

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

Meeting Minutes

Attendance: Dea Meyer (Civic Committee), Robin Steans (The Steans Family Foundation), Brad White (IERC), Melissa Mitchell (Federation of Community of Schools), Erika Hunt (CEP), Lisa Hood (ISU), Roger Eddy (IASB), Jan Fitzsimmons (Center for Success in High Needs Schools), Paul Zavitokovsky (UIC), Aimee Galvin (Stand for Children), Sara Shaw (Governor’s Office), Melissa Fischer (Golden Apple Foundation), Mary Wagoner (Civic Committee), Christian Rivara (District #202), Dawn Green (Palos Heights #128), Jonathan VanderBrug (Arts Alliance Illinois), Jane Russell (IFT), Pam Reilly (P-20, B-3, ILSTOY), Kurt Hilgendorf (CTU), Ben Boer (Advance Illinois), Sara Boucek (IASA), Kevin Duff (Education First), Josh Kaufmann (Teach Plus), Thalia Nawi (Education First), Larry Frank (IEA), Cristina Munoz (Education First), Ginger Ostro (Advance Illinois), Koren Garibay-Mulattieri (Latino Policy Forum), David Walker (Northern Illinois University), Alison Maley (Illinois Principals Association), David Smalley (IBHE), Emily Rusca (EdSystems Center- NIU), Gene Olsen (IAASE), Harvey Smith (NIU- Illinois Report Card), Jennifer Koran (S.I.U.), Jill Meciej (CEC), Jim Nelson (IMA Education Foundation), Jodi Scott (IARSS), Jon Furr (NIU), Nathan Wilson (ICCB), Renee Zdych (Saint Xavier University), Sandra Beyda-Lorie (NIU), Sarah Bjelland (Education Coalition of Macon County), Tom Phillion (Roosevelt University), Susan Hilton (IASB), Charles Chang (Erikson); Steve Cordogan

Vision, Goals

Revised Vision Statement

- Want to be sure that instruction is not spotlighted differently than “supports” and “opportunity.”
 - From a community schools perspective, keeping it broad means it meets the context of a school
 - Consider adding modifier or other language around equity

DAA Goals and Purpose/Definition of Accountability

- Add the word “support”
- Re-title to be clear that this is P-20 goal (not something separate from DAA)
 - To help emphasize focus on continuous improvement more than penalties, perhaps change the order of Community, educators and policymakers

Six guiding principles

- The umbrella concept of the state ensuring equity and sufficiency in funding doesn’t seem to be reflected here – how can we best address this?

- How do we draw a connection to the responsibility of the state? How do we operationalize this?
- Perhaps add an introductory sentence about being in partnership with the state? Separate reporting requirements?

College and Career Readiness Update

- Agenda was focused on the definition of college and career readiness
 - Were we getting at a multi-dimensional approach to college readiness, felt like we may have focused too much on standardized assessment.
 - Were we ensuring career readiness is elevated to the right level
- Additional topics
 - Post-secondary info (completion rates, persistence, remediation)
 - Career pathway- is there a way to integrate those measures?
 - Multi-level system of support- what are the support systems that eventually come out of this
 - Focusing on systems that encourage support across multiple stakeholders
- School quality indicator
 - Capturing growth and improvement in schools; not just meeting a benchmark

ESSA Accountability Requirements

- Educator engagement is an example of an additional school quality indicator, but that cannot be reported by sub-group
 - Does this reflect the statutory limitation or proposed rulemaking?
 - The disaggregation is in the law, but exactly what that means isn't entirely clear
- Do we know what the department is thinking about in terms of ELPA?
 - EL proficiency- states have a choice. You can go with students who achieve a strict proficiency on the state assessment.
 - The second is to agree upon growth- this is uncharted water because language growth happens at different rates.
 - Growth seems to be the preferred approach
- What does meaningful differentiation mean?
 - The regulations hint at this but it's not clear. Technically under statute it's not included.
- In recommending indicators, we should be looking to identify information that serves usefully as a "trigger point" for a deeper look and for schools needing improvement

Survey Results

- There was strong interest in 9th grade readiness indicators

- 9th grade readiness/freshman on-track indicator not only identifies schools that may be struggling, but also provides information schools can use to identify kids early who need additional help.
- Can it/will it be gamed? Research on usage of indicator in CPS (with stakes attached) for over 10 years shows the indicator still as predictive as before (i.e., not being gamed).
- What is the elementary equivalent?
 - Doesn't seem to be 8th grade "readiness" that is just a back map from 9th grade data to 8th grade (i.e., how many 8th graders from a school went on to be "on-track") – and we would lose value of intervening with kids while there's still time to help
 - CPS is now piloting an elementary early warning indicator that combines attendance and grades – can we find out how that is going? How it is calculated?
 - Is chronic absenteeism as useful as combination of grades and attendance? Is it perhaps best early warning indicator for prek-2nd grade level??
 - Is there work on an indicator focused on transitions (3rd, 5th, 8th)?
 - We have to make sure that we are getting at another factor that is not test scores
- There is a difference between using a rate versus growth
- Chronic absenteeism
 - If early warning indicator includes absenteeism, it wouldn't make sense to use it separately, but is it worth using separately for earliest grade levels?
 - If we don't have a validated elementary early warning indicator- could use chronic absenteeism as a proxy
 - There's also the challenge of an early warning indicator when there are K-5 and K-8 schools
 - IL attendance commission meets on the 27th
 - Chronic absenteeism is somewhat of a volatile measure; low-incidence
 - In the early learning community, we are looking for the bridge between the K-2 years and testing grades – this could serve in that capacity
- Student participation and success in advanced coursework
 - If we have a good post-secondary readiness definition that we all get behind, this is one way to hit a marker to be post-secondary ready
 - College and career ready indicator would capture this
 - Guiding concept- do you receive a certification/something additional to show you are college and career ready?
 - AP can be a pretty good indicator, but some of the highest achieving schools have honors but they don't have AP schools.
- Survey
 - Surveys can serve as a weight against some of the required assessment measures
 - This might also get at social emotional learning
 - It seems like there are some schools who aren't doing surveys, despite legal requirement to do so
 - ESSA does not require surveys be annual

- Various surveys being used across the state (do we have data on what percent using what surveys, to understand the spread?)
- 5Es have been validated in CPS, but where does validation study on statewide level stand?
- Disciplinary data
 - Would be cautious here- there are a lot of implicit biases at play; it may not speak to what opportunities students have to succeed or grow
 - A trigger here will be really helpful
 - Cautious of disciplinary data- we are already getting feedback from members on the bill that eliminated zero tolerance policy that disciplinary policies aren't being followed

Other Considerations

- Participation in the Arts
 - There is a plethora of research that connects the arts with school quality
 - The Arts are a part of a well-rounded education; the state has just updated the Arts standards
 - The Arts are not reflected in the other measures. It's unique- a huge indicator of school quality. NJ, KY, CT are using Arts indicators in their systems.
 - Also believe that PE, Science and other elements of the essential curriculum
 - How would we operationalize this?
- Quality School/District Framework
 - Aggregated school metric
- Science
 - We have NGSS standards now
 - Science isn't included on the academic side; in HS you could do another academic indicator

Takeaways

- We don't want to duplicate efforts
- Ensure that measures don't mask behaviors

***There's a provision in the law that says we are supposed to revisit the indicators in the system periodically – what is best way to ensure this in fact happens going forward??

Next Steps

Education First will:

- Set aside time in the next meeting to address the umbrella concept of the state's responsibility to ensure equity
- Research early warning indicator pilot in CPS
- Synthesize today's conversation and share back with the group
- Support scheduling of additional meeting before the 11/17 meeting and/or between November and December meetings, and/or extend time of existing meetings

