

# **Race to the Top**

## ***2013-2014 Mid-Year Report***

March 4<sup>th</sup>, 2014

### ***2013-2014 Priority Indicators***

- Survey of Learning Conditions (IL 5Essentials)
- Illinois Shared Learning Environment (ISLE) Data Integration
  - *Strategy 7*
- Common Core State Standards (CCSS) and Cohesive Curriculum
  - *Strategy 1*
- Local Assessment Systems
  - *Strategy 1; APs 3, 4, & 7*
- STEM Programs of Study
  - *Strategy 1; AP 10*
- Performance Evaluation Reform Act (PERA) Implementation
  - *Strategy 1, AP 11*
- Mentoring and Induction

## **Survey of Learning Conditions (IL 5Essentials Survey)**

- **Progress:**
  - *The 5Essentials Survey of Learning Conditions was administered in spring 2013.*
  - *Results of the survey were discussed with the district improvement team and administrative cabinet in fall 2013. However, revisions were being made to the results at the state level. We cannot make progress on our goal until revisions are complete. At this point, the only data the state is publicizing are response rates for the survey.*
- **Next Steps:**
  - *Prepare stakeholders for Year 2 implementation of the survey this spring.*
  - *All schools implement Year 2 of the Survey of Learning Conditions, with a goal of using results in continuous improvement process.*

## **ISLE Data Integration (Illinois Shared Learning Environment)**

- **Progress:**
  - *Much progress has been made this year with ISLE at both the state and local levels, and Urbana is on track with the direction ISBE has given us.*
  - *USD116 Student Records and Technology have completed the first stage of data integration*
  - *A small group of teachers will participate in an ISLE trial study in fall 2014. Training and PD for those teachers will begin in spring and summer 2014.*
  - *District administration is also participating in the Think Gate Assessment Application focus group to learn more about ISLE and its functions.*
- **Next Steps:**
  - *Begin engaging stakeholders around ISLE*
  - *Continue data integration work with ISBE and NCSA*
  - *Roll out professional development to teachers participating in ISLE trial study.*
  - *Roll out professional development to all teachers for how to use ISLE applications and dashboards.*

## **Common Core State Standards (CCSS) and Cohesive Curriculum**

- **Continued Progress:**
  - USD is focusing on the following major instructional shifts related to the Common Core that were developed and recommended by Program Council:
    - Close, analytic reading of appropriately complex text
    - Student-student formal and informal discussion
    - Writing to sources: evidence-based argument within each discipline
  - **By focusing on process (how) in addition to content (what), we are stressing the importance of students thinking critically about real-world problems and situations in all content areas and disciplines.**
- **Continued Next Steps:**
  - Implementation of the CCSS Science Framework
  - Continue the work of the Unified Professional Development Plan

## **Local Assessment Systems**

- **Progress:**
  - Urbana is on track with the direction ISBE has given for implementation of student growth for stakes in 2014-2015 school year. All teachers have written Student Growth Objectives that include local assessments as a measure for student growth.
- **Next Steps:**
  - Revise assessments based upon “no stakes” year, and continue the design, development, and/or procurement of assessments. Add information to the assessment matrix that includes which of these assessments best measures student growth.
  - Fully implement student growth component for teacher evaluation in 2014-2015 school year.
  - Implement a standards based reporting system for middle school and high school with department leaders.

## ***STEM Programs of Study***

- **Progress:**
  - *Much progress has been made this year with this indicator, and Urbana is on track with the design and development of two STEM Programs of Study at UHS.*
  - *The Programs of Study focus group has identified **Accounting** (Finance Career Cluster), and **Science, Technology & Engineering** (Research and Development Career Cluster) as the two Programs of Study to be offered at UHS.*
  - *Each Program of Study has been designed with course requirements, course sequences, industry credentials, and dual credit. We are still working on articulation agreements and work-based experiences.*
  - *UHS has analyzed equity measures within all courses by compiling a breakdown of subgroups per course. UHS is currently working on a plan to address the inequities discovered.*

## ***STEM Programs of Study***

- **Next Steps:**
  - *Discuss processes for career advising, identifying/placing students into each POS, parent involvement, and monitoring progress*
  - *Begin using Career Cruising application at the middle school level to assist students in developing personally challenging goals related to college and careers. These goals will develop into Individualized Learning Plans.*
  - *Continued STEM Programs of Study design; we anticipate full implementation of two Programs of Study beginning in 2014-2015 school year.*

## ***PERA Implementation (Performance Evaluation Reform Act)***

- **Progress:**
  - *Urbana is on track with the direction ISBE has given for implementation of PERA, including student growth for stakes in 2014-2015 school year.*
  - *Administrators have met regularly to have inter-rated reliability discussions.*
- **Next Steps:**
  - *Continue informal meetings with joint committees to develop PERA implementation plans.*
  - *Participate in PERA Research-Based Study being conducted by ISBE.*
  - *Implement evaluation system with student growth component (for stakes) in the 2014-2015 school year.*
  - *Implement evaluation system with "no stakes" peer evaluation as allowed by CBA.*

## ***Mentoring and Induction***

- **Progress:**
  - *Urbana is on track and fully implementing a mentoring and induction program for new principals and continues to implement an induction and mentoring program for new teachers.*

***Questions?***

# **Race to the Top**

## ***Priority Indicators for 2013-2014***

### ***Survey of Learning Conditions (IL 5Essentials Survey)***

The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.

### ***ISLE Data Integration (Illinois Shared Learning Environment)***

The district (a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and (b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.

### ***Common Core State Standards (CCSS) and Cohesive Curriculum***

The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) Common Core State Standards (CCSS) in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).

### ***Local Assessment Systems***

The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.

### ***STEM Programs of Study***

For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.

### ***PERA Implementation (Performance Evaluation Reform Act)***

The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.

### ***Mentoring and Induction***

The district establishes a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers, subject to the availability of RTTT3 or State funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.