2010 Strategic Plan Update

Comprehensive strategies to support our mission and goals

MISSION

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

Adopted 2008
Goal #1: Every student will demonstrate academic achievement and be prepared for success after high school.

Strategies

- Revise and align PK-12 learning standards and assessments to post-secondary education and employment expectations.
- Develop and implement policies, programs, and practices that promote rigor in Illinois high schools.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
The New Illinois Learning Standards

Incorporating the Common Core

Illinois Learning Standards

The Illinois State Board of Education has adopted new Math and ELA academic standards for K-12 education aligned to college and career readiness.

Agency Goal #1:
Every student will demonstrate academic achievement and be prepared for success after high school.

STRATEGY: Revise and align PK-12 learning standards and assessments to postsecondary education and employment expectations.
Why are a Common Set of Standards Important?

• **Preparation**: These standards are designed for students to be college and career ready upon completing secondary education.

• **Quality**: Teachers are given more flexibility to teach standards in depth and across disciplines that can be tailored to fit the students’ needs.

• **Skilled Workforce**: These standards emphasize skills and application, in addition to content, to prepare students for working in the current workforce.

Why are a Common Set of Standards Important?

• **Clarity**: The standards are designed to help teachers, students, and parents understand what is expected of them to be ready to enter the workforce or college.

• **Consistency**: These standards will level the playing field so all students will be held to the same rigorous expectations.

• **Global Society**: The standards are internationally benchmarked to high performing countries to help our students succeed in a global economy.
Common Core State Standards Evidence Based

For example: Standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progressions.

**Mathematics**

1. Belgium (Flemish)
2. Canada (Alberta)
3. China
4. Chinese Taipei
5. England
6. Finland
7. Hong Kong
8. India
9. Ireland
10. Japan
11. Korea
12. Singapore

1. **English language arts**
   2. Australia
      1. New South Wales
      2. Victoria
   3. Canada
      1. Alberta
      2. British Columbia
      3. Ontario
   4. England
   5. Finland
   6. Hong Kong
   7. Ireland
   8. Singapore

What does College and Career Ready Mean?

The College and Career Ready descriptions are not standards themselves but instead offer a portrait of students who meet the new standards.

Only 32% of our college-bound students are adequately prepared for college.

Understanding University Success
What are College and Career Readiness Skills?

• They demonstrate independence.
• They build strong content knowledge.
• They respond to varying demands of audience, task, purpose discipline.
• They comprehend as well as critique.
• They value evidence.
• They use technology and digital media strategically and capably.
• They come to understand other perspectives and cultures.

Overview of the K-12 ELA Standards

• The K-12 ELA standards are benchmarked to 10 College and Career Readiness Standards.
• K-8 standards are listed by grade level.
• Standards in grades 9-12 are listed in two year bands to allow flexibility in course design.
• The standards are separated into four strands: Reading, Writing, Speaking and Listening.
Overview of Math Standards

The K-8 Math Standards are organized by Domain, Clusters, and Standards.

- **Domain**: Overarching ideas that connect topics across the grade levels.

- **Clusters**: Demonstrate the grade by grade progression of task complexity.

- **Standards**: Define what a student should be able to know and do at that grade level.

Math Standards are Organized Differently

How to read the grade level standards

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

**Number and Operations in Base Ten**

3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.
Target of the Math standards is college and career readiness for all students

- Focus in early grades on number and numeration and the relationship to operations to build a solid foundation in math
- Establish key concepts leading to basic algebraic readiness by eighth grade
- Develop geometric concepts in the middle grades
- High school math focus on using math and solving messy problems, similar to what students would see in the real world
- Problem-solving and communication emphasized
- Mathematical practices are recommended which cut across learning K-12

### Speaking and Listening Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain all of their earlier skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
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<td><strong>Comprehension and Collaboration</strong></td>
</tr>
<tr>
<td>1. Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
<td>1. Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults of small and larger groups.</td>
<td>1. Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults of small and larger groups.</td>
</tr>
<tr>
<td>a. Follows agreed-upon rules for discussion (e.g., listening to others and taking turns speaking) about the topic and texts under discussion.</td>
<td>a. Follows agreed-upon rules for discussion (e.g., listening to others and taking turns speaking) about the topics and texts under discussion.</td>
<td>a. Follows agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
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<tr>
<td>b. Continues a conversation through multiple exchanges.</td>
<td>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</td>
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</tr>
<tr>
<td>2. Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
<td>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
</tr>
<tr>
<td>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
</tr>
</tbody>
</table>
ELA Standards

- Text complexity addressed at each level
- Balance of literature and informational texts
- Direct link to college and work readiness
- Literacy standards for science/technical and history/social studies
- Clear vertical progressions across grades
- Emphasis on writing, writing applications, and presentation
- Anchor standards established for college and career readiness in reading, writing, language, and speaking and listening, with anchors for each grade level

Evolution not a revolution

- The transition process should begin with local review and discussion
- No changes will be in place for 2011 Spring ISAT and PSAE assessments.
- New assessment system in place 2014-2015
What are the teachers saying will be helpful as the transition to new standards takes place?

- Leadership in administration
- Continuous flow of information about the new standards and implementation
- A listserv and FAQs
- Guidance on the timeline of adoption

What are the teachers saying will be challenging?

- Reassessing current curriculum, making sure it is skill based
- Teachers need to be informed about the standards. Many teachers do not know about them or if they do, they have not looked at them.
- Changing current reading and math programs that are aligned to the new standards
What work is underway?

June 24th – Adopted by the Illinois State Board of Education

Summer 2010 Activities:
- Teacher work groups meet to begin web-based gap analysis
- Standards Implementation Team Convened
- Materials Developed for dissemination
- Meet with stakeholders to share information, identify activities and processes to put in place for input

Fall 2010 Activities:
- Informational documents are revised and finalized
- Dissemination of information (website, meetings, conferences)
- Gap analysis in progress by teachers
- Information from gap analysis provided to ISBE
- Development of informational Webinars
- PARCC assessment details

Strategies:

- Develop and sustain a PK-20 longitudinal data system.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
ILDS Project Overview

- Goal – Establish the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data.

- Two federal grants support the ILDS initiative
  - SLDS Cooperative Agreement – $8.9M
  - SLDS Expansion Grant (ARRA) - $11.9M
SLDS Cooperative Agreement

- **Five primary components:**
  1. Establish a State Education Data Advisory Committee
  2. Develop Enterprise-wide Data Architecture
  3. Establish a System of Data Stewards and Enhanced Data Audit Procedures
  4. Develop an Education Enterprise Data Warehouse
  5. Link the ISBE Student ID with Postsecondary and Employment Data, and use this data for Research and Analysis

1. **Establish a State Education Data Advisory Committee**

   - Chicago Public Schools (CPS)
   - Consortium on Chicago School Research (CCSR)
   - Department of Commerce and Economic Opportunity (DCEO)
   - Des Plaines Valley Education for Employment Region
   - Illinois Association of School Administrators (IASA)
   - Illinois Association of School Boards (IASB)
   - Illinois Board of Higher Education (IBHE)
   - Illinois Business Roundtable (IBRT)
   - Illinois Community College Board (ICCB)
   - Illinois Early Learning Council (ELC)
   - Illinois Education Association (IEA)
   - Illinois Education Research Council (IERC)
   - Illinois Federation of Teachers (IFT)
   - Illinois Principals Association (IPA)
   - Illinois Regional Offices of Education (ROE)
   - Illinois Student Assistance Commission (ISAC)
   - Institute for Policy Research, Northwestern University
   - Large Unit District Association (LUDA)
   - Legislative Research Unit (LRU)
   - P-20 Council

   **Member Organizations**
1. Establish a State Education Data Advisory Committee

- Help to define direction of Education Enterprise solution
- Help define requirements – Data, Reporting, User Interface
- Define evaluation criteria for project success
- Develop technical, legal, and governance systems needed to connect ISBE data with postsecondary and employment data
- Help define Change Management and User Policies for ILDS
- Facilitate communications
- Identify training needs
- Perform Test and Pilot
- Monitor Progress
- Provide ongoing feedback to the State and Project

Outcomes

2. Develop an Enterprise-wide Data Architecture

- Build a sustainable architecture
- Architecture should build on National Center for Educational Statistics (NCES), National Education Data Model (NEDM), Schools Interoperability Framework (SIF), and federal data definitions
- Provide Interoperability, in particular with postsecondary and employment data
- Define a forward looking data architecture, and consider opportunities to “sunset” legacy systems
- Look for opportunities to simplify data collection for LEAs
2. Develop an Enterprise-wide Data Architecture

- Definition of a data architecture that will provide meaningful, high quality data
- Establish a common understanding of the Education data and business rules
- Data Dictionary
- Tools and Processes to maintain and update architecture
- Blueprint for the Education Enterprise Data Warehouse

3. Establish a System of Data Stewards and Enhanced Data Audit Procedures

- Identify business rules for each ISBE Center
  - Standards and Assessments
  - Special Education and Support Services
  - School Support Services for All Schools
  - Fiscal Support Services
- Work to reduce data redundancy
- Ensure accuracy of data submitted
- Provide Staff training in usage of data systems, data analysis and research
- Lead technical assistance workshops and training in data quality and the use of data for analysis and research
3. Establish a System of Data Stewards and Enhanced Data Audit Procedures

- Established, Committed Institutional Support

Outcomes

- Improved data quality
- Increased efficiencies in data gathering

4. Develop an Education Enterprise Data Warehouse

- Integrate data into an Operational Data Store, Data Warehouse and Data Marts to support analysis and research, and reporting
- Establish the Infrastructure needed to meet information requests from districts, state, other departments, educational organizations conducting research, legislature, public, federal government, media
- Access, in a secure environment that meets federal and state privacy laws, to information in a more integrated format to support research and analysis
- Information that supports a decision making environment that is data driven
- Improved support for the production of federal reports – Education Data Exchange Network (EDEN/EDFacts), Consolidated State Performance Reports (CSPR)
4. Develop an Education Enterprise Data Warehouse

Include data from:
- Student Information System (SIS)
- Illinois Student Information System (ISIS)
- Special Education Systems (Approval and Reimbursement System (SEARS))
- Funding and Child Tracking System (FACTS)
- Annual Financial Report (AFR)
- Child Nutrition System (CNS)
- Application and Claim Entry System (ACES)
- Education Certification System (ECS)
- Teacher Service Records System (TSR)
- Electronic Grants Management System (eGMS)
- Others...

Goals

Outcomes

- Enhanced and Expanded Data Reporting for LEAs
- ISBE able to more efficiently meet federal reporting requirements
- Student-level data linked with other P-12 Education data
- ISBE data linked with Postsecondary data
- Support for research and analysis, reporting
- Expanded data collection
- Role based Reporting Portal
5. Link the ISBE Student ID with Postsecondary and Employment Data, and use this data for Research and Analysis

- Work with postsecondary tracking systems and using the ISBE unique Student ID link the data
- Combine P-12, postsecondary and employment data for audit, and research and evaluation activities
- Provide postsecondary feedback reports to high schools
- Establish Data Sharing Agreements
- Enhance ISEG, add ISBE Student ID linking, build HEC ILDS

5. Link the ISBE Student ID with Postsecondary and Employment Data, and use this data for Research and Analysis

- Ability to track postsecondary and employment outcomes for Illinois public high school classes in the form of long-term longitudinal studies
- Establish a system of high school feedback reports that includes postsecondary outcomes
- Support a value added assessment system for teacher preparation programs
- Enable state supported research and evaluation of federal and state programs
- Enable research by outside organizations based on data sharing agreements
### ILDS Cooperative Agreement (SLDS) Project Timeline

<table>
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<tr>
<th>Project Objectives</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
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<tbody>
<tr>
<td><strong>Data Advisory Committee</strong></td>
<td>QTR1</td>
<td>QTR2</td>
<td>QTR3</td>
<td>QTR4</td>
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<tr>
<td>Establish DAC</td>
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<tr>
<td>Define Data Architecture Requirements</td>
<td>Ongoing Support, Governance Requirements Updates, Process Initiations, Testing</td>
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<tr>
<td>Define Data Warehouse Requirements</td>
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<tr>
<td>Data Architecture Vendor Selected</td>
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<td>Planning and Requirements Definitions</td>
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<tr>
<td>Data Stewardship Positions Defined</td>
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<td>Data Analysis and Research Agenda for Carers</td>
<td>Ongoing Data Sharing Support</td>
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<td>Data Quality Protocols and Data Statistical Checks Offload</td>
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<td>Data Linking Planning and Requirements Design</td>
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### SLDS Cooperative Agreement Project Status

- **Data Advisory Committee**
  - Committee formed, 6 meetings have been held, meetings are ongoing
  - Two additional Focus Groups Formed
    - Teachers (IEA, IFT)
    - Principals and Administrators (IPA)

- **Enterprise-wide Data Architecture**
  - Focus groups providing additional requirements
  - Procurement cycle complete, vendor (PCG, Inc.) selected
  - Data Architecture development is underway

- **Data Stewardship**
  - Two position filled
  - Analysis underway
SLDS Cooperative Agreement Project Status (cont)

- Education Enterprise Data Warehouse
  - RFSP for Data Warehouse vendor under construction

- Linking of ISBE data with Postsecondary and Employment Data, and use this data for Research and Analysis
  - Data Sharing Agreements in place
  - High School Feedback Report Data Sharing activities ongoing

- Overall
  - On schedule, within budget

SLDS Expansion Grant (ARRA) Project Overview

- Four primary components:
  1. Establish a Statewide Transcript System for Middle and High School Students
  2. Integrate Student-level Data with Teacher and Administrator Data
  3. Continued Expansion and Development of Postsecondary Education Data Systems
  4. Expansion of Early Childhood Data Collection Systems
1. Establish a Statewide Transcript System for Middle and High School Students

- Statewide course classification system for high school and middle school students
- Statewide records capture of transcript information including courses and grades
- Linking ISBE Student Information System (SIS) data with the statewide transcript system
- Mapping local course descriptions with the statewide course classification system
- Establishing data feeds from SIS to:
  - i) the State Transcript Depository for the development of transcripts
  - ii) Illinois Student Assistance Commission (ISAC) for scholarship and student assistance programs
  - iii) postsecondary institutions for student application and enrollment functions.

2. Integration of Student-level Data with Teacher and Administrator Data

- Redesign of ISBE Teacher and Administrator Data Collection Systems
  - Teacher Certification Information System (TCIS)
  - Educator Certification System (ECS) and Teacher Service Record (TSR) system
- Modification of TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data from TSR
- Performance Evaluation Report and Survey to provide greater transparency in teacher performance evaluations
- Continued development of Teacher Data Warehouse to match teacher and administrator preparation to student performance
3. Improvement of postsecondary and workforce data collection through greater access to public and private higher education data and incorporation of unemployment insurance wage records into the data collection systems

- Continued support of the Higher Education Data Consortium (HEC)
- Perkins IV Core Measures website containing information by college and performance measure
- Tech Prep/Partnerships for College and Career Success measures website with information by partnership and performance measure
- Enhanced Performance/Accountability Reports by Illinois Community College Board (ICCB) to increase performance, transition measure, and indicator reporting transparency
- Performance and accountability reporting through online reporting tools that will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports

Goals

3. Improvement of postsecondary and workforce data collection, greater access to public and private higher education data, incorporation of unemployment insurance wage records into the data collection systems (cont)

- Planning and design of modifications to High School Feedback Report to expand upon information regarding postsecondary enrollment and performance
- Planning and design of process to incorporate data from the National Student Clearinghouse in order to access public and private higher education data nationwide to better track transfer and concurrent enrollment students
- Develop data-sharing agreements with Unemployment Wage Record Office
4. Expansion of Early Childhood Data Collection System

- Assigning a student ID (SID) for infants and toddlers in programs funded by the Early Childhood Block Grant
- Data collection for children from birth to three (within the structure of the ISBE SIS)
- Processes to match infants and toddlers to their SIDs when enrolling in or transitioning to the early learning programs
- Training and technical assistance plans for agencies that will be contributing data to the system
- Expansion of currently collected data elements

ILDS Expansion Grant (ARRA) Project Timeline

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<td>QTR3</td>
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<tr>
<td>Student and Teacher Data Integration</td>
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<td>Expansion of Postsecondary Education Data System</td>
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</tbody>
</table>
SLDS Expansion Grant (ARRA) Status

- Project funding received, startup July 1, 2010
- Project timelines developed
- Includes ARRA reporting requirements
- Initial planning underway
  - Acquiring additional Project Management Office (PMO) resource
  - Planning with Postsecondary partners (ICCB, IBHE) underway
    - Defining new intergovernmental agreements to manage grant activities
  - Alignment of Memorandum of Understanding (MOU) between ISBE and ISAC
  - Other procurement activities for resources to perform
    - Rewrite of teacher systems
    - Collection of additional Early Childhood data

ILDS Requirements

Where do our Requirements come from?
Data Quality Campaign – Where are we?

**The 10 Essential Elements**

1. Statewide Student Identifier Yes
2. Student-Level Enrollment Data Yes
3. Student-Level Test Data Yes
4. Information on Untested Students Yes
5. Statewide Teacher Identifier with a Teacher-Student Match Started
6. Student-Level Course Completion (Transcript) Data 2010/2011
7. Student-Level SAT, ACT, and Advanced Placement Exam Data Yes
8. Student-Level Graduation and Dropout Data Yes
9. Ability to Match Student-Level P-12 and Higher Education Data 2010/2011
10. A State Data Audit System Started

America Competes – Where are we?

**The 12 Data Requirements**

- Unique statewide student identifier that does not allow personal identification Yes
- Student-level enrollment, demographic, and program participation information Yes
- Student-level transcript information, including courses completed and grades earned 2010/2011
- Student-level exit, transfer, dropout, or continuation to postsecondary institution Yes
- Student-level college readiness scores Yes
- Yearly test records for individual students Yes
- Information on students not tested by grade and subject Yes
- A capacity to communicate with higher education data systems 2010/2011
- Information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework at the postsecondary level 2010/2011
- Teacher identifier system with the ability to match teachers to students. Started
- State data audit system assessing quality, validity, and reliability of data Started
- Other information determined necessary to address alignment and adequate preparation for success in postsecondary education No
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Strategies

- Evaluate and strengthen the statewide system of support for schools and districts.
- Identify the chronically lowest performing schools in order to construct policies that support turn around interventions and create better options for students.

Sig grantees/partners

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>Intervention Model</th>
<th>Lead Partner</th>
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<tbody>
<tr>
<td>Marshall Metropolitan H.S.</td>
<td>Chicago Public Schools</td>
<td>Turnaround</td>
<td>Chicago Office of School Turnaround</td>
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<td>Fenger Academy H.S.</td>
<td>Chicago Public Schools</td>
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<td>Harper H.S.</td>
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<td>Restart</td>
<td>Academy of Urban School Leadership (AUSL)</td>
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<td>Thornwood H.S.</td>
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<td>Transformation</td>
<td>America’s Choice</td>
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<td>Thornton Township H.S.</td>
<td>Thornton Twp HSD 205</td>
<td>Transformation</td>
<td>America’s Choice</td>
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<tr>
<td>Thornridge H.S.</td>
<td>Thornton Twp HSD 205</td>
<td>Closure/ transformation</td>
<td>America’s Choice</td>
</tr>
<tr>
<td>Manual H.S.</td>
<td>Peoria SD 150</td>
<td>Turnaround</td>
<td>John Hopkins</td>
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<td>Egyptian H.S.</td>
<td>Egyptian CUSD 5</td>
<td>Transformation</td>
<td>IARSS</td>
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<td>DePue H.S.</td>
<td>DePue CUSD 103</td>
<td>Transformation</td>
<td>IARSS</td>
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Strategies

- Encourage resource allocation and consolidation of funding sources to support academic achievements at the local level.
- Develop and implement policies, programs, and strategies to eliminate achievement gaps.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Organizations only improve. . .

“Where the truth is told and the brutal facts confronted”

Jim Collins
Only 7% of low income students will ever earn a college degree

College Success:

- Drawing inferences/conclusions from texts
- Analyzing conflicting source documents
- Supporting arguments with evidence
- Solving complex problems with no obvious answer

David Conley, College Knowledge
College and Life Success Depend On. . .

- The **Teacher Effect** makes all other differences pale in comparison.
  - William Sanders
- Five years of **effective teaching** can completely close the gap between low-income students and others.
  - Marzano, Kain & Hanushek

Improve WHAT and HOW We Teach

- Replace *improvement planning* with team-based efforts to improve **WHAT** is taught and **HOW WELL** it is taught
- Guaranteed & viable curriculum
- Simplify **Leadership**
- Radically redefine literacy instruction
Learning Communities: An Astonishing Concurrence

“The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community.”

Milbrey McLaughlin,
Professional Learning Communities at Work

Learning Communities: An Astonishing Concurrence

“Professionals do not work alone; they work in teams... to accomplish the goal – to heal the patient, win the lawsuit, plan the building.”

Arthur Wise
Guaranteed & Viable Curriculum

How important is this?

The NUMBER ONE FACTOR
For increasing levels of learning

*Marzano, Porter, Lezotte*

Do Illinois schools now ensure that a guaranteed & viable curriculum actually gets taught?
Guaranteed & Viable Curriculum

- Rosenholtz: Teachers provide a self-selected jumble of standards
- Berliner & Walberg: Wild variation from teacher to teacher, no alignment with agreed-upon viable curriculum standards or assessments
- Little & Sizer: Curriculum chaos in English & Language Arts

Leadership in the Professional Learning Community

“No institution can survive if it needs geniuses or supermen to manage it. It must be organized to get along under a leadership or average human beings.”

Peter Drucker
Recognize and Celebrate measurable SMALL WINS to overcome resistance & Promote Momentum

“The single best, low cost, high leverage way to improve performance, moral and the climate for change is to dramatically increase the levels of meaningful recognition for educators.”

Robert Evans

Unparalleled Opportunity: Literacy Instruction

Under-developed literacy skills are the number one reason why students are retained, assigned to special education, given long-term remedial services and why they fail to graduate from high school.
Golden Opportunity

- Reading and writing vs. stuff ratio
- Literature-based Arts and Crafts
- Game boards, worksheets; posters; presentations; coats-of-arms, mobiles, movies, cutting, pasting, designing book jackets; skits; collages

The Crayola Curriculum

“I can only summarize the findings by saying that we’ve been stunned... Kids are given more coloring assignments than mathematics and writing assignments... I want to repeat that, because I’m not joking nor am I exaggerating.”

Katie Haycock
COLLEGE SUCCESS:
Analytical Reading & Discussion  Persuasive Writing

- Draw inferences and conclusions
- Analyze conflicting source documents
- Solve complex problems with no obvious answer
- Prepare students to write multiple 3-5 page papers supporting arguments with evidence
- Read far more books, articles, essays than they currently read in high school

College Knowledge by David Conley

Brutal Facts:

If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce.

David Conley, Author of College Knowledge
Brutal Facts:

- Writing is rarely assigned, even more rarely taught. — William Zinsser, National Commission on Writing
- Even US student’s best writing is mediocre. — NAEP Report on HS Writing
- Students with 3.8 GPAs in highly selective colleges write poorly. — NAEP writing study

Student Success

- Analytical Reading & Persuasive Writing
- Develop Arguments/Proposals
- Coherent, Common Curriculum

Every Student, Every Day
What are the Legislative and Policy Implications?

Goal #2:
Every student will be supported by highly prepared and effective teachers and school leaders.
Goal #2: Highly Prepared and Effective Teachers and School Leaders

**Strategies**

- Establish and implement policies that support standards for teacher and school leader mentoring programs that focus on teacher/leader development and student learning.
- Redesign professional development requirements for certification renewal.
- Redesign the certificate structure and increase endorsement requirements.
- Establish and implement policies and processes that support preparation programs focused on instruction and student learning.
- Manage and support grant programs that address excellence in teaching or teacher shortage areas.
Progress to Date

- 5 time limit for certification testing requirements - February, 2010
- Raised passing scores for Basic Skills test September 11, 2010
- Rules for Board Review: September
  - A revamped continuous approval for higher education programs
  - Approval process of not-for-profits entities
  - New focus for principal preparation

Progress to Date

- Teacher Performance Assessment Consortium (TPAC)
- Involves 20 states focused on assessment of student teachers
  - Illinois State University
  - Illinois College
  - University of Illinois Chicago
Teacher and Principal Evaluation: The Performance Evaluation Advisory Council (PEAC) formed in May 2010 to work on a state system focused on performance and student growth. The group has formed 4 subcommittees working on:

- Teacher Evaluation
- Principal Evaluation
- Growth
- Support and Training Program

Progress to Date

- Examining different types of tasks for use as assessments during student teaching
- Piloting use of video for assessment activities
- Redefining academic language for specific content areas
- Working on rubrics for alignment between evidence, commentaries, and competencies
- Forming groups to begin work on the requirements for Middle Level and Elementary endorsements
Five Critical Pieces of Legislation

- New, rigorous teacher and principal evaluations
- Independent alternative teacher and principal preparation programs
- Comprehensive approach to longitudinal data system
- Doubled the number of authorized charter schools
- June 1, 2010: Overhauled the State's principal preparation and certification requirements

What are the Legislative and Policy Implications?

Goal #2: Highly Prepared and Effective Teachers and School Leaders
Goal #3: Safe and Healthy Learning Environment

Strategies

- Develop and implement policies, programs, and strategies to promote healthy living for students and reduce barriers to teaching and learning.
- Promote communication and collaboration among stakeholders to eliminate persistent danger in all schools.
Goal #3: Safe and Healthy Learning Environment

Strategies

- Implement processes to allow for prompt and appropriate action to be taken against educators for alleged misconduct.
- Streamline ISBE processes to assist school districts with respect to inspection, repair, and all other aspects of their school facilities.

Progress to Date

- Bullying as specific requirement in new principal preparation
- *Guidelines for Managing Life-Threatening Food Allergies in Illinois Schools*
- NEW Electronic Direct Certification System was implemented statewide
  - This system is used for determining student’s eligibility for free meals through the National School Lunch and School Breakfast Programs or free milk under the Special Milk Program without completing a Household Eligibility Application.
What are the Legislative and Policy Implications?

Goal #3: Safe and Healthy Learning Environment

The Illinois State Board of Education will provide:

- leadership
- assistance
- resources
- and advocacy

so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.
every student, every day