

Illinois Balanced Accountability Measure Committee

Via GoTo Meeting

June 21, 2022

1:30-3:30 pm

Minutes

IBAM Members Present:

Jeff Broom, Chicago Public Schools

Kurt Hilgendorf, Chicago Teachers Union

Cathy Mannen, Illinois Federation of Teachers

Mary Jane Morris, Illinois Education Association

Chad Watkins, Illinois Association of School Administrators

Mark Klaisner, Illinois Association of Regional School Superintendents

Karl Goeke, Illinois Education Association

IBAM Members Absent:

Alicia Geddis, Danville School District 118

Rhonda Jenkins, Illinois Parent Teacher Association

Thomas Bertrand, Illinois Association of School Boards

Daniel Krause, Illinois Principals Association

Erin Roche, Chicago Principals Association

ISBE Staff Present:

Casey Wills, Program Specialist, ESSA/IL-EMPOWER

Dana Kinley, Executive Director, Center for Systems of Support

Christine Paxson, Director of ESSA/IL-EMPOWER

Amy Hyde, Administrative Assistant, Systems of Support and Regulatory Services

ISBE Staff Absent:

Rae Clementz, Director, Accountability

Ms. Mannen welcomed attendees and conducted Roll Call.

Ms. Mannen stated that this meeting would be a continued discussion from May meeting and pertain to brainstorming school improvement values and what would intensive supports look like.

Mr. Klaisner stated that in discussion with Regional Offices of Education the question percolating is when does accentuality move from support to accountability? Is there accountability for those schools that haven't moved out of the lower 5%? Whose responsibility is it? How do we best serve our districts and our schools?

Mr. Hilgendorf asked how do we improve the student experience? We need to create safety, security, and predictability (e.g., pandemic, school shootings). He also discussed the turnover in schools, impact of segregation on schools, and how the persistent the impacts of each are. (Mr. Hilgendorf linked the summary in the chat.)

Mr. Goeke echoed Mr. Hilgendorf's thoughts and mentioned incentivizing salaries for teachers, who will sign on for a time period, and working on stability.

Dr. Kinley reacted to Mr. Goeke's comments regarding teachers' salaries being a factor of instability in schools.

Mr. Goeke also discussed administrative retention and the need for a pipeline from excellence in the classroom to excellence in administration.

Ms. Morris stated that teachers leave the profession if they do not feel safe and if they don't feel a sense of community and being connected. We need to create safe schools.

Ms. Paxson stated 40 of our comprehensive schools have had three to five administrative turnovers in six years. Teacher retention is between 51%-87%.

Dr. Kinley stated that No Child Left Behind has evolved to the Every Student Succeeds Act. Of the 852 districts in Illinois, 23 schools received lowest designation in every single year since the state started rating schools. Sixty-eight additional schools have been identified as the lowest designation in 11 of the 12 years that we've issued designations.

What can we do at the state level to encourage or incentivize or hold accountable schools that do not move out of designation?

Mr. Goeke stated that there is little pathway for advancement in the teaching profession. There is no incentive. Within in the profession of teaching, there needs to be creative and new incentives.

Dr. Kinley asked about differentiated supports for schools after they fail to exit.

Mr. Mannen stated that fully funding Evidence-Based Funding would be a good start. She circled around to comments about safe schools, safe climate, feeling connected, and analyzing the 5Essentials.

What are the root causes regarding why schools receive the lowest designation?

Dr. Kinley asked what realistic policies do we have the authority and ability to implement?

Mr. Goeke asked if any of the team members have heard of teacher-led schools? Larger cities on the East Coast are exploring such schools.

Dr. Kinley stated that – to her understanding of teacher led schools -- she feels our schools are led by teachers.

Mr. Goeke clarified that teacher-led schools exhibit distributed leadership, shared leadership model, and bringing in community members to be part of the decision-making process as well.

Dr. Kinley stated that IL-EMPOWER has implemented a consistent school improvement process.

Ms. Mannen added that there is a difference between a school that has shared leadership that is performative, and a school that has shared leadership that is shared leadership.

Dr. Kinley stated it is a challenging craft to learn and implement on a continuous basis. How do we build this shared leadership at the school and district level?

Mr. Klaisner liked where Dr. Kinley is headed and thinks Mr. Goeke's comments are right on point. His suggestion is to push ways to have those discussions in Years 1 and 2 of designation.

Mr. Goeke stated if we are to change the culture then we need to be honest and have hard conversations on what needs to be changed and what we see as solutions.

Dr. Kinley asked Ms. Paxson to pull up the current IL-EMPOWER process; she explained the process to the team.

Mr. Broom stated that IBAM's responsibility is to flush out the framework and fill in some of the blanks in the IL-EMPOWER cycle. What is the state's capacity to involve the school in this cycle?

Dr. Kinley stated that we have a procured external evaluation. In analyzing the evaluation and the value of what has been brought forth, we have seen that it has been primarily perception data. It has not really given us objective data to work from. This contract comes to an end at the end of June, and we are procuring the next generation of program evaluation. At that point, we can see a deeper level. At this point, the state has not taken a deep dive on the evaluation.

Mr. Goeke stated that teachers' knowledge is not used. Ask teachers what needs to change and use their input in this process.

Dr. Kinley stated that she thinks Mr. Goeke is describing an effective multi-tier system of support processes.

Mr. Goeke agreed.

Dr. Kinley stated that IL-EMPOWER's responsibility is to build local capacity to impact student outcomes.

Mr. Broom said he was hearing there was a lot of criteria for a successful improvement cycle, including involvement of stakeholders, examination of data, distributed leadership, and historical context. Are schools doing this cycle well?

Ms. Mannen said she was thinking along the similar lines in situations in which we have two buckets of recommendations. What are the state-determined actions for a school that does not exit status?

Dr. Kinley stated that we still utilize the IQUA. That is the school-level needs assessment.

Ms. Mannen recognized that there has been some learning that has happened within the agency, looking at school improvement process. Schools and the people in the schools are going to feel the biggest impact.

Dr. Kinley agreed with Ms. Mannen

Ms. Mannen stated that there was a lot of turnover at the agency level, which has had an impact.

Ms. Mannen determined that the brainstorming was at a stopping point. Between now and the next meeting, she advised members to have internal conversations and be prepared to talk about next steps.

Ms. Mannen said she was checking the calendar for August – December for future meetings.

Ms. Morris stated the Illinois Education Association was hiring a new policy person, so her time with this committee may be ending.

There was no public comment.

Ms. Morris made the motion to adjourn; it was seconded by Mr. Goeke. Meeting ended at 3 p.m.