CEO’s Weekly Message
May 11, 2018

I recently wrote my weekly message about the many different “tiers” that are used to define state accountability, teacher pensions, systems of supports, and now equitable funding. This week, I want to go a step further and provide my much longer take on how Illinois’ plans under the Every Student Succeeds Act (ESSA) concern me, especially those pieces that continue to feel very much like No Child Left Behind (NCLB). (If you are not yet familiar with ESSA, I encourage you to take the time to at least read the state plan.

I recall a piece written by Dr. Tony Smith, Illinois State Superintendent of Education, published in U.S. News and World Report on September 15, 2016. In it, Smith pondered: “Why do federal officials continue to micro-manage state and local school systems? One historically rooted reason: Our national discomfort engaging in dialogue about the causes and effects of racial and economic inequality and the very real cost of not educating all of our children well. This makes it difficult for federal education officials to allow states to create different supports and multi-metric assessments to describe student success. Ironically, this narrow approach will likely reproduce the very outcomes those officials rightly decry.”

So let’s take a look at what drives Illinois’ accountability system which will be used to score schools across the state beginning very shortly (school identified by tiers sometime this summer then announced publicly in October). By 2032, the state expects:

- 90% of 5th graders will meet or exceed expectations in math
- 90% of 3rd graders will read at or above grade level
- 90% of students will graduate from high school ready for college and career
- 90% of 9th graders will be on track to graduate with their cohort
- 100% of students will have highly prepared, effective teachers and school leaders
- 100% of kindergarteners will be assessed for readiness
- 100% of schools will have safe and healthy learning environment for all students

The Illinois State Board of Education (ISBE) is considering three-year interim goals to meet these 15 year goals. While setting ambitious goals are laudable, these goals would require levels of growth that no school districts in the country have been able to attain. This sounds worryingly like NCLB, which demanded that 100% of students achieve state academic goals by 2014.

In 2009, I oversaw accountability for our district. At the time, we developed a new strategic plan - Destination 2015. Working with the Board, we set very ambitious goals (like 75% of high school students earning a 21 or higher on the ACT). For each year, much like the state is doing, we set interim goals to monitor our progress. In that NCLB-era the plan made sense. In
hindsight, asking schools to increase scores that significantly in a short period of time, and at a
time when our resources were significantly diminished by the economic meltdown, frustrated
teachers and principals alike.

Based on our experience, and every school’s experience with NCLB-like goals, I encourage the
State Superintendent and State Board of Education to consider SMART goals (Specific,
Measureable, Actionable, Reasonable, and Time-Bound). In fact the state has done good work
defining a measure of college and career readiness that takes into account factors other than test
scores. Yet it is requiring districts to shoot for a proficiency goal of 90% on state assessments. If
the state continues down the path of setting overly aggressive goals rather than ambitious and
actionable goals, then, like Dr. Smith noted, “ironically, this narrow approach will likely
reproduce the very outcomes those [federal] officials rightly decry.”

I have other concerns with the state’s accountability plan. Below I share with you my top three
concerns:

1) The definition of Tier 4 schools (bottom 5% of Title 1 (low income) schools only: I believe
this is an equity issue. If only Title 1 schools are defined as Tier 4 because they fall into the
bottom 5% of Title 1 schools, then does that mask the performance of non-Title 1 schools that
also may perform poorly? Will we be encouraging schools to simply drop their use of Title 1
funds in order to avoid a label (similar to what happened in the NCLB-era when some districts,
including U-46, declined Title 1 dollars for high schools because of the implications)? In
addition, the state plans to use different criteria for determining whether a school falls into Tier 4
status, with elementary schools judged predominantly on PARCC scores/growth, and high
schools on their graduation rates. More work needs to be done in determining which schools
belong in the bottom 5% of Title 1 schools.

2) Timeline: While Illinois deliberately submitted their plan to the U.S. Department of
Education early (so that schools could prepare for implementation in the 2018-19 school year), we
will be launching a whole new report card that will be largely unfamiliar to the general public
(leading to misinterpretation). Even in this two-page weekly message, I have not scratched the
surface of the ESSA plan, the report card for schools, or even the IL-EMPOWER (a statewide
system of support for underperforming schools). A lot of work needs to happen across Illinois to
educate parents and communities on terms such as proficiency, growth, freshmen on track,
chronic absenteeism, early grades indicator, middle grades indicator, fine arts indicator, to name
just a few. In addition to preparing our public, schools will need time to develop improvement
plans that address issues that will come forward in a report card that they have yet to see.

3) The assessments: While I know PARCC provides an assessment that is adequately aligned
to the standards, I continue to have issues with its reliability for the purpose of accountability.
For one, as we have migrated from paper-pencil tests to online, the subsequent drop in scores leads me to question if students are being tested on content or on their ability to navigate the testing format. I also believe the test takes too much time away from instruction while at the same time not providing feedback in a timely enough manner to make a difference in the classroom. I believe the state is on the right path with the recent request for proposals to consider other tests.

In closing, I do not fear accountability. Quite the opposite. To again quote Superintendent Smith from the aforementioned commentary, “As long as we are held accountable for results, state and local leaders should be allowed to exercise the flexibility the Every Student Succeeds Act provides to customize learning for students, shift resources to meet the specific needs of individuals and groups, and find ways for all students to succeed.”

All my best,

Tony

**Calendar**

**Monday, May 14:** U-46 Board of Education Meeting, 6 p.m., Top 2 Percent of Graduating Class, South Elgin High School auditorium.

**Thursday, May 17:** Special U-46 Board of Education Meeting, 6 p.m. room 140, ESC. The BOE will move to closed session immediately following the Call to Order and Roll Call.

**Friday, May 18:** Special U-46 Board of Education meeting, 6 p.m., room 140, ESC. The BOE will move to closed session immediately following the Call to Order and Roll Call.

**Monday, May 21:** U-46 Board of Education Meeting, 5:15 p.m., closed, 7 p.m., open session, room 140, ESC.

**Monday, May 21:** The 411 of AAPLI/HPLI, 6 p.m., Poplar Creek Public Library.

**Friday, May 25:** Last day of classes for students.

**Saturday, May 26:** High school graduation ceremonies, Sears Centre.

**Curriculum & Instruction**

**Call to Committee: High School Transitional Math Curriculum**

School District U-46 is seeking teachers who currently teach mathematics to participate on the District's Transitional Mathematics Curriculum Committee.

**Committee Purpose:**

The Postsecondary and Workforce Readiness (PWR) Act establishes a new statewide system for transitional math instruction that provides a mathematical foundation for college and careers that high school seniors are lacking from their previous education. Transitional math instruction
provides students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses, while aligning with the Illinois Learning Standards.

Participants will design three transitional math pathway courses, including a College Algebra Pathway, Quantitative Literacy and Statistics Pathway, and Technical Math Pathway.

**Expected Committee Outcomes:**
The Transitional Math Curriculum Committee will:

- Develop standards based curriculum documents for each pathway course.
- Develop standards aligned rubrics for each course.
- Create District common assessments for each course.
- Select resources for each course.

**Committee Configuration:**
The committee will include representation from each high school and program, including special education and dual language.

**Length of Committee Term:**

There will be three work sessions held during the 2018-2019 school year and four sessions over the summer. Stipends will be provided for summer sessions. The meeting dates are: 6/11/18, 6/12/18, 6/13/18, 6/14/18, 9/6/18, 10/4/18, 11/1/18.

**Application:**
Applications may be made electronically by completing the following Google form: https://goo.gl/forms/KOKlh2HypPazIGzO2

Applications should be submitted by May 15. If applicants have further questions, they may contact Amy Ingente at amyingente@u-46.org.

**Call to Committee: K-6 Early Implementers for Integrated Curriculum**
School District U-46 is seeking up to 50 certified elementary staff to form a committee that will create and implement an Integrated Curriculum in their classrooms.

**Committee Purpose:**
The committee will develop and implement an integrated curriculum in their classrooms/with their students. The committee will participate in training for unit planning and the use of
resources. Members of the committee will create units that integrate content areas and socioemotional standards, implement and share feedback for revisions throughout the school year. The committee members will then serve as district leaders during the 2019-2020 district-wide implementation.

**Expected Committee Outcomes:**
In the spring of 2019, an integrated curriculum that includes socioemotional standards along with supporting resources will be presented to Instructional Council for advancement to the Board of Education for approval. Implementation in the fall of 2019 by all elementary teachers is the goal.

**Committee Configuration:**

- Representation from Elementary Special Education
- Representation from Elementary Social Workers
- Representation from Elementary General Education
- Representation from Elementary Dual Language
- Representation from Elementary Multigrade
- Representation from Elementary Administration
- Representation from Community Partners

**Length of Committee Term:**
This will be a two-year commitment during the 2018-2019 and 2019-2020 school year. The first year will involve professional development, collaboration/work time and revision opportunities, during the summer, after school and on professional practice days. The second year will involve further revisions based on feedback as well as facilitating the training of all elementary teachers in the implementation of the integrated curriculum/units and supporting resources.

**Professional Development:**
As part of the committee, you will be asked to attend and participate in all professional development opportunities and work days (some committee members may have a modified schedule). As part of the application, you will be expected to attend on all of the following dates (teachers will be paid for time outside the contract):

- June 18, 19, 20, 21, 2018  8:30 a.m. to 2:30 p.m.
- June 25, 2018  8:30 a.m. to 11:00 a.m. K-2, 12-2:30 3rd-6th (SECOND STEP TRAINING)
- October 25, 2018  8:30 a.m. to 2:30 p.m. (PDD)
- November 14, 2018  8:30 a.m. to 2:30 p.m.
- January 10, 2019  8:30 a.m. to 2:30 p.m.
- March 6, 2019  8:30 a.m. to 2:30 p.m.
• May 9, 2019  8:30 a.m. to 2:30 p.m.

Committee members will receive integrated curriculum and supporting resources. In addition to the above dates, early implementers will be expected to attend after school sessions if it is determined that additional work time is needed.

Applications:
Applications may be made electronically by following this link: https://goo.gl/forms/InIfvPayC57qsUTz2

The application deadline will be May 16, 2018. Candidates will be notified of their acceptance by May 25, 2018. If applicants have further questions, they may contact Celia Banks.

Literacy: Curious Classroom
Kristin Ziemke is a resident teacher in Chicago, an author, consultant and international presenter. She co-presents multiday institutes on “Curiosity Across the Curriculum: Pursuing Engagement, Literacy and Action through Inquiry” with Harvey Smokey Daniels, our keynote speaker from the January 2018 DCD. An expert in the field, Kristin has worked with Harvey Smokey Daniels and Stephanie Harvey to implement instruction that is student-centered, personalized and authentic. Please sign up via Coursewhere to attend Kristin’s presentation on May 29, 2018. Questions may be directed to Celia Banks.

Assessment Updates
AP (Advanced Placement)
• Grades 9 through 12
• May 7 through May 18
DLB (Differentiated Literacy Battery)
• Grades Pre-K through 6
• Testing and score entry window: April 23 through May 18
NWEA MAP
• Grades 2 through 12
• Testing window: April 30 through May 18
DLM AA (Dynamic Learning Maps – Alternative Assessment)
• Grades 3 through 8, and 11
• Testing window: Open through May 9
DLA (District Literacy Assessment)
• Writing Pathways
  ○ Kindergarten through Grade 5
  ○ Testing window: May 7 through May 21
• Diagnostic Literacy Assessment
Grades 6 through 12
○ Testing window: May 7 through May 21

DRDP (Desired Results Developmental Profile)
● PreK
● Data entry window: May 10 through May 24

KIDS (Kindergarten Individual Development Survey)
● Kindergarten
● Data entry window: May 10 through May 24

Teacher Appraisal Plan: Call to Committee

School District U-46 is seeking teachers and administrators who are interested in joining a committee to develop a Peer Teacher Appraisal Process Proposal.

Committee Purpose:
The Peer Teacher Appraisal Process Committee will work to develop a plan and create a proposal for a Peer Teacher Appraisal Process.

Expected Committee Outcomes:
The Peer Teacher Appraisal Committee will:
● Research Peer Appraisal Processes in other Districts
● Design a proposal which includes a multi-year roll-out and implementation assessment plan

Committee Configuration:
The committee will consist of teacher representatives and administrative representatives from across the District. Teachers and administrators on this committee should have experience with the U-46 TAP Process. Teachers and administrators who have served on TAP Oversight, served on Student Growth Committee, were involved in the initial TAP Training, have successfully completed the ISBE evaluation modules, have been a TAP Trainer/Support Specialist, and served on the PAR Panel are highly encouraged to apply. This committee will not exceed 30 participants with representation and experience in the following groups:
● Dual Language
● Early Learners
● Special Education
● Primary Elementary Teacher
● Intermediate Elementary Teacher
● Middle School Teacher
● High School Teacher
● Elementary Administrator
● Secondary Administrator
• Districtwide Administrator

Length of Committee Term:
The committee will meet on the following date in order to begin the work. Participants will be compensated for their time.

JUNE 11, 2018
Additional meeting dates will be determined by the committee during the first meeting.

Application:
Applications may be made electronically via the google form link:
https://goo.gl/forms/boR70riu3C2furzI2

Applications should be submitted by May 11, 2018. Participants will be notified via email by May 18, 2018 of selection to committee.

Teacher Appraisal Plan: Student Growth Information
For teachers who do not have a Summative Conference this year, and are choosing to complete an SLO Process, the TAP Online System remains open for you to complete all stages of the SLO Process this school year. The April 15 deadline does not apply in a non-Summative year. The SLO Process, however, should be completed and submitted within the TAP Online System when the instruction has ended for the identified group of students.

Are you willing to share your SLO Process(es) from this school year?
Your SLO(s) would be used during the SLO Process Review Call to Committee and, possibly, for our Student Growth Website Resource Page. The SLO Review Committee will work to review teacher-submitted SLOs from the 2016-2017 and 2017-2018 school year, identifying successes and areas of growth. This work will inform future professional development and support opportunities, as they relate to teacher development and student learning. All identifying information (teacher and student) will be removed before they are shared in any way.

To share your SLO with us, please use these directions to save the SLO as a PDF, and email it to StudentGrowth@u-46.org. Thank you for your willingness to share your work to support others.

Teacher Appraisal Plan: Student Growth Professional Development
Thinking ahead to summer Professional Development opportunities? A menu of options will be available, as they relate to Student Growth. Whether you need to refresh your knowledge of the SLO Process or want to spend some time creating assessments for next year, the summer
offerings linked here can help. Teachers will be compensated for their summer time. Please click a session title in the flyer to link directly to registration in Coursewhere.

Teaching & Learning

Professional Development Committee

Is your building or department represented on the PD Committee? Have you elected a new representative for next year? See this page for the current list of members. Our 2018-2019 meetings are posted on the Professional Development Committee website. Contact doreen roberts@u-46.org, Teacher Leader for PD, for more information.

Looking for information about graduate programs or cohorts with our university partners? Find it on the PD Committee website under the University Announcements tab. Thinking about representing your school/department on the PD Committee? Learn about the work of the committee in the 15-16 year-end report and PD Committee Handbook.

Looking for information about graduate programs or cohorts with our university partners? Find it on the PD Committee website under the University Announcements tab.

National Board Certification

National Board Certification provides high-quality professional development for experienced teachers and allows teachers to gauge their skills and knowledge against objective standards of advanced practice. More than a decade of research from across the country confirms the benefits of learning from an NBCT.

The National Board Certification process is:
- Directly related to what teachers do in their classroom
- Job-embedded
- Collaborative, active and sustained, occurring over multiple days and weeks
- Aligns to the SLO Process

Scholarships are available! Applications can be found on the National Board Resource Center (ISU) site. Teachers/counselors should apply for the Illinois NB $1,900 Candidate Fee Subsidy no later than May 21, 2018. There are 500 subsidies available. Contact maryellyn friel@u-46.org or doreen roberts@u-46.org for more information.

Would you like to facilitate Professional Development sessions and offer CPDUs for your colleagues? Try Professional Development Design101. This is a workshop to familiarize participants with effective presentation skills. Adult Learning Theory, effective outcomes, professional development layout, connecting to the Danielson Framework and DIP/SIP goals will
be covered. Tips and suggestions for engaging professional development will be shared. Next session is May 29.

Are you seeking feedback on PD Sessions you’ve designed? Register for **Professional Development Design 102**. Using the professional development session started in Professional Development Design 101, participants will present to colleagues to receive constructive feedback based on a rubric for professional development. Next session is May 29. Register for either session through [Coursewhere](#).

**Plant Operations**

**Energy Conservation Compliance**

An integral part of the new Energy Conservation program is making sure buildings are “setback” properly during summer, winter and spring breaks. Over spring break in late March, our new energy specialists visited each building to identify if items like computers, monitors, refrigerators and printers had been turned off as instructed. For each school, the energy specialists created an individual report noting how many rooms are in the building, the number of rooms where energy conservation instructions were followed and where there’s area for improvement. Those reports have now been posted on the Intranet, on the Plant Operations Energy Conservation page so that U-46 staff can see how their building did and sites can start thinking about how they can help U-46 conserve energy over the upcoming summer break.

More detailed instructions regarding the summer break setback will be shared in coming weeks. In the meantime, U-46 staff can find individualized spring break setback reports for each school [here](#).

**Registration**

**2018-19 School Year**

Online registration for the 2018-19 school year is underway via the Infinite Campus Parent Portal. Detailed instructions are available on the [Registration Department’s page](#) on the U-46 website. If you know someone in your community who is new to U-46 or needs assistance with registration, please encourage them to call the Registration Department: Lynn Ward, Registration Coordinator, at ext. 5715 or Erika Sanchez, Registration Secretary, at ext. 5016 (para Español). Parents and guardians can save $20 in fees per student in first through 12th grades by completing registration and paying all fees in full by May 31.

**State News**

**Photo of the Week**

**Elementary Teacher of the Year**

Mary Fulin, a second grade teacher at Otter Creek Elementary School in Elgin, was named the 2018 Kane County Elementary Educator of the Year on Friday at the 43rd Kane County Educator of the Year banquet. Mary, a Larkin High School graduate, has taught in U-46 for more than 28 years and is known for the positive, respectful atmosphere she creates in her classroom and developing weekly social-emotional lessons for her students. Congratulations Mary!

**Kudos**

Send directly by clicking here. They are due by noon each Wednesday.

Kudos from Lisa Rabe, Full-Day Kindergarten Teacher Leader, to Colleen Peccucci, Karen L. Smith, Sandy Citron and Shannon Manny, MTSS Kindergarten Coaches

My fellow FDK Teacher Leaders: Thank you for your willingness to listen, share, help, support and inspire throughout this year! Knowing that each of you is just a quick text away is comforting and empowering!

Kudos from Heaven Allen, Tim Brandes, Jordan Gunderson, Interns in the School Safety & Culture Department, to John Heiderscheidt, Director, and Irene Feda, Secretary, in the School Safety & Culture Department.

We would like to recognize John and Irene for creating a fantastic educational and work environment for us interns as we learn valuable skills to transfer into our future careers, all while
having fun and making it an enjoyable office to work in each day. We are grateful for the opportunities they have provided for us and especially wish Irene luck in her future plans.

Kudos from Allison Ozog, Math Teacher at South Elgin High School, to the Math Department at South Elgin High School
Thanks to all who helped box up all the old math textbooks. It was great spending time with you! Also, thanks to Adam and his team for getting the boxes to the dock.

Kudos from Andrea Kohl, Para at Centennial Elementary School and BHS Band Booster Parent, to Eric Hollaway, Bartlett High School Band Director, and Alexa Mount, Bartlett High School Choral Director
For hosting this year’s Fox Valley Music Festival at Bartlett High School, along with organizing all the parent and student volunteers. This amazing two-day event went off without a hitch for the 400 students from the 11 schools that participated.

Kudos from Dr. Schwardt, Principal at Horizon Elementary, to Mrs. Burnell, Mrs. Erion and Mr. Schultz, 4th Grade Teachers at Horizon Elementary School
I would like to say Kudos to our 4th grade team at Horizon. Thank you Mrs. Burnell, Mrs. Erion, and Mr. Schultz for organizing an amazing 4th grade trip to Springfield. This is a memory our students will have forever!

Kudos from Kimberly Piper, Hearing Itinerant at Horizon Elementary School, to Zainab Sheth, DHH Teacher, All Members of the U-46 DHH 5K Committees, Geneva Hearing Services, and all volunteers of Horizon Elementary School
For helping run another successful race. Their dedication to the students is overwhelming. We appreciate all the time and effort put into hosting such a large event for our students, families, and community. Thank you for everything you do.

Kudos from Heather Weiss, Transportation/DUTU President and Susan Jones’ Daughter, to Kimball Staff, Especially Kristen Rosenberg, Paraeducator at Kimball Middle School
Kimball Kare week brings cancer awareness to all students while raising money to help local families that are dealing with cancer in many ways. Susan Jones sure would be proud of everyone at Kimball.

Kudos from Lorelei Keltner, Principal at Bartlett Elementary School, to Sharon Shipley, First Grade Teacher and Event Chairperson; Keith Duncan, 3rd Grade Teacher; Penny Pierce, 5th Grade Teacher; Laura Christenson, 3rd Grade Teacher, and Stacy Morgan, 3rd Grade Teacher, at Bartlett Elementary School
For implementing an outstanding Young Authors Literacy Night at Bartlett Elementary on May 3. Thank you for demonstrating professionalism in collaboration throughout the planning of this
event, which provided a spectacular literacy event attended by more than 400 BES parents and students. Thank you to Celia Banks for presenting the K-6 Literacy curriculum for our parents. Also, thank you to the committee for including the Bartlett Fire Department (reading to students) and Bartlett Public Library (registering for library cards) in this opportunity and fostering these community relationships for our parents and students. Thank you all for your commitment to successful Family and Community Engagement in our school community!

Kudos from Valerie Albuck, English Teacher at Tefft Middle School, to Christy Craig, Science Teacher at Tefft Middle School
For really stepping up and helping me out with awards this year. I really appreciate it and could not have done this without you.

Kudos from Valerie Albuck, English Teacher at Tefft Middle School, to Amyra Smerecky, Gifted English Language Arts Teacher at Tefft Middle School
For all your help with department work for next year. I am thankful!