

**EDUCATION FOR OUR FUTURE:
THIRD ANNUAL REPORT
OF THE ILLINOIS P-20 COUNCIL
TO THE GOVERNOR AND LEGISLATURE
APRIL 2013**



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University of Illinois at Urbana-Champaign

Amber Kirchoff

Office of the Governor

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April 2013

EXECUTIVE SUMMARY AND RECOMMENDATIONS

BACKGROUND

To achieve fundamental and lasting improvement in this state’s education system so 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.”

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. 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,



¹ P-20 Council Mission Statement: <http://www.P20Council.Illinois.gov/>

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.

This is the third annual report of the Illinois P–20 Council to the Governor and Legislature of Illinois following its third year of operation. This report summarizes the progress the P–20 Council made during 2012 toward reaching its primary goal and is organized based upon the five critical education priorities which serve as a framework for the Council’s activities since inception:

- 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 (1) Data, Assessment, and Accountability; 2) Family, Youth, and Community Engagement; 3) Finance and Governance; 4) School, College, and Career Readiness; and 5) Teacher and Leader Effectiveness) are aligned with the critical priorities and charged with working with broad stakeholder groups to collect input for developing recommendations to the Governor and General Assembly on how to meet our primary goal.

Two additional committees, which were added in 2011, enhance the Council’s effectiveness. The Coordinating Committee, consisting of all the committee co-chairs, promotes communication and collaboration across all P–20 committees. The Joint Education Leadership Committee (JELC), chaired by the Lieutenant Governor and comprised of the leadership of state education and workforce agencies as well as the heads of the Illinois Math and Science Academy (IMSA), the Illinois Education Research Council (IERC), and the Early Learning Council (ELC), meets monthly to promote the implementation of the Council’s recommendations.

In 2012, two additional subcommittees were created to facilitate the work of the P–20 Council. The Postsecondary and Workforce Readiness (PWR) Joint Work Group was formed from a subset of two committees, Data, Assessment, and Accountability and School, College, and Career Readiness, in order to help align and leverage current statewide postsecondary and workforce readiness efforts and define what it means to be “college and career ready.”



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

In addition, the Educator Licensure Steering Group, a subgroup of the Teacher and Leader Effectiveness Committee, was formed at the request of the Superintendent of the IL State Board of Education (ISBE) to advise Illinois policymakers on enhancing teacher preparation and the newly redesigned educator licensure system, including options for potential grade-span configuration for the new Professional Educator License. The Group formed two subcommittees to explore two key focus areas: 1) Partnerships and Clinical Experience and 2) the Educator Pipeline.



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 as noted in the “Implementation Status of the 2012 P–20 Council Recommendations: March 2013” (see Appendix A; see Appendix B for additional P–20 documents), the Council recognizes that lasting systemic change of the magnitude required to achieve our goal requires sustained attention and commitment over many years.

PROGRESS TO DATE

The State of Illinois continues to make progress in improving educational outcomes for its citizens.

Accountability: The first rounds of Illinois Longitudinal Data System (ILDS) data collection began in 2012, with publicly funded early childhood programs, K–12 schools, and the Illinois Higher Education Consortium participating. ILDS governance and data-sharing agreements were drafted.

The Kindergarten Individual Development Survey (KIDS) was piloted in 2012 as a means of assessing student learning and skill acquisition to improve instruction, teacher professional development, and educational outcomes. ISBE raised performance expectations for the Illinois Standards Achievement Test (ISAT) and began preparation for piloting the new PARCC assessment in 2014, working with school districts to assess their readiness, particularly in terms of technology infrastructure.

Careers: The Illinois Pathways Initiative was launched in February 2012. STEM Learning Exchanges were funded in five areas to link students, parents, educators, and the business community and promote instruction, hands-on experience, and career guidance in critical areas.

Effective Teachers and Leaders: In 2012, progress was made in the implementation of the Performance Evaluation Reform Act (PERA; Public Act 96-0861) and Senate Bill 7 (Public Act 97-0008) as more than 14,000 educators were trained to conduct personnel evaluations, and local districts prepared to integrate student growth as a significant factor in teacher and administrator evaluations. ISBE launched a state-wide system of professional development to support schools in the implementation of the Common Core Standards with over 13,000 teachers participating last year.

Families, Youth, and Communities: Following the passage of P.A. 097-0671 in 2011, work has been done on the development of the new annual School Report Card for release in October 2013. Discussions began around how standardized data might be used by Illinois public colleges and universities to help students and families determine their best options for post-secondary education.

Funding: ISAC relaunched the College Illinois pre-paid tuition program; IBHE and ICCB began implementation of performance funding in 2012. For the first time in Illinois, a percentage of state funding is now tied to student progress and degree completion.

Progress was made in spite of Illinois' financial crisis, which resulted in significant funding cuts for early childhood education programs, mentoring programs, and professional development at a time of great need. Reduction in higher education funding resulted in rising tuition and less financial aid. Delays in state reimbursements to schools and other educational institutions have disrupted programs and services. Of particular concern is the need to upgrade technology infrastructure for instruction and assessments for FY2014 in time for PARCC implementation. This fiscal instability has had the greatest impact on institutions who are more reliant on state aid to operate due to a small property tax base. Unless the fiscal crisis is resolved, the Illinois P-20 system remains in peril.



RECOMMENDATIONS

Consistent with its charge “to develop a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize student attainment, opportunities for success, and contributions to their local communities,” the Illinois P–20 Council offers the following recommendations to the Governor and General Assembly:

► 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. Review and update, as necessary, current assessment items, exemplars, and existing grading and reporting systems for statewide assessments, such as the Kindergarten Individual Development Survey (KIDS), Illinois Standard Achievement Test (ISAT), and Prairie State Achievement Exam (PSAE) to ensure close alignment with Illinois Learning Standards and the Common Core State Standards (CCSS).
- B. Continue to coordinate state reform efforts with the CCSS and Partnership for the Assessment of Readiness for College and Careers (PARCC), Complete College America, and other national initiatives to take full advantage of available resources, including specialized expertise and funding opportunities.
- C. Align the Illinois Learning Standards in subjects not addressed by the Common Core standards with skills students will need for the 21st Century, including the Next Generation Science Standards, in consultation with the early childhood community, educators, higher education, and the business community.
- D. Ensure that Illinois students are prepared for success in higher education and the workforce by adopting a statewide definition of college and career readiness and grade-level benchmarks to help determine whether students are on track for college and career.
- E. Implement an aggressive and comprehensive professional development program for educators to provide the necessary supports and training to allow for the timely implementation of new standards and assessments including: Social Emotional Learning Standards, Illinois Early Learning Guidelines and Standards, the Kindergarten Individual Development Survey (KIDS), CCSS and PARCC, and Next Generation Science Standards.
- F. Align Illinois graduation requirements with a state definition of college and career readiness and related Common Core State Standards.
- G. Work with school districts, community colleges, local workforce investment boards, and other community partners to help students engage in personalized learning plans based on their educational and career goals.
- H. Increase parent awareness of resources and opportunities available to support career pathways for students from middle school through postsecondary into the workforce.

- I. Incentivize the development of P–20 programs of study that provide for collaboration with the business community and take into account growing industries similar to the STEM (Science, Technology, Engineering, and Math) Learning Exchanges that are a part of the Pathways Initiative.
- J. Continue integration of CCSS and develop measures for tracking and reporting progress on implementation.
- K. Identify and recognize schools and districts with innovative and particularly effective approaches to integration of curriculum, use of measures, reporting of data, and family and community engagement.

► **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. Ensure that state assessments promote optimal balance between growth measures and proficiency measures tied to the CCSS, revised Illinois Learning Standards, and other state college and career readiness benchmarks and outcomes.
- B. Develop and disseminate formative assessment items, samples of student work, 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.
- C. Develop empirically-based college and career readiness benchmarks for elementary, middle, and high school for use in accountability and school improvement.
- D. Provide essential technological infrastructure to enable every school across the state to fully implement CCSS, administer the new PARCC assessments, and access electronic resources to be made available in the classroom through the Illinois Shared Learning Environment (ISLE).

► **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 support for the development, use, and sustainability of the Illinois Longitudinal Data System (ILDS), a data system which collects student information over the course of their educational career from early childhood through postsecondary and into the workforce, to inform instruction and target customized supports to a student based on his or her unique needs.
- B. Adopt a governance model for the ILDS and develop legislation that codifies the role of governing structure in statute.
- C. Link ILDS data to the workforce data and labor market statistics to support workforce needs analysis across the National Career Cluster Framework, as well as to make data available to a broad base of users to support college and career planning.

- D. Continue to support the development of web-based resources, such as IlliniCloud, the ISLE, and the Illinois Interactive Report Card, to simplify collection and analysis of data, avoid duplication of effort, reduce costs and administrative burdens, and promote access.
- E. Employ the P–20 Council and other entities to assist families and other stakeholders in understanding and using the SRC by disseminating informational materials and promoting statewide training networks.
- F. Support the roll out of the new state School Report Card (SRC) including the continued development of “under construction” indicators, mechanisms for collecting statewide data on student and parent perception of school climate and effectiveness, and linkages to the ILDS.
- H. Encourage the development of user friendly mechanisms for annual reporting on key indicators of success in early childhood and postsecondary education.

► PROVIDE A CLEAR PATH TO CAREERS

► **Recommendation #4: Develop, coordinate, and disseminate education and workforce data systems to improve career counseling and career preparation.**

- A. Make workforce data accessible to students, families, and counselors to support full range of career advising and planning for all students from at least middle school through postsecondary education.
- B. Develop system-wide links between industry and local classrooms through learning exchanges, internships, mentorship opportunities, and other career exposure programs.
- C. Develop and link data systems across agencies to monitor career training and placement and to identify skill gaps in the workforce and growing industries, for example STEM fields.
- D. Continue to promote efforts to incorporate workforce and social service data into ILDS to provide a more comprehensive student profile that allows for more tailored resources, including supplemental curricular materials, academic counseling, and career advising.
- E. Develop a statewide plan for career and technical education that meets workforce and geographic needs throughout the state.
- F. Use ILDS data to align the P–20 College and Career Framework and Illinois’ definition of college and career readiness with curriculum and accountability systems to establish empirical grade-level benchmarks to assess whether students are on track for transitions into college and careers.
- G. Utilize ILDS data as the basis for Illinois’ plan for career and technical education to help meet local workforce needs throughout the state and ensure that students obtain gainful employment, including helping to facilitate the transition of adult education students into certificate-awarding programs.

► 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. Develop and implement a state-level plan for enhancing the educator pipeline by recruiting highly qualified candidates, providing rigorous preparation and strong supports, retaining effective educators, and continuing to grow their skills and knowledge to enable them to meet the needs of students throughout the course of their careers.
- B. Establish and implement a long-term, multifaceted strategic plan for improving the quality and diversity of the pool of candidates for teacher and leadership positions in collaboration with school districts, universities, regional offices of education, and other partners, and including early engagement, recruitment, financial incentives, career ladders, and continuous development opportunities.
- C. Promote partnerships among P–12 districts, community colleges and 4-year colleges/ universities, and among college divisions (e.g., College of Education and College of Arts and Sciences) to support recruitment and retention of a diverse educator workforce that reflects the diverse needs and abilities of Illinois’ students.
- D. Commission a longitudinal study of factors that lead to teacher retention and effectiveness using ILDS.

► **Recommendation #6: Improve training and licensure 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–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 includes a high likelihood of success in the classroom.
- C. Change existing teacher leadership endorsement into a tiered structure that provides a career ladder for teachers and fills the need for certification of general administrative positions.
- D. Convene a state task force to examine the content and structure of superintendent preparation programs and suggest needed changes.
- E. Ensure that the ILDS has the capacity to incorporate data on teacher and leader preparation programs that can be used to inform program design and professional development content.
- F. Incorporate research-based and stakeholder validated guidance from the Teacher and Leader Effectiveness Committee of the P-20 Council into the annual teacher and principal program review process of the Illinois Educator Licensure Board.

- G. Improve state mechanisms for collecting and reporting educator supply and demand data to provide more relevant information to teacher candidates, current teachers, districts, programs, and others.
 - H. Provide information on trends in job placement and changing student demographics to assist teacher candidates and preparation programs in the decision-making process around which areas to develop specialties for endorsement.
 - I. Encourage the establishment of local partnerships among P–12 districts and schools, community colleges, teacher preparation programs, labor organizations, and other stakeholders to better prepare future educators through high-quality clinical experiences.
 - J. Collect information on best practices for local partnerships designing and delivering clinical experiences to pre-service teachers in order to provide the field with proven examples of successful collaborations.
 - K. Create a rubric to guide development and evaluation of partnership agreements in order to establish clear communication around the roles and expectations of participating stakeholders, including local districts and schools, community colleges, teacher preparation programs, and labor organizations.
 - L. Ensure teacher preparation programs and licensure requirements align to evidence-based instructional practices that enhance the effectiveness of educators entering classrooms.
 - M. Design an Illinois education learning exchange to facilitate the development of robust partnerships that support a highly qualified, diverse pool of future educators.
 - N. Continue to monitor program, teacher, and student outcomes to ensure that the Illinois Professional Teaching Standards and teacher preparation programs are effectively preparing teacher candidates to address the needs of culturally and linguistically diverse learners.
 - O. Examine the content and structure of superintendent preparation programs and identify any areas for recommended improvements.
- **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 and that provide teachers with an opportunity to learn and grow at work.
 - B. Build capacity to provide targeted and accessible professional development to accompany teacher evaluation.
 - C. Provide resources necessary for sustaining induction, professional development, and mentoring programs to create educational work environments that foster excellence and support professional growth for teacher, principals, and superintendents.
 - D. Monitor implementation of the new evaluation system outlined in the Performance Evaluation Reform Act (P.A. 96-861) and its impact on teaching and learning.

▶ 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. Support efforts to expand access to high-quality early childhood education and care to all children.
- 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 school partnerships with community-based programs, community schools, or other models.
- C. Utilize data from the ILDS and other sources to monitor and evaluate intervention programs and continuously improve intervention efforts to keep students on track for academic success.
- D. Reengage students who have dropped out to enable them to complete a high school diploma or GED, or a degree or certificate.
- E. Reduce the need for remediation and encourage the adoption of models proven to enhance opportunities to attain credit, including dual credit and dual enrollment programs, embedding developmental coursework within credit-bearing classes, and other credit recovery strategies.
- F. Ensure that the ILDS has the capacity to track trends that might indicate the need for prevention, intervention, or reengagement so that appropriate actions can be taken to support the student in getting back on track.



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

- A. Provide opportunities for youth, families, and community partners to exchange information and ideas about educational issues at all levels, bringing an understanding of diverse community needs and cultural barriers to educational reform.
- B. Employ P–20 Council networks and community-based coalitions to raise public awareness about recommendations of the P–20 Council and high-level issues impacting the state’s education system.
- C. Secure funding for outreach activities conducted by the P–20 Council to support state education initiatives, for example, the state School Report Card; educational opportunities and resources for military children; and the Quality Ratings and Improvement System (QRIS), a web-based tool providing parents with information on the quality of early learning programs.

► 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.

- A. Support the development of a comprehensive plan for effective and efficient governance and finance of public education, including a review of successful case studies and proven models from other states and countries.
- B. Integrate budget data with ILDS data to provide a clear picture of distribution of current funding at all levels of the educational system.
- C. Obtain external funding to support development of a long-term plan for Illinois educational 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. Identify key indicators of student success throughout the P–20 education system that will lead to the attainment of this goal.
- B. Establish benchmarks and a timeline for meeting the targets in consultation with state agencies, advisory bodies, colleges and universities, researchers, advocacy groups, community organizations, and others.
- C. Develop a format for annual public reporting on the status of progress made toward this goal, which includes key indicators of student success throughout the P–20 educational spectrum.



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.



APPENDIX A

Implementation Status of the 2012 P-20 Council Recommendations:

MARCH 2013

Office of Lieutenant Governor Sheila Simon and the
P-20 Joint Education Leadership Committee

What is the Illinois P-20 Council?

The Illinois P-20 Council was established by the legislature in 2009 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 Council is composed of members appointed by the Governor representing business leaders, local government, university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents, as well as members of the legislature. The P-20 Council makes annual recommendations to the Governor and the General Assembly. The Council issued its first round of recommendations in January of 2011, and its most updated recommendations in 2012.

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, State Superintendent of the Illinois State Board of Education
 Dr. Harry Berman, Interim Executive Director of the Illinois State Board of Higher Education
 Geoff Obrzut, President and CEO of the Illinois Community College Board
 Eric Zarnikow, Executive Director of the Illinois Student Assistance Commission
 Adam Pollett, Acting Director of the Department of Commerce and Economic Opportunity
 Dr. Janet Holt, Director of the Illinois Education Research Council
 Dr. Glenn “Max” McGee, President of the Illinois Mathematics & Science Academy
 Theresa Hawley, Illinois Early Learning Council
 Julie Smith, Deputy Chief of Staff, Governor’s Office

Contact:

Maria Capoccia
 Policy Director
 Office of the Lt. Governor
maria.capoccia@illinois.gov
 (312) 814-5375

Dr. Lynne Haeffele
 Education Policy Director
 Office of the Lt. Governor
lynne.haeffele@illinois.gov
 (217) 558-3090

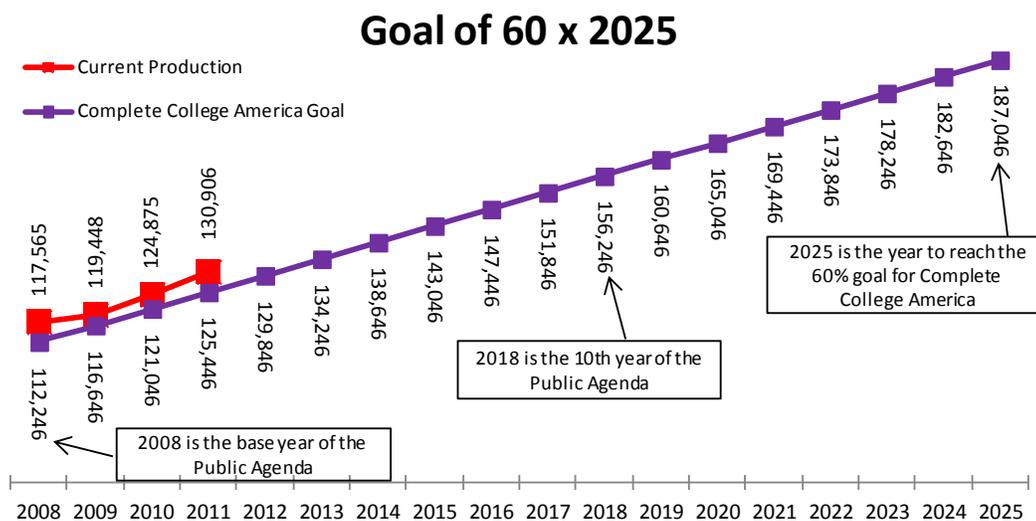
Crystal Saint
 Policy Analyst
 Office of the Lt. Governor
crystal.saint@illinois.gov
 (217) 558-3090

Where We Are Now

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 learning 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. 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 45 states, which provide a clear and consistent framework for teachers to prepare students for college and the workforce. These efforts and others 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, which was the only writing test required by the State of Illinois. The state therefore has no way of measuring how students are progressing in this important area. 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, which can affect students in the classroom.

Illinois must continue improving its public education system, from preschool to higher education. As a state, we have committed to the goal of increasing the proportion of working-age adults with college degrees or certificates to 60 percent by 2025. Making education accessible and success achievable is critical, not only to our economic progress, but also to the individual development of our citizens.



Source: IBHE and Complete College America, 2012.

Total number of undergraduate certificates (one-year and longer), associate’s degrees, and baccalaureate degrees awarded each year in Illinois compared to the annual number necessary to meet the Goal of 60 x 2025.

Where We Want to Go: The P-20 Recommendations

In January 2011, the Illinois P-20 Council issued initial recommendations to the Governor and General Assembly 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. Those recommendations were updated and reported upon in January 2012. If all recommendations are met and reforms accomplished, Illinois will be on track to educating students more efficiently and effectively.

The **2012 P-20 Recommendations** are as follows:

- **Transform the state education accountability system.**
 1. Align Illinois' student learning standards and assessments to reflect the knowledge and skills students will need for the 21st Century.
 2. Develop a system of assessment of student learning that provides reliable measures for accountability and guides to improve instruction and student learning.
 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.
- **Provide a clear path to careers.**
 4. Develop, coordinate, and disseminate education and workforce data systems to improve career counseling and career preparation.
- **Develop and support effective teachers and leaders at all levels of the P-20 system.**
 5. Enlarge the pipeline of diverse, high-quality candidates into teacher and leadership positions throughout the entire educational system.
 6. Improve training and certification for teachers and educational leaders in accordance with findings from research and pilot programs.
 7. Improve teacher evaluation and professional development for the entire education spectrum in accordance with findings from research and pilot programs.
- **Engage families, youth, and communities throughout the state in increasing educational opportunities and maximizing educational attainment.**
 8. Improve educational attainment through attention to prevention, intervention, and reengagement.
 9. Increase public engagement across the entire spectrum of education.
- **Provide adequate, equitable, and sustainable funding and sound governance to promote high-quality, accessible educational opportunities throughout Illinois.**
 10. Develop a plan for Illinois education governance and finance that promotes high-quality, accessible educational opportunities.
 11. Track and report progress toward the goal.

This past year we made big strides toward many of these goals. However, several initiatives critical to the success of many of these recommendations are in jeopardy without more collaboration, support, and funding.

Where We Are Going: Critical Success Factors & 2012 Achievements

Several initiatives currently in progress have major implications for the future of education in the state of Illinois and will greatly affect the outcomes of the P-20 recommendations. Four overarching critical success factors are listed below. Selected 2012 Achievements that mark progress toward these factors are listed for each.

Critical Success Factor 1: Predictable and equitable funding of Illinois public education.

(Recommendations 1-11)

Funding has not been predictable for the past few years. We are funding schools at less than the General State Aid Foundation Level, which is intended to establish minimum spending on each pupil in Illinois' schools. The Foundation Level has been set at \$6,119 since FY2010, but the state has not funded GSA at that level since FY2011. During FY2012 and FY2013, GSA payments had to be prorated at 95% and 89% respectively, because insufficient funding was provided to meet the state's obligations. This has a major impact on districts, especially those who depend more on state aid to operate due to a small property tax base—typically poor urban and rural areas. These districts and students now experience cuts to teachers, programs, and enrichment initiatives. Similarly, state funding for higher education has been decreasing year after year, which has translated to rising tuition for students and less financial aid to help poor and middle-class students pay for college.

2012 Achievement:

- ✓ **ISBE full-funding budget request:** In 2012, ISBE developed, and in early 2013, submitted their FY 2014 budget requesting General State Aid be funded at the full Foundation Level. General Assembly action needed.

Critical Success Factor 2: Full implementation of curriculum and assessments under new standards—will require major infrastructure investments in broadband and technology.

(Recommendations 1, 2, 3, 4, 11)

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 45 states, providing a clear and consistent framework for teachers to prepare students for college and the workforce. ISBE and its partners are working to train teachers on the changes and are collaborating to develop Common Core-aligned science standards.

New student assessments based on the Common Core are being developed 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 significant investments in technology and broadband access for districts and the state. 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. Writing assessments will be incorporated into the PARCC exams.

The PARCC assessments will be used to implement new teacher evaluations established by the Performance Evaluation Reform Act, which requires principal and teacher evaluations to include student growth as a significant factor. Districts are implementing new performance evaluations for principals during the 2012-2013 school year. Implementation of new performance evaluations for teachers will be

phased in, with all districts using them by the 2016–2017 school year. Training on the new performance evaluations will be a major key to the success of the new evaluation process.

2012 Achievements:

- ✓ **ISBE technology budget request.** ISBE has requested \$250 million in capital funding to upgrade technology for instruction and assessments for FY 2014. The program will offer districts an opportunity to apply for matching funds to upgrade infrastructure readiness to use technology in the classroom and for the coming PARCC online assessments. General Assembly action needed.
- ✓ **ISAT cut score change.** In 2012, ISBE laid the groundwork for, and in 2013 raised the performance expectations for the Illinois Standards Achievement Test (ISAT). The new expectations will lay the groundwork for the state to replace the ISAT with the PARCC assessments.
- ✓ **Common Core professional development.** Through ISBE and the Regional Offices of Education, large-scale professional development for teachers and administrators is taking place in anticipation of Common Core-based assessments, including 14,000 trained in 2012. Training will continue through the implementation.
- ✓ **Common Core awareness campaign.** Launched this year by a coalition of organizations.
- ✓ **PERA professional development.** During summer 2012, ISBE implemented major training programs to prepare those evaluating teachers and principals through PERA. Nearly 13,000 have been trained thus far.

Critical Success Factor 3: Formation of the IL Longitudinal Data System (ILDS), which will track student progress from early childhood to careers.

(Recommendations 2, 3, 4, 8, 10, 11)

The Illinois State Board of Education (ISBE), the IL Board of Higher Education (IBHE), the IL Community College Board (ICCB), the IL Student Assistance Commission (ISAC), the Department of Commerce and Economic Opportunity (DCEO), the Department of Employment Security (IDES), and the Department of Human Services (IDHS) have begun the initial development of the Illinois Longitudinal Data System (ILDS). In the next decade, 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 and into the workforce, whether allocation of public resources is sufficient, whether academic, career and skill development programs are effective, and will track progress toward achieving state educational goals. The state has received \$20 million in federal grants to develop and implement the ILDS.

Major data decisions relating to data housing, governance, and common identifiers still need to be made. Postsecondary progress toward ILDS grant outcomes will require full interagency cooperation on broad governance issues, research agendas, and connections to workforce data. And, maintaining meaningful data warehouses will require investment by the state at the agency level.

2012 Achievements:

- ✓ **Initial data collection.** The first round of ILDS data collection began this academic year for some parts of the education system—K-12 and some early childhood programs, as well as public, independent, and proprietary postsecondary institutions through the Illinois Higher Education Consortium (IHEC).

- ✓ **Governance and data-sharing agreements.** Agreements have been drafted to establish agency procedures and protocols for data collections, storage, access and use..

Critical Success Factor 4: Implementation and use of tools like the School Report Card, Kindergarten Individual Development Survey (KIDS), and federal College Scorecard.

(Recommendations 3, 9, 10, 11)

In 2011, sub-committees of the P-20 Council led an overhaul of the state-mandated School Report Card, which is published every fall for each of Illinois' more than 3,000 public schools. P.A. 097-0671 authorized the new annual K-12 Report Card, which will be published for the first time in October 2013. The new format will include more useful information for parents and the general public to know about public schools.

With the support of the Early Learning Council, ISBE 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 learning and skill acquisition. Information gleaned from KIDS will help to guide classroom instruction, teacher professional development, and resource allocation. KIDS was piloted in 2012 and will support the alignment of early childhood and elementary school systems.

The JELC is currently discussing the concept of promoting broad use of standardized higher education data, initially via a potential legislative proposal for developing "College Choice Reports," and now focusing on the newly-designed federal College Scorecard website, which provides standard data on public and private college and university costs, programs, and student completion rates. This information will help students and families determine their best options for postsecondary education.

All three tools together will lead to more informed decision making for families and policy making in the state.

2012 Achievements:

- ✓ **School Report Card change adopted.** In January 2012, Governor Quinn signed the bill authorizing the overhaul of the Report Card.
- ✓ **2012 Achievement: KIDS survey piloted.** In 2012, ISBE implemented KIDS at pilot schools beginning fall 2012. Nearly 5,000 kindergartners were part of the initial pilot.
- ✓ **Higher Education data discussion started.** The JELC began discussion of how to best promote use of standardized data by Illinois public colleges and universities.

Other 2012 Achievements

✓ **Launch of “Illinois Pathways Initiative” and STEM Learning Exchanges**

The Illinois Pathways Initiative, which launched in February 2012, is a new STEM (Science, Technology, Engineering, and Math) education initiative funded through Race to the Top, designed to connect students with careers in STEM fields through a comprehensive website and support of STEM learning exchanges. Through the Illinois Pathways website (www.illinoisworknet.com/ilpathways) students, parents, and educators can access suggested courses, work-based learning opportunities, credentials, and assessments that lead to careers in fields of interest. They can also access statistics predicting statewide need for that career, median annual wages, education levels needed to work in the field, and much more.

STEM Learning Exchanges are being created by communities across the state through public-private partnerships that use mainly private resources to offer things like e-curriculum, lab space and equipment, connections to mentors and internships, and career guidance materials. Each Learning Exchange focuses on one of nine STEM application areas: 1) agriculture, food and natural resources, 2) architecture and construction, 3) energy, 4) finance, 5) health science, 6) information technology, 7) manufacturing, 8) research and development, and 9) transportation, distribution, and logistics. These Learning Exchanges bring a higher level of STEM education Illinois communities in need of these technical skills.

✓ **Re-launch of *College Illinois* Pre-paid Tuition Program**

In October 2012, ISAC re-launched the College Illinois pre-paid tuition program, allowing families to buy contracts to lock in tuition costs at public universities years before students go to college, making college more affordable for working-class families.

✓ **Second year of postsecondary performance funding**

The IBHE and ICCB began implementation of performance funding in 2012, which ties a small percentage of state higher education funding to student progress and degree completion in order to incentivize higher levels of achievement. A second year of performance funding has been submitted to the 2014 budget process. Achievement incentives will not be fully effective without a more significant budget commitment.

✓ **Illinois awarded a Race to the Top-Early Learning Challenge Grant**

In December, Illinois was awarded a \$34.8 million dollar Race to the Top Early Learning Challenge (RTT-ELC) grant from the U.S. Departments of Education and Health and Human Services. A key component of the grant is the development and implementation of a new Quality Rating and Improvement System that covers all early learning programs, including Preschool for All, Head Start, and child care centers and homes. This new system will help ensure that all children, and especially those with high needs, are receiving the quality early learning services that will prepare them for success in school and later life. The four-year grant also focuses on developing an integrated approach to professional development across early learning and development programs, and provides resources for integrating data across ISBE and IDHS to better inform early learning policy.

APPENDIX B

Miscellaneous P-20 Documents

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Appendix available online at:

<http://www2.illinois.gov/gov/P20/Documents/Reports/P20%20Report%20Appendix%20FINAL%2005.07.13.pdf>