Illinois Report Card Engagement 2018

A Partnership between the Illinois State Board of Education, Real Learning for Real Life, and Advance Illinois

Background:

The Illinois State Board of Education (ISBE) wants to get the best information to students, parents, families, and communities on the strength of learning in each and every public school in Illinois. As such, ISBE issues a report card on many areas of school quality and progress in an electronic format that is updated every year at www.illinoisreportcard.com. This year, there will be new information on the Illinois Report Card and a new schema for evaluating learning that is happening in the school. Given this transition, ISBE wants to hear from students, families, and community partners about what information you care about and why.

ISBE is encouraging groups, schools, and districts statewide to engage families and communities in focused conversations using this manual as a guide. The feedback provided to ISBE can inform updates to the Illinois Report Card not only for this year but also for years to come.

Aims for project:

Gather information through a series of stakeholder meetings on what participants want to know about their child's school in order to share new data on school performance in a way that is accessible, useful, and valid.

Aims for meetings:

Each participant provides input and feedback on the existing report card in order to help inform how to refine and improve the tool. Each participant leaves with a better understanding of how parents, families, and school communities can use information about their schools' academic performance and finances.

Stakeholders feel the information provided at each meeting is accessible and well-articulated. They freely ask questions and engage in decision-making based on their values.

Audience:

Key stakeholders, including administrators, principals, teachers, families, community members, and students, via focus groups

Illinois Report Card Engagement Process Manual

1. Background on an ORID inquiry process.
2. Decide on single or multi-stakeholder meeting
   a. Who is in a multi-stakeholder meeting?
3. Review agenda for meeting, decide on roles for meeting
   a. Host
   b. Convener
   c. Facilitator
   d. Note-taker(s)
   e. Photographer (optional)
4. Confirm logistics; create and send invite (template provided)
5. Host meeting (agenda provided)
   a. Gather notes
   b. Distribute and then collect feedback cards
6. Review and edit notes; send to reportcard@isbe.net within seven days of the meeting

1. Background: What is a "Focused Conversation" or ORID conversation?

A Focused Conversation or ORID conversation is a process for having a conversation that informs all participants. This process helps participants reflect on and interpret a shared piece of information and decide what to do as a result. Participants listen to and share perceptions and emotional responses, suspend judgment during the discussion, and gain a broader and deeper understanding of the information. The process enables a conversation to start at the surface and flow deeper. A facilitator leads the conversation through a series of questions at four levels:

1. **O**bjective: Facts, Data, Senses – Objective questions related to thought, sight, hearing, touch, and smell draw out observable data about the experience.
2. **R**eflective: Reactions, Heart, Feelings – Reflective questions relate to the affective domain (e.g., emotional responses, moods, and hunches).
3. **I**nterpretive: So what? The facilitator invites participants to consider the experience's value, meaning, or significance for them.
4. **D**ecisional: Now what? Individuals and the group determine future resolutions and/or actions.

New perspectives, insights, decisions, and ways of working may emerge as a result of the conversation. The facilitator's core values should be curiosity and inquiry, not persuasion or expertise, in order to build the conversation toward some conclusions on the question or next steps.

For additional reading, reference "The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace," Stanfield, Brian R. for the Canadian Institute of Cultural Affair, 2000.

2. Get the "system" in the room: Who is in a multi-stakeholder meeting?

What is a system? A system is a set of relationships organized through interrelated rules, laws, and cultures, which together structure those relationships around a clearly (or unclearly) defined purpose or goal.

Multi-stakeholder meetings get the system in the room. They set the table with people or groups from all parts of the system in order to understand an aspect of the system from all perspectives.

Transforming the system is ultimately about transforming how relationships work among people who shape the system. Transformation requires a well-structured process for building relationships through which stakeholders can develop a shared understanding of the system and then a shared commitment to co-create solutions together.

In this instance, the Illinois Report Card Engagement Project has created a process through which a group of stakeholders can develop a shared understanding of the type of data that is important on a report card that evaluates schools and why that type of data is important for co-creating solutions together.

For more information, see "A Process Guidebook: The Stakeholder Engagement Process, Mastering the principles and practices of community collaboration" by the Institute for Coalition Building, Columbus, Indiana, under the Creative Common License.

<u>3. Review agenda for meeting</u>

Internal agenda for facilitator (100 minutes)

1. **Welcome and Introductions Led by Convener and Host (5 minutes)**
2. **Purpose and Context (3-5 minutes)**
3. **Feedback on Topic Question (15 minutes)**
   Read Prompt: Last year, teachers, educators, and advocates designed a new plan for improving student learning in Illinois, prompted by existing efforts within Illinois and the new federal Every Student Succeeds Act (ESSA). That plan, known as the Illinois ESSA Plan, is a new way to evaluate school quality, report on school progress, and provide the unique supports that each school needs to serve all its students well and holistically. Our new system in Illinois is designed to help all schools get closer to equity and excellence – which means providing all students the individual supports they need to meet common, high expectations.

   This fall, as part of this new system, every school will receive an overall designation for equity and excellence — based on measures of the school environment (such as school climate and attendance) and how well students in the school are learning. The Illinois State Board of Education will provide additional supports to the schools furthest from equity and excellence. Over time, this process will help us see how much students are growing each year and help schools learn from each other to improve. We will also have new information on how well schools are funded. All of this information will be shared with everyone this fall. We're here today because we want to know what you want to know. What types of information do you want to know about your school – about how students are doing in your school? How should we communicate that information on our Illinois Report Card website?

   Ask First Topic Question: What information do you most want to know about how students in your child's school are learning?

   a. On scrap paper, individual participants list out 5-7 answers (3-4 minutes)
   b. Individual participants star answers most important and most unique (1 minute)
   c. Participants pair up and share their starred answers and why they matter (5 minutes)
   d. Pairs select 5 answers to write on 4x6 post-it notes (2 minutes)
   e. Pairs place post-it notes on wall to create word cloud underneath topic question (3 minutes)

4. **Facilitator leads an ORID focused conversation on the word cloud (20 minutes)**
   a. Objective—
      i. What word, words, ideals, or visuals jumped out at you?
      ii. What ideas or visuals come to mind?
      iii. What do you see when you look at the word cloud?
   b. Reflective—
      i. Which phrase is the most clear to you?

       ii.   Which one comes to you as new or fresh?
      iii.   What surprises you about these words/ideas?
      iv.   What are you drawn to?
       v.   What themes do you see?
      vi.   What do you like or dislike about what's up there?
           1.   As participants share, ask them to share more about their remarks. This is not the time to comment on each other's remarks but rather to communicate their reflection on the word cloud.

c. Interpretive—
       i.   What major points or themes come to mind?
      ii.   What ideas scare you or inspire you? Tell us more.
      iii.   How will any of these ideas help us achieve equity?
      iv.   How will any of these ideas help us achieve excellence?
       v.   What challenges may have to be overcome?
      vi.   Which idea do you see yourself or your organization helping to manifest? How?
           1.   Meeting organizer takes notes on decisions that need to be made or actions that need to be taken. After everyone who wants to share does, meeting organizer repeats back the notes and asks members of the group if they captured what was said.

d. Decisional—
       i.   What are all these ideas really about?
      ii.   What will the availability of this data mean for our schools?
      iii.   What will the availability of this data mean for the relationships in our community?
           1.   Wait in silence for an answer.

Stretch Break (5 minutes); approximately 55 minutes left in the meeting.

FACILITATE DEEP DIVE IN THREE PARTS

1. **ORID on Summative Designation (20 minutes)**
   Read Prompt: Thank you for your feedback. This new Illinois ESSA Plan requires the Illinois State Board of Education to assign schools to one of four performance categories based on how well the schools are doing on a combination of school quality and academic performance measures. (See appendix A for full list and description to read, if desired.) The four categories are Tier 1: Exemplary School, Tier 2: Commendable School, Tier 3: Underperforming School, and Tier 4: Lowest Performing School. (Facilitator may share description for each category.) The categories are set by the plan. The feedback you provide today can inform how the categories are communicated to empower communities and school improvement.

   a. Objective— What jumps out at you about assigning schools to these categories? Is there anything you notice? What phrases are most clear to you?
   b. Reflective— What do you like or dislike about these categories? What's surprising? What do they make you think about?

    c. Interpretive—
        i. Now imagine that your school was put into the Tier 1: Exemplary Category. How would you react? What would you want to know about why your school is in this category? Why do you want to know it?
        ii. Now imagine that your school was put into the Tier 2: Commendable Category. How would you react? What would you want to know about why your school is in this category? Why do you want to know it?
        iii. Now imagine that your school was put into the Tier 3: Underperforming Category. How would you react? What would you want to know about why your school is in this category? Why do you want to know it?
        iv. Now imagine that your school was put into the Tier 4: Lowest Performing Category. How would you react? What would you want to know about why your school is in this category? Why do you want to know it?
    d. Decisional— What will the availability of this data mean for our schools? What will the availability of this data mean for the relationships between our school and our community partners? What should we consider before we finalize how we share this information?

2. **ORID on School Funding (15 minutes)**
   Read Prompt: Thank you for your feedback. Now we're going to switch gears to talk about another piece of information that is new and will go on the Illinois Report Card for the first time this October.

   Last year policymakers changed the way we fund public schools in Illinois to a new, evidence-based approach to school funding. That was a huge victory for public education in Illinois. Today, we can tell you how much funding your school district should be receiving from the state, based on your local wealth, your student enrollment, and the cost of 34 practices that have the greatest positive impact on students.

   This year we will be putting your district's financial capacity to meet expectations on the Illinois Report Card. We have the same high expectations for all schools in Illinois. Your district's financial capacity to meet those expectations means the funding you have compared to the evidence-based funding you should be getting. One hundred percent capacity would mean your district has fully adequate funding. School districts in Illinois currently range from 46 to 284 percent capacity.

   Not all school districts are receiving the funding they deserve. It's going to take time and a lot of additional investment to bring all districts to 100 percent capacity. The funding formula also sorts districts into four tiers – different tiers than for the accountability system – and distributes increases in state funding to the districts with the lowest financial capacity to meet expectations. Districts in funding tier 1 have the lowest financial capacity to meet expectations, and districts in funding tier 4 have the highest.

       a. Objective – From what I just shared about school funding, what words or ideas jumped out at you? What's clear about what I shared? What isn't clear?
       b. Reflective – How does this information help us understand what's happening in your school?

     c.   Interpretive – What more information do you need to know about school funding?

     d.   Decisional – What, if anything, will this information help you do as a parent or community member? What else should we consider?

3. Review Sample of Current Report Card/Mockups (20 minutes)
     a.   Pass out mockups.
     b.   Give folks 3-4 minutes to review, take notes, edit.
     c.   Given our discussion here today, what do you think of this draft?
          i.   Objective – What jumps out at you? What visuals pop? Does anything surprise you?
          ii.   Reflective – What does this report card make you think of? How does it make you feel?
         iii.   Interpretive – Given our discussion today, where does this report card excel? Where does it fall short?
         iv.   Decisional – What should change about this report card data? What should stay the same? What should be added?
          v.   Any final thoughts to share with ISBE?

4. Next steps and thank you: Meeting facilitator restates the aims, asks the group if we met our aims, re-states the decisions for next steps, reminds group of the next meeting, thanks everyone for participating. (2-3 minutes)

<u>4. Confirm logistics</u>

LOGISTICS CHECK LIST
- ✓ Decide on location that accessible for your audience
- ✓ Decide on a dedicated note-taker
- ✓ Bring scrap paper for individual lists
- ✓ Bring large post-its for word cloud
- ✓ Print out mockups
- ✓ Print out sign-in sheet
- ✓ Print out agendas
- ✓ Print out feedback cards

EXTERNAL AGENDA TEMPLATE
1. **Welcome, Introductions led by Convener and Host (5 minutes)**
2. **Purpose and Context (3-5 minutes)**
3. **Feedback on Topic Question (15 minutes)**
4. **Facilitator Leads ORID Focused Conversation (20 minutes)**
5. **Stretch Break (5 minutes)**
6. **Focused Conversation Summative Designations (20 minutes)**
7. **Focused Conversation on School Funding (15 minutes)**
8. **Review Mockups of School Funding Data (20 minutes)**
9. **Thanks & Next Steps**

EMAIL INVITATION TEMPLATE
Subject: [Date] Illinois Report Card Engagement Session

Text:
The Illinois State Board of Education (ISBE) wants to get the best information to students, parents, families, and communities on the strength of learning in each and every public school in Illinois. As such, ISBE issues a report card on many areas of school quality and progress in an electronic format that is updated every year at www.illinoisreportcard.com. This year, there will be new information on the Illinois Report Card and a new schema for evaluating learning that is happening in the school. Given this transition, ISBE wants to hear from students, families, and community partners about what information you care about and why.

Join us for a conversation around what you want to know about your student's school. ISBE will gather information to help inform how they share new data on school performance in a way that is accessible, useful, and valid.

Date
Time
RSVP Link:

FEEDBACK TEMPLATE

TOPIC	NOTES
What information do you most want to know about how students are learning?	
Summative Designations	
School Funding	
Mockups	

Appendix A: Summative Designations

Each school's overall performance – across a set of balanced indicators and considering each student demographic group's individual performance – corresponds to one of four tiers. Each tier contains specific opportunities for growth and support.

The designations, criteria, and opportunities for each tier include:

- **Tier 1: Exemplary School**
  A school that has no student demographic groups performing at or below the level of the "all students" group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.

- **Tier 2: Commendable School**
  A school that has no student demographic groups performing at or below the level of the "all students" group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. Schools that receive a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners.

- **Tier 3: Underperforming School**
  A school in which one or more student demographic groups are performing at or below the level of the "all students" group in the lowest 5 percent of all schools. Schools that receive a Tier 3: Underperforming School designation will receive targeted support.

- **Tier 4: Lowest-Performing School**
  A school that is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools identified as "Tier 4: Lowest Performing" receive "Comprehensive" supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER.

Schools will receive their designations annually beginning with the 2018-19 school year. The identification of cohorts to receive Targeted and Comprehensive services occurs every three years.

Appendix B: Indicators of School Quality and Academic Quality

Indicator	Definition
English Language Arts Proficiency	Students meeting grade-level expectations in English language arts
Math Proficiency	Students meeting grade-level expectations in math
Growth	Not yet defined
Graduation	Combination of four-year, five-year, and six-year graduate rates
English Learner Progress	English Learners attaining language proficiency within five years of identification
Chronic Absenteeism	Students missing 10 percent or more of the prior academic year (excused or unexcused absences)
Climate Surveys	Percentage of students participating in an approved climate survey
Early Grades (P-2) Indicator†	Chronic Absenteeism
	Dual Language Programs: Not yet defined
	Third-Grade Literacy: Third-grade students' grades in English language arts
	Students' participation in enrichment and acceleration activities*
Middle Grades (3-8) Indicator†	Middle School Success: Sixth- through eighth-grade students' grades in core courses (students who received at least one A or B and no D and F) and suspensions and expulsions
	Fifth-Grade Math: Fifth-grade students' grades in math
	Students' participation in enrichment and acceleration activities*
Fine Arts Indicator†	Not yet defined
Freshman on Track	Ninth-grade students on track to graduate with their cohort (who earned at least five full-year course credits or 10 semester credits and no more than one semester F in a core subject)
College and Career Readiness†	Students meeting the criteria for College and Career Ready or Distinguished Scholar pathways through defined academic and career-preparation accomplishments and experiences

*Data collected for research purposes only
†Not weighted (not used to determine summative designation) until after three years of data collection and study