

Great Lakes West Comprehensive Center

Illinois State Board of Education November 2011 ESEA Flexibility Waiver Stakeholders Meeting Summary of Post-Event Survey Results January 2012

On November 29, 2011, at the request the Illinois State Board of Education (ISBE), the Great Lakes West Comprehensive Center provided facilitation services to the Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meeting. The first in a series of three meetings, this event invited superintendents of Regional Offices of Education, superintendents, principals, members of the Illinois Education Association, and members of the Illinois Federation of Teachers to provide feedback on Illinois' flexibility waiver request. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback. Meetings for additional stakeholders such as teachers, parents, and community-based organizations will be held in January 2012.

This report summarizes the overall findings from a survey administered to participants at the close of the meeting on November 29, 2011. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

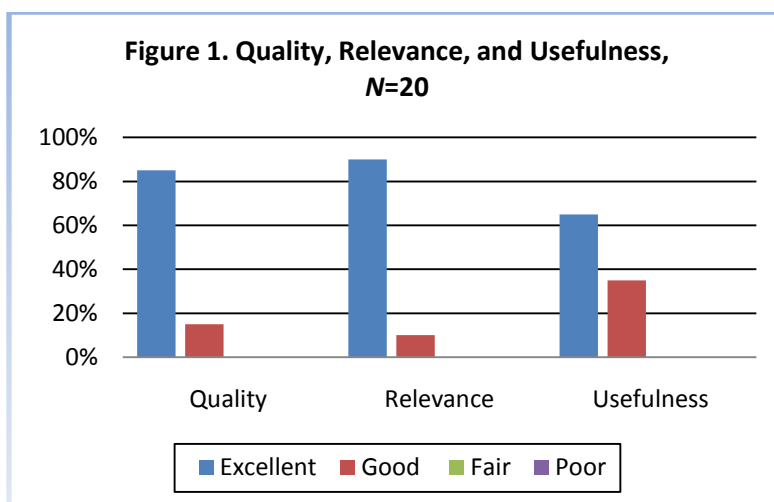
As shown in Table 1, half of survey respondents reported that they were District Superintendents. Additionally, four respondents reported their affiliation as "Other," which included curriculum directors, a director of special education, and a member of the Illinois Federation of Teachers. Two respondents indicated that they were Regional Office of Education Superintendents, and two others reported that they were teachers.

Table 1. Respondent Affiliation, N=16

	Number of Respondents	Percentage of Respondents
District Superintendent	8	40.0%
Other	4	20.0%
Regional Office of Education Superintendent	2	10.0%
Teacher	2	10.0%
Not Indicated	4	20.0%
Total	20	100.0%

Survey Results

Quality, Relevance, and Utility. To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, all respondents indicated that the meeting was either *good* or *excellent* in these areas.



Meeting Indicators. As shown in Table 2, all respondents either *strongly agreed* or *agreed* with all but one statement. Respondents were most positive about the meeting's organization and overview of the current accountability system. All participants also *strongly agreed* or *agreed* that they understand Illinois' proposals for the next generation accountability system as a result of the meeting. With the exception of one respondent, attendees either *strongly agreed* or *agreed* that attending the meeting was a good use of their time (90 percent).

Table 2. Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	20	85.0%	15.0%	0.0%	0.0%
The meeting provided me with a good overview of the current accountability system and the flexibility provided by the waiver.	20	80.0%	20.0%	0.0%	0.0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	20	80.0%	20.0%	0.0%	0.0%
The meeting facilitators effectively responded to participants' questions and concerns.	19	78.9%	21.1%	0.0%	0.0%
Information was presented in a clear and comprehensible manner.	20	70.0%	30.0%	0.0%	0.0%
Attending the meeting was a good use of my time.	20	55.0%	35.0%	10.0%	0.0%

Support for Waivers. As shown in Table 3, all survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Additionally, 85 percent or more of respondents reported that they either *strongly* or *moderately* support the remaining Principles. Respondents were least supportive of Principal 2B, which speaks to interventions, supports, and rewards.

Table 3. Support for Current Proposals, N=20

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals.	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>CCR Expectations for All Students</i>	55%	45%	0%	0%
Principle 2A: <i>Accountability</i>	30%	60%	10%	0%
Principle 2B: <i>Interventions, Supports, and Rewards</i>	35%	50%	15%	0%
Principle 3: <i>Support Effective Instruction and Leadership</i>	55%	35%	10%	0%

In addition to asking respondents to rate the extent of their support for the proposals based on the four key principles, respondents were invited to share comments on their ratings. Respondents provided a variety of comments to explain their ratings, but in general, for all four proposals, respondents consistently indicated the need for “*more details*” about how the waivers will be implemented. (For a complete inventory of the comments provided, see Appendix B.)

Additional Questions. Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of the nine respondents who provided comments for this question, the majority (56 percent) indicated that they had questions or concerns related to evaluation and accountability. In the words of one respondent, “*I continue to have strong questions and concerns about teacher evaluators - will they be fair?*”

Additionally, two respondents noted the need for training. One indicated a general need for “*more professional development,*” while the other pointed out that, “*We need higher ED teacher and admin[istrator] training to align to these initiatives.*”

The remaining two respondents provided the following comments:

- “*What happens on a federal level with ESEA after the waiver process is completed. What is next?*”
- “*Type I, II, III assessments more defined measurements for categorizing levels 5, 4, 3, 2.*”

Suggestions for Improvement. The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the nine respondents are summarized below.

- **Handouts and Materials.** Three respondents reported that they would like handouts of the materials presented, particularly during the breakout sessions. One respondent also noted, *“Provide more materials, ahead of time, so there is more time for dialogue.”*
- **Including QAR.** Two respondents noted that they would like information on Quality Assurance Review (QAR) included. For example, one respondent commented that *“including QAR as part of information for evaluating districts”* would be beneficial.

The remaining four respondents provided the following comments:

- *“Don't overlook high schools. We talk about ISATS. PSAE - not so much; keep up the good work.”*
- *“Further define concepts; provide rubrics for operation; speak to parent and student involvement and accountability within the system.”*
- *“More time in small group.”*
- *“Please work closely with the IFT and IEA staffs - they are extremely knowledgeable.”*

Appendix A

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders' Meeting

November 29, 2011

As a participant at today's ESEA Flexibility Waiver Stakeholders' Meeting, we would like to know what you thought of the meeting and give you an opportunity to provide feedback on the components of the flexibility request currently under development. Your participation in this survey is completely voluntary. Your responses will be kept confidential and results will be reported as a group only.

Thank you!

1. What best describes your affiliation?

- ☐ Regional Office of Education Superintendent
- ☐ District Superintendent
- ☐ School Principal
- ☐ Teacher
- ☐ Illinois Education Association Representative
- ☐ Illinois Federation of Teachers Representative
- ☐ Other, please specify: _____

2. Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information was presented in a clear and comprehensible manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting facilitators effectively responded to participants' questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the meeting was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How would you rate the overall quality, relevance, and usefulness of this meeting?	Excellent	Good	Fair	Poor
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>College and Career Ready Expectations for All Students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2a: <i>State-Developed Accountability</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2b: <i>State-Developed Interventions, Supports, and Rewards</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 3: <i>Support Effective Instruction and Leadership</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				

5. What additional questions or concerns do you have that were not addressed at today's meeting?
6. What additional suggestions do you have for improving the components of the flexibility requests presented at today's meeting?

Appendix B

Comments Provided

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:

Principle 1: *College and Career Ready Expectations for All Students*

Why or why not?

- Adding components that recognize career awareness and planning in districts would support this area.
- Aligning eval tools for principals and teachers.
- More professional development
- Need more detail about how this will be put in place.
- Need more on what "College Ready" means and how we will measure it. (Please not ACT)
- No focus on strategies for low income group
- Not clear to me exactly what the proposals are.
- The focus on the student's eval skills are the key to a successful system.
- The proposals overlook children of poverty.
- They address needs for student's post secondary success
- This is the key to our success in developing productive workforce
- Those that are to be content teach specialist truly be outstanding
- Want to make sure the focus is on all students.
- We need to have goals to have students achieve

Principle 2a: *State-Developed Accountability*

Why or why not?

- I believe this is essential first need to shore up the composite score
- I think it is critical to look at environment and progress as well as outcomes.
- It provides a framework. Timelines need to be adjusted but the concept provides a solid directors.
- More reliable for P-20
- Not defined
- Not enough use of research to determine what is possible as opposed to arbitrary numbers.
- Outcomes need a little tweaking and maybe a subjective assessment piece; concerns regarding students being counted multiple times in subgroups; environment may include QAR
- Parental accountability not addressed.
- So many schools are so different
- Stronger development of matrix - create rubrics of implementation. Separate k-5 - G8; HS; unit or P-20 matrix

Principle 2b: *State-Developed Interventions, Supports, and Rewards*

Why or why not?

- Concerned about who will intervene - outside for profit vendors.
- Figures in more factors then just ISAT
- I think we need to build in move P.D. teachers working with teachers can help build success.
- Monique's outlines were well defined
- Not yet defined
- Quality support still identifying districts[renaming AYP]
- Redesign plan "must" should be targeting the area of identified weakness
- Still in so much flux, hard to have a solid reflection.

- These have to be effective and w/ in district.
- When properly implemented, this assist schools to get to where they need to be for student achievement

Principle 3: *Support Effective Instruction and Leadership*

Why or why not?

- Assessments need defined and vetted accountability
- Concerned about expediting implementation of assessments using student growth data.
- Effective instruction is key to student growth.
- I'm concerned that we will push too fast and cause failure to an ideas that is good for education
- Lots to do here.
- Not in favor of moving the timeline for implementation forward.
- Opportunity for change/Ganett in Illinois

Great Lakes West Comprehensive Center

Illinois State Board of Education ***ESEA Flexibility Waiver Stakeholders Meeting*** **Summary of Post-Event Survey Results** **January 2012**

On January 9, 2012, at the request the Illinois State Board of Education (ISBE), the Great Lakes West Comprehensive Center provided facilitation services to the second in a series of six meetings on Elementary and Secondary Education (ESEA) Flexibility Waivers. This report summarizes the overall findings from a survey administered to participants at the close of the meeting. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

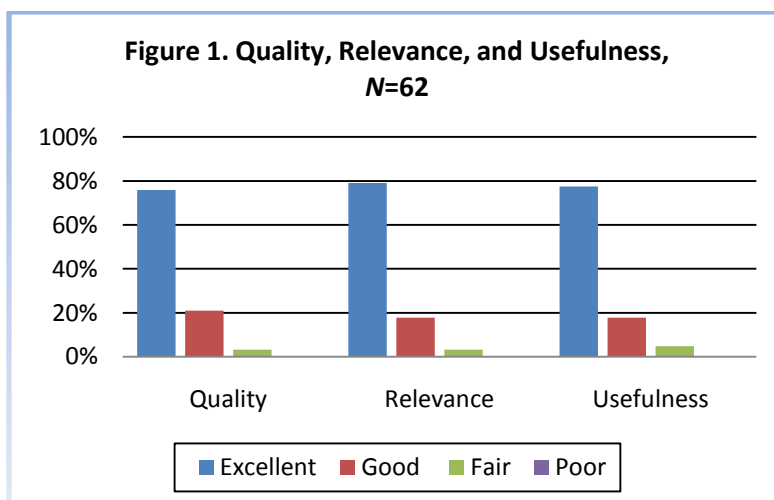
As shown in Table 1, over half of survey respondents reported their affiliation as “Other,” which included assistant superintendents, curriculum directors, English Language Learner (ELL) directors, and Title I directors. Approximately one-third of respondents reported that they were district superintendents, while three respondents indicated that they were regional superintendents, two reported being school principals, and one identified as an Illinois Federation of Teachers representative.

Table 1. Respondent Affiliation

	Number of Respondents	Percentage of Respondents
Other	36	59.0%
District Superintendent	19	31.1%
Regional Office of Education Superintendent	3	4.9%
School Principal	2	3.3%
Illinois Federation of Teachers Representative	1	1.6%
Not Indicated	1	1.6%
Total	62	100.0%

Survey Results

Quality, Relevance, and Utility. To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, the vast majority of respondents (95 percent or more) indicated that the meeting was either *good* or *excellent* in these areas.



Meeting Indicators. As shown in Table 2, respondents were overwhelmingly positive about the meeting. All either *strongly agreed* or *agreed* that the meeting was well organized and provided an overview of the current accountability system and what flexibility is provided by the waiver. Additionally, nearly all respondents reported that they either *strongly agreed* or *agreed* that the meeting facilitators effectively responded to participants' questions and concerns (98 percent), that information was presented clearly (98 percent), that they understand Illinois' proposals for the next generation accountability system as a result of the meeting (98 percent), and that attending the meeting was a good use of their time (95 percent).

Table 2. Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting facilitators effectively responded to participants' questions and concerns.	60	81.7%	16.7%	1.7%	0.0%
The meeting was well organized.	62	79.0%	21.0%	0.0%	0.0%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	61	75.4%	24.6%	0.0%	0.0%
Attending the meeting was a good use of my time.	62	74.2%	21.0%	4.8%	0.0%
Information was presented in a clear and comprehensible manner.	62	72.6%	25.8%	1.6%	0.0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	61	59.0%	39.3%	1.6%	0.0%

Support for Waivers. As shown in Table 3, 89 percent or more of survey respondents reported that they *strongly* or *moderately* support the key points of each of the principles related to the current proposals. Respondents expressed the least support and/or uncertainty about Principles 2A (Accountability) and 3 (Support Effective Instruction and Leadership).

Table 3. Support for Current Proposals

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals.	<i>N</i>	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>CCR Expectations for All Students</i>	51	72.5%	25.5%	2.0%	0.0%
Principle 2A: <i>Accountability</i>	52	53.8%	34.6%	1.9%	9.6%
Principle 2B: <i>Interventions, Supports, and Rewards</i>	48	64.6%	31.3%	0.0%	4.2%
Principle 3: <i>Support Effective Instruction and Leadership</i>	50	60.0%	30.0%	4.0%	6.0%

In addition to asking respondents to rate the extent of their support for the proposals based on the four key principles, respondents were invited to share comments on their ratings. Respondents provided a variety of comments to explain their ratings, but in general, for all four proposals, respondents consistently indicated the need for “*more information*” and “*more details*,” particularly about how the waivers will be implemented. (For a complete inventory of the comments provided, see Appendix B.)

Additional Questions. Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of the 21 respondents who provided comments for this question, approximately one-third indicated that they had questions or concerns related to assessments, including cut scores and the alignment of the assessments. (For a complete catalog of the questions provided, see Appendix B.)

Suggestions for Improvement. The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the 12 respondents are summarized below.

- **Continue to Solicit Feedback.** Three respondents reported that they would like to see ISBE continue to include stakeholders in this process. As one respondent noted, “*Keep getting input from the districts and schools!*”
- **Provide More Information on Models.** Three respondents noted that they would like a more comprehensive explanation of the growth model and the “value-added measured student growth & teacher effectiveness.” For example, one respondent commented that participants

“did not get a clear understanding [from] the Panel. That time could have been spent getting input from the audience.”

- **Consider Support for Providers to Specialized Student Groups.** Two respondents reported that they would like more *“support and encouragement for bilingual reading specialists/psychologists.”* In the words of one respondent, *“Statewide system of support as it is today needs more expertise in sp ed/ELL/poverty.”*

The remaining four respondents provided the following comments:

- *“Consider how to transition to new cut scores into the growth factor. Students at 90% now may only be 70% with new scores - how will you look at growth in year 1 of plan?”*
- *“Could we please talk about “Career”? Where is the post secondary groups in the conversations about accountability teacher phys. etc. They seem to be “absent” in more ways than one.”*
- *“For high school districts develop a way to more proactively take into account all the variables created by having multiple feeder districts.”*
- *“Invites could be clear about nature of meeting. As a dist support person, much of this did not apply.”*

Appendix A

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders' Meeting

November 29, 2011

As a participant at today's ESEA Flexibility Waiver Stakeholders' Meeting, we would like to know what you thought of the meeting and give you an opportunity to provide feedback on the components of the flexibility request currently under development. Your participation in this survey is completely voluntary. Your responses will be kept confidential and results will be reported as a group only.

Thank you!

1. What best describes your affiliation?

- ☐ Regional Office of Education Superintendent
- ☐ District Superintendent
- ☐ School Principal
- ☐ Teacher
- ☐ Illinois Education Association Representative
- ☐ Illinois Federation of Teachers Representative
- ☐ Other, please specify: _____

2. Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information was presented in a clear and comprehensible manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting facilitators effectively responded to participants' questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the meeting was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How would you rate the overall quality, relevance, and usefulness of this meeting?	Excellent	Good	Fair	Poor
Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>College and Career Ready Expectations for All Students</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2a: <i>State-Developed Accountability</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 2b: <i>State-Developed Interventions, Supports, and Rewards</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				
Principle 3: <i>Support Effective Instruction and Leadership</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why or why not?				

5. What additional questions or concerns do you have that were not addressed at today's meeting?
6. What additional suggestions do you have for improving the components of the flexibility requests presented at today's meeting?

Appendix B

Comments Provided

4. After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposals:

Principle 1: *College and Career Ready Expectations for All Students*

Why or why not?

- From initial presentation I believe our expectations are more targeted and well be of grades benefit to Illinois students.
- Got all student college & career should always be the goal. Life org learners & productive citizens
- I believe it is essential that we correlate the ISAT cut scores with the PSAR tests.
- I still feel we are largely ignoring the career piece.
- I support it because an districts will have the same resources regarding ELLS
- It is important recognize that all kids don't go to college and to provide some form of measurement to use for finding employment
- Right on track
- Sp Ed access to core curriculum and gen. ed. settings is important. Keep in mind bil/esl is core and gen ed. All students should have 2 languages to be college/career ready
- This expectations are capable of implementations
- We need to raise expectations for our students

Principle 2a: *State-Developed Accountability*

Why or why not?

- Appreciate the improved alignment and growth student to him or herself and groups by school not statewide.

- ELLS are not clearly addressed - needs to be better defined before I can decide.
- I agree with the need to look at cut score changes, but it may not be with one adopt with this short time line but the "probably" chart poopa bad was good.
- I agree with the potential of dropping SBS and choice. SBS has been a drain on our district resource.
- I feel strongly that districts need to be received of the burden of SES and Choice.
- I prefer value added model
- I think the ideas are solid but I wonder how it will align to PARCC
- Make sure ELL multiple assmts
- Multiple targets compare student to students
- Need more info on the model
- Should be LI assessments for ELL students. How you approach changing ISAT cut scores is critical. Value table model? Should address performance of former ELL in multiple measures.
- Targets at the local level is good but so many ambiguous items that need attention and thoughts
- There are high standards and some of this may undermine standards consequences not. Reduce outcomes
- Throwing back 100% proficiency, even 2019-20, is just delaying an already impossible milestone.
- We know what over students need.
- We shared ideas. No consensus was achieved

Principle 2b: *State-Developed Interventions, Supports, and Rewards*

Why or why not?

- Always welcome support
- I need more info about the state intervention supports and rewards. Not being in a focus school district how will this impact us.
- Need more detail but this is a great start.
- See above comment

- SES accountability has been sorely lacking. Hope the new plan will eliminate need for that
- SES is not cost effective. It is very expensive for the small return.
- Includes all sections of ed including the arts

Principle 3: *Support Effective Instruction and Leadership*

Why or why not?

- All new information - need time to consider
- Assessment issues
- Haven't heard much about the principal eval (on desk for 2012-2013) requirements and the training modules that will apply.
- I am deeply concerned that the training for principals to be evaluators has not been developed.
- If a teacher/principal is effective we need to be able to support, or if necessary remove
- Must be implemented to judge.
- Need to develop a more structured way to evaluate special area teachers - art, music, P.E coaches, reading coaches etc.
- Needs to be set up for supt.
- Seems set already w/SB7, PERA
- Teacher PD is key.
- We need a list of assmts identified as type 1, type 2, type 3 for teacher assmts, ESP at Pk-2grade levels since they do not have access to ISAT/ACT, etc.
- Fine tune assessment types

5. What additional questions or concerns do you have that were not addressed at today's meeting?

- Although not a topic of this meeting - Changes in the cut scores should be postponed to align with implementation of the PARCC
- AMO - Reduce by half in 6 yrs better than current plan; by subject, grade, subgroup, school, dist. etc - better will need to be revisited if you adjust ISAT cu scores; Achievement gap - reduce by half in 6 yrs - good need to address overlapping subgroup affiliation needs special consideration for ELL students w/IEP on Eng. assess. Consider rate of "growth" for ACCESS depending on lang. prof and age - see WIDA research.
- Concern abt. Types of assessments. We are small and do not do MAR only. ISAT and AIMSWEB. It doesn't fare well for evaluations.
- Concerns regarding value added model
- Consider how to count subgroups - if a student is ELL or IEP they would count in that subgroup area all others then ethnicity - low income can be "tagged" but does it have to be a subgroup - Think feds say yes. Only count student score once
- Could answers to questions written & posted be available online.
- ELL student: level/years in the district...are they making progress like the audit!
- How will schools in status be effected of waiver is approved.
- I have strong feelings about assessment alignment. The bottom line of evaluation should be "are the students learning". Assessments must reflect learning and the importance of the state assessment (ISAT) should be reflected in the teachers evaluations
- I look forward to hearing more thank you for your time.
- I think that all three areas are in good shape. The main suggestion I have is to focus more on high schools
- It was a lot of information to absorb in one sitting.
- None. Will work online for growth model info
- The type 3 assmt definition of rigorous needs to be defined and a framework must be provided to help us reduce litigation threats/experience. Thank you.
- The various superintendents gave very valid concerns and comments

- Valuing literacy and content multiple languages - measures? Culturally responsive curriculum - measures? Native language, literacy, and cultivate - measures
- We often talk about SP Ed vs. rg ed students. Recognize that as a result of RTI. There are schools that do not put anyone in sped except for those w/ serious herds IE my sped students have moderate MR. Not enough for IAA but
- Well orchestrated
- What are you recommending for principle #4? The attention was not what I thought it was going to be I didn't realize we would be limited to ELL and Sp ed groups.
- Why do we use ACT & PSAE as our state testing? Why not use state created content test since we are going to common core. Instruction is not aligned to ACT/PSAE
- Worried as a principal of diverse school with a dual language model of new cat scores.

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders Meeting

Survey Results and Summary from Stakeholder Meetings held January 31st, February 2nd, and February 3rd, 2012

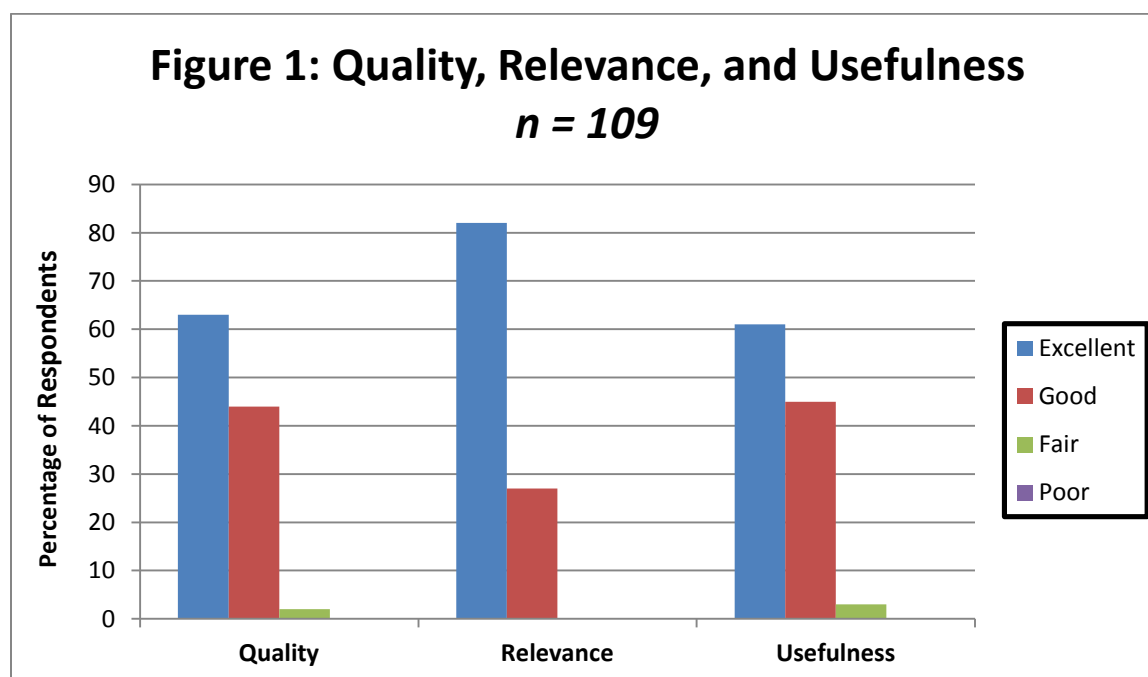
Throughout the week of January 30th, 2012 the request the Illinois State Board of Education (ISBE), conducted three Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meetings. These events included superintendents of Regional Offices of Education, superintendents, central office administrators, principals, teachers, members of the Illinois Education Association, members of the Illinois Federation of Teachers, and others to provide feedback on Illinois' flexibility waiver request. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback.

This report summarizes the overall findings from surveys administered to participants at the close of each of the three meetings: January 31st, February 2nd, and February 3rd, 2012. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

As shown in Table 1, over half of survey respondents reported that they were District Superintendents or other central office administrators, including but not limited to Curriculum Directors, and Title I Directors. Additionally, ten respondents reported they were Special Education Directors, seven respondents reported their affiliation as SES providers. Six respondents indicated that they were Regional Office of Education Superintendents, and two others reported that they were parents.

	Table 1. Respondent Affiliation, N=113 Number of Respondents	Percentage of Respondents
District Superintendent	43	38%
Other Central Office Administrators	22	20%
Regional Office of Education Superintendent	6	5%
Special Education Administrators	10	9%
Principals	9	8%
SES Providers	7	6%
IEA/Teachers	6	5%
Parents	2	2%
Other	7	7%
Total	113	100.00%

Quality, Relevance, and Utility: To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, most all of respondents indicated that the meeting was either *excellent* or *good* in these areas.



Meeting Indicators: As shown in Table 2, all respondents either *strongly agreed* or *agreed* with all but one statement. Respondents were most positive about the meeting’s organization and overview of the current accountability system. All participants also *strongly agreed* or *agreed* that attending the meeting was a good use of their time. With the exception of a small percentage of respondents, attendees either *strongly agreed* or *agreed* they understand Illinois’ proposals for the next generation accountability system as a result of the meeting (96 percent).

Table 2: Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	100	63%	38%	0%	0%
Information was presented in a clear and comprehensible manner.	100	49%	52%	0%	0%
The meeting facilitators effectively responded to participants’ questions and concerns.	92	62%	38%	0%	0%
Attending the meeting was a good use of my time.	98	61%	39%	0%	0%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	98	64%	37%	0%	0%
As a result of attending the meeting, I understand Illinois’ proposals for the next generation accountability system.	98	44%	52%	4%	0%

Support for Waivers. As shown in Table 3, most survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Additionally, 70 percent or more of respondents reported that they either *strongly* or *moderately* support the remaining Principles. Respondents were least supportive of Principal 2B, which speaks to interventions, supports, and rewards. Some concerns remained regarding students that would count in multiple subgroups, for example a student that is LEP, SPED, and Low SES would count three times. “*This would likely result in some students being double counted or possibly triple counted in the accountability measure.*” There was a great deal of support for using growth as an indicator, as well as, components in multiple measures index, “*I like the growth table and the idea of putting or norming growth for different sub-groups.*”

Table 3: Support for Current Waiver Proposal, *n* = 113

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposal:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure	No Response
Principle 1: <i>College and Career Ready Expectations for All Students</i>	58%	27%	1%	5%	9%
Principle 2A: <i>State-Developed Accountability</i>	42%	36%	7%	6%	9%
Principle 2B: <i>State-Developed Interventions, Supports and Rewards</i>	38%	34%	11%	6%	11%
Principle 3: <i>Support Effective Instruction and Leadership</i>	43%	34%	7%	7%	9%

In addition to asking respondents to rate the extent of their support for the proposals based on the four key principles, respondents were invited to share comments on their ratings. Respondents provided a variety of comments to explain their ratings, but in general, for all four proposals, respondents consistently indicated some concern regarding the implementation timeline, funding (in terms of planning for next year and impact on federal allotment, as well as, funding for professional development and assessments), and types of assessments.

Additional Questions: Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of those respondents who provided comments for this question, many indicated that they had questions or concerns related to evaluation and accountability. For example, a few stakeholders indicated concern that using student growth data from year to year is not reliable. A better alternative would be to use student growth data

within the same year. One stakeholder mentioned, *“The student achievement component cannot be fairly implemented.”* This is especially a concern voiced by administrators representing Special Education, one noted the following, *“I’m very concerned about the number of IEP students required to take, and therefore growth is measured by, the ISAT at a level several grade levels above their instructional level.”*

Additionally, respondents noted the need for ISBE to clarify and provide more information regarding the direction of ISAT/PSAE/PARCC and so on. Along the same lines, concerns were voiced about how switching from ISAT to PARCC will impact achieving targets. Specifically, one stakeholder said, *“I am concerned about the AMO’s presented when the assessment will change mid-stream, particularly the effect of K-8. If ISAT changes dramatically with the new PARCC assessments, baseline established in 2012–2013 would need some sort of disclaimer.”* Also, one stakeholder voiced the following question, *“Will all schools/districts start a ‘ground zero’? For example, if a school was in ‘restructuring’ and the sanctions are removed, does the former ‘improvement’ level go away also?”*

Furthermore, stakeholders voiced some concern pertaining to disconnect between what would be used to measure student growth for principal evaluations versus those used for teacher evaluations. For example, one stakeholder said, *“All groups need to be held accountable to same measures. Teachers need to be held accountable to state measures.”* Stakeholders were also concerned about the principal evaluation date. If growth is taken into consideration in the principal evaluation, March 1st is not practical.

Suggestions for Improvement: The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the several respondents are summarized below.

1. Once the waiver is final, create statewide presentations to educate schools to the changes.
2. Clarify how the current SSOS and technical assistance to school changes with the waiver.
3. Don’t end SES. Many times the SES tutoring is their only chance.
4. Petition the federal government for ability level assessments over grade level assessments for students with disabilities.
5. Continue to provide stakeholders with most current and up-to-date information.

**Illinois State Board of Education
Consolidated Committee of Practitioners
Chicago Sheraton Hotel and Towers
February 6, 2012
Minutes**

Call to Order – Bernadette Anderson, CCOP Chair

Roll Call

Present:, Bernadette Anderson, Donna Boros, Warletta Brookins, Lynn Childs, Nancy Christensen, Yolanda Coleman, Jackie Daniels, Judith Green, Shirley Fowlkes, Ava Harston, Larry McVey, Karen Meucci, Darryl Morrison, Joanne Planek, Patricia Sullivan Viniard, Leotis Swopes, Dr. Vinest Steele, Kimberly Thomas, Daniel Tully

Proxy: Sandra Duckworth, Cynthia Garcia, Mary Ann Manos, Joyce McEwen

Absent: Judith Johnson and Ricardo Johnson

ISBE Staff: Cheryl Ivy and Melina Wright

Quorum present

Minutes – November 30, 2011 Meeting

Motion to Approve: Lynn Childs

Second: Jackie Daniels

Approved

Introductions

Welcome new CCOP Members:

Warletta Brookins and Kimberly Thomas

Review of CCOP Presentation

Mayfair Room Tuesday February 7, 2012

Suggestion for participants to place their information on question cards for direct response from ISBE. General questions will not be posted to website at this time. Lynn Childs will assist ISBE with responses.

Judith Green will record questions and comments.

Lynn Childs will present PowerPoint

Review of PowerPoint

Beginning of workshop session participants will be asked to write their questions on a 3 x 5 card index card. Answers will be given immediately if possible. Other questions will be answered at a later date.

Question - Has Federal requirement for CCOP changed at all?

Answer – No, ISBE has not looked for CCOP language specifically in ESEA rules

Update: Melina Wright**Illinois ESEA Waiver Proposal**

Some CCOP members did attend stakeholder meetings.

ESEA Waiver Proposal will be posted on the ISBE website.

Since Nov 29 there have been 24 stakeholder meetings statewide - 3 more next week.

ISBE will have draft posted for public comment next week.

The waiver goes before the Board on the 21st. It is due Feb 21st at 5 pm, there will be revisions.

The 11 states that submitted in Nov have gone thru at least 5 revisions

Waiver is not competitive this is an open process to get approval by Dept. of Ed.

Principles 1 and 3 are full steam ahead

Principle 1 is Common Core Standards

Principle 3 is SB 7 PERA with 2014-2015 school year for Principle evaluations.

Could be shot down because waiver states 2015-2016 school year.

Work for PERA was in good faith and will not be derailed by the waiver.

IL feels they are in better place for PERA because steps are in place for evaluation. No one has been approved for waiver yet - any time someone will be approved.

Possibly CO and TN.

PERA for teachers regarding assessments - criteria will be developed by teachers. For Type 3 assessment of teachers

Comment that practical application by the district will be used by the Unions to circumvent some Evaluation processes. Much discussion regarding Type 3 assessments, 3 especially being a loophole or bypass for other subject teachers to skirt thought.

Evaluation Districts are in different places with types of assessments and may be difficult to implement due to not having expenditures in the budget for various types of assessments.

Type 3 does not mean whatever will fly in terms of assessments

Comments - the Type 3 is the only real concern with this waiver

All districts were urged with set timeframes to meet with teams to determine Type 3 evaluations.

Unions were required to participate in an effort to make the district decisions as equitable as possible.

An RFP was just released for PERA and has gone thru public comment.

PERA Pilots are being planned in IL.

Principle 2 needs approval.

AYP and stay of current year benchmarks at 85 per cent.

Choice and SES out.

Baseline data will be used for Focused and Priority schools once index is in place. Other schools may be added but do not have to go over 5 or 10 percent cent.

9 of 11 did some variations of sub groups or supper groups.

IL will report for all eleven sub groups with the sub groups braided to encapsulate more students.

200 schools don't have 200 students in super groups; there is a plan to put all sub groups in one for a super group for achievement gap calculations based on size and population.

ELL progress is being recorded; currently ELL will be included for a positive indicator.

Data showed former ELL doing well so it will be a Positive Indicator.

Transitional reports for growth will be phased in as they become available.

Progress on Access will be recoded such as Teaching ELL's.

CPS has 300 schools in PERA Pilot.

ISBE hopes to get approved by May, so ISBE will know what benchmarks will be used. Just because waiver is due on the 21st this draft may not be final implementation plan.

Early Choice notifications waiting until summer.

Transportation will be at district's discretion.

Cannot expedite process but once there are definitive answers districts will be notified.

Question regarding letters that parents have been accustomed to receiving

Answer: SES and Choice notification requirements will be in the waiver.

ISBE will come up with a template notifying parents it is no longer required.

Parent data will no longer be required.

If SES services are working, the districts may keep them.

SES will not be mandated therefore districts can select supplemental services that are beneficial to them.

Focus schools lowest 5 percent and Priority schools will have money redirected from 20 per cent for SES and Choice into those schools.

Set aside for Center for School Improvement is new and will assist with identified needs of the School in consultation with the district to use the redirected funds which are not additional funds. See page 51 for Center for School Improvement which will operate to coordinate efforts through a Rapid Response Team.

Center for School Improvement RFP is not the same as for the Low Performing Schools.

Statewide System of Support will be redesigned as necessary and may have to reapply.

District will create local system of support a real district focused support

See page 41 and 42 for funds that must be set aside

Question: What kinds of agencies are being considered?

Answer: No preconceived notion of the agency that is applying.

Preference is for IL vendors but could theoretically have out of state vendors.

Focus of waiver is on Principle 2

Comments

ISAT cut scores need to be changed whether waiver or no waiver, to be prepared for new assessment and common core.

Question: Is alignment anticipated to ISAT and PSAE?

Answer: changing of cut scores will do that, new assessment is coming must make article shifts in current system.

Common Core aligned assessments with SCORE and PLAN.

Want to see real trajectory between 3rd and 11th grade.

Working on waiver since June, no way to think about accountability in anticipation of Fed Waiver Matrix which is the 27th reiteration of changing accountability. Hope is the term failing schools will not be seen in IL.

From focused schools to reward schools not a make it or fail scale only. Benchmarks will determine gains for each district and will lead to a nuanced way of viewing accountability. Confidence intervals and safe harbor will be in plans.

Everyone gets unique AMO's, no one size fits all

There will be a proficiency and growth target that are equally weighed

ISAT in 7th grade and Explore confusion in that Explore is more meaningful in 8th grade.
Value of ISAT and Explore being used with PLAN.

State will pay for both test and PLAN cannot use Title I funds for Common Core. There is a line item in the budget for PD around Common Core

Question re impact in changing is huge and cost prohibitive and waiver does not come with funding.

Answer: Superintendent will try to find money for Explore and PLAN to take weight off of districts.

Superintendent will ask the General Assembly for additional funding

Proposal for District Oversight - page 54 Interventions.

Chronically ISBE has a list Multiple Measures that will ultimately determine take over

Question re Multiple Measures Index

Answer: Achievement WorkKeys is part of budget request Mark Williams, Career and Technical Director is working with community on Career Readiness.

PARRC currently does not contain ACT.

At this time separate scores look at index and will be broken into point values 1 to 100.

A Star Rating currently weighed about the same as Climate Survey legislation that has been passed and has not been developed yet.

Theoretically will give a state info how bonus points will be calculated and has not been determined yet space was built in for future use.

Who is administering the test is not known yet.

The idea is to redo accountability workbook to include language for the entire state.

When IDEA is reauthorized hopefully the IL accountability system will be in place to transcend what will happen with reauthorization.

Question: Are Feds considering Waivers?

Answer: not Senator Harkin at this time

Comments will be taken thru February 20.

Jennifer Chan at CPS requested a copy of draft a stakeholder meeting being scheduled with CPS On behalf of Non Public schools which are not mentioned. An issue is schools are not able to transfer flex funds - suggest funds should follow students rather than just set aside and to provide equitable service.

Melina indicated that the Feds were clear on equity issues; there will always be a Title II equitable withholding for harmless set aside.

The system will self-correct with formulas built in that does not even allow a district to transfer amounts that are not supposed to be.

Service provisions are not being waived.

Non Publics do not currently receive an equitable share for SES.

If districts are not having meaningful consultation with non-publics it is viewed as: it is the non-publics responsibility to ask questions.

There is often disconnect so ISBE is considering a webinar on how consultation works and current webinars can be shared during consultations, helps with communication process and to build trust.

Website- has overview of waiver

CCOP feedback is requested by Melina
CCOP indicated majority support.

Old Business

Report of Nominating Committee: Dr. Vinest Steele, Donna Boros, Yolanda Coleman and Karen Meucci

Slate of officers for 2011 – 2014

Chair Elect 2011-2012 and serve as Chair 2012 – 2013 – Ava Harston

Secretary 2012 – 2013 – Patricia Sullivan Viniard

Chair Elect 2012 – 2013 and serve as Chair 2013 – 2014 – Dr. Mary Manos

Respectfully Submitted by Vinest Steele, Nominating Committee Chair

Motion to accept recommendations of the Nominating Committee – Nancy Christianson

Second Kimberly Thomas

Approved unanimously

Fiscal year means new slate begins at September CCOP meeting.

New Business

Next Agenda

•RttT Update

•Waiver Update - Center for School Improve RFP

•Certification Changes

There was discussion of lapsed certificates and requirement for 9 credit hours in the area of certificate title.

Next Meeting

Discussion of NCLB CCOP By-Laws page 3 **Article V – Meetings**

Section 1 – Location

All meetings of the CCOP membership shall be held in Springfield, Illinois. The meeting place may be changed at the discretion of the Illinois State Board of education and such changes shall be stated in the notice of the meeting.

In the past the June meeting has been held in Bloomington.

Suggestion to revisit Vtel at June Meeting

Motion to meet in Bloomington by Leotis Swopes

Second by Jackie Daniels

Daniel Tully - Nay

Motion for next meeting date June 5, 2012 by Kimberly Thomas

Second by Nancy Christenson

Cheryl Ivy will let the CCOP know the location which is done by contracting.

Motion to Adjourn by Leotis Swopes

Second by Shirley Fowlkes

Adjourned at 2:18 pm

Respectfully submitted,

Ava Harston, Secretary CCOP

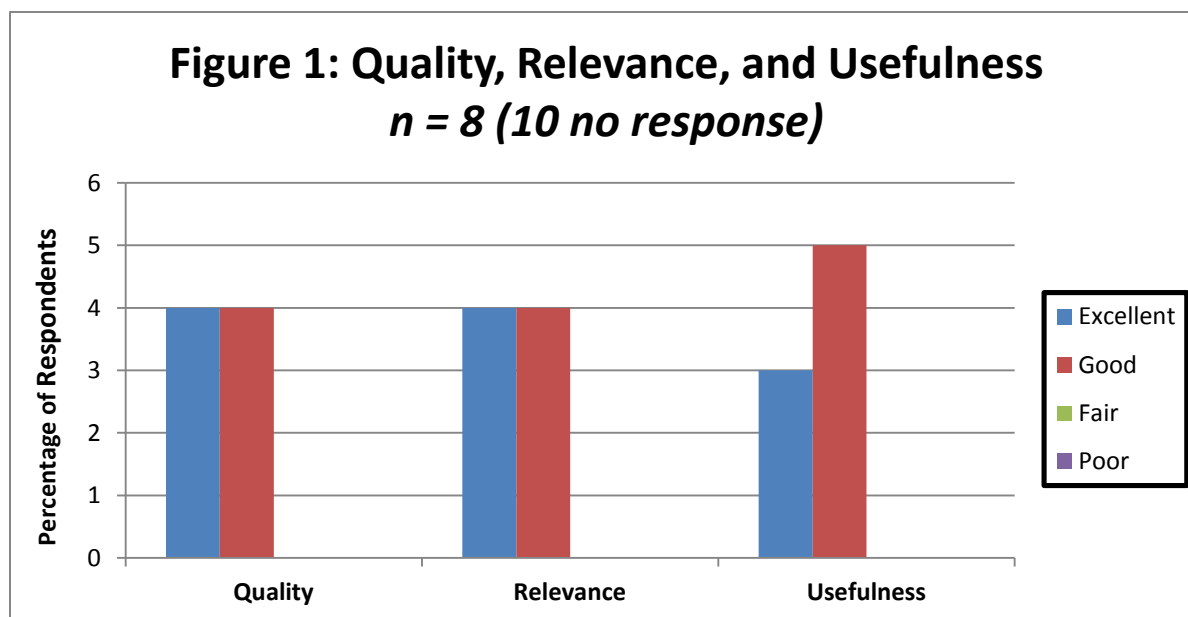
Illinois State Board of Education ESEA Flexibility Waiver Stakeholders Meeting

Survey Results and Summary from Stakeholder Meeting held February 15th, 2012

On February 15th, 2012 the request the Illinois State Board of Education (ISBE) Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meeting with administrators from Chicago Public Schools. This event included eighteen administrators that represented a variety of different departments. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback.

This report summarizes the overall findings from surveys administered to participants at the close of each of the meeting. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

Quality, Relevance, and Utility: To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, most all of respondents indicated that the meeting was either *excellent* or *good* in these areas.



Meeting Indicators: As shown in Table 2, all respondents either *strongly agreed* or *agreed* with all but one statement. All participants also *strongly agreed* or *agreed* that attending the meeting was a good use of their time. Attendees either *strongly agreed* or *agreed* they understand Illinois' proposals for the next generation accountability system as a result of the meeting (100 percent).

Table 2: Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	8	50%	50%	0%	0%
Information was presented in a clear and comprehensible manner.	8	38%	62%	0%	0%
The meeting facilitators effectively responded to participants' questions and concerns.	8	25%	75%	0%	0%
Attending the meeting was a good use of my time.	8	25%	75%	0%	0%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	8	50%	50%	0%	0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	8	38%	62%	0%	0%

Support for Waivers. As shown in Table 3, most survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Respondents were scattered in the level of support of Principal 2A, which speaks to accountability. Concerns ranged from determination of cut scores, types of assessment used, to multiple measures. For example, *"If we set the AMO standards based on past ISAT scores and (1) change the cut scores and (2) ISAT test to common core, wont the AMO targets be too high?"* Other concerns around assessment

Three comments were made in regards to types of assessment used. *"Have you considered a Grade 12 measure? COMPASS was just approved to sell to secondary and would greatly help with students transition to post-secondary if schools could better understand when students would be placed one they go to college. COMPASS would also enable an increase in dual credit/dual enrollment by making it easier and/or faster to assess student readiness in the same manner our community colleges assess students."*

The two other comments centered on assessment had to do with the use of WorkKeys. One stakeholder simply stated they would rather have a different type of measure. The second comment stated, *"I would like to know what transparent process was used to select and require WorkKeys, was it informed by an objective process, such as industry and education experts? ACT and WorkKeys can be cross walked allowing students to use ACT score to demonstrate readiness. ACT scores could also be codified into a*

certificate. This money to purchase could be better spent on workforce agencies serving youth that have no ACT scores due to dropping out or attending alternative schools.”

In regards to the multiple measure index, one stakeholder commented, *“Multiple measures should more heavily weigh growth, especially with a value added framework. The growth measures should also set a realistic bar. For example, it would never be statistically realistic to have 100% of students meeting expected growth. However, it is realistic to have 50% and aim for a slightly higher number, such as 60% or 65%.”*

Some stakeholders indicated some concerns with the Multiple Measures Index. For example, *“For the Multiple Measures Index for high school graduation rates, think about consideration of students who can be in school until the age of 22. A 4 or 5 year rate will miss this group and penalize schools with high numbers of these types of students. Ensure clear ISBE guidance on how to account for these students.”*

Furthermore, it was suggested that ISBE state multiple measures more positively. *“ISBE should encourage school districts to create an environment for student mastery at an earlier level, such as juniors who can master senior level material.”* One stakeholder clearly stated that he could not support the use of the value-table model.

Table 3: Support for Current Waiver Proposal, $n = 8$

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposal:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I’m not sure	No Response
Principle 1: <i>College and Career Ready Expectations for All Students</i>	50%	13%	0%	25%	12%
Principle 2A: <i>State-Developed Accountability</i>	25%	25%	0%	38%	12%
Principle 2B: <i>State-Developed Interventions, Supports and Rewards</i>	50%	13%	13%	13%	11%
Principle 3: <i>Support Effective Instruction and Leadership</i>	50%	0%	0%	25%	25%

Additional Comments: Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. Of those respondents who provided comments for this question one asked, *“Will individual student growth be captured and reported to parents? How will multi-racial students be accounted for?”* Another stakeholder asked, *“How will the new evaluation system work for Title I teachers in non-public schools? Does the new system include charter schools?”*

Suggestions for Improvement: The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. Ideas from the several respondents are summarized below.

1. What flexibility will there be in regards to Special Education with Title I funding?
2. Encourage thought about supports appropriate for Special Education activities.
3. CPS has its own report card initiative underway; can we apply for a waiver from the ESEA waiver?

Illinois State Board of Education ESEA Flexibility Waiver Stakeholders Meeting

Survey Results and Summary from Stakeholder Meeting held February 14th and 15th, 2012

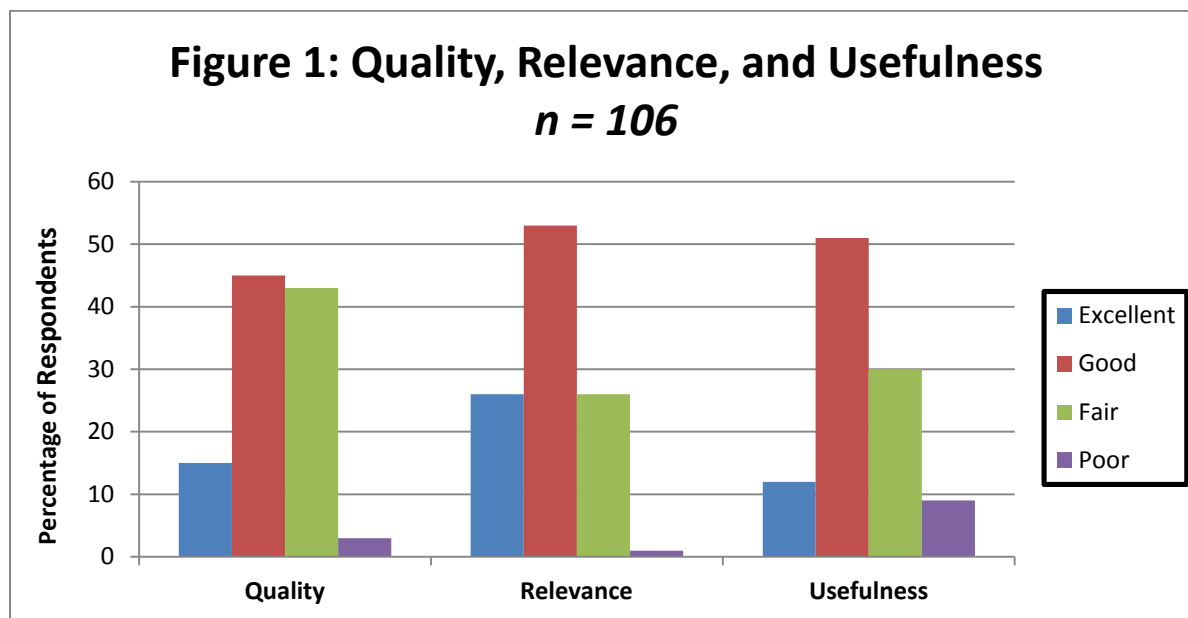
On February 14th and 15th, 2012 the request the Illinois State Board of Education (ISBE) Elementary and Secondary Education (ESEA) Flexibility Waiver Stakeholder Meeting partnered with the Illinois Parent Teacher Association to host two events. These events included a total of 206 stakeholders, which included parents, administrators, community members, and teachers. Additionally, the meeting sought to identify the level of stakeholder support for specific components of the waiver request, as well as possible changes to the waiver request based on their feedback.

This report summarizes the overall findings from surveys administered to participants at the close of each of the meeting. In addition to asking about the quality of the event, the survey also asked respondents to indicate their level of support for the ESEA waivers presented during the meeting. The survey closed with several open-ended items in which participants could pose additional questions and suggest ways to improve the components of the flexibility requests presented.

As shown in Table 1, over half of survey respondents reported that they were either parents or students. Additionally, 24 respondents reported they were community members. 47 respondents indicated they were SES providers. The smallest groups represented were educators. This purpose of these two meetings was to engage parents as the specific stakeholder group. The data indicate that this group did indeed, make up the majority of the participants.

	Table 1. Respondent Affiliation, N=113 Number of Respondents	Percentage of Respondents
Parents	107	52%
Students	8	4%
Community Members	24	12%
Teachers	11	5%
Superintendents/Principals	9	4%
SES Providers	47	23%
Total	206	100.00%

Quality, Relevance, and Utility: To gauge the overall merit of the event, survey respondents were asked to rate the meeting in terms of quality, relevance and usefulness. As Figure 1 shows, most all of respondents indicated that the meeting was mostly *good* in each of the areas.



Meeting Indicators: As shown in Table 2, the majority of respondents *agreed* with all statements. 90% of the participants also *strongly agreed* or *agreed* that attending the meeting was a good use of their time. More than half of the attendees either *agreed* or *agreed* they understand Illinois' proposals for the next generation accountability system as a result of the meeting (75 percent).

Table 2: Meeting Indicators

Please indicate your level of agreement with the following statements:	N	Strongly Agree	Agree	Disagree	Strongly Disagree
The meeting was well organized.	103	21%	58%	17%	4%
Information was presented in a clear and comprehensible manner.	102	11%	54%	33%	2%
The meeting facilitators effectively responded to participants' questions and concerns.	93	14%	66%	18%	2%
Attending the meeting was a good use of my time.	102	21%	68%	8%	3%
The meeting provided me with an overview of the current accountability system and what flexibility is provided by the waiver.	103	18%	69%	13%	0%
As a result of attending the meeting, I understand Illinois' proposals for the next generation accountability system.	100	12%	63%	22%	3%

Support for Waivers. As shown in Table 3, most survey respondents reported that they *strongly* or *moderately* support the key points of Principle 1, which relate to College and Career Readiness. Among those that *strongly supported* Principle 1, parents appreciated the movement towards making their children ready for “*adulthood and careers.*” One concern that was repeated was the amount of test students are required to take. Further concern dealt with the implementation timeline of the common core.

Respondents were generally supportive of Principal 2A, which speaks to accountability. “*It is good that accountability is more well-rounded, but would like to see discipline and climate measures incorporated into school performance assessment.*” A concern arose about graduation rates, “*Will students completing high school graduation requirement in their 5th, 6th, or 7th year of schooling be counted toward the high school’s graduation rate?*”

Comments were made in regards to assessment. Several stakeholders commented that educators need to be sensitive the amount of testing students are required to participate in. Furthermore, it was mentioned that we can not only emphasize the importance of math and reading, but also need place importance on social studies and science. Finally, some concern arose around the validity of using EXPLORE scores as a growth measure. According to one stakeholder, “*EXPLORE recalibrates norms once students start achieving higher scores.*” Another echoed that sentiment stating confusion around the way scores for EXPLORE are calculated and whether or not the calibration is reflective of a bell-curve.

In regards to the accountability for students, one stakeholder was supportive that the new measures will include multiple pieces and that they system has shifted to focus on the positives of schools not punitive and negative. Some concern arose about the lowering of the number required to form a subgroup. One stakeholder also voiced importance of not allowing one student to count in multiple subgroups.

More conversation and comments pertaining to Principle 2B were around the use of the rating system. One parent suggested using the term, “Tier” instead of star. The suggestion was made due to the perception a “star” rating will give the public. “*Everyone will want their children to attend a 5-star school!*” Three other participants felt that the “star” rating will negatively impact the community. For example, property values could go down based on the perception that a community with only 3-star rated schools is not as good as a community with 5-star rated schools. It further made them feel as though we were rating schools like restaurants.

More than three-fourths of the participants either *strongly supported* or *moderately supported* Principle 3 and the new evaluation system of teachers and principals. There was a common theme throughout the comments in regards to this system. The feeling of supporting good teachers and the ability to retain

them was extremely supportive. One stakeholder commented about ensuring quality teachers are placed in focus and priority schools and given the support they need to continue to be outstanding.

Table 3: Support for Current Waiver Proposal, $n \approx 100$

After discussing the components of the waivers that Illinois is developing, please rate the extent to which you support the current proposal:	I strongly support the key proposal points	I moderately support the key proposal points	I do not support the key proposal points	I'm not sure
Principle 1: <i>College and Career Ready Expectations for All Students</i>	37%	43%	10%	10%
Principle 2A: <i>State-Developed Accountability</i>	24%	48%	16%	12%
Principle 2B: <i>State-Developed Interventions, Supports and Rewards</i>	25%	38%	24%	13%
Principle 3: <i>Support Effective Instruction and Leadership</i>	37%	39%	12%	12%

Additional Comments: Respondents were invited to share any remaining questions or concerns regarding the ESEA Flexibility Waivers not addressed during the meeting. An overwhelming amount of participants voiced support for the continuation of supplemental education services (SES). Numerous participants provided anecdotal information that spoke to the importance of SES for their children. Of the 107 parents who attended the meeting, 23 of those that completed evaluations expressed support for continued SES.

Suggestions for Improvement: The survey closed with an invitation for respondents to provide suggestions on how the components of the flexibility requests presented at the meeting could be improved. The suggestions included the need for more meetings that involved parental input, providing the information in multiple languages, and being mindful of the use of technical language when speaking to parents and those not familiar with education language.



ESEA Flexibility Waiver Summary of comments provide via nclbwaiver@isbe.net

The League of Women Voters of Illinois

We are pleased to see that it appears to address the following criteria:

- Shape the design, construction, and application of assessment systems so they are valid and appropriate for all students taking tests in Illinois.
- Use multiple sources of evidence to describe and interpret school and district performance fairly, based on a balance of progress toward and success in meeting student academic learning targets, thereby replacing the current Adequate Yearly Progress (AYP) structure.
- Improve the validity and reliability of criteria used to classify the performance of schools and districts to ensure fair evaluations and to minimize bias in accountability decisions.
- Recognize indicators of student growth – rather than simply focusing on whether or not a benchmark was reached.
- Provide effective, targeted assistance to schools correctly identified as needing assistance.
- Help districts and schools fulfill their educational responsibilities to foster learning by ensuring that all students have access to the resources they need to succeed and by building capacity to improve teaching.

Director, Research, Evaluation & Assessment

College Preparedness: Most monitoring systems for AP look at scores of “3” or higher on the AP exams. It is recommended that the state monitor AP performance using a measure of “3” or higher or monitor both the percentage of “3” or higher and “4” or higher.. Also, use the total AP course enrollment as a measure in addition to the measure of “3” or higher.

- Achievement Gap Reduction: Why is science included? If science is included, then the measure should not be the science reasoning test in the ACT system. It is not a measure of science, but rather of reading science charts and reasoning with science material. The data from ACT for science reasoning is very different from the other subtests and does not correlate as well with the other subjects.
- WorkKeys: Keep WorkKeys data/results separate from the ACT. If WorkKeys National Career Readiness Certificates are to be a measure, then we need to develop a means of ensuring that students take the tests seriously. The certificates mean nothing to students at this time.
- The stars system for designating is not well detailed at this point and appears to be as arbitrary as the current system of all or nothing AYP.
- The new minimum number for a subgroup of 30 is troubling. There have been many well-articulated arguments relating to the poor psychometric basis for the current NCLB system. The proposed 30 student minimum of a subgroup is too small to represent a meaningful measure of a group’s performance.
- The proposed system of targets is as arbitrary as the old system. Has there been any research showing it is possible to reduce by half the percentage of students in the “all students” group and in each subgroup by half in six years using equal increments? Bob Linn, a well-respected psychometrician in education, did some excellent work looking at the current NCLB targets and whether it was supported by any past growth trajectories in school systems. There was no basis for the current system and the new system seems to be based on the same faulty logic.

New Leaders

New Leaders applauds ISBE's proposed work to support both teachers and principals to change and improve instruction in response to the Common Core State Standards and Illinois' definition of college and career readiness. For 2.B, New Leaders supports ISBE's proposal of an accountability system that includes attainment, growth, and gap closing as its student outcome measures; we would recommend that the state choose Option C to reflect a system that *improves* on Option A and Option B and includes these measures with an aggressive timeline.

We recommend ISBE give consideration to the following:

- Require that annual school performance targets for a principal in his or her evaluation are the same as (or aligned to) the Annual Measureable Objectives (AMOs) for that school.
- In all systems, include growth for individual students, attainment, and gap closing measures put more weight on growth measures so that the incentives are focused on improving growth for all students, not just those near the proficiency bar.
- In all systems, include non-assessment measures particularly for secondary schools, such as graduation rates and grade completion (see above). States should also provide guidance to districts on how principal managers can incorporate additional non-assessment measures (such as attendance, postsecondary matriculation and persistence, and discipline information) that strengthen – not dilute – the focus on improved student outcomes.

With regard to implementation, we are pleased to see an evaluation training and technical assistance system to support the adoption, piloting, and implementation of Illinois' teacher and principal evaluation systems. In addition, the state has described a strong monitoring and learning plan to review, revise, and improve its evaluation and support systems. ISBE's flexibility application includes mechanisms for ongoing evaluation and improvement and shows the state's understanding that significant resources are necessary to ensure effective implementation of teacher and principal evaluation systems.

Superintendent of Schools

- 1) School Choice and SES should no longer be implemented. Both initiatives have been a dismal failure and a giant waste of time and resources. School Choice has become an exercise in attempting to notify the public about an option that doesn't exist which results in more confusion as well as further erosion of community confidence in their schools. SES has shown no empirical proof with assisting students in improving academic improvement. It has become a free baby-sitting service at the tax payers expense. Private companies have made millions of dollars with no results. Monies that could have been used by schools to implement research-based, proven interventions with kids has been spent by private tutor companies on free child care accompanied by frivolous activities.
- 2) The new idea that would involve rating schools with a star system is just setting us back, not moving us forward. What is the difference between newspapers ranking schools by ISAT scores and ranking them with a certain number of stars that have been designated by the state? A much better measure would be to share with the community the amount of student growth that has been achieved by a school district, not some inane starrng system that will result in even more criticism of public schools. You simply cannot create a simple rating system for schools when the variables for student achievement are so incredibly complex.

Director of Curriculum and Instruction

- First of all, please consider counting the 3's on the AP tests in addition to the 4's and 5's. Colleges accept 3's for college credit, why shouldn't the waiver proposal as well? With an above Equity in Excellence score this past year, we are pleased that more and more Latino students

are enrolling in AP courses at Fenton. Please give us the opportunity to receive credit for students who earn a 3, 4, or 5 on their AP tests.

- Second, giving the Explore test to both 8th and 9th graders does not seem to be best practice. The Explore is appropriately normed for 8th graders during the fall testing window. It would seem appropriate to test 9th graders in the spring using the PLAN test, which is more closely aligned with what students should be learning in the 9th grade.
- Third, science has recently been added to the College and Career Readiness Achievement category. Why has this been added?
- Fourth, please keep the Work Keys portion of the PSAE separate from the ACT. These are two separate assessments and should not be combined to report student achievement. Each of the assessments speaks for itself in terms of student achievement.
- Fifth, writing is a critical component of the Common Core State Standards and an imperative 21st century skill. Why would we not include writing with the ACT?
- And lastly, is there some other graphic representation besides stars that could delineate a 1-5 scale to represent schools' progress and status. Stars might be great to review movies, restaurants, and hotels, but is it appropriate for schools?

POWER-PAC (Parents Organized to Win, Educate and Renew—Policy Action Council)

Add rates of suspension, expulsions, and school-based arrests to the Multiple Measure Index.

Failing that, the school context component should capture the schools' use of these punishments.

Assistant Superintendent for Curriculum and Instruction

I have to wonder how this "Star" system is in any way helpful or illustrative of a school's quality. Unfortunately, it appears that this method is complicated, will surely be misrepresented in the press, and will only serve to further alienate the public from their public schools. While I support the apparent effort to include growth data, I urge you to reconsider this gimmicky and unhelpful aspect of the NCLB waiver. Furthermore, I would hope that you would consider utilizing AP scores of "3" or better as a measure of student progress.

Coordinator of Assessment & Research

- The EXPLORE exam is an exam intended for 8th grade. By giving this exam in the 9th grade, the results would potentially be misleading concerning our students abilities, especially in the area of mathematics where the level of rigor is already low for 8th graders. As a district, we presently give the PLAN Test in 9th grade and a practice ACT in 10th grade. This practice should be allowed to continue.
- The College Board has deemed 3, 4, and 5 passing scores on the AP Exams. If these are the scores that are considered passing by the College Board, why is a 3 not counted in the measure of college preparedness?
- Since there has been a push by the state to increase the level of rigor in courses, why is the percentage of growth concerning enrollment in AP courses not considered as part of the measurement for college preparedness?
- If the measures index distinctly separates College Readiness from Career Readiness or Preparedness, why would the ACT and Work Keys scores be combined? Since one test measures college readiness and one measures career readiness, we would like to see two scores reported (rather than combine them to form one PSAE score).
- College Readiness Benchmarks do not predict a student's success in college or measure what they advertise. The science subtest is a reading test which does not measure a student's understanding of scientific concepts and processes. The reading subtest has been proven by ACT's own research to be a poor indicator of college readiness. Considering the aforementioned information, not only should College Readiness be eliminated from the proposed waiver

standards but science should also be removed as a measure of achievement (leaving just math & reading).

- Writing should be included in the state's assessment of achievement. The elimination of the ACT writing test sends a message to schools, students, and colleges that this is not a valued or critical skill.

Associate Superintendent for Educational Services

- The Achievement and Progress Category lists the multiple measures index as including achievement data from administration of the ACT EXPLORE (grade 9), PLAN (grade 10) and PSAT (grade 11). District 214 has utilized the EPAS system to monitor growth and achievement for more than a decade and supports the planned use of this system of assessment. However administration of the EXPLORE at the end of 9th grade is a serious concern. Our school district has given the EXPLORE for 16 years, we find that it is a sound test for beginning eighth graders and use it as part of the high school placement process. The EXPLORE's relatively low level of rigor in mathematics (largely pre-algebra-level) would be inappropriate as an end of ninth grade assessment.
- The Achievement Category includes performance in mathematics, reading and science for an index of College and Career Readiness. Illinois is a lead member of PARCC which along with NCLB/ESEA limit accountability performance to the areas of mathematics and reading. The new PARCC assessment will become the IL assessment in 2015 therefore the inclusion of science at this point seems in conflict with the planned assessment system. Additionally, the ACT Science test focuses on Science Reasoning and is largely a reading test and not a measure of the common core science standards.
- The Achievement Category defines college and career mastery as a combined measurement of student performance on the ACT and WorkKeys. The two assessments are separate for a reason and should continue to be used as separate performance indicators. Merging the two into a definition of mastery will again conflict with the PARCC and NCLB/ESEA focus on math and reading.
- The Bonus category for College Preparedness will award points for a school's increase in performance on the College Board's Advanced Placement Exams as measured by the percentage of students scoring a 4 or higher on an AP exam. Earlier copies of the working draft had language that would have included scores of 3 or higher. Most universities award college credit for a exam score of 3 or higher and given this the threshold should be the same on the Illinois multiple measures index.
- The inclusion of the ACT College Readiness Benchmarks as a measure of achievement present a challenge. The ACT website includes their own research acknowledging that the benchmarks do not predict what ACT says they predict. The original intent behind establishment of the benchmarks in the research was not for identification of numeric cut scores to define college readiness.
- The Star Rating System appears to contradict the primary purpose for the development, submission and approval of this waiver. As previously mentioned, ISBE staff have devoted significant hours toward this project and the flexibility package will in fact provide needed relief to Illinois schools. However the inclusion of a star rating system will negate all of the effort through this practice. The newspapers and media will ignore the multiple measures index and simply produce a listing of 4 star, 3 star, etc. schools in their areas with 1 star schools under the same banner of failing schools. As noted in the ISBE public information, only eight high schools in the state made AYP based on test results in 2011. This star rating system will lead to a new headline that boasts only "X" 4 stars schools in the state based on test results in 2012.

Assistant Superintendent for Curriculum and Instruction

I am concerned with the use of the EXPLORE test at the ninth grade. It will not be a valid test for those students at that time. I am concerned with the late addition of the science subtest as part of the determination of readiness of students. It seems arbitrary and not well thought out. I am concerned that the point count for AP scores does NOT include students who score 3 on an exam. There is no sound rationale for that when you are looking widely at the benefits of AP courses and exams.

Citizen Schools

We commend the State's plans, as laid out in its draft request, to choose the optional 11th waiver which will broaden the use of 21st Century Community Learning Centers (21st CCLCs) funds for expanded learning time activities. We encourage the state to set criteria for districts on how to use ESEA Flexibility to effectively leverage and redeploy other federal funding streams, including funds previously designated for Supplemental Educational Services (SES) and School Improvement Grants (SIG) to meet the ESEA flexibility requirements and enable district's highest-need schools to partner with proven nonprofit and community based organizations, which are poised to deliver the evidence-based supports required to ensure that students graduate college- and career-ready.

Assistant Superintendent for Instruction

1. Ninth grade EXPLORE: we use EXPLORE scores from eighth grade for ninth grade placement, as do most high schools. Taking the same test again at the end of ninth grade is not only redundant, it does not even seem appropriate for students at that point in their schooling.
2. I am unconvinced that ACT's "College Readiness Benchmarks" have the predictive value they claim. Before we include those as part of our accountability system, we should take a hard look at the evidence and not just trust what ACT says.
3. Separate WorkKeys from the PSAT.
4. Include students who score a 3 on AP. It may be worthwhile to have an extra bonus point for percentage of students who score a 4 or 5, but acknowledging the percentage of students who pass AP is worthwhile and encourages schools to encourage students to enroll in AP courses and take AP tests.
5. Include percentage of students who take AP courses as "honors" courses if they are not already included.

Director of Curriculum, Instructional, and Assessment Services

Commendations:

- College and Career Readiness Definition
- ISAT Score Adjustment
- Addition of third WorkKeys assessment
- Requirement of EXPLORE and PLAN assessments at 8th, 9th, and 10th grades
- Multiple Measure Index Elementary

Recommendations:

- Establishment of AMOs – set school by school, district by district
- Multiple Measure Index Elementary – ACT –established College Readiness Benchmarks should be used as meets standard cut score for the 8th, 9th, and 10th grade assessment
- Multiple Measure Index Elementary – include measures of high school preparedness and measure of students enrolled in honors coursework at the high school level
- Multiple Measure Index High Schools – earning WorkKeys National Career Readiness Certificate at the lowest level – Bronze.

Superintendent

- Separate the measures for college and career readiness
- Add a measure of those students enrolled in AP
- Change the AP score to 3 not 4
- Do not count students who transfer into a district late in their high school careers as part of the graduation calculation

Champions Extended Learning

add a sentence on Page 54, located in the section, “The Statewide System of Support”, clarifying that for-profit and non-profit after school providers can be included among the team of experts that the state plans to hire to work with priority schools.

Assistant Superintendent

1. The inclusion of science scores in the Achievement category of the multiple measures: we do not feel this is necessary to include.
2. The inclusion of a score of 4 or higher on an AP exam to measure college preparedness: we feel a score of 3 or higher would be more appropriate.
3. Administering the Explore test in both 8th grade and 9th grade: we feel it is not appropriate to administer the Explore exam at the end of 9th grade. We support continuing to use it in 8th grade, and to use the Plan test in 9th grade.

Superintendent

First, ISBE’s proposed waiver procedures speciously link student proficiency with performance on norm-referenced tests. Second, ISBE’s waiver application as posted for public comment provides no data regarding the potential distribution of schools and districts into its proposed “five star” system. Third, federal rules clearly ask ISBE to reduce “duplication and unnecessary burdens on LEAs and schools.” The sum total of these new proposed rules is the imposition of a huge new unfunded mandate on Illinois districts.

Assistant Superintendent, Curriculum and Instruction & Director of Data & Assessment

- 1) The standard of an AP score of 4 or 5 qualifying for bonus points on the report card does not take into consideration that the standard set forth by the College Board and accepted by post-secondary institutions states a value of 3-5. Please consider utilizing the professional standard of AP scores from 3 to 5 qualifying for bonus consideration.
- 2) Utilizing the ACT Reading sub-test score as an indicator of College/Career readiness is not a good predictor. The ACT’s own research, as well as research shared by the Chicago Area Directors of Curriculum and Assessment (CADCA) representing 110 suburban schools, have shown that the predictive power of the reading scale score to be inconsequential. In fact, a better predictor for a student’s post-secondary success is the English sub-test scale score. If the goal is to provide quality feedback on student learning and institutional success, then quality data is necessary for decision-making. Please consider using the English scale score as the more appropriate indicator of College/Career success that it is.
- 3) Utilizing the ACT Science sub-test score as an indicator of College/Career readiness is also not a good indicator. The ACT’s own research, as well as research shared by the Chicago Area Directors of Curriculum and Assessment (CADCA) representing 110 suburban schools, have shown that the predictive power of the science scale score to be significantly flawed through its use of college science majors to determine the benchmark. In fact, a better predictor for a student’s post-secondary success is the Composite scale score. If the goal is to provide quality feedback on student learning and institutional success, then quality data is necessary for decision-making. Please consider using the Composite scale score as the more appropriate indicator of College/Career success that it is.

- 4) If the goal is to demonstrate College AND Career readiness, then the results from EXPLORE, PLAN, ACT should not be co-mingled with the results from WorkKeys. These assessments were designed with significantly different purposes and audiences in mind and should not be compiled to represent one piece of information.
- 5) Lastly, the administration of EXPLORE to spring semester freshman should not occur. The EXPLORE has been normed for administration in the fall of 8th grade or Spring of 9th grade. With its reduced scale (1-25) and the math sub-test focus predominantly on pre-algebra, freshman students with the new common core curriculum would not be appropriately measured. A wiser course of action would be to administer the EXPLORE in the fall of 8th grade, utilize research indicating a 3+ point growth in scale score to PLAN administration in the spring of freshman year. This would allow schools/districts time to intervene on behalf of student learning, as well as, administer a retired ACT in the spring of sophomore year. With the increased rigor of the Common Core State Standards and the already high achievement by suburban schools, this would allow all students to be measured appropriately.

Director of Curriculum and Instruction

- 1) AP to include 3 - When colleges count a 3 for credit, why are schools not able to count a 3 for credit in Illinois' system?
- 2) EXPLORE 8th, PLAN 9th - Our current practice is to give Explore as a placement indicator for 8th grade. We then administer PLAN Freshman year since it is a better measure of math. Sophomore year we use a retired ACT. We would like to be able to continue this practice.
- 3) Why science? - The science test is a reading test, to be certain. It is not based on local science standards and is used in the College Readiness Benchmark even though the metric for its use is Biology majors, not regular college students.
- 4) Why stars? - While we appreciate that we are not using grades, perhaps something more like a descriptor or phrase could be used. As it is, it looks more like a restaurant rating.
- 5) Keep Work Keys separate from ACT - The new metrics allow for a career readiness component. Could we separate the work keys from the PSAT? Then the information parents get will match the EXPLORE and PLAN that you have already mandated. This would erase much confusion and would highlight the career readiness component rather than blending it into the PSAT score.
- 6) Reading is not as strong a predictor as English - Studies done by the District and replicated by many CADCA schools demonstrate that English is a stronger predictor of college readiness. It is a more rigorous test and is not as potentially variable given the reading passages chosen.
- 7) College Readiness Benchmarks do not predict what ACT says they predict - Reviewing ACT's own documentation, Reading does a poor job of predicting college readiness and Science is based on the success of science majors. Using the College Readiness Benchmarks only punishes students and Districts. It simply does not measure what it says it measures.
- 8) Why is writing not a part of any of the achievement? - Writing is crucial to student success. It needs to have a place at the assessment table.

Asst. Supt. of Instruction

- AP test scores of 3 or above should be valid for credit--they are in colleges. They should "count" within the state's system.
- The Explore test should be given in grade 8 and the PLAN in grade nine. This timing is appropriate for the educational level of the students.
- Please keep the Work Keys scores separate from the ACT scores. Merging them made no sense in our last experiences with AYP.
- Why is the reading measure being utilized rather than the English measure?--The English measure is a more accurate predictor of readiness.

- Funding is difficult, I know, but Juniors should take the writing portion of the ACT on the state required test. Teaching writing is fundamental and an essential element of the Common Core. It should be tested.
- Why was the science test suddenly added to the list of instruments? It is the least valid when it comes to College Readiness.
- I have reservations about the College Readiness indicators, cut offs and reports from ACT. They do not truly measure what ACT contends they measure.
- Finally, the STAR system of communicating levels of school excellence is a strategy that will mis-represent the complexity of scholastic achievement. The public will be misled by this simplistic approach.

The ACT Now Coalition

Urges the Illinois State Board of Education not to apply for the optional 21st Century Community Learning Centers waiver as part of its Elementary and Secondary Education Act Waiver application. Shifting resources away from existing 21st Century programs, changing the focus, model or scope of the program, or diminishing meaningful community-school partnerships, could undermine the impact of 21st CCLC programs and negatively impact the children, youth and communities being served. The current model offers unique benefits that may be jeopardized under the flexibility waiver.

Assistant Superintendent

- Please consider using an AP score of 3 for the multiple measures.
- Please keep the WorkKeys separate from the ACT - this provides better information.
- The college readiness benchmarks are problematic - they are not true measures of readiness.

Illinois Alliance of Boys & Girls Clubs

Urges the Illinois State Board of Education not to apply for the optional 21st Century Community Learning Centers waiver as part of its Elementary and Secondary Education Act Waiver application. While we recognize and appreciate that ISBE intends to continue to support current 21st CCLC contracts and partnerships, we believe that the waiver opens the door for significant shifts in the resources needed for this program, which already which has already proven successful in extending learning time. Existing and future 21st Century programs should be protected and we urge ISBE not to include 21st CCLC flexibility in its ESEA waiver application.

Illinois Federation of Teachers

- Lack of confirmation of available state funding to cover costs associated with implementation of ACT EPAS system.
- Transformation plans for each priority school without additional funding.
- Proposed interventions for focus schools without additional funding.
- Concerned with the State Board's reliance on outside sources, such as Lead Partners, designed to take on the work of the State Board.
- All of the required activities in each of the three Principles in the proposed draft will be extremely challenging for ISBE to track, coordinate and implement successfully. ISBE's capacity to establish these systems statewide is of great concern to us.

Director of Research and Evaluation

My concern with reducing the subgroup size to 30 is statistical. A reduced subgroup size will increase the level of non-significant differences unless there is statistical accommodation for the small size (e.g., a confidence interval).

Director of Research and Evaluation

Concerned with the provision for giving the EXPLORE test to ninth graders. As a district that has given the EXPLORE for 16 years, we find that it is a sound test for beginning eighth graders, although its relatively low level of rigor in mathematics (largely pre-algebra-level) requires that we compensate for its weakness by giving an additional district-developed mathematics test. Giving it at the end of eighth grade will exacerbate this situation, but the test will be useful in other ways, inasmuch as it will be a more true high school baseline than an earlier EXPLORE administration. However, giving it in ninth grade would be a serious problem. Many of the suburban schools give the PLAN at the end of ninth grade. This is only six months earlier than ACT's recommended administration of October of tenth grade. Given the summer recess and the forgetting that occurs during the period, a late-ninth grade year PLAN could be viewed as a near equivalent of the ACT's traditional early October sophomore administration and much more timely (in terms of grade and age appropriateness) than the late-ninth grade administration of the EXPLORE. Since the Illinois average ACT is 20.9 and the ACT national average is 21.1 (even though the former is a 99% universal testing average and the latter is a 49% college-bound only average), we can consider Illinois performance to be comparable to the national norm. Inasmuch as the proposed waiver also calls for higher ISAT standards, it seems inappropriate to raise that standard but then use a ninth grade assessment of such relatively low rigor. What we seek is to avoid giving a test that is far beneath our student's ability and to move in the direction of higher standards. Administering an EXPLORE in ninth grade is a step backwards. The PLAN is the most appropriate instrument for testing Illinois ninth graders.

The Campaign for High School Equity (CHSE)

We understand that the IL SEA is proposing to use 4 subgroup categories as a part of its new accountability system xyz. One reason given for this is that it will ensure that the state captures more students in more schools by combining all racial/ethnic subgroups into one ensuring a larger N size. One concern that we have is in how the state will continue to hold districts and schools accountable for the performance and growth of each individual racial/ethnic group within the overall super-subgroup. Specifically, if any individual sub-group is not making progress in the measures set forth by the SEA (math tests, English tests, graduation rates, etc), but the larger super subgroup is making progress and meeting targets in the aggregate, how will this factor into the accountability system?

Director of Educational Support Programs

In particular, we would like to ensure that Choice and SES are no longer required of schools in status. We feel this has been an unnecessary burden on our schools and district without results that improve academic outcomes for students.

Chess Academy Manager

1. The waiver process is moving much too quickly!
2. It is important for parents to keep these two [choice and SES] options. Making SES voluntary to school districts would most likely end SES, as it would no longer be a requirement.
3. Parents strongly support SES
4. Many of the parents have no access to emails, computers or a meeting 100 miles west of Chicago.
5. SES providers are under intense scrutiny in regard to program effectiveness and quality.
6. My proposition is that as a safety net we keep SES in at least 15% of the lowest performing schools

Curriculum Director

I would like to provide input on my school district's experiences with Supplemental Educational Services and School Choice at Mendota High School. We have been a Choice School for the last three years and an SES school for the last two years. It has had no visible impact on student achievement and the level of interest by our students has been low. We have served less than seven students each of the last two years. In addition, the logistics of getting individual education plans and current billing statements from the SES providers has been a considerable challenge for our school district. The providers have to be continually contacted and prodded to provide the required information for the students who are participating. As a Title I director, I believe the funds that have been required to be reserved for SES and Choice can best be redirected to serving the larger school improvement and at-risk needs of more of our students in the high school.

Parents United for Responsible Education

Parents are concerned that the “flexibility” promised under the NCLB waiver has turned into just one more excuse to increase the misuse and overuse of standardized tests. Specifically, regarding state assessment and accountability systems, we recommend that they:

- Require that states allow parents to opt their children out of any state or local standardized test.
- Specify regular public review and revision of state learning standards and related assessments.
- Locate the key accountability elements at the local school level.
- Bar the use of tests for any purpose different from that for which the test was explicitly designed.

Youth Organizations Umbrella

The waiver opens the door for significant shifts in the resources needed to continue the success of 21st CCLC programs. Shifting resources away from existing programs, changing the focus, model or scope of the program, or *diminishing meaningful community-school partnerships* could undermine the impact of 21st CCLC programs and negatively impact the children, youth and communities being served. The current model offers unique benefits that may be jeopardized under the flexibility waiver.

Director of Grants & Research

Our district feels the CHOICE component and SES component of NCLB is counterproductive to district-wide and individual school improvement efforts.

High School Science Division

If we are going to hold administrators and teachers responsible for student outcome, then students should be held responsible as well. Students who do not pass the end of year achievement test should be required to repeat the grade. In high school, all credit received during that year should be voided.

Assistant Principal

I support eliminating SES/School Choice.

Director of Assessment and School

I am concerned that by only allowing districts to utilize existing funds differently won't be enough. There should be funds tied to districts who provide clear plans on how to shift from ISAT to PARCC as incentives and not just those making AYP.

United Way of Metropolitan Chicago and United Way of Illinois

The waiver application should articulate how the state will use data, such as early warning systems, to identify students who are at risk of dropping out and require intensive, specialized education

services and programs. The state application should not only include input from parents and families, but also identify how the state will strengthen engagement with parents and families. It is critical that the state include language identifying how it will design and staff schools to support student academic performance, support student transitions and provide clear pathways to college and career. The state should articulate a clear plan for providing school districts with the necessary conditions for school success, including, system wide policies and supports regarding effective teaching, school leadership, curriculum, instruction, accountability, funding, discipline, school absence, and alternative pathways to graduation. Not only should the state's application demonstrate a commitment to improving the conditions that lead to increased high school graduation, but it should also hold schools and school districts accountable for graduating students with college-and-career ready skills.

Principal

The concern I have is that we are providing funds to outside providers who have no track record of success nor are they accountable for their results. We have well-qualified, expert staff in our schools who are more than capable of providing specific, research-based services to students outside of school time more efficiently. Likewise, those staff already have established relationships with students and their families. I think the congruency between school and interventions are aligned more tightly when provided in this way.

Title I Director

As a Title I director for my school district, I am required to set aside a very large amount of money for SES. This, in my opinion, is very reactive. If this requirement were removed, we would be able to hire an additional teacher or 2 assistants to work with students for an entire year. This would be proactive, and students would have the advantage of extra help throughout the year instead of just for a portion of the year.

Title I Coordinator

As I understand the waiver, Title I schools not making targets will no longer be placed on "Federal Status" and be required to offer parents School Choice and/or SES. In my opinion, this NCLB requirement is not good for kids, has never made sense to educators, and has done nothing but cause confusion to parents. PLEASE do not support any part of this requirement to come back in any form. The set aside funds that are required for Choice/SES can better serve our students if LEA's can use those funds to design their own extended learning opportunities. If given the opportunity and funding, the LEA's can do a much better job at providing differentiated learning opportunities which are targeted toward individual students and coordinated with classroom objectives.

Principal

SES/School Choice is not a solution for students who come from what has been labeled "struggling schools." SES/School Choice becomes a way to pacify people that there is an option to their school that really does nothing more than exploit money from strong programs and resources to give the illusion that an alternative has been provided.

Director of Title I Services & Initiatives

I am very pleased to see that the waiver does not include Public School Choice and Supplemental Education Services. These sanctions have been some of the most costly, time consuming and ineffective consequences under NCLB.

Superintendent

This concerns me because I do not see any mention of special supports for schools to assist children of poverty with all of the non-academic factors with which they struggle (and which certainly effect their achievement). I do not want to see yet another set of criteria that will be used to blame schools for problems they did not create and cannot solve alone.

District Administrator

I am extremely supportive of the State of Illinois's application for an ESEA federal waiver to eliminate the penalties for schools which do not make AYP. Such penalties as giving parents choice to other schools (thereby disrupting communities, schools, and the school districts), mandating a very burdensome and poorly-designed restructuring process, and compelling the hiring outside providers are truly not effective. In fact, such punitive strategies seriously set back the schools which most need and deserve to be appropriately supported! I am particularly angry about the SES providers who are typically in their own for-profit businesses because they siphon off public funds that are needed by the schools not making AYP. The record of failure by the preponderance of those SES providers to step in and help schools meet AYP proves that they are not worth the money!

Illinois Association for Gifted Children

Struggling students as well as students who are gifted all need a chance to demonstrate growth. With the implementation of the Common Core Standards and with the development of new assessments there must be a concerted effort to recognize that ALL students demonstrate growth and that none, including the gifted, are left behind. Current research has clearly pointed out that just meeting standards is not sufficient. We are binging to the top down by focusing solely on the bottom and expecting that "meets" is good enough.

Retired Administrator

- Appreciate the fact that SES and Choice has been removed as mandated consequences for schools that fail to make AYP.
- It is important to note that this does not mean that tutoring will not be provided to students who are in need - but that the school will be able to choose the most appropriate support for the tutoring.
- This will allow the school to offer tutoring during the school day (reaching students who are not allowed to stay after school) as well as during the more traditional extended day and extended year programs.
- Without the mandate of SES, the school will be able to choose the most effective vendor (if they so choose) - instead of having to work with the vendors who presented the most enticing program to the parents.
- The release of the 20% setaside (except for Priority and Focus schools) formerly mandated as setaside for Choice/SES will also allow schools to develop and implement effective intervention programs that will serve a larger number of students - rather than using the funds to support a limited percent of the student population.



To: Pat Quinn, Governor
Dr. Christopher Koch, State Superintendent

February 3, 2012

cc: Gery J. Chico, Board Chair	Melinda A. LaBarre	Maribeth Carlini
Dr. Vinni M. Hall, Board Secretary	Sen. Christine Radogno	Jody Fleck
James W. Bauman	Rep. Michael J. Madigan	Kim Lewis
Dr. Andrea S. Brown	Rep. Tom Cross	Sally Cray
Dr. David L. Fields	Donald Hayner	Jeff Aranowski
Steven R. Gilford	Sen. John J. Cullerton	
Lanita J. Koster	Melina Wright	

Dear Illinois State Board of Education Member:

Thank you for all you do to provide high quality education to the students of Illinois. Because of your dedication many low-income young people have the opportunity to improve the quality of life in their communities. You are a tireless advocate for those who need help the most and for that, I am grateful.

I am aware that the Illinois State Board of Education is preparing a request to ask the United States Department of Education to waive certain provisions of the Elementary and Secondary Education Act commonly known as the No Child Left Behind Act (NCLB). While I understand the need for more flexibility under the Act, my hope is that the Illinois waiver request will not harm under-served youth by eliminating the Tutoring Program known as Supplemental Education Services (SES). SES Tutoring is a lifeline for the most at-risk children in the state; children who desperately need a leg up to even have a chance of graduating high school.

I know some districts are pushing to make tutoring optional under the waiver plan but I think if tutoring is not mandatory it will be eliminated. I think the waiver should include funds set aside specifically for mandatory tutoring programs for our children. My fear is if tutoring is optional and funds are not set aside, school districts might spend the tutoring resources internally and students will not have access to vital educational assistance anymore. If we eliminate tutoring then needy students will be trapped in failing schools that are not meeting their needs because they lack additional learning supports.

My child has benefitted greatly from the tutoring provided under the SES program at the school and it is simply unfair to take away this important educational resource. Please do not end the SES Tutoring program because it is critical to the success of so many children in public schools in Illinois.

Parent: [REDACTED] Child: [REDACTED]
School: Ninos Heroes Etc. Grade: 2 Date: 2-3-12

PLEASE SAVE SES TUTORING IN ILLINOIS!

Additional Comments:

ISBE received approximately 1000+ emails, faxes or mailed version of this letter.