

P-20 Data, Assessment and Accountability Meeting
December 15th, 2016- Chicago
Co-Chairs-
Cordelia Meyer (Civic Committee of the Commercial Club of Chicago)
Robin Steans (The Steans Family Foundation)

Meeting Minutes

Attendance: Dea Meyer (Civic Committee), Robin Steans (The Steans Family Foundation), Thalia Nawi (Education First), Ben Boer (Advance Illinois), Kevin Duff (Education First), Pam Reilly (ILSTOY), Erika Hunt (CSEP), Roger Eddy (IASB), Larry Frank (IEA), Sara Shaw (Governor's Office), Sara Boucek (IASA), Harvey Smith (Ill. Report Cards), Josh Kaufmann (Teach Plus), Steve Cordogan (Geneva Dist.), Aimee Galvin (Stand for Children), Brian Minsker (ILPTA), Melissa Mitchell (Fed. for Ill. Community Schools), Peter Leonard (CPS), Emily Rusca (NIU), Janet Holt (SIU), Charles Chang (Erikson), Jane Russell (IFT), Amy Alsop (IFT), Kurt Hilgendorf (CTU), Kylie Klein (CCSR), Brad White (IERC), David Smalley (IBHE), Bob Dolgan (Advance), Paul Zavitokovsky (UIC), Laura Burdette (Governor's Office), Paul Metzger (Ounce of Prevention), Mary Wagoner (Civic Committee), Susan Hilton (IASB), Brian Durham (ICCB), Jean Korder (USD #116), Jill Meciej (CEC), Linda Chapa LaVia (Rep. 83rd District), Sara Boucek (IASB), Jonathan Vanderbrug (Arts Alliance), Jim Nelson (IMA), Amy Sue Mertens (Ingenuity), Elliot Regenstein (Ounce of Prevention)

Meeting Objectives:

- School Context Data
- Financial Resources
- School Identification
- Draft Recommendation Memo
- Future Work of the DAA Committee

School Context Data:

Every accountability system has a multistep process to recognize and assist schools.

1. A set of measures to identify schools for support
2. A process to contextualize the school and understand the factors that drive performance
3. An appropriate plan for support and intervention

Illinois currently reports a wide range of school data. ESSA implementation includes additional data collection:

- Student academic growth
- More emphasis on English language barriers
- New data on homeless students, military connected students and students in foster care
- School identification status
- Disaggregation and cross tabulation
- Educator qualifications (inexperienced, emergency credentials, out-of-field license)

When a school is identified for a closer look, what should we be looking at?

- What information that is not currently collected and reported should be part of a school's needs assessment?
- What information that is currently collected and reported should be part of a school's needs assessment?

Comments/ Discussions:

- *IBAM is working on a quality framework, which included some DAA committee members. If used with ESSA – we could glean information to be used for an accountability system combining the seven standards with a rubric. NOTE: DAA leadership thought reviewing IBAM framework to see whether/how it might provide a framework for improvement process once a school is identified for support. The plan is to schedule a webinar on this topic as quickly in the New Year as possible.*
- *How would the framework report on teacher leadership/ building leadership?*
- *Outstanding school districts will have the voices of the teachers, students, parents, administrators, school board members and community members all represented.*
- *Data decisions should align with school improvement goals.*
- *We need to hear from parents and teachers not just in surveys, but throughout the process.*
- *Leadership/Principal Turnover should be investigated (can be a red flag and make real change hard)*
- *Kindergarten readiness assessment provides relevant information on early grades*
- *Average expenditure per student and how it stacks up against target/appropriate spending levels*
- *Data collection on course offerings to showcase a well-rounded curriculum.*
- *Access to counselors/ counselor to student ratio*
- *How are schools/districts allocating their resources?*
- *Social-emotional learning*
- *Trauma, Trauma ready, foster care*
- *Teacher and leadership turnover – lack of continuity and stability*
- *Compare data with like schools with similar demographic markers with comparable populations*
- *Family engagement is an important indicator*
- *Can we look at other frameworks from other states?*

Financial Resources:

Problem: How do we ensure underfunding is considered in a way that sets the context for school performance and helps target state support?

Possible Items for Public Reporting: Might consider adding information to Illinois State Report Card:

- Targeted per pupil spending vs. actual per pupil spending
- Local effort (e.g. local education tax rate vs. state average)
- Ability to compare districts of like spending with regard to student outcomes

Planning and Support: Might consider broader report by P20 Council on performance and spending:

- Provide analysis to districts of spending effectiveness and equity
- Provide training on how to spend funds effectively
- Require analysis and plan for long-term funding that meets local needs

Comments/Discussions:

- *Pouring more money doesn't always work as history shows us; collect data to see what does improve outcomes.*
- *Like the idea of comparing like districts spending and outcomes*
- *Collect data and publish an ongoing record*
- *Analysis of spending for support*
- *About half of the 870 districts don't have dedicated business officials, so financial analysis and support could provide important help*

- *Framework for financial reporting – There is a substantial difference in financial equity across districts*
- *Direct correlations between how schools/districts are doing and how they are spending their money.*
- *Find protection for districts to make changes – balance between transparency and allowing districts the time to make meaningful changes without being shamed. There's a trust issue.*
- *There are districts faced with huge challenges with budget cuts and also dealing with low-income communities with little resources.*
- *There are tensions when you are holding a district accountable when they don't have the funds to meet the mandates it is part of the equation that's hard to ignore.*
- *Payments from the state to districts are often late and they need to make tough decisions not knowing if payments will be made. They are in debt before the school year even begins in some places.*
- *How are the dollars allocated across the different areas?*
- *Research shows you need to put more money on the table*
- *Increase in poverty rate in Illinois, Increased accountability and decreased funding – serious issues we need to deal with.*
- *Tension between performance and accountability and not having low expectations for low-income schools.*
- *How do we flag schools that need help?*
- *Appropriate, high, low spending per pupil reported.*
- *Districts get X dollars and no one's sure where those dollars are allocated. We need output measures- how effectively are the dollars spent?*
- *How dollars should be spent is tricky- everyone has their opinions.*
- *Fewer objections to this approach if financial/spending analysis is not used as a quality indicator, but as a framework for districts to see how they are using their available resources.*

School Identification:

Every accountability system has a multistep process to recognize and assist schools

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ESSA requires states to identify schools based on the school's performance on indicators

- Bottom 5% of all schools receiving Title I funding
- High schools with graduation rate less than 67%
- Schools identified for targeted support for a state-determined number of years

Comprehensive support and intervention schools

- Identified at least every three years
- LEA creates the plan, SEA approves the plan
- Plans must include "evidence-based interventions"
- Plans must be informed by indicators and identify resource inequities
- More rigorous actions required after a state-determined number of years

ESSA requires states to identify schools based on the performance of individual subgroups in the school. Targeted support and intervention schools:

- Schools identified every three years or every year depending on criteria
- School creates plan for subgroup, LEA approves the plan
- Plans must include "evidence-based interventions" and identify resource inequities if subgroup is in the bottom 5% of overall summative ratings for schools

- Additional actions required after an LEA-determined number of years, may be identified as “comprehensive”

Massachusetts Example: Districts received increasing accountability and assistance to improve their schools

	<u>Accountability</u>	<u>Assistance</u>
Level 1	Random district reviews	Review promising practice examples
Level 2	Random district reviews	Review & revise school plans
Level 3	Selective district reviews	Complete ESE self-assessment
Level 4	Create and implement ESE-approved redesign plan for rapid implementation for school and district	
Level 5	Operate under joint district-ESE governance	

How should Illinois structure its identification system?

- What other types of schools should be flagged for a closer look and, potentially, support?
- Should any of these schools receive extra attention?
 1. *Low growth, low achievement, high school quality*
 2. *Low growth, high achievement, low school quality*
 3. *High growth, low achievement, medium school quality*
 4. *High growth, low achievement, low school quality*
 5. *Medium growth, low achievement, low school quality*
- *What kind of extra attention should they receive?*

Comments/Discussions:

- *How many resources does ISBE have to support these districts? Do they have the capacity? NOTE: General view (including of DAA leadership) that this topic is critical to the accountability process and warrants further discussion, even beyond the timelines of this current round of ESSA feedback.*
- *The flagged schools are already getting most of the fed. dollars.*
- *This should be a warning system*
- *It's a lot of work for the schools to go through this process when the resources and capacity isn't there – how do we ensure sufficient local capacity to make the most use of outside resources and support??*
- *What is Massachusetts's strategy to follow-through with this chart? It would be helpful to have additional information if that is possible.*
- *State's responsibilities to identify and support*

- *Top priorities- Bottom 5%, not identify and punish but identify and support, what can we do to get kids kindergarten ready- kindergarten ready is a temperature check for caliber of early childhood capacity*
- *Lack of equity of funding*
- *Build capacity of ISBE staff to support these districts; instead of expecting districts to hire vendors and most of those dollars are being used for vendors instead of making a systemic change in the district and the state.*
- *ISBE should consider hiring teacher leaders at the state level to support districts and increase their capacity.*
- *ISBE should encourage districts to use their teacher leaders to increase embedded support to districts instead of vendors.*

Draft Recommendations Memo

What is the committee's reaction to the draft ESSA memo to ISBE?

Does the memo capture the macro-tensions not represented in the list?

1. **System Objective:** punitive system vs. support system
2. **Indicator Priorities:** academic indicators vs. school quality indicators
3. **Demonstrating Progress:** achievement vs. growth
4. **Technical Challenge:** desire to include new indicators vs. technical ability to measure them
5. **Poverty Correlation:** Desire to include new indicators vs. including additional measures that correlate with student poverty
6. **Clear Context:** Adding many measures for context vs. maintaining an understandable system

Are the recommendations in the memo consistent with everyone's understanding of our work?

1. *School quality indicator areas?*
2. *School context data*
3. *Financial resources*
4. *Student growth*
5. *Weighting of indicators*
6. *Long-term goal*

Comments/Discussions:

- *General support for way in which draft captures complexity of discussion and areas of support and concern.*
- *Need to address problem of local capacity*
- *Achievement vs. Growth- high proficiency won't have as much growth which is a concern*
- *Are assessments limiting for growth? Is growth dependent on outcomes of assessments?*
- *Growth to proficiency doesn't mean once you meet proficiency we stop measuring growth – PARCC, for example, capture performance two levels beyond proficiency*
- *Good to showcase the tensions and items that bubbled up at the beginning of the document, to show the diversity of concerns from the DAA members*
- *Call out that this process triggers support and is not intended to be punitive*
- *We have discussed school quality indicators but what about state quality indicators?*
- *College and Career Readiness has some overlap- flagging that there is another group working on this is important – group is eager to see results to ensure they are high quality*
- *Chronic Absenteeism- what is the definition of chronic absenteeism that is being shared at the general assembly Districts are worried they are going to get dinged for something that is out of their control such as homebound students, etc. We need to flag that there is another group working on this issue. Again, eager to consider results of that group's discussion.*
- *Are there implicit biases, potential for gaming the results?*

- *Are there elementary indicators or early childhood indicators – this is important*
- *Career pathways*
- *Science- in ESSA STEM is defined as part of the arts.*
- *Student Voice- 5 Essentials doesn't track all grades, K-5 responses are not included in the survey because they may not be reliable. What is status of 5Essentials pilot for younger students? Is there are research based survey for students younger than 6th grade?*
- *Not all elementary buildings are K-8*
- *5 Essentials was not intended for use for an accountability system.*
- *Can we add the word strongly support teacher voice*
- *There should be an explicit explanation about conversations that took place with the voting so they understand our thinking and what we were grappling with.*
- *Districts should get their feedback before the parents/community to respond and react to the information before the public to react. (That is, recommendation to involve community more broadly if/as school or district is identified as struggling.)*
- *Creating systems for peer to peer networks*
- *Assessments changing every year seem to waste time, energy, and effort. Give districts time to adjust before changing tools.*
- *Data needs to get back to the district's leaders and teachers to make changes in a timely manner to evolve and improve student outcomes*
- *Stability and consistency should be one of our guiding principles!!*
- *PARCC's contract is up this year. Is Illinois considering moving to another assessment? There is STRONG concern about further changes to tools districts have now gotten used to using (PARCC, 5Essentials, Danielson Framework all given as examples)*
- *List members who have been to at least three meetings in the memo somewhere to indicate remarkable level of consistency across discussions*

Next Steps:

- *Possible webinar with IBAM on quality framework*
- *Education First will take notes from this robust meeting to make changes to the memo for a draft II by early January.*