

**Illinois P-20 Data, Assessment, and Accountability Meeting
September 22nd, 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), Larry Frank (IEA), Josh Kaufmann (Teach Plus), Peter Leonard (CPS), Dea Meyer (Civic Committee), Thalia Nawai (Education First), Elliot Regenstein (Ounce of Prevention), Emily Rusca (Ounce of Prevention), Robin Steans (Steans Family Foundation), Phyllis Glink (Irving Harris), Melissa Mitchell (Federation of Community Schools), Stephanie Greene (Advance Illinois), Elizabeth Arnott-Hill (CSU), Jane Russell (IFT), Melissa Fischer (Golden Apple), Kevin Duff (Education First), Jonathan Vanderbrug (Arts Alliance), Mary Wagoner (Civic Committee), Lauren Burdette (Governor's Office)

Phone: Janet Holt (SIU, P-20), Charles Chang (Erikson Institute), Roger Eddy (IASB), Janet Holt (IERC), Lisa Hood (ISU), Pam Reilly (B-3, ILSTOY), Susan Hilton (IASB), Neketa Brar (Governor's Office), David Smalley (IBHE), John Luczak (Ed. First), Erika Hunt (CSEP), Lisa Hood (ISU), Gene Olson (CCSD 89), Elliot Regenstein (Ounce of Prevention), Steve Cordogan (Dist. 214)

Summary of comments from Robin Steans

Welcome and introduction of attendees and presenters.

The Education First Team (John Luczak, Thalia Nawi, Kevin Duff) will now be facilitating these meetings while we are focusing on ESSA. Today our goal is to (1) identify core principles and vision that will guide our recommendations, and (2) do some level setting by looking at Illinois and other states around metrics and weights and reporting.

The DAA will work to:

- Develop its accountability vision and principles
- Review ISBE's proposals
- Make recommendations to strengthen the state's ESSA plan and build support for implementation

Summary of Vision Statement

At the last meeting, we brainstormed thoughts on a state vision for P-12 system and on principles that might guide creation of a new state accountability system. With respect to the vision, we looked at the P-20 Council, Early Learning Council, and ISBE vision and merged them together. Education First pulled it all together into draft statements, which

were sent as part of the pre-work. We will look at the statement and gather feedback and thoughts.

Summary of the feedback on the vision statement:

- Concern around whether to say “and” or “or” with respect to college and/or career readiness (don’t want to convey preference for one or the other, or assume that one must precede the other)
- Are we emphasizing equity in the right way? Need to reference adequate resources?
- Shouldn’t limit to Math and ELA- it should be about a better-rounded education.

Summary of Goals Statement

The definition of college and career readiness is important. The College & Career Readiness Committee will be meeting in October to discuss this. ISBE has operationalized CCR as follows:

Students are CCR if they:

- Meet the academic and standardized testing benchmark
- 2.8 out of 4.0 GPA
- Readiness on the ACT
- Two or more of the following: industry credential, AP, dual credit, development ELA/Math, IB, etc.
- Two or more of the following: attendance, co-curricular activities, etc.

ISBE has also articulated the following goals:

- All kindergartners are assessed for readiness
- 90% or more of third-grade students are reading at/above grade level
- 90% or more of 5th grade students meet or exceed expectations in mathematics
- 90% or more ninth graders are on track to graduate with their cohort
- 90% or more of students graduate from high school ready for college or career
- All students are supported by highly prepared and effective teachers and school leaders
- Every school offers a safe and healthy learning environment for all students

Comments- summarized

- We should understand how higher education in Illinois defines college and career ready
- 90% is not realistic as an operational goal in the near term, but perhaps as aspirational goal
- A lot of aspirations will then need to be broken into operational goals and progress benchmarks
- Children’s Cabinet may also have thoughts on operational goals?

- A lot of ISBE's goals only focus on K-12, but a lot happens outside of that in preschool and college.
- Operational indicators begin way before kindergarten; we should expand our focus throughout the pipeline
- Don't we also need the goal of a well-rounded education – i.e., one that goes beyond math and reading?

Education First agreed to work to amend vision and goals in a way that reflects discussion, and goal is for final agreement at the next DAA meeting.

Summary of Guiding Principles Discussion

Recognizing that eight is a lot of principles, Education First asked for reactions to them. Comments included:

- Should we include the phrase “student-centered”? Consider other words like “transparent” “Reasonable” and “valid and reliable” in appropriate spots?
- Be sure that we indicate the system is not punitive, but focused on support, but also convey that when circumstances call for something beyond support, that is an option, too.
- Find a way to communicate that mechanisms that the state has to support/intervene should be tailored to the need at hand (that is, not cookie-cutter, but informed by the information being gathered and analyzed).
- Weave in notion of goals being attainable? Reasonable? (As well as ambitious?)
- Say more explicitly that interventions should be validated and reliable wherever possible?
- Substitute recognition and support for rewards and incentives (in “Aligned” principle)
- Is it worth separately flagging that it is good for public and families to have ready access to school performance measures and information?
- Perhaps look at CPS' design principles (per presentation CPS/Ryan Crosby made to IBAM recently) *NOTE: Ed First will circulate.*

Education First will edit principles per these comments and bring back to the group at the October meeting for (hopefully) final sign-off! General view was that these did a nice job of capturing the prior meeting's discussion, and interesting to see that they were quite similar to guiding principles used by others.

Discussed Current Illinois Accountability System and Possibilities with ESSA

- Identify the bottom 5% of schools for priority and then bottom 15% for focus.
- We have to think about the difference in ESSA and the data we want to report internally and the data for the state system.
- Caution/pushback from people who see indicators as triggering punishments (what we want is for them to trigger tailored support – support that meets the particular needs of the students and the district at hand)
- We'll wait for a discussion on indicators for the accountability system.

- Discussed possibility of articulating design principles for any support system if we (DAA Committee) cannot develop complete recommendations around how best to structure support portion of accountability system.

Accountability Systems in Other States:

Kevin Duff from Education First gave an overview of the accountability systems in both Colorado and Massachusetts. (Please see the Power Point attached for details.) Some highlights:

- CO was top-heavy on academic measures (no broader indicators included – something they will have to revisit under ESSA), but they have an interesting way of measuring and thinking about growth, and how to set growth benchmarks
- MA also heavy on academic indicators, with some interesting features re: (1) laying out elements for state to review in designating districts for greater support/intervention, and (2) trying to articulate type of school/district challenge (i.e., not just school is doing well or poorly, but high-growth/low-proficiency versus low-growth/high-proficiency/little progress closing gaps) and presumably providing more targeted support.
- Both states will need to adjust plans to comport with ESSA, so offered more as examples of possibilities to consider and be aware of

Next Steps:

- Refine the text of the vision, goals and guiding principals.
- Send around resources mentioned on the call.
- Identify any research needs for IERC.
- Please give feedback on draft one of the plan to ISBE individually if you want.
- **The next meeting is October 20th from 1:00-3:00. We will begin discussing indicators to be used in identifying struggling schools.**

Attached:

- Quality standards and indicators that IBAM has passed along to ISBE as recommendations to be used in the new Accountability Model – shared by Roger Eddy.
- Tenets regarding the guiding principles conversations that are located on pages 8-10 on the attached power point- shared by Roger Eddy.
- Education First power point for 9/22 meeting.
- Massachusetts Department of Elementary and Secondary Education guidelines.
- Governor's Cabinet on Children and Youth: Goals for Illinois Children and Youth shared by Niketa Brar.

