Enhance P.E. Task Force

March 15, 2013
9 AM to 12 PM

Welcome and Opening Remarks

Task Force Member Introductions
Enhance P.E. Task Force

Review Meeting Summary from December 19, 2012

Meeting Objectives

1. Determine the key reasons for collecting data on PE and wellness in Illinois.

2. Orient members to assessment tools that can be used to enhance P.E. and ongoing initiatives in Illinois to compile relevant data.

3. Consider approaches to data collection, metrics, and assessment tools that should be used and promoted in Illinois.

Update: Standards Revision Committee

Deb Vogel, committee chair
Committee Charge

- "Make recommendations to the Governor and the General Assembly on Goals 19, 20, 21, 22, 23, and 24 of the Illinois Learning Standards for Physical Development and Health. The Task Force shall focus on updating the standards based on research in neuroscience that impacts the relationship between physical activity and learning."
- Report must be filed with GA and Governor by August 31, 2013

Committee Accomplishments

Past Meetings
- 2/4/2013 – Identified resources/information needed; determined process for revising standards
- 2/25/2013 – Reviewed PE/health standards against national standards and made high-level recommendations; assigned editing/reviewing tasks to committee members

Upcoming meetings
- 4/29/2013 – Committee reviews draft revisions; identify experts who should also review.
- 5/31/2013 – Review again and set additional meeting; finalize, if possible.

Committee Members
- Holly Benjamin, MD, appointed by the Illinois Chapter of the American Academy of Pediatrics
- Michael Brunson, appointed by the Chicago Teachers Union
- Representative John Cavaretto, appointed by the Minority Leader of the House
- Maureen Fournier, appointed by the Illinois Federation of Teachers
- Neil Duncan, appointed by the Illinois Assoc. for Health, Physical Education, Recreation & Dance
- Senator Linda Holmes, appointed by the President of the Senate
- Representative Linda Chapa LaVilla, appointed by the Speaker of the House
- Joey Ohnesorge, representing State Superintendent Christopher Koch
- Serena Preston, appointed by the IL School for the Visually Impaired & IL School for the Deaf
- Peggy Pryor, appointed by the Illinois Federation of Teachers
- Deb Vogel (chair), appointed by the Illinois Assoc. for Health, Physical Education, Recreation & Dance
Guiding Documents

- Review of Research Summary: Exploring the Link between Physical Activity, Fitness and Cognitive Function
- Review Comparative Analysis of NASPE and CDC Health Standards
- Gap Analysis with Canadian Standards (compiled, pending review by committee)

Review of Research Summary:

- Cognitive functioning and executive control in children and adolescents has been shown to increase with aerobic exercise and fitness, which is associated with higher academic achievement
- Residual beneficial effects on academic performance have been shown to last between 30 minutes to approximately 1 hour post-exercise.

Review of Research Summary

**Goal 19: Movement Skills**

- Research supports an emphasis on aerobic exercise and motor skills, including motor activities that are bimodal and complex, to facilitate enhanced cognitive and executive functions, and executive control
- This neuroscience research has been corroborated by multiple studies that found positive associations between physical activity and academic performance in school-age children.
- Chronic vs. Acute Bouts – both are valuable
Review of Research Summary

**Goal 19: Movement Skills**

- Physical activity can affect the physiology of the brain by increasing cerebral capillary growth, blood flow, oxygenation, production of neurotrophins, growth of nerve cells in the hippocampus (center of learning and memory), neurotransmitter levels, development of nerve connections, density of neural network, and brain tissue volume.
- These changes may be associated with improved cognitive functions including attention, information processing, storage, and retrieval, enhanced coping, enhanced positive affect, reduced sensations of cravings and pain.

Source: CDC

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**Goal 20: Physical Fitness**

- Research demonstrates a correlation between physical fitness and improved cognitive functioning.
- This neuroscience research has been further corroborated by multiple studies that found positive associations between fitness and academic performance in school-age children.

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**Goal 20: Physical Fitness**

- Preliminary research results (under peer review) from a 2010 study suggest that students in the FITNESSGRAM® “healthy fitness zone” for cardiorespiratory fitness were six times more likely to meet or exceed the Illinois Standardized Achievement Test (ISAT) reading test requirements and over two and a half times more likely to meet or exceed ISAT math.
- Body of research is still evolving.
Framework for Standards

- High-level Goals (19, 20, 21, 22, 23, and 24) will stay the same
- Standards may need some slight revisions

Proposed Revisions to PE Standards

- Most changes involving the neuroscience will occur in the performance descriptors
e.g., 19B: Analyze various movement concepts and applications
  - Performance descriptor might read: Analyze movement patterns and describe a part of the pattern that would show ‘movement across the mid-line of the body’ and explain its effects on the brain

Proposed Revisions to Health Standards

- Considering some slight modifications to health standards to align with CDC’s national standards. For example:
  - 22 A -- Explain the basic principles of health promotion, illness and safety including how to access valid information, products and services (added to existing standard)
  - 22 B -- Describe how to advocate for the health of individuals, families and communities (add this standard and change existing 22C to 22D)
Status

- Completed work plan and assignments
- Next Steps?
  - Continue to think about needed changes to performance descriptors
  - Consider tools or resources that can be developed to help teachers ‘unpack’ the new standards/descriptors

Update: Progress on Promoting and Recommending Enhanced Physical Education Programs

Jean Sophie and Jessica Madrigal, committee co-chairs

Committee Members

- Anna Barnes, appointed by CLOCC
- Elissa Baslier, MA, appointed by IHSA
- Mark Bishop, appointed by the Healthy Schools Campaign
- Bruce G. Bohren, appointed by Illinois PTA
- Lynne Braun, PhD, CNP, FAHA, FAAN, appointed by the American Heart Association
- Angela Cratty, appointed by the Illinois Association of School Business Officials
- Neil Duncan, appointed by IAHPERD
- Lynne Haeffele, appointed by the Office of the Lt Governor
- Annie Lionberger, MA, appointed by CPS CED
- Jessica Madrigal, MS (co-chair), appointed by the Great Lakes ADA Center, UIC
- Amanda Minor, appointed by the Illinois Association of Public Health Administrators
- Daryl Morrison, appointed by the Illinois Education Assoc.
- Sandra Noel, MA, appointed by the Illinois Assoc. for Health, Physical Education, Recreation & Dance
- Kelly Nowak, appointed by the Illinois Association of School Boards
- Rick Reigner, appointed by IL YMCA Statewide Alliance
- Jean Sophie, PhD, appointed by the Illinois Association of School Administrators
- Amaal Tokars, appointed by the Northern Illinois Public Health Consortium
- William Truesdale, appointed by the Illinois Principals Assoc.
- Stephanie Whyte, MD, appointed by the Chicago Board of Ed.
Committee Accomplishments

Past Meetings
• 2/8/2013 – Brainstormed barriers and opportunities for accomplishing 4 major objectives and primary audiences
• 3/8/2013 – For each audience, identified “asks,” key messages, potential communication venues, and resources

Upcoming meetings
• 4/8/2013
• 4/30/2013

Audiences
• Superintendents and District Administrators
• School Boards
• Principals
• P.E. Teachers and Adapted P.E. Teachers
• Non-P.E. Teachers
• Parents
• Students

Developing Core Messages
• **Enhanced PE** is..., changing policies and practices to ensure more time is spent in moderate to vigorous physical activity (MVPA).
• Enhancing PE and adding more physical activity during the school day is **important because** it improves:
  – Health
  – Learning
  – Behavior
Developing Core Messages

- Emphasize the ROI [especially for superintendents & district administrators, school boards, principals]
- **Quality PE also includes...** integration of PE and other academic topics, scheduling PE to maximize impact on academic achievement, and adopting collaborative learning approaches.

Developing Targeted Messaging by Segmenting Audiences

- Measure how the daily PE mandate is being implemented and enforce its implementation (superintendents & district administrators)
- Enforce the daily PE mandate (school boards)
- Ensure that every class has daily PE time; make changes to the school day to allow more physical activity (principals)

Developing Targeted Messaging by Segmenting Audiences (cont.)

- Plan the day to allow physical activity breaks (non-PE teachers)
- Advocate for daily, quality PE for students taught by a certified Physical Education teacher (students, PE teachers, adapted PE teachers, parents)
- Bridge the gap between home and PE classroom (PE teachers and adapted PE teachers)
- Request that PE/PA not be taken away as punishment (students)
Campaign?

- Develop consistent messaging
- Disseminate messaging
- Provide support for policy and programmatic change

Committee Tools

- General email blast re EPE Task Force
- Review on connection between PE/PA/academics
- Virtual presentations
- In-person presentations
- Training/continuing education: PE, integration of PE into broader wellness strategy, PA in classroom

Data and Metrics-

What Should Be Measured and Why?
Metrics & Action Planning: Assessment Tools for PE and Wellness

CDC’s School Health Index: A Self-Assessment and Planning Guide
Seraphine Pitt Barnes, Ph.D., MPH, CHES

School Health Index

[Image of School Health Index booklets]
What is the Purpose of the SHI?
• Enables schools to identify strengths and weaknesses of health promotion policies and programs.
• Enables schools to develop an action plan for improving student health.
• Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

CDC Guidelines and Strategies for School Health Programs

Coordinated School Health (CSH)
Health Topics in the SHI (2012 edition)

- Physical activity
- Nutrition
- Tobacco-use prevention
- Safety (unintentional injury and violence prevention)
- Asthma
- Sexual health

Making a Difference

As a result of implementing the SHI, schools have
- Created a school health team.
- Moved healthier options to the front of the lunch line.
- Increased time for physical education.
- Started student and staff walking clubs.
- Added healthy choices to vending machines.
- Offered access to the gym outside of school hours.
- Provided parent education through newsletters and healthy activity nights.
- Replaced fried foods with baked items.
- Provided conflict resolution training to staff.
- Offered health screenings for staff.

What SHI Is and What SHI Is NOT

Self-assessment and planning tool

Research or evaluation tool

Educational and community-organizing process

Tool to audit or punish school staff
What SHI Is and What SHI Is NOT

- Identifies low-cost or no-cost changes
- Requires expensive changes
- Focused, reasonable, and user-friendly experience
- Long, bureaucratic, and painful process

Time Commitment

- The SHI can be completed in as little as 6 hours:
  - Modules 1-4: ~1 hour each
  - Modules 5-8: ~30 minutes each

A small investment of time can pay big dividends in improving students' well-being, readiness to learn, and prospects for a healthy life.

SHI Format

- Completed by school health teams
- Two separate versions:
  - Elementary School
  - Middle School/High School
- **Self-Assessment:** 8 modules corresponding to Coordinated School Health
- **Planning:** Planning for Improvement section
Modules = CSH Components
1. School Health and Safety Policies and Environment
2. Health Education
3. Physical Education and Other Physical Activity Programs
4. Nutrition Services
5. School Health Services
6. School Counseling, Psychological, and Social Services
7. Health Promotion for Staff
8. Family and Community Involvement

SHI Online

How can I access the SHI?
• Complete the SHI interactively on the Web http://www.cdc.gov/HealthyYouth/shi/
• Download or print from Web site
Completing the CDC’s School Health Index with Rural Schools at the Local Level

Angie Bailey, MPH, M.S.Ed., CHES
Director of Health Education
Jackson Co. Health Dept.

LHD and Community Partners have been working on CSH in Jackson County since 1995

CATCH (Coordinated Approach to Child Health)
http://catchontohealth.siuc.edu/

Continued Partnership Between:
Southern Illinois Healthcare
SIU Center for Rural Health and Social Service Development
Jackson County Health Department
Egyptian Health Department
Southern Seven Health Department
Other LHD’s
University of Illinois Extension
Various Schools and Youth Serving Organizations
American Cancer Society and many others

1st Task of CATCH in Southern Illinois:
Schools Complete the SHI

- Over 47 schools in the lower 16 counties have completed the CDC’s SHI with help from local partners.
- Great tool for brainstorming and partnership building!
- Helps the schools see all of the things they are already doing that impact student/ faculty/ staff/ parent/ family health.
- Builds coordination/ collaboration.
Keys for Implementing SHI Process in Southern Illinois

- Involve all levels of staff, teachers, school chefs, maintenance, administration, parents, older students, etc.
- Can do over a few days or all at once.
- Paying sub-stipends helps increase participation.
- Make completion a task of the wellness committee.
- Results can be used in writing grants, working with partners, etc.

Additional Keys to Success

- School health champion (strong leadership).
- Administrative buy-in.
- Team representation, cohesion, and commitment.
- Set ground rules when you are completing.
- Clear, organized, and well-facilitated process (schools use outside facilitators such as LHD staff)
- Make part of the State required Wellness Committees (since 2004) tasks?? An idea.

SHI Action Planning

<table>
<thead>
<tr>
<th>Module</th>
<th>Strengths</th>
<th>Improvement Opportunities</th>
<th>Action Plan</th>
</tr>
</thead>
</table>

Have the Wellness Committee review results at least once per year to discuss successes, improvement opportunities, and to create an action plan - which creates sustainability of CSH programming and policies.
Lessons Learned

• Better to do on a school by school basis.
• Prefer to do paper version to build in communication between staff and partners – which is a strength of the tool.
• Don’t form a separate committee to do – incorporate in Wellness Committee or School Improvement Plan.
• Committee should continue to meet.

A few examples of PSE changes in IL Schools as a result of SHI Completion

• Staff training - PE, health, nutrition, CPR, AED, First Aid, etc.
• Family events focused on health.
• Vending/ snacks/ birthdays.
• Facilitating joint use agreements.
• Daily PE – no opt out.
• Farm-to-School and School gardens.
• CATCH PE (MVPA most of time), reduce elimination games

Additional Examples…

• Plate Waste Study
• Recess Before Lunch
• School Lunch Rocks! workshops
• Professional Development for all staff
• Farm to School
• School Gardens
• Reduction in school bus idling
• Wellness Policies updated and strengthened
Additional Resources

- CDC’s School Health Index
  https://apps.nccd.cdc.gov/shi/default.aspx
- Leadership for Healthy Communities: Advancing Policies to Support Health Eating and Active Living; Obesity Prevention on a Budget: Low and No-Cost Policy Options to Increase Healthy Eating and Active Living (August 2011) by the Robert Wood Johnson Foundation.

PE Curriculum Analysis Tool

Sarah Lee, CDC

The Legacy of Quality Physical Education

- Youth who leave with a positive feeling toward activity
- Youth who are competent in a few self-selected physical skills
- Youth who know facts about physical activity and wellness
- The result: Physically active youth who mature into active adults
The Role of Written Physical Education Curriculum

- Written physical education curriculum is the foundation of quality physical education.
  - Without a curriculum, it is difficult to identify what, when, and how students will learn essential knowledge and skills to become physically educated.

Key Components of a Quality Physical Education Curriculum

- Overview
- Goals
- Scope and Sequence
- Instructional objectives
- Content of Instruction
- Student Assessment (matched with content of instruction)
- Teacher Resources

CDC’s Physical Education Curriculum Analysis Tool (PECAT)

Centers for Disease Control & Prevention. Physical Education Curriculum Analysis Tool. 2006
The Purpose of the PECAT

- To help schools conduct a clear, complete, and consistent analysis of written physical education curricula

What PECAT Is & What PECAT Is Not

PECAT is:
- A tool to analyze written physical education curriculum
- Based on national standards for physical education

PECAT is NOT:
- A tool to evaluate an entire physical education program
- Meant to evaluate the quality of physical education teachers
- Meant to analyze instruction

Framework for the PECAT

- Based upon the National Standards for Physical Education
- Uses the student expectations and components of each standard
The PECAT can be used by:

- State education agency staff
- Curriculum committees or physical educators at school districts, schools, or community organizations
- Other curricula developers
- Colleges and other pre-service teacher training programs

PECAT Organization

- Front Material: Introduction and Instructions
- Part One: Curriculum Description and Preliminary Curriculum Considerations
  - Accuracy Analysis
  - Acceptability Analysis
  - Feasibility Analysis, and
  - Affordability Analysis
- Part Two: Content and Student Assessment Analyses
- Part Three: Curriculum Improvement Plan
- Appendices

PECAT STEPS

Step 1. Select a PECAT coordinator, then
   a. form a PECAT committee
   b. identify roles of each member

Step 2. Review materials, the PECAT, and any additional state or local standards
PECAT Steps

Step 3: Complete the Accuracy, Acceptability, Feasibility, and Affordability Analyses

Step 4: Scoring the Content and Student Assessment Analyses of PECAT

Step 5: Create a plan for improvement

Accuracy Analysis

Acceptability Analysis
Feasibility Analysis

Affordability Analysis
- Identify needed changes and costs, to purchase or revise curriculum, in:
  - Staffing
  - Facilities
  - Schedule

Content Analysis
- How well does the curriculum:
  - Cover what students should know?
  - Cover what students should be able to do?
  - Align with the National Physical Education Standards?
Student Assessment Analysis

- How well does the curriculum:
  - Integrate standards-based assessment protocols?
  - Provide age-appropriate student assessment protocols for each standard?

Sequence Considerations

- Standards built on previous grade level.
- Content Analysis examines sequence from one grade level to the next.
- Student Assessment Analysis determines if age-appropriate assessment protocols exist across the grade levels.

Scoring Criteria for Content Analysis

- 2 = Fully addresses each element of the question
- 1 = Partially addresses the question
- 0 = Does not address the question
Scoring for Student Assessment Analysis

- **2** = Fully: one or more specific protocols + multiple levels of student competency
- **1** = Partially: one or more protocols but not multiple levels of student competency
- **0** = No: does not include any protocol

Calculating the Scores

1. Add all of the "2s" together
2. Add all of the "1s" together
3. Add two sums together
4. Place total number in the large box
Presidential Youth Fitness Program

Sarah Lee, PhD
National Center for Chronic Disease Prevention and Health Promotion, CDC
Presidential Youth Fitness Program

This is a voluntary program that includes a health-related assessment, as well as educational and motivational tools, to support educators and empower students to adopt an active lifestyle.

Evolution of Youth Fitness Testing

1940s/50s: Kraus – Weber Tests of Muscular Fitness
1958: AAHPERD Youth Fitness Test
1973: Texas Physical Fitness-Motor Ability Test
1980s: AAHPERD Physical Best Test
1983: FITNESSGRAM
1988: President’s Challenge Physical Fitness Test


Fitness Testing: Where it began

Physiological fitness test
Performance driven & based on normative data
Making the Connection

Program Outcomes

Student
- Increase physical activity and promote healthy lifestyles

School
- Parent and student empowerment
- Data-driven decision making to improve instruction

District
- Data to reinforce teaching a standards-based curriculum

State
- Ability to analyze data and look at possible linkages

National
- Accurately evaluate health trends for youth

Presidential Youth Fitness Program Components

Program Components

Assessment
- Web-based access to elements of the FITNESSGRAM® test protocol and instructions
- Healthy Fitness Zone® standards for testing protocol
- Calculators for aerobic capacity and body composition
- Resources for promotion of physical activity

Professional Development
- Monthly webinars, online training and technical support for physical educators and administrators
- Resources on appropriate use and implementation of fitness testing and quality physical education programming
- Physical Educator and Parent Resource Guides

Recognition
- School recognition program
- Promotion of PALA+, which provides recognition/awards for increased physical activity and improved nutrition

FITNESSGRAM® Assessment Components

Measure: Aerobic Capacity

RESOURCES:
- FITNESSGRAM Test Administration manual
- Aerobic Capacity 90 second vignette
- FITNESSGRAM Score Sheet
- FITNESSGRAM Reference Guide, Chapter 9: Aerobic Fitness Assessments
FITNESSGRAM® Assessment Components

**Measure:** Muscular Strength and Endurance

**RESOURCES:**
- FITNESSGRAM Test Administration manual: Muscular Strength, Endurance and Flexibility Chapter
- FITNESSGRAM Reference Guide, Chapter 11: Muscular Strength, Endurance and Flexibility Assessments

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FITNESSGRAM® Assessment Components

**Measure:** Flexibility

**RESOURCES:**
- FITNESSGRAM Test Administration manual: Muscular Strength, Endurance and Flexibility Chapter
- FITNESSGRAM Reference Guide, Chapter 11: Muscular Strength, Endurance and Flexibility Assessments

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FITNESSGRAM® Assessment Components

**Measure:** Body Composition

**RESOURCES:**
- FITNESSGRAM Test Administration manual: Body Composition
- FITNESSGRAM Reference Guide, Chapter 10: Body Composition Assessments
- FITNESSGRAM Score Sheet
- Assessing Your Weight: Children’s BMI Tool for Schools
- Body Mass Index Measurement in Schools
- Parent FAQ: Specific about Body Composition
Healthy Fitness Zone Standards

The Healthy Fitness Zone® (HFZ) criterion referenced standards

- Represent the minimal level a child must achieve for health based on age and gender
- Based on direction of FITNESSGRAM® Scientific Advisory Board
- Are the minimum score for tests of muscular strength and endurance
- Provided with "Needs Improvement" zones for aerobic capacity and body composition/BMI

RESOURCES:

- FITNESSGRAM Test Administration Manual: Interpreting FITNESSGRAM Results
- The FITNESSGRAM Healthy Fitness Zone Standards
- Healthy Fitness Zone Standards for Body Composition and Aerobic Capacity
- FITNESSGRAM Score Sheet

Professional Development

- Resources to support health-related fitness assessment and quality physical education instruction
- Professional development via instructional webinars

WEBINARS

Date Topic
October 23rd, 2012 Steps for Success
November 27th, 2012 Understanding Health-Related Fitness
January 29th, 2013 Health-Related Fitness Before and After School
February 26th, 2013 Engaging Parents in the Next Steps
March 19th, 2013 Teaching Health-Related Fitness through Activity
April 16th, 2013 Awards and Recognition
May 7th, 2013 Moving to Solutions: What to Do with the Results
Recognition

- Highlight schools that promote the Presidential Youth Fitness Program
- Recognize students for achievement based on Healthy Fitness Zone® Standards

Presidential Youth Fitness Program Components

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Funding Opportunity

- $9 million over six years
- $1 million in-kind marketing support

Applications accepted online April 1 - April 30

Assessment:
- FITNESSGRAM®9 site license and companion materials
- A virtual course for self-paced learning

Professional Development:
- A quantity of Presidential Youth Fitness Awards based on a percentage of school enrollment
Enhance P.E. Task Force

Relevance & Feasibility of Implementing Assessment Tools
Discussion

Metrics:
Illinois Data Collection Initiatives

Illinois State Board of Education:
Illinois Longitudinal Data System
Overview

Mike McKindles, ISBE
ILDS Overview

- Defined by Public Act 96-0107
- Supported by two federal SLDS grants
- Represents investment in infrastructure and systems to collect and link data
  - Early learning
  - K-12
  - Postsecondary – ICCB, BHE, IHEC
  - Human Services, Workforce
- Federated model for data repositories, striving for CEDS compliance
  - For ISBE Early Learning, K-12
    - Expansion of student level data, courses and outcomes, student teacher link,
    - Current collection for health data:
      - Eye, hearing, health exams, immunizations – per school code
      - LDS analysis ongoing to determine if data collection should move to student level

Additional initiatives underway:
- Workforce Data Quality Initiative (WDQI) – represents workforce data integration
- Race to the Top (RTTT) Early Learning Challenge – formulating vision for integrated data system for early learning data
- Multi-agency Data Governance
  - Common identifier initiative – early on work to build demographic database that supports linking of data between state agencies, education entities
  - Shared Learning Initiative (SLI), Illinois Shared Learning Environment (ISLE)

New State Report Card
- Funded through RTTT
- At-a-glance view targeted for education stakeholders – Parents, Teachers and Administrators, etc.
  - Initial release October 2013
  - Approximately 50 data points
  - 30 are well defined, part of current collections
  - 11 require additional clarification and are targeted for inclusion in the initial release
  - 9 will require definition, data collections, targeted for inclusion in future release
ILDS – Multi-agency Data Governance

- Multi-agency governance agreement under construction
  - ISBE, ICCB, IBHE, ISAC, IDES, IDHS, DCEO
- Vision is to have multiple committees:
  - External Advisory
  - Data Elements and Collection
  - Data Access and Use
  - Technical Architecture and Data Security
  - Performance Measures and Reports
  - Legal Controls

ILDS – Multi-agency Data Governance (cont)

- Federated model – data owners will maintain repositories
- Common Identifier initiative, centralized demographic database part of agreement – intended to help link data
- Intent is to develop data sharing agreements, streamlined process for data access and use
- Sustainable multi-agency data sets to be considered in committee
- Data repositories are under construction for K-12, early learning, postsecondary (ICCB, IBHE/IHEC) and workforce

ILDS – ISBE Early Learning

- Early Learning
  - 0 to 5 years, in block grant administered by ISBE
  - Demographics
    - Disability
    - Program membership
  - Caregiver demographics (new collection for 2013)
  - Assessment and outcomes
ILDS – K-12

• Student
  - Enrollment
  - Courses
    • Grades 9 through 12 starting in 2011, K through 12 collected for 2013
    • Tied to statewide course definitions
    • Outcomes (grades, pass/fail, etc.)
    • Dual credit, CTE, AP, IB indicators
  - Teacher assignment, class roster
    • Program membership
      • Free and reduced lunch
      • English Language Learners
      • Migrant

ILDS – K-12

• Student (cont)
  - Special Education
    • Services provided, providers
    • Future - IEP
  - State Assessments
    • Grades 3 – 8, 11, ACT Summative Assessments
    • Plan, Explore – alternate assessments for ELL/LEP programs
    • Upcoming - WorkKeys

ILDS – K-12

• Teacher data
  - Demographics
  - Education
    • Degree programs
    • Non-electronic transcripts
    • Professional development
  - Experience
  - Assignment
  - Compensation
  - Upcoming collection – Teacher evaluation results at summary level
ILDS – K-12

• District
  - Schools, Special Education providers/co-ops
  - Financials
  - Self-reported attendance rates (at school level)
    Compliance – immunizations, dental, vision, health screening

• National Student Clearinghouse (NSC)
  ISBE is purchasing multiple cohorts in support of High School to College Success Report

ILDS – K-12

• Upcoming data collections
  5Essentials Survey – subset of indicators will be added to new State Report Card
  School characteristics, after school programs – will be collected and displayed on the new State Report Card, voluntary data collection

• Not collected
  - Daily attendance at the student level
  - Health data at the student level
  - Student home addresses
  - Student family structure
  - Teacher attendance
  - Local assessments
  - Instruction delivery models

ILDS – ICCB

• Annual Enrollment and Completion Data
  - Similar to the IBHE/IHEC unit record layout
  - Unit/individual student records
  - Includes all students in credit generating courses
  - Excludes community education and non-credit courses
  - Contains student demographic and program data, GPA
  - Select course-level data

• Noncredit Course Enrollment Data
  - Unit/individual records are collected for each noncredit course a student enrolls in at the college
  - Includes all students in community education and non-credit courses
  - Contains student demographic and broad program data
### ILDS – ICCB

- **Faculty, Staff, and Salary Data**
  - The submission contains an unit/individual record for each college employee and includes demographic, characteristic, and salary data.
  - The submission includes data for all full- and part-time college employees.
- **Fiscal and facilities data collected by ICCB Finance Staff**
- **ICCB Databook includes data collected entirely from centralized data system:**

### ILDS – IBHE

- **IBHE/IHEC**
  - Student demographics
  - ACT/SAT entrance exam scores
  - Enrollment, transfer history
  - Outcome – graduation
  - Financial aid
  - IHEC link
  - [http://www.illinoiseducator.uillinois.edu/ILDS/hec.asp](http://www.illinoiseducator.uillinois.edu/ILDS/hec.asp)

### ILDS – Other ILDS Repositories

- **Workforce**
- **Documentation**
  - SIS Data Elements - [http://www.isbe.net/sis/default.htm](http://www.isbe.net/sis/default.htm)
  - ILDS Data Architecture - [http://www.isbe.net/ILDS/pdf/ldsdac_meeting_120810_1.pdf](http://www.isbe.net/ILDS/pdf/ldsdac_meeting_120810_1.pdf)
  - Future – ILDS Data Dictionary, ERD diagrams
    - Future – metrics definitions, IIRC Report Card
Illinois School Report Card

Mark Bishop,
Healthy Schools Campaign

Health in Mind Recommendations

Federal agency recommendations around:

1. Professional Development
2. Metrics and Accountability
3. Recognition Programs
4. Institutional Capacity
5. School Health Services

www.healthinmind.org
HB 605

“In addition to any information required by federal law, the State Superintendent shall determine the indicators and presentation of the school report card, which must include, at minimum, the most current data possessed by the State Board of Education related to the following: …health and wellness initiatives (including the average number of days of Physical Education per week per student)”

Opportunity for Adding Health and Wellness Measures

Health and Wellness Workgroup

- 20+ health and education organizations
- November / December 2011
- Identify key school health indicators
Criteria for School Indicators

• Clearly established best practice or law
• Objective, quantifiable and verifiable
• Important to support student health
• Easy for schools to answer
• Easy for parents/readers to understand
• School policy data (rather than individual health data)

Has this been done before?

• At a state level - not really

CPS Healthy School Certified
Where Are We?

• Met with education stakeholders
• Presented at ISBE
• ISBE committed to following up

Next Steps

More Information

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BMI Data Collection
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Discussion
Illinois Approach to collection of key data, metrics and assessment tools
• Promotion
• Systems and Coordinated Strategies

Public Comment