Today’s Speakers

Christopher Koch
State Superintendent of Education

Susan Morrison
Deputy Superintendent/Chief Education Officer

Peter Godard
Chief Performance Officer

Amy Jo Clemens
Assistant Superintendent of Innovation and Improvement

Jason Helfer
Assistant Superintendent of Teacher and Leader Effectiveness
New Illinois Learning Standards

- Transforming the way educators develop their English language arts (ELA) and mathematics curricula and lesson plans to promote greater depth of knowledge and real world applications.

- Besides ELA and Math standards, Illinois has worked collaboratively to update science standards. These internationally-benchmarked standards provide a new vision for K-12 science and engineering education and set the stage for a significant shift in how those subjects may be viewed and taught in Illinois and across the nation.
Educator Response to Standards

Surveys
- 2014 ISBE Illinois Teacher Survey of Standards Implementation
  - Nearly 85 percent of teachers feel prepared to implement the new standards
  - 49 percent of educators said the new standards are already reflected in their current lessons
- Scholastic’s Primary Sources Survey of teachers
  - Released fall 2013
  - Shows very strong support for the new Illinois Learning Standards
  - A large majority believe the new standards will have a positive impact on our students, especially on their ability to lead, focus and connect with ongoing initiatives to improve the quality of education in our state

Do you feel prepared to implement the new Illinois Learning Standards?

<table>
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<tr>
<th>Answer Options</th>
<th>Percent</th>
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<tbody>
<tr>
<td>I feel completely prepared.</td>
<td>17.5%</td>
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<tr>
<td>I feel somewhat prepared.</td>
<td>67.3%</td>
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<tr>
<td>I do not feel prepared at all.</td>
<td>11.3%</td>
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<tr>
<td>I do not know if I’m prepared.</td>
<td>3.7%</td>
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Educator Response to Standards


  Teacher Voices: How have the new standards changed student learning?
  My students can go at their own pace. They’re making connections with their learning. They are making discoveries every day. They are making sense of how to learn and apply it! ~Erika, Mascoutah Middle School

  In my classroom the amount of work we accomplish is so much more. In the beginning, I was worried we were taking so long but the mathematics analysis that is going on now is amazing! ~Jeanine, Okawville High School

  Administrator Voice:
  I see a lot of discussion between teachers across grade levels and this has helped everyone. There’s much more discussion and higher order questioning going on in our classrooms. Our students need these skills of higher order thinking to be the change makers of the future.
  ~Becky, Carlinville Intermediate School

- The below resources are offered via the web for your teaching staff’s convenience:
  - Professional Learning Series
  - Capture the Core monthly newsletter
  - ELA and Math Shift Kits
  - Model Math Curriculum
  - Ed Leaders Network
  - ELA and Math Standards Listserv
Preparing Parents

- PTA Common Core Video Series
- Illinois PTA Parent Guides for K-8 and High School

We are also partnering with the Illinois PTA to offer a parent webinar at 7 p.m. Sept. 9 on the Common Core, PARCC and family engagement framework.
PARCC is Here

- Third- through eighth-graders will take the Partnership for Assessment of Readiness for College and Careers (PARCC) this spring.

These assessments:

- Fully align to the **K-12 Illinois Learning Standards** in English language arts and mathematics.
- Emphasize academic rigor, critical thinking, problem-solving and **college and career readiness for all students**.
PARCC is Here

- At the high school level, three PARCC tests will be available:
  
  - Algebra II, or Integrated Math III, English Language Arts III.
  
  - Unlike previous tests, these PARCC exams are not tied to a specific grade level but to specific courses and the standards aligned to those courses. Students from any grade in high school may take one or both of these PARCC End of Course (EOC) exams this year.
PARCC Field Testing

- 500 districts, 1,200 schools and 110,888 students in Illinois took part in PARCC field testing in spring 2014.
- The field test was a “practice run” to gather input from teachers and students and to identify and correct problems.
- Students and test administrators completed a survey about the field test with preliminary results showing:
  - Two-thirds of students taking the ELA and math assessments reported that they prefer taking the tests on the computer.
  - 95 percent of students taking the ELA test and 88 percent of students taking the math test finished within the allotted time or early.
  - Only a third of students reported that the content on the ELA test was more difficult than what they are currently working on in school. For the math portion, 72 percent of students reported that the content was more difficult than what they are currently working on in school.
Replacing ISAT and PSAE

- The PARCC replaces the state’s former tests, the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Exam (PSAE).
- Districts may also administer the ACT+Writing and WorkKeys on a state test administration date at no cost to students or the district.
Summative Assessment

- The PARCC summative assessment consists of two required components: a Performance-Based Assessment (PBA) and an End-of-Year assessment (EOY).

- The PBA component of the PARCC requires that students demonstrate their knowledge and skills through extended tasks and take the PBA at approximately when 75 percent of instruction has been completed.

- Students take the second part, or the EOY assessment, at approximately the point when 90 percent of instruction has been completed. The EOY is comprised of shorter, machine-scored questions.
Upcoming Assessment Dates

- **Today, Aug. 19**, districts will receive information about opting in or out of the ACT administration.

- **Next week, on Aug. 25**, there will be a webinar on a tool to determine whether schools can administer the PARCC online or must defer to a paper and pencil version. The deadline to complete the tool is Sept. 15.
ACT and WorkKeys

- The state will offer the ACT alongside the PARCC at no cost to schools or districts for 2014-15, but you must let us know in early September whether you will opt in or out.
- The state will provide all of the WorkKeys subtests that comprise the National Career Readiness Certificate (NCRC).
  - A district may decide to give the WorkKeys to all students in the district.
  - A given district may also elect to not administer the WorkKeys.
  - A district may also decide to give the WorkKeys at select high schools. Students at some high schools may need or want the NCRC while other students may not see the need for this certification.
  - Statewide administration of the WorkKeys will take place March 4.
In April 2014, the federal government finally approved our state’s request for flexibility and relief from NCLB. It becomes effective as of now, the 2014-15 school year, and runs through the 2015-16 school year.

The waiver is more than an accountability plan but really encompasses all the changes that we’ve been undertaking for several years now. It outlines how we are:

- Preparing students for college and careers.
- Focusing aid on the neediest students.
- Supporting effective teaching and leadership.

It establishes new criteria for school and district accountability. It gives districts more flexibility with their Title I funds.
More Flexibility

• The waiver allows for flexibility of Title I funds to improve schools. The 10 percent professional development set aside for districts in status and the 20 percent set aside for SES and Choice are eliminated.

• Districts will receive support services, from general to more intensive, depending on need from the Illinois Center for School Improvement.
Challenging But Fair Goals

- Student, school and district academic performance will be reported for accountability purposes through a variety of metrics, called a Multiple Measure Index (MMI), that will report data on graduation rates and achievement in ELL and mathematics, including annual student achievement gap data, as well as student growth over time and progress narrowing achievement gaps between groups of students.

- Some specific achievement goals for the MMI have still to be refined but there are two overarching performance goals:
  1. to cut or reduce by half the percentage of all students who are not meeting proficiency levels within six years
  2. reduce by half the state’s achievement gaps within six years
Stay Tuned

- ISBE will continue to offer a series of webinars on the waiver. In April, an overview of the waiver webinar was provided. A Frequently Asked Question webinar is being planned for later this year.

- Modifications to an accepted waiver are expected and common practice across the nation.
Teacher Evaluations

- The Performance Evaluation Reform Act (PERA) requires new teacher and principal evaluation models that consider **student growth** as well as professional practice.

- **Evaluations 101**
  Things you must know:
  - Early implementer districts, such as Chicago Public Schools (CPS), have already begun incorporating student performance into evaluations.
  - All Illinois districts are required to fully implement the student growth component into their evaluation systems no later than the 2016-17 school year.
Teacher Evaluations

Things you must do:

- All administrators and teachers are urged to read [Illinois Administrative Code Part 50](#).
  Its highlights include:

  - By the third year of implementation of the new evaluation system, student growth measure(s) shall represent at least 30 percent of the performance evaluation rating assigned to each teacher.
Teacher Evaluations

- **How it works:**
  - The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher.
  - The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.

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<tr>
<th>Assessment Type</th>
<th>Description</th>
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<tr>
<td>Type I</td>
<td>An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois (Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series)</td>
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<tr>
<td>Type II</td>
<td>An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area (Examples: collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers)</td>
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<tr>
<td>Type III</td>
<td>An assessment that is rigorous, that is aligned with the course curriculum, and that the evaluator and teacher determine measures student learning (Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject).</td>
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- If the Joint Committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.
Local control is an important piece of the implementation process.

By the 2015-16 school year, early implementer districts must use student growth for at least 25 percent of the teacher evaluation rating.

- To be ready to do this, early implementing districts must have their Joint Committee meeting by Nov. 1, 2014 to make decisions on the student growth component of their evaluations.

Districts that are not early implementers need to prepare for addressing student growth in teacher and principal evaluations.

- A comprehensive guidance document is available to assist in this process and is posted at [www.isbe.state.il.us/PEAC/pdf/student-growth-component-guidebook.pdf](http://www.isbe.state.il.us/PEAC/pdf/student-growth-component-guidebook.pdf).
This past school year was the second in which ISBE administered an online, statewide survey to collect feedback on individual schools’ learning conditions and environment.

Preliminary results from the 2014 5Essentials Survey of Learning Conditions were sent to principals and superintendents for review on July 30.

Preliminary data will otherwise remain private to the principal and superintendent audience until they are finalized and publicly released through the State School Report Cards on Oct. 31.
Illinois 5Essentials Survey

- In addition to a summary of the responses of teachers and students to individual survey questions, **this year’s results** will include scores on statistical measures created from multiple survey items.
- The results released to the public on Oct. 31 will include 2014 results for these **Measures and Essentials**.
- Legislation signed by the governor this spring will give school districts the option to select an **alternative to the 5Essentials** from a pre-approved pool for next year’s administration.
ISBE’s School Report Card, which was unveiled last fall, was ranked No. 1 in the nation by the Education Commission of the States. Both parents and experts put Illinois at the top.

The State, District and School Report Cards now provide multiple measures of student and school performance for better informed discussions about the unique qualities of public schools and school improvement efforts.

The Report Card will have some new features and metrics included in 2014.

www.illinoisreportcard.com
School Report Card

- New features and metrics include:
  - Ability to compare schools
  - Number of freshmen on track for college readiness
  - College enrollment
  - Teacher retention
  - Principal turnover
  - Learning environment based on the 5Essentials survey
  - Spanish translation
The report card provides at-a-glance information about performance, school conditions and learning environment.

New metrics include Student Academic Growth by elementary school and district according to a new growth model using value tables that shows how much academic progress students have demonstrated from one year to the next in reading and math.

The growth model approach will improve our understanding of student learning and provide a more nuanced accountability system than simply the percentage of students meeting or exceeding standards on one state test.
Next steps

- Watch for emails with a Back-to-School Communications Toolkit on all of these topics.
- Spanish materials.
- Parent webinar Sept. 9.
- ACT announcement Aug. 19.
- PARCC survey tool Aug. 25 with a webinar.
- Preparing for teacher evaluations by developing Joint Committee by Nov. 1 if you’re implementing next year.
- Stay tuned to the Weekly Message – best tool we have to update you and your staff.
- Questions?