Midwest Conference Champions in girls Volleyball, Science Olympiad Team 1st Place in Region, Golden Apple Award Winner – Ms. Jones

Community partnerships

Ninth National Bank – Career Fair sponsors; Rotary Club – funded new playground

ILLUSTRATIVE EXAMPLE

A Middle School

101 S Main St. | City IL 00000 | xxx-xxx-xxx
<http://www.anywhere.k12.il.us/schools/AMS/>

School Report Card, 2010-2011

		Comparison			School performance 2008-2012					
		School performance	Schools with similar students <i>Performance range of schools like yours</i>	Illinois average	08	09	10	11	12	
OUTCOMES: WHAT ARE STUDENTS ACHIEVING?										
Readiness	8th graders <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 13% to 22% M 18% to 30%	R 17% M 20%	38	65	45	85	45	90
	8th graders meeting IL state standards on exams	R 45% M 90%	R 35% to 42% M 72% to 85%	R 40% M 48%	2	10	5	7	10	10
	8th graders passing Algebra I	60%	55% to 65%	65%	60	80	85	60	85	
Success	Most recent Freshmen on track <i>Students who have earned sufficient credit to be promoted without failing more than one core class</i>	85%	80% to 90%	75%	60	80	85	60	85	
PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?										
On track	6th graders <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 12% to 17% M 12% to 25%	R 20% M 39%	38	65	45	85	45	90
	6th graders meeting IL state standards on exams	R 45% M 90%	R 35% to 42% M 42% to 55%	R 40% M 48%	2	10	5	7	10	10
Performance	All students <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 10% to 17% M 5% to 6%	R 15% M 5%	38	65	45	85	45	90
	All students meeting IL state standards on exams	R 45% M 90%	R 38% to 56% M 74% to 89%	R 45% M 70%	2	10	5	7	10	10
Growth	Students achieving expected growth <i>Will measure how much students progress in learning each year</i>	80%	75% to 85%	70%					80	
ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS AND TEACHERS?										
Presence & engagement	Teachers returning to this school from last year <i>3-year average</i>	86%	82% to 92%	80%					86	
	Number of different principals at this school in last 6 years	2	1 to 3	2.5						
	Students with fewer than 10 absences in school year	77%	72% to 82%	80%	40	53	72	75	77	
	Teachers with fewer than 10 absences in school year	63%	55% to 65%	70%	50	30	60	62	63	
	Family & community engagement in student/ teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					80	
Teachers	Teachers rated proficient or excellent <i>Based on teacher performance evaluations</i>	80%	75% to 85%	70%					80	
Professional climate	Professional climate in teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					80	
Learning climate	Learning climate in student/ teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					80	

ILLUSTRATIVE EXAMPLE

An Elementary School

101 S Main St. | City IL 00000 | xxx-xxx-xxx

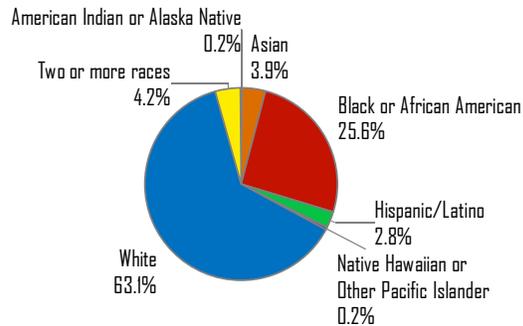
<http://www.anywhere.k12.il.us/schools/AMS/>2010-2011 Principal
2010-2011 Superintendent
Grades servedJohn Doe
Dr. Jane Doe
Public (K-5)

School characteristics

Enrollment	1,000
Average class size	19.7
Average years teaching experience	10
Per pupil spending:	
• District average	\$20,000
• State average (for district type)	\$17,000
Student transfers in or out	13%
Percentage of district revenue from:	
• Local taxes and fees	47%
• State funds	30%
• Federal funds	23%
Students with pre-school experience	20%

Student demographics

Racial/ethnic background



Additional demographic information

Limited English proficiency	8%
Low-income	45%
Students eligible to receive special education	13%

CURRICULUM/RESOURCE INFORMATION *(To be standardized and populated by ISBE. Example content provided below.)*

School personnel resources

6 guidance administrators; 1 speech teacher; 1 reading specialist; 1 work coordinator; 11 special needs personnel

Foreign language classes

Spanish, French, German

FROM THE PRINCIPAL *(To be provided by school principal. Example content provided below.)*

Special programming

Gifted and talented programs, Autism specialists

Health & wellness focus

- Average number of days of PE per week per student: 2
- Building compliance with Health, Life and Safety codes: Yes
- Additional programs: "Character Counts" character education program, "Eat Smart/Be Smart" lunch program

Extracurricular activities

Choir, band, art, stage, flag corps, Math Club, newspaper, 'Do Something' community service, Environment Club, Technology Club, Spirit Club, language clubs (French, Latin, German, Spanish), Anime, National Honor Society, cheerleading, Prevention Club, Chess Club, Be a Senator, yearbook, Film Club, dance team

Awards received

ISBE Honor Roll, Mideast Conference Champions in girls volleyball, Science Olympiad Team 1st Place in Region, Golden Apple Award Winner – Ms. Jones

Before/after school programs

- Free breakfast program, "Best Buddies" tutoring, "Science Stars"

Community partnerships

Ninth National Bank – Career Fair sponsors; Rotary Club – funded new playground

ILLUSTRATIVE EXAMPLE

An Elementary School

101 S Main St. | City IL 00000 | xxx-xxx-xxx

<http://www.anywhere.k12.il.us/schools/AMS/>

School Report Card, 2010-2011

		Comparison			School performance 2008-2012				
		School performance	Schools with similar students <i>Performance range of schools like yours</i>	Illinois average	08	09	10	11	12
OUTCOMES: WHAT ARE STUDENTS ACHIEVING?									
Readiness & Success	3rd graders <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 13% to 22% M 18% to 30%	R 14% M 18%					
	3rd graders meeting IL state standards on exams	R 45% M 90%	R 35% to 42% M 72% to 85%	R 40% M 48%					
	5th graders <u>exceeding</u> IL state standards on exams	R 10% M 15%	R 13% to 22% M 18% to 30%	R 15% M 22%					
	5th graders meeting IL state standards on exams	R 44% M 85%	R 35% to 42% M 72% to 85%	R 40% M 68%					
PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?									
On track	Students entering Kindergarten ready to learn <i>Helps identify whether children entering Kindergarten are developmentally prepared to succeed in school</i>	To be included when data are available							
Performance	All students <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 10% to 17% M 5% to 6%	R 15% M 5%					
	All students meeting IL state standards on exams	R 45% M 90%	R 38% to 56% M 74% to 89%	R 45% M 70%					
Growth	Students achieving expected growth <i>Will measure how much students progress in learning each year</i>	80%	75% to 85%	70%					
ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS AND TEACHERS?									
Presence & engagement	Teachers returning to this school from last year <i>3-year average</i>	86%	82% to 92%	80%					
	Number of different principals at this school in last 6 years	2	1 to 3	2.5					
	Students with less than 10 absences in school year	77%	72% to 82%	80%					
	Teachers with less than 10 absences in school year	63%	55% to 65%	70%					
	Family & community engagement in student/ teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					
Teachers	Teachers rated proficient or excellent <i>Based on teacher performance evaluations</i>	80%	75% to 85%	70%					
Professional climate	Professional climate in teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					
Learning climate	Learning climate in student/ teacher survey <i>From climate survey to be administered across all schools</i>	80%	75% to 85%	70%					

ATTACHMENT D

TEACHER LEADERSHIP RECOMMENDATIONS

Teacher Leadership Recommendations to Illinois State Board of Education

Illinois P-20 Council
Teacher Leadership Subcommittee
November 2, 2011

History and Purpose

Illinois reform efforts have focused on improving student performance through increasing the quality of leadership, teaching, and learning practices. Illinois has a new teacher certification and endorsement model to improve the quality of teachers and leaders that recognizes the career continuum from pre-service teacher to classroom teacher, to teacher leader, principal and beyond. This includes strengthened teacher certification and preparation and a new, more rigorous principal endorsement. These efforts recognized the need for an enhanced teacher leadership endorsement that was created as part of SB 1799. University preparation programs that offer the Type 75 General Administrative certificate and the previous teacher leader endorsement will not be able to admit candidates after fall 2012 under the old program requirements and must be approved by 2014 under new program requirements or face program closure.

In creating this new teacher leadership endorsement, Illinois has recognized the critical importance of teacher leaders in improving schools. The new teacher leader endorsement will:

- Create a career path to retain and develop high-performing teachers for leadership roles
- Formalize, define, and build the competencies necessary for high-quality leadership to improve student learning
- Recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children

Through the Illinois P-20 Council Teacher Leadership subcommittee, a wide variety of constituents collaborated to make recommendations to the Illinois State Board of Education on the rules for the new teacher leadership endorsement. These recommendations are based on international, national, and state research, policy, and best practices around teacher leadership. Committee members represented public and private universities, school districts, state agencies such as ISBE and IBHE, education and professional associations, teacher and principal practitioners and policy and advocacy groups.

The Role of the Teacher Leader

Unlike principals, for example, teacher leaders act in a variety of roles and contexts. It is important for ISBE to define teacher leadership in order to guide districts and universities and

inform high-quality teacher leader preparation. In both improving teaching and learning practices and developing the capacity of teachers and others, teacher leaders:

- I. Harness the collective knowledge of teachers to impact teaching and learning and school and student success
- II. Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement
- III. Model excellence in teaching with a strong foundation in improving school/classroom climate, curriculum, instruction, assessment and intervention
- IV. Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning
- V. Promote and influence change to improve school and student outcomes

The rules should not require the teacher leadership endorsement for specific roles in school districts. However, there are specific roles that universities should consider when designing their teacher leadership endorsement programs, including:

- i. Curriculum Specialist (i.e., identifying, designing and implementing curriculum and school/district improvement)
- ii. Coach (i.e., providing coaching to other teachers and staff on instructional practice and methods)
- iii. Mentor teacher (i.e., providing mentoring to new and/or other teachers)
- iv. Department Chair or Lead Teacher
- v. Content Specialist (i.e., leading instructional programs in a specific content area)
- vi. Teacher leaders responsible for supervising others
- vii. Teacher leaders who lead programs relating to school/classroom climate, curriculum, instruction or assessment
- viii. Other roles that emerge from TSR and TCIS data reported by districts

Teacher Leadership Program Design

Universities should provide evidence that their teacher leadership programs are aligned with the Model Teacher Leader standards and Illinois competencies and requirements for this endorsement. The Model Teacher Leader Standards are national standards for teacher leadership developed by the Teacher Leadership Exploratory Consortium.

In addition to alignment to the Model Teacher Leader standards, evidence should be provided that teacher leadership programs were designed to achieve the following Illinois-specific coursework requirements:

- I. Leadership
 - Knowledge of leadership frameworks and models of shared governance
 - Understanding of teacher evaluation models and training

- Ability to hold self and others accountable for results
 - Ability to lead teams in setting goals and achieving results
- II. Designing Professional Development to meet teaching and learning needs
- Understand, apply, and evaluate the specific needs of new teachers for induction and mentoring
 - Ability to coach teachers and staff
 - Ability to understand, apply, and evaluate models of effective professional development
 - Ability to observe instruction and provide coaching, mentoring or development feedback to teachers
- III. Building school culture that focuses on student learning
- Understanding of diverse learners (including Special Education, ELL, underrepresented students and other subpopulations) and their families and communities
 - Ability to analyze and interpret data around school culture, working and learning conditions and climate
 - Understanding of the impact of instructional models and practices on improving culture, climate, and learning
 - Ability to understand and apply the Social-Emotional Learning standards
- IV. Using assessments to improve student learning and foster student achievement
- V. Building collaboration with teachers and stakeholders

Programs should also enhance leadership effectiveness either through program prerequisites, elective courses, or specialized programs that build on the content expertise essential for improving teaching and learning practices.

Programs should demonstrate evidence they are competency-based to build the necessary knowledge, skills, and dispositions through integrated coursework, embedded field experiences, and assessment. This includes these recommendations:

- Programs should have well-defined formative and summative assessments for the evaluation of candidate performance.
- A statewide standardized performance-based assessment should be developed to ensure consistency and quality.

Teacher leadership program coursework should also articulate to the principal endorsement, if offered, in order to encourage career progression into future school leadership roles.

Additional Policy Recommendations

- ISBE should encourage universities to develop schemes in which candidates can demonstrate both leadership and specific content knowledge and expertise, including, when applicable, program and candidate assessments around content areas.
- Because teacher leaders with this endorsement who have received training in compliance with Section 24A-3 will be able to perform evaluations, programs can either use program faculty to provide the training or send candidates to a third-party vendor to allow elective training to candidates to which it applies.
- ISBE should also collect additional data on how districts use the teacher leadership endorsement for specific roles. When a district reports that a teacher has a teacher leadership endorsement, the district should also have to report whether the district requires the teacher leadership endorsement for that specific role. Data should be shared, in the aggregate, with universities for consideration in the design of teacher leadership programs. ISBE could provide guidance on the program approval site of other roles that emerge from TSR and TCIS data reported by districts.

ATTACHMENT E

DECEMBER 2011 TEACHER AND LEADERSHIP
EFFECTIVENESS SUBCOMMITTEE
REPORT TO THE P-20 COUNCIL

**Attachment E: December 2011 Teacher and Leadership Effectiveness
Subcommittee Report to the P-20 Council**

**Report to Governor Pat Quinn and the
P-20 Council Teacher and Leadership Effectiveness Committee
December 22, 2011**

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Special Thanks also to The Fry Foundation, Brenda Parker and Matthew Clifford

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Executive Summary

The P-20 Council Teacher and Leadership Effectiveness Committee provides recommendations to the P-20 Council and the Illinois Governor for the improvement of teacher and leader quality in Illinois. Within the vision of the Illinois P-20 Council to create a framework for a seamless and sustainable statewide system of quality education and support for Illinois children, families and communities, this committee recognizes the critical importance of principals, school leaders and teachers in preparing children for success in school and the workplace. As noted in our 2010 annual reports², research shows that teacher and leader practices have a profound impact on student success in the classroom and beyond. The Teacher and Leader Effectiveness Committee serves an important role with engaging a broad set of stakeholders across the state, including universities, school districts, policymakers, state agencies and others to identify recommendations for policy which can significantly enhance the preparation, certification, recruitment, selection, support, development, retention and evaluation of teachers and leaders.

The roles of teachers, teacher leaders, assistant principals, and principals continuously change as demands on schools change in response to the needs of our students, families and communities and research about effective schools, leadership, and teaching and learning practices. School improvement research is increasingly calling for the development of greater teacher and leadership capacity at multiple levels throughout the school—principals, assistant principals, and teachers, all of whose leadership development is important to supporting student learning in schools. What the capacities of teachers and leaders at these different levels should be, how they should be prepared, supported, and assessed, and what data should be collected on their impact on schools—all are challenges.

Our 2011 recommendations support significant efforts already underway in Illinois to enhance teacher and leader preparation, certification and evaluation that recognizes the impact of leadership and professional practice on student growth and learning. Our recommendations build on the newly established *P-12 Principal Endorsement* which specifically focused on effective preparation of principals and assistant principals, as distinct from a range of other administrative and teacher leadership roles in schools, such as deans, department chairs and others, all of whom received the same administrative certification in the past. These recommendations are intended to provide guidance to Illinois with respect to the new *Teacher Leadership Endorsement* and the proposed Teacher and Leader Program Dashboard, both of which can assist professional preparation programs, school districts, potential educator program students, policymakers and the general public as we seek to develop high-quality teaching and learning practices and collaborative leadership teams to support student learning in Illinois schools.

Special thanks are extended to The Fry Foundation, who was critical to the success of the Teacher and Leader Effectiveness Committee by funding staff resources. We also thank Brenda Parker and Matthew Clifford for their assistance with the Delphi survey.

² The 2010 Teacher and Leader Effectiveness Committee reports can be found on the Illinois P-20 Council website

Teacher Leadership Recommendations

The new *Teacher Leadership Endorsement* recognizes the importance of teacher leadership in schools with improving learning climate, instructional practices and student achievement. It provides more rigorous preparation for teacher leadership roles than addressed by either the previous teacher leadership endorsement, which had a more narrow focus, and/or the Type 75 general administrative endorsement. The previous teacher leadership endorsement will not be issued after December 31, 2012. Programs can no longer admit candidates for the general administrative endorsement after September 2012, and the endorsement will not be issued after 2014. The committee structured its recommendations for the new teacher leadership endorsement around three critical outcomes:

- To create a career path to retain and develop high-performing teachers for leadership roles;
- To formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and,
- To recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

Recommendation One: It is important for the Illinois State Board of Education to define teacher leadership in order to guide districts and universities and inform high-quality teacher leader preparation. In both improving teaching and learning practices and developing the capacity of teachers and others, teacher leaders:

- I. Harness the collective knowledge of teachers to impact teaching and learning and school and student success
- II. Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement
- III. Model excellence in teaching with a strong foundation in improving school/classroom climate, curriculum, instruction, assessment and intervention
- IV. Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning
- V. Promote and influence change to improve school and student outcomes

Recommendation Two: The rules should not require the teacher leadership endorsement for specific roles in school districts. However, there are specific roles that universities should consider when designing their teacher leadership endorsement programs, including Curriculum Specialist, Coach, Mentor Teacher, Department Chair or Lead Teacher, Content Specialist, those leaders who supervise others as well as those who lead programs related to school/classroom climate, curriculum, instruction or assessment.

Recommendation Three: Universities should provide evidence that their teacher leadership programs are aligned with the Model Teacher Leader standards and Illinois competencies and requirements for this endorsement. The Model Teacher Leader Standards are national standards developed by the Teacher Leadership Exploratory Consortium.

Recommendation Four: In addition to alignment to the Model Teacher Leader standards, evidence should be provided that teacher leadership programs are designed to achieve the following Illinois-specific coursework requirements:

- I. Leadership
 - a. Knowledge of leadership frameworks and models of shared governance
 - b. Understanding of teacher evaluation models and training
 - c. Ability to hold self and others accountable for results
 - d. Ability to lead teams in setting goals and achieving results
- II. Designing Professional Development to meet teaching and learning needs
 - a. Understand, apply, and evaluate the specific needs of new teachers for induction and mentoring
 - b. Ability to coach teachers and staff
 - c. Ability to understand, apply, and evaluate models of effective professional development
 - d. Ability to observe instruction and provide coaching, mentoring or development feedback to teachers
- III. Building school culture that focuses on student learning
 - a. Understanding of diverse learners (including Special Education, ELL, underrepresented students and other subpopulations) and their families and communities
 - b. Ability to analyze and interpret data around school culture, working and learning conditions and climate
 - c. Understanding of the impact of instructional models and practices on improving culture, climate, and learning
 - d. Ability to understand and apply the Social-Emotional Learning standards
- IV. Using assessments to improve student learning and foster student achievement
- V. Building collaboration with teachers and stakeholders

Recommendation Five: Programs should also enhance leadership effectiveness either through program prerequisites, elective courses, or specialized programs that build on the content expertise essential for improving teaching and learning practices.

Recommendation Six: Programs should demonstrate evidence they are competency-based to build the necessary knowledge, skills, and dispositions through integrated coursework, embedded field experiences, and assessment. This includes these recommendations:

- a. Programs should have well-defined formative and summative assessments for the evaluation of candidate performance.
- b. A statewide standardized performance-based assessment should be developed to ensure consistency and quality.

Recommendation Seven: Teacher leadership program coursework should also articulate to the principal endorsement, if offered, in order to encourage career progression into future school leadership roles.

Further Policy Recommendations

Recommendation One: ISBE should encourage universities to optionally develop programs in which candidates can demonstrate both leadership and specific content knowledge and expertise, including, when applicable, program and candidate assessments around content areas.

Recommendation Two: Because teacher leaders with this endorsement who have received required training and certification, in compliance with Section 24A-3, will be able to perform evaluations, programs can either use qualified program faculty to provide the training or send candidates to a qualified third-party vendor to allow elective training to candidates to which it applies.

Recommendation Three: ISBE should also collect additional data on how districts use the teacher leadership endorsement for specific roles. When a district reports that a teacher has a teacher leadership endorsement, the district should also have to report whether the district requires the teacher leadership endorsement for that specific role. Data should be shared, in the aggregate, with universities for consideration in the design of teacher leadership programs. ISBE could provide guidance on the program approval site of other roles that emerge from Teacher Service Record (TSR) and Teacher Certification Information System (TCIS) data reported by districts.

Teacher and Leader Preparation Program Dashboard Recommendations

Building on our 2010 recommendations and state initiatives to improve the quality of teacher and leader preparation in Illinois, the Teacher and Leader Effectiveness Committee identified relevant data, metrics and performance indicators that provide information about teacher and principal preparation effectiveness, impact and outcomes that could be collected and analyzed through coordination with the Illinois P-20 Longitudinal Data System (LDS). This includes recommendations for a dashboard strategy and program performance indicators and measures that will:

- 1) Identify relevant performance indicators and data about teacher and leader preparation programs useful to a wide variety of stakeholders including state agencies, universities, districts, students and others to meet the needs of schools, students, and educators in Illinois;
- 2) Inform a pilot program and development of LDS and other data systems which will enhance program measurement, outcomes and continuous improvement efforts; and
- 3) Provide leadership and partnership around program performance indicators to the Joint Education Leadership Council in order to guide strategic efforts to enhance teacher and leader program quality, effectiveness, and outcomes.

These indicators include formative measures which are used by teacher and leader preparation programs to drive future growth and continuous improvement efforts and which vary due to the unique nature of universities and programs and data collected, They also include multiple, evidence-based, summative measures that can be used to formally evaluate teacher and principal preparation program quality, effectiveness, impact and performance on goals and outcomes. Lastly, this includes information about teacher and principal programs and candidate demographics and characteristics, as well as program components and features that can be used by a variety of stakeholders in policy, practice and decision-making.

Recommendation One: A wide variety of formative teacher principal and teacher data should be collected and further refined by universities, districts and state agencies to inform program continuous quality improvement processes.

Recommendation Two: The committee recommends that the following evidence-based, summative measures be used to evaluate teacher and principal program quality, effectiveness, impact and performance on goals and outcomes:

Teacher Performance Indicators
1. Number of candidates enrolled by endorsement type and completion rate
2. Average Teacher Performance Assessment Consortium (TPAC) Scores by Program <i>Note: TPAC is a performance-based assessment administered to teachers seeking licensure. These assessments will be implemented in Illinois beginning in 2013.</i>
3. Percentage of program candidates that successfully pass the Assessment of Professional Teaching for certification in Illinois <i>Note: This assessment measures teacher candidates' knowledge and application of the Illinois Professional Teaching Standards</i>
4. Percentage of graduates placed as P-12 educators within 1, 3, and 5 years of graduation <i>Note: Data will be available only for graduates in Illinois. Since graduates of Illinois institutions may choose to work in other states, steps should be taken to account for these teachers.</i>
5. Performance evaluations of program graduate using the four category rating system once placed as teachers in Illinois <i>Note: This data will be available after implementation of the new statewide requirements by all schools in 2016.</i>
6. Data and indicators of student growth of program graduates <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluation ratings of Illinois teachers</i>
7. Percentage of graduates retained as P-12 educators within 1, 3 and 5 years of placement in Illinois

Principal Performance Indicators	
1.	Percentage of graduates that pass the required state principal endorsement certification exam <i>Note: This is a competency based assessment that will be administered to all candidates</i>
2.	Percentage of program graduates that obtain principal or assistant principal positions within 1, 3 and 5 years of graduation
3.	Performance evaluations of program graduates using the four category rating system once placed as principals and assistant principals in Illinois <i>Note: This data will be available after implementation of the new statewide requirements in the 2012-13 school year.</i>
4.	Data and indicators of student growth within 1, 3 and 5 years of placement as an assistant principal or principal <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluation ratings of Illinois principals and assistant principals.</i>
5.	Results of learning climate surveys in schools where principals and assistant principals are placed within 1, 3 and 5 years of graduation <i>Note: A state standardized learning climate survey will be developed</i>
6.	Percentage of program graduates retained as principals, assistant principals, superintendents or district leadership roles within 1, 3 and 5 years of placement

Recommendation Three: It is important to understand Illinois candidate, teacher and principal demographics, characteristics and talent pipeline information in order to make sound decisions about policy, admissions, recruitment, selection, placement and support for teachers and principals and to ensure that we have the most highly qualified teachers that can meet the needs of all students, including urban and rural high-needs schools and high-need subject areas. This information is also important for districts in developing effective partnerships with universities for student teaching, teacher and principal recruitment, internships, placement, as well as teacher and leadership development and mentoring.

The state should also develop profiles of teacher and principal preparation programs with program effectiveness measures and additional information about programs such as:

- a. Student enrollment and demographic data
- b. Program entrance requirements
- c. Student teaching program information, including average number of hours required for student teaching
- d. Faculty support
- e. Exit requirements for graduation and certification, including minimum required GPA
- f. Recommendations for licensure by endorsement type
- g. Faculty demographics and qualifications
- h. Mentoring programs post-graduation
- i. Placements in high-needs schools and endorsements in high-needs subject areas

Further Policy Recommendations

Through our work on the Teacher and Leader Program Dashboard, the Teacher and Leadership Effectiveness committee has the following additional policy recommendations:

Recommendation One: The Teacher and Leader Effectiveness Committee recommends that the Joint Education Leadership Council (JELC), made up of representatives from each of the state agencies, provide guidance to the P-20 Longitudinal Data System on strategies for integrating these recommendations. The Teacher and Leader Effectiveness Committee should continue to serve as a resource to the P-20 Longitudinal Data System (LDS) staff and JELC on the teacher and leader indicators and integration into a larger P-20 Data Dashboard, where needed.

Recommendation Two: The Teacher and Leader Committee will also partner with the Illinois LDS staff and state agency staff to inform development and ensure collection of relevant student and educator data that can be used to enhance teacher and leader effectiveness.

Recommendation Three: The Teacher and Leader Committee recommends that ISBE consider incorporating the committee's recommendations for teacher and leader summative indicators into the annual teacher and principal program review process that goes before the Illinois Educator Licensure Board.

Recommendation Four: The timeline for collection and analysis of performance indicators will vary based on state timelines, capacity and requirements for implementation. Efforts should be made to coordinate with LDS to disseminate appropriate and relevant data and indicators, as it becomes available.

Teacher and Leader Effectiveness Committee Next Steps

Next Step One: While the state builds capacity, the Teacher and Leader Effectiveness committee has engaged the Chicago Public Schools in a pilot program. This pilot will enable the CPS, the Illinois P-20 Council, and the P-20 Data Longitudinal System to understand implementation requirements at scale, pilot collection and analysis of formative, summative and candidate and program profile measures, and continue to refine the dashboard strategy to meet the needs of our stakeholders.

Next Step Two: As part of its partnership with the Illinois Longitudinal Data Systems Committee, the committee will provide feedback to the Joint Educational Leadership Council and the P-20 Longitudinal Data System on pilot outcomes. The committee will also partner in incorporating our recommendations and providing feedback to these committees on Teacher and Leadership Effectiveness dashboard recommendations and potential integration.

Next Step Three: The Teacher and Leader Effectiveness Committee will continue to serve in an advisory role by responding to current educational policy initiatives and issues that impact teachers and leaders. This includes looking at effective practices around encouraging, building and enhancing university and district partnerships and serving as a resource on effective strategies to university programs as they design teacher leadership endorsement programs, including entry requirements.

Next Step Four: Finally, the committee will also create a map and timeline of all current education initiatives that have an impact on teacher and leadership preparation and effectiveness

and for implementation of the Teacher and Leader Program Dashboard to help guide the work of this committee and the P-20 Council next year.

Overview of the Teacher and Leadership Effectiveness Committee

The mission of the P-20 Council Committee on Teacher and Leader Effectiveness³ is to advise the Governor on recommendations for strengthening and aligning the preparation, recruitment, certification, selection, evaluation, support, development, and retention of highly effective and diverse teachers and leaders. In 2010, the annual reports of the Teacher and Leader Effectiveness Committees made broad recommendations for improving the quality of teacher and leaders in Illinois, a number of which are currently underway in Illinois, including teacher and principal evaluation and improving the quality of teacher and principal preparation through changes to the state's teacher certification and endorsement model. In 2011, the committee focused on two critical initiatives that build on those recommendations: Teacher and Leader Program Dashboard and recommendations for a statewide Teacher Leadership Endorsement.

Over 60 subcommittee members have collaborated to provide input and feedback on our teacher and leader preparation program dashboard and teacher leadership recommendations. Members represent a wide variety of P-20 constituents across the state including:

- Public and private universities
- School districts
- State agencies such as the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE)
- Education and professional associations representing the broad P-20 spectrum
- Teacher and principal practitioners
- Policy and advocacy groups representing the broad P-20 spectrum

In addition, the committee sought and received a grant from the Fry Foundation to fund staff resources to support the work of the P-20 Council Committee on Teacher and Leader Effectiveness. This assistance was critical to the success of the committee's work.

The 2011 Report of the P-20 Council Committee on Teacher and Leader Effectiveness presents an overview of the recommendations of the committee around the Teacher Leadership Endorsement and the Teacher and Leader Program Dashboard and concludes with recommendations for policy as the state continues to move forward with efforts to improve the quality of teachers and leader preparation in Illinois.

³ Leadership effectiveness was added to the charge of the P-20 Council Committee on Teacher Effectiveness at the July 2010 P-20 Council meeting to better reflect the statutory recommendation to "authorize the creation of working groups focusing on areas of interest to Illinois educational and workforce development, including without limitation the following areas: preparation, recruitment, and certification of highly effective (sic) teachers and administrators" (Public Act 95-626). Last year, two separate reports were submitted to the Illinois P-20 Council – one by the Teacher Effectiveness Subcommittee and one by the Leader Effectiveness Subcommittee. Both reports can be found on the Illinois P-20 Council web site. This year, the work was merged into one Teacher and Leader Effectiveness Committee.

Initiative One: Teacher Leadership Endorsement

In the 2010 Leader Effectiveness Committee report², the committee stated that it could “serve in an instrumental role with addressing quick response action items presented to the P-20 Council related to teachers and leaders”. In this role, the committee serves as an advisory group to Illinois state agencies and policymakers on the impact of education policy for teacher and leader preparation and effectiveness. In our 2010 reports², the committee had also identified distributed leadership in schools, the retention of high-quality teachers in the field, and development of high-quality teachers into teacher and school leadership roles as important priorities in improving student outcomes. The committee was presented with the opportunity to provide recommendations to the Illinois State Board of Education on a new teacher leadership endorsement.

The Illinois General Assembly passed Senate Bill 1799 that was signed into public act (P.A. 097-0607) in August 2011. P.A. 097-0607 develops a new teacher certification and endorsement model to improve the quality of teachers and leaders that recognizes the career continuum from pre-service teacher to classroom teacher, to teacher leader, principal and beyond. In spring 2010, legislation was also signed (P.A. 096-0603) to develop a new, more rigorous principal endorsement which will prepare principals and assistant principals. This new principal endorsement replaced the previous general administrative endorsement which was designed more broadly to include not only the preparation of principals and assistant principals but also other administrative and teacher leadership roles in schools in districts including department chairs, athletic directors, special education directors, etc. The general administrative endorsement will not be issued after 2014 and programs can no longer admit candidates after September, 2012. In addition, the previous teacher leadership endorsement will no longer be issued after December, 2012. Illinois’s new teacher leadership endorsement provides critical leadership preparation for teacher leadership and/or administrative roles outside of principals and assistant principals. This created an immediate need for recommendations to ISBE regarding the rules for the new teacher leadership endorsement.

The new teacher leadership endorsement recognizes the importance of teacher leadership in schools with improving learning climate, instructional practices and student achievement and provides more rigorous preparation for teacher leadership roles previously addressed by the previous teacher leadership endorsement and/or the general administrative endorsement. The committee structured its recommendations for the teacher leadership endorsement around three critical outcomes:

- To create a career path to retain and develop high-performing teachers for leadership roles;
- To formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and,
- To recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

Through the Illinois P-20 Council Teacher Leadership subcommittee, the committee performed outreach to teacher leadership programs and stakeholders in Illinois and engaged a number of

constituents representing districts, universities who prepare teacher leaders and principals, professional associations, practitioners, and policy groups. The committee decided to take a collaborative approach to further defining the roles that Illinois teacher leaders have in improving schools, teaching and learning practices and student outcomes and its implications for teacher leader preparation. In a series of webinars (3) and face-to-face meetings on September 20th, October 13th and October 27th, the committee invited stakeholders to review and contribute research, policies and best practices for teacher leaders nationally, internationally and within the state to inform and shape recommendations.

The committee considered models for teacher leadership that both enhanced teacher practices but also retained and developed teachers along a career continuum. Using the Model Teacher Leader Standards developed by the Teacher Leader Exploratory Consortium as well as models for teacher leadership in other states such as Kansas and Arkansas, the committee surveyed committee members as to how teacher leaders are typically utilized by schools and districts to improve instruction, student achievement and teaching and learning practices. The survey also asked constituents what roles should be covered by the endorsement and the requisite knowledge, skills and abilities required for effective teacher leadership in Illinois that align with enhanced standards for both teachers and principals. (Please see Appendix A, Teacher Leadership Survey). The survey results were then reviewed by committee members and used to discuss and inform potential recommendations.

The survey results indicated that there was broad consensus by a variety of stakeholders on the purpose of the endorsement, the roles that teacher leaders have in schools, as well as the essential competencies necessary for success as a teacher leader. Over 70% agreed on the teacher leader roles that should be addressed by the endorsement and teacher leadership programs, while over 75% agreed on the essential core competencies critical for teacher leadership success. These core competencies also aligned along a continuum to new Illinois competencies for teachers and principals, including the revised Illinois Professional Teaching Standards and principal preparation competency requirements such as ISLLC and SREB (Appendix B includes the Teacher Leadership Endorsement recommendations submitted by the P-20 Council Teacher and Leader Effectiveness Committee to the Illinois State Board of Education).

The Role of the Teacher Leader

Unlike principals, teacher leaders often act in a variety of roles and contexts. As such, the committee felt that it was important for ISBE to define teacher leadership in order to guide districts and universities and inform high-quality teacher leader preparation. The committee defined teacher leadership both as improving teaching and learning practices and developing the capacity of teachers and others, including the ability to:

- Harness the collective knowledge of teachers to impact teaching and learning and school and student success;
- Promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;

- Model excellence in teaching with a strong foundation in improving school/classroom climate, curriculum, instruction, assessment and intervention;
- Provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and
- Promote and influence change to improve school and student outcomes.

Teacher leaders are both in formal and informal roles in school districts. Schools and districts across Illinois need flexibility in defining these formal and informal roles for teacher leaders to best serve the needs of their teachers, students and schools. Therefore, committee members also agreed it was important that Illinois should not require the teacher leadership endorsement for specific roles in school districts beyond those teacher leaders who evaluate teachers and other certified staff according to district requirements. Teacher leaders with this endorsement will also need to be trained and certified as evaluators under the requirements of PERA in order to evaluate teachers and certified staff.

The committee's work identified specific roles that universities should consider when designing their teacher leadership endorsement programs, including:

- Curriculum Specialist (i.e., identifying, designing and implementing curriculum and school/district improvement)
- Coach (i.e., providing coaching to other teachers and staff on instructional practice and methods)
- Mentor teacher (i.e., providing mentoring to new and/or other teachers)
- Department Chair or Lead Teacher
- Content Specialist (i.e., leading instructional programs in a specific content area)
- Teacher leaders responsible for supervising others
- Teacher leaders who lead programs relating to school/classroom climate, curriculum, instruction or assessment
- Other roles that emerge from TSR and TCIS data reported by districts

Teacher Leadership Program Design

The role of teacher leaders has important implications for how teacher leaders are optimally prepared and how universities design their programs. The committee recommended that universities should provide evidence that their teacher leadership programs are aligned with the Model Teacher Leader standards⁴ and Illinois competencies and requirements for this endorsement. These Illinois-specific competencies and requirements align with Illinois' focus on teacher and principal accountability and recognize the importance of shared leadership and governance in improving schools and teacher practice. It also recognizes the importance of serving the needs of diverse students and learners, the Social-Emotional Standards adopted by

⁴ The Model Teacher Leader Standards are national standards for teacher leadership developed by the Teacher Leadership Exploratory Consortium.

Illinois in 2011 as well as the 2010 Teacher Effectiveness Report which emphasized the need for a teaching and learning framework to integrate effective feedback with meaningful professional development and coaching/mentoring for teachers, especially novice teachers.

The Model Teacher Leader Standards, developed by national experts on teacher leadership, are performance standards that can be adopted for program design, coursework and assessment. (See Appendix C, Model Teacher Leader Standards) The Model Teacher Leader Standards address the following core competencies:

1. Understanding Adults As Learners to Support Professional Learning Communities
2. Accessing and Using Research to Improve Practice and Student Achievement
3. Promoting Professional Learning for Continuous Improvement
4. Facilitating Improvements in Instruction and Student Learning
5. Using Assessments and Data for School and District Improvement
6. Improving Outreach and Collaboration with Families and Community

Based on Illinois-specific needs that were identified, in addition to alignment to the Model Teacher Leader Standards, the committee recommended that teacher leadership program design should be aligned to achieve the following Illinois-specific coursework requirements and competencies:

I. Leadership

- a. Knowledge of leadership frameworks and models of shared governance
- b. Understanding of teacher evaluation models and training
- c. Ability to hold self and others accountable for results
- d. Ability to lead teams in setting goals and achieving results

II. Designing Professional Development to meet teaching and learning needs

- a. Understand, apply, and evaluate the specific needs of new teachers for induction and mentoring
- b. Ability to coach teachers and staff
- c. Ability to understand, apply, and evaluate models of effective professional development
- d. Ability to observe instruction and provide coaching, mentoring or development feedback to teachers

III. Building school culture that focuses on student learning

- a. Understanding of diverse learners (including Special Education, ELL, underrepresented students and other subpopulations) and their families and communities
- b. Ability to analyze and interpret data around school culture, working and learning conditions and climate
- c. Understanding of the impact of instructional models and practices on improving culture, climate, and learning
- d. Ability to understand and apply the Social-Emotional Learning standards

IV. Using assessments to improve student learning and foster student achievement

V. Building collaboration with teachers and stakeholders

Teacher leaders play an important role in enhancing the content knowledge and pedagogy of teachers. As part of the redesign of teacher certification, Illinois is developing new content standards for teacher preparation to improve teaching and learning practices and align to the Common Core. Therefore, the committee recommended that universities consider a variety of program designs to ensure and incorporate content knowledge. In order to enhance leadership effectiveness, the committee recommended that universities build on content knowledge gained through either through program prerequisites, elective courses, or specialized programs.

The committee recommended that programs should demonstrate evidence they are competency-based to build the necessary knowledge, skills, and dispositions through integrated coursework, embedded field experiences, and assessment. This includes these recommendations:

- a. Programs should have well-defined formative and summative assessments for the evaluation of candidate performance.
- b. A statewide standardized performance-based assessment should be developed to ensure consistency and quality.

Recognizing teacher leadership along a career continuum, the committee also recommended that teacher leadership program coursework should also articulate to the principal endorsement, if offered, in order to encourage career progression into future school leadership roles. This will also encourage universities to create collaboration between teacher leader and principal programs to ensure alignment.

In addition to recommendations on the roles for teacher leadership and the design of the teacher leadership preparation program, the committee made additional policy recommendations that included:

- 1) ISBE should encourage universities to optionally develop programs in which candidates can demonstrate both leadership and specific content knowledge and expertise, including, when applicable, program and candidate assessments around content areas.
- 2) Because teacher leaders with this endorsement who have received required training and certification, in compliance with Section 24A-3, will be able to perform evaluations, programs can either use qualified program faculty to provide the training or send candidates to a qualified third-party vendor to allow elective training to candidates to which it applies.⁵

⁵ This recommendation has been updated to reflect current rules for the training and certification of evaluators of teachers. The original committee recommendations can be found in Appendix B.

- 3) ISBE should also collect additional data on how districts use the teacher leadership endorsement for specific roles. When a district reports that a teacher has a teacher leadership endorsement, the district should also have to report whether the district requires the teacher leadership endorsement for that specific role. Data should be shared, in the aggregate, with universities for consideration in the design of teacher leadership programs. ISBE could provide guidance on the program approval site of other roles that emerge from TSR and TCIS data reported by districts.

Initiative Two: Teacher and Leader Program Dashboard

Overview

In the 2010 report of the Teacher Effectiveness Committee², the Teacher Effectiveness subcommittee recommended that “the state track and report metrics related to teacher efficacy, teacher academic ability, teacher retention, and school climate by district and/or teacher education program”. This recommendation was aligned to the development of the Illinois Longitudinal Data System (LDS), which will provide data to help to track the outcomes of Illinois students as they progress from Pre-K through Postsecondary education, and as they enter the workforce. In addition, the LDS will, for the first time, be able to connect student achievement data with teacher evaluation data, including teacher and principal certification and preparation program data, by 2014.

In 2011, the Teacher and Leader Effectiveness committees were combined to provide a coherent and cohesive focus on both teacher and leadership programs. The committee developed recommended metrics and performance indicators for inclusion in a statewide teacher and leadership program dashboard to be developed. In developing these recommendations, the committee focused on a dashboard strategy and program performance indicators and measures that will:

- 1) Identify relevant performance indicators and data about teacher and leader preparation programs useful to a wide variety of stakeholders including state agencies, universities, districts, students and others to meet the needs of schools, students, and educators in Illinois
- 2) Inform pilot program and development of LDS and other data systems which will enhance program measurement, outcomes and continuous improvement efforts.
- 3) Provide leadership and partnership around program performance indicators to the Joint Education Leadership Council in order to guide strategic efforts to enhance teacher and leader program quality, effectiveness, and outcomes (see recommendations)

The committee envisioned that the Joint Education Leadership Council would provide guidance to the P-20 Longitudinal Data System Committee on integration of our potential recommendations into the overall strategy.

Process for Recommendations

The committee engaged over 60 stakeholders in making these recommendations representing universities, state agencies, policymakers, school districts, professional associations, nonprofit and advocacy groups. At the May 5th meeting, the committee commissioned research on other states' models which was presented to the committee at its June 2nd meeting to inform discussions around the Teacher and Leader Program Dashboard. The research also included 13 personal interviews with Illinois state agency, policy, university and other stakeholders to gather data and potential resources. The research included:

- Review of other state dashboards which have implemented teacher and/or leader program information, indicators and metrics. (e.g. Louisiana, Ohio, Tennessee) (See Appendix D for a summary of Teacher and Leader Program Dashboards in other states);
- Review of information, data and best practices that universities use for continuous improvement of teacher and leader preparation programs;
- Reviewing research on teacher assessment and certification in Illinois (See Appendix E for a summary of teacher assessment and certification research by Brad White at the Illinois Education Research Council).

Based on this review, committee staff members used the research to brainstorm potential program information, metrics and indicators for a Teacher and Leader Program Dashboard in Illinois. The committee took a broad approach in considering all potential measures regardless of feasibility, i.e. whether data was currently collected or could be collected in the future based on investment in resources and infrastructure. This was intentional in order to be inclusive of all measures and data which could be useful to a variety of stakeholders across Illinois.

The committee envisioned a variety of potential audiences for the dashboard, which could include:

- The Joint Education Leadership Council
- Illinois State Agencies (e.g. IBHE, ISBE) who oversee and evaluate programs
- Legislators and policymakers drafting educational policy
- Universities, who could use program and comparative data and metrics for continuous improvement
- Potential and current students of education programs to inform career and program choice
- School districts who are interested in program data to inform talent strategies and partnerships

In all the committee drafted 76 initial, potential measures. In July 2011, two webinars were held on the 7th and the 15th to discuss potential measures. Consistent feedback indicated that the committee felt it was difficult to identify relevant data and measures without defining the purposes of the dashboard and that further consensus by committee members was needed. The committee decided to utilize a Delphi survey process to provide a collaboration tool to both define the purposes of the dashboard, given the potential audiences, and refine potential

performance indicators and measures. The Delphi method was developed by the RAND Corporation with the purpose of bringing together an informed group (such as this committee) to formulate and define an issue and present policy options. Through a series of surveys and meetings, committee members could provide input on potential measures and more quickly come to a consensus.

To that end, the committee engaged two outside researchers to conduct the Delphi survey process with committee members. The first survey, conducted in September 2011, asked committee members to further define the overall purposes of the dashboard as well as rate the importance of potential measures and the purposes of the measure. While sharing some common metrics, the survey differentiated between teacher and principal performance indicators and measures because of the differences in candidates, programs and potential outcomes.

Results of the survey presented at the October 13th meeting indicated the committee had engaged a variety of stakeholders in the discussion. 34% of respondents were from university programs, 17% were district administrators, 7% were policy makers, 24% represented nonprofit/advocacy organizations and 17% were in other roles or declined to identify. The survey indicated that while there was some agreement on summative measures that could be used to measure program effectiveness, there was not broad consensus on measures that could be used to inform continuous improvement or provide information about candidate demographics, characteristics, supply and demand. Further, more discussion was needed around dashboard purposes and audiences. (See Attachment G and H, October Delphi Survey results and November Delphi Survey results which includes the resources and the results of the Delphi surveys.)

Additional meetings and another survey continued to further prioritize and refine dashboard purposes, audiences, measures and next steps. The committee also reviewed and aligned with other state initiatives including ISBE annual program review, the new state school report card, and the Performance Evaluation Advisory Council requirements for teacher and principal evaluation. The purpose, outcomes and timeline of each of the Delphi survey processes are summarized below:

Delphi Survey Process and Timeline

	Round 1	Round 2	Round 3	Recommendations
Date	9/15/11	10/13/11	11/1–11/9/11	11/15/11
Type	Web-based survey	Face-to-Face Meeting/Group process	Web-based survey	Face-to-Face Meeting
Accomplishment	<ul style="list-style-type: none"> • Articulate and refine purposes of dashboard • Identify teacher and leader data items • Prioritize teacher and leader items for inclusion in dashboard 	<ul style="list-style-type: none"> • Discuss and refine purposes of dashboard • Prioritize teacher and leader items for inclusion in dashboard 	<ul style="list-style-type: none"> • Elaborate/meanings of purposes of dashboard • Prioritize teacher and leader items for inclusion in dashboard • Provide input for communication of information to broader constituency 	<ul style="list-style-type: none"> • Finalized recommendations and definitions of dashboard purposes and audiences • Finalized recommendations for program performance indicators • Finalized recommendations for candidate and profile information and metrics

Teacher and Leader Program Dashboard Recommendations

Through data collected by the Delphi survey and input provided at the multiple meetings held throughout the year, the committee recommended that the dashboard should be designed to include performance indicators and data with three primary purposes:

- 1) Provide multiple, evidence-based, summative measures that can be used to formally evaluate teacher and principal preparation program quality, effectiveness, impact and performance on goals and outcomes.
- 2) Provide formative measures which are used by teacher and leader preparation programs for continuous improvement. This includes additional baseline and ongoing performance data that are used to set internal goals for program improvement, assess progress, and drive future growth and continuous improvement efforts.
- 3) Provide information about teacher and principal programs and candidates. This includes standardized data and information which provides an overview of candidate and program demographics and characteristics, as well as program components and features that can be used by a variety of stakeholders in policy, practice and decision-making.

The committee came to a consensus on multiple, evidence-based performance indicators for teacher and principal preparation programs. The committee also has drafted recommendations for candidate and program profile dashboard elements (see below). However, because of the unique nature of universities and programs and data collected, the committee recommends that a wide variety of formative teacher principal and teacher data be collected by universities, districts and state agencies to inform continuous quality improvement processes and that more standardized, formative measures be further refined in the future. (A list of the highest rated formative measures can be found in the Appendix F, November Delphi Survey Results).

Teacher Preparation Program Performance Indicators

The committee recommends that the following evidence-based, summative measures be used to evaluate teacher program quality, effectiveness, impact and performance on goals and outcomes:

Teacher Performance Indicators	
1.	Number of candidates enrolled by endorsement type and completion rate
2.	Average Teacher Performance Assessment Consortium (TPAC) Scores by Program <i>Note: TPAC is a performance-based assessment administered to teachers seeking licensure. These assessments will be implemented in Illinois beginning in 2013.</i>
3.	Percentage of program candidates that successfully pass the Assessment of Professional Teaching for certification in Illinois <i>Note: This assessment measures teacher candidates' knowledge and application of the Illinois Professional Teaching Standards</i>
4.	Percentage of graduates placed as P-12 educators within 1, 3, and 5 years of graduation <i>Note: Data will be available only for graduates in Illinois. Since graduates of Illinois institutions may choose to work in other states, steps should be taken to account for these teachers.</i>
5.	Performance evaluations of program graduate using the four category rating system once placed as teachers in Illinois <i>Note: This data will be available after implementation of the new statewide requirements by all schools in 2016.</i>
6.	Data and indicators of student growth of program graduates <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluations of Illinois teachers</i>
7.	Percentage of graduates retained as P-12 educators within 1, 3 and 5 years of placement in Illinois

Principal Preparation Program Performance Indicators

The committee recommends that the following evidence-based, summative measures be used to evaluate principal program quality, effectiveness, impact and performance on goals and outcomes.

Principal Performance Indicators	
1.	Percentage of graduates that pass the required state principal endorsement certification exam <i>Note: This is a competency based assessment that will be administered to all candidates</i>
2.	Percentage of program graduates that obtain principal or assistant principal positions within 1, 3 and 5 years of graduation
3.	Performance evaluations of program graduates using the four category rating system once placed as principals and assistant principals in Illinois <i>Note: This data will be available after implementation of the new statewide requirements in the 2012-13 school year.</i>
4.	Data and indicators of student growth within 1, 3 and 5 years of placement as an assistant principal or principal <i>Note: According to Illinois requirements, this measure will be incorporated into performance evaluations of Illinois principals and assistant principals.</i>
5.	Results of learning climate surveys in schools where principals and assistant principals are placed within 1, 3 and 5 years of graduation <i>Note: A state standardized learning climate survey will be developed</i>
6.	Percentage of program graduates retained as principals, assistant principals, superintendents or district leadership roles within 1, 3 and 5 years of placement

Candidate and Program Profile Information

With a diverse audience of stakeholders, the committee recommends that a dashboard be created that contains a variety of data, information and measures that can be used for policy, practice and decision-making. It is important to understand Illinois teacher and principal demographics, characteristics and talent pipeline information in order to make sound decisions about policy, admissions, recruitment, selection, placement and support for teachers and principals and to ensure that we have the most highly qualified teachers that can meet the needs of all students, including urban and rural high-needs schools and high-need certification areas.

In our 2010 report, the committee emphasized the criticality of having a highly qualified, diverse teacher pool. This is also true of principals and leaders. The committee recommends a number of candidate and program indicators that should be monitored and used for policy, decision-making and research. In addition to summative or formative measures that may be collected, these include Illinois candidate demographics (e.g. race, gender), characteristics (e.g. ACT/SAT scores) and placement data including types of schools employing program graduates (e.g. urban, rural, high needs) as well as candidates reporting 1st year mentoring in their schools.

For many potential students, parents and educators, there is currently no central repository of information about educator programs in Illinois that provides meaningful, standardized, comparative data that would assist with university and program choice. This information is also important for districts in developing effective partnerships with universities for student teaching, teacher and principal recruitment, internships, placement, as well as teacher and leadership development and mentoring. (A sample of an institution report from Ohio can be found in Appendix G).

The state also should develop profiles of teacher and principal preparation programs with program effectiveness measures and additional information about programs such as:

- a. Student enrollment and demographic data
- b. Program entrance requirements
- c. Student teaching program information, including average number of hours required for student teaching
- d. Faculty support
- e. Exit requirements for graduation and certification, including minimum required GPA
- f. Recommendations for licensure by endorsement type
- g. Faculty demographics and qualifications
- h. Mentoring programs post-graduation
- i. Placements in high-needs schools (as defined by federal regulations) and endorsements in high-needs subject areas (as defined by ISBE)

Further Policy Recommendations

Through our work on the Teacher and Leader Program Dashboard, the Teacher and Leadership Effectiveness committee has the following policy recommendations:

1. The Joint Education Leadership Council will provide guidance to the P-20 Council Longitudinal Data System on strategy for integrating these recommendations. The committee will continue to provide partnership to JELC on teacher and leader preparation program quality, effectiveness and outcomes.
2. The committee will also partner with the Illinois Longitudinal Data Systems Committee and ISBE to inform development and ensure collection of relevant student and educator data that can be used to enhance teacher and leader effectiveness.
3. The Illinois State Board of Education should consider incorporating the committee's recommendations into the annual teacher and principal program review process that goes before the Illinois Educator Licensure Board.
4. The timeline for collection and analysis of performance indicators will vary based on state timelines, capacity and requirements for implementation. Efforts should be made to coordinate with LDS to disseminate appropriate and relevant data and indicators, as it becomes available.

Teacher and Leadership Effectiveness Committee Next Steps

While the state builds capacity, the Teacher and Leader Effectiveness committee has engaged the Chicago Public Schools in a pilot program to examine principal and teacher preparation program effectiveness. This pilot will enable both CPS, the Illinois P-20 Council, and the P-20 Data Longitudinal System to understand implementation requirements at scale, pilot collection and analysis of formative, summative, candidate and program profile measures, and continue to refine the dashboard to meet the needs of our stakeholders.

As part of its partnership with the Illinois Longitudinal Data Systems Committee, the committee will provide feedback to the Joint Educational Leadership Council and the P-20 Longitudinal Data System on pilot outcomes. The committee will also partner in incorporating our recommendations and providing feedback to these committees on Teacher and Leadership Effectiveness dashboard recommendations and potential integration.

The committee will also create a map and timeline of all current education initiative that have an impact on teacher and leadership preparation and effectiveness to ensure alignment and for implementation of the Teacher and Leader Program Dashboard.

Finally, the Teacher and Leader Effectiveness Committee will continue to serve in an advisory role by responding to current educational policy initiatives and issues that impact teachers and leaders. This includes looking at effective practices around encouraging, building and enhancing university and district partnerships and serving as a resource on effective strategies to university programs as they design teacher leadership endorsement programs, including entry requirements.