

Illinois P-20 Data, Assessment and Accountability Meeting

August 31st, 2016

Co-Chairs-

Cordelia Meyer (Civic Committee of the Commercial Club of Chicago)

Robin Steans (Advance Illinois and The Steans Foundation)

Meeting Minutes

Chicago: Ben Boer (Advance Illinois), Sarah Boucek (IASA), Kay Dugan (PARCC specialist), Larry Frank (IEA), Jon Furr (P-20), Josh Kaufmann (Teach Plus), Peter Leonard (CPS), Dea Meyer (Civic Committee), Melissa Mitchell (Federation of Community Schools), Thalia Nawai (Education First), Jim Nelson (IMA), Elliot Regenstein (Ounce of Prevention), Matt Rodriguez (IPTA), Emily Rusca (Ounce of Prevention), Sarah Shaw (Sec. of Ed. Office), Robin Steans (Steans Foundation), Paige Williams (Advance Illinois)

Phone: Amy Alsop (IFT-AFT), Sarah Bjelland (EdCo4Kids), Charles Chang (Erikson Grad Student- Child Development), Roger Eddy (IASB), Janet Holt (IERC), Lisa Hood (ISU), Jennifer Koran (CEC), Jean Korder (PARCC specialist), Jill Meciej (CEC Illinois), Gene Olsen (Admin in field- assessment), Pam Reilly (B-3, ILSTOY), Nathan Wilson (Il. Community College Board)

Summary of comments from Dea Meyer and Robin Steans

Welcome and Introduction of attendees and presenters.

The first ESSA draft plan has been released to the public. Jason Helfer from ISBE will be giving us an overview of the plan and what the expectations are moving forward. We are also working with the other P-20 Council Chairs with Beth Purvis and Tony Smith to develop a systemic way for the P-20 Council to work together in the shaping of the final document. Education First has been brought in to support these discussions.

Summary of comments from Jason Helfer, ISBE

- Seeking a plan that is both equitable and educative
 - What are the kind of things that the public needs to know about school quality?
 - Non-academic indicators?
 - There may be item reported but not used for accountability purposes
 - What is the data that schools need for ongoing continuous improvement?
 - Think through intended purpose as well as unintended consequences
- The plan includes examples (pp. 17, 18) to react to

- Consider the benefits and limitations of a single summative score

Issues raised by committee members

- Growth vs absolute measures of progress
 - Comparative or normative growth (value added, comparing students to each other)
 - Growth to proficiency: Where you are monitoring student growth against proficiency elements.
- Risks of conflating growth with SES and spending trends
- Role of Social Emotional factors
- Advantages of using value added scores
- How can we utilize teacher leaders?
- Identify indicators that can trigger a deeper dive into root causes
- Can the system be attentive to context- be differentiated?
- The system must be one that allows for opportunity for growth at the building level
- Ensuring that the goals are both ambitious and achievable- and that they resonate with practitioners in addition to researchers
- Length of data collection- setting up a longer term view for increased accuracy
- What is the role of supports and capacity building structures?
- Common definition of college and career readiness? American Association of School Administrators is a place to start.

Next steps:

- Develop research questions for IERC
 - Identification of innovations states with waivers have developed
- Articulate a vision for accountability for team to react to
- Summarize major themes raised in the meeting
- Provide links to external resources references by committee members
- Disseminate calendar dates
- Integrate ESSA Accountability subcommittee members