

## **NBCT Teachers**

In 2014, the District Board of Education worked with the Geneseo Education Association to restructure the overall way compensation and ways educational advancement related to salary advancement. At that time, there were five teachers in the District who had earned the status of Nationally Board Certified Teacher. The first teachers who received the designation in the District are Michelle Schneden, Deanna Bott, Taunya McGee, Rachel Hamilton and Emily Ericson. The Illinois State Board of Education at the time had created its own incentive program to modestly compensate teachers across the State who had earned the designation.

With the 2014-17 Negotiated Agreement, the Board of Education agreed to pay an annual stipend of \$6,000 to teachers from that point forward who achieved the designation. At the present time we have a cohort group of fourteen teachers who have been able to work collaboratively with local support from existing NBCT teachers, who are facilitating the work for these teachers to achieve the designation. A second cohort group is beginning, probably after the first of the year. These eight teachers who have just signed up to begin the process later in 2015 or early 2016 hope to be approved in 2018.

Should we reach the level of 27 of our teachers with National Board Certified Teacher status, which would be approximately 17% of our overall faculty. This is a program that does not require a Masters Degree, nor hours beyond the Bachelors Degree, and we have a nice cross-section of teachers from all buildings who are working diligently to attain this status. We believe that this will help strengthen our collaborative opportunities in curriculum review, instructional strategy improvement, and enhance the leadership capacity of our District. As this program grows it may also become a legitimate marketing tool to communicate to the community and prospective families.

## **Leadership Team Success Indicators**

Last month, the Board of Education reviewed the overall goal statements from the leadership teams. This month, you are able to review a chart that simply outlines the major goal statement and its associated indicator of success or completion. This is not in a final form, but is progressing very well. We will be on

a conference call with members from Advance Illinois on Friday, September 25. They have heard about the collaborative spirit of teamwork between the administration and faculty, and in an era of “union busting” they believe that our model may have some merit for other school districts.

We hope that you are as proud of the leadership team efforts in nurturing a continuous improvement culture within and between the school buildings.

### **Joint Committee for Teacher Evaluation**

The Joint Committee for Teacher Evaluation, as required by the Performance Evaluation Reform Act (PERA, has been meeting informally for more than a year. The official start date for formal meetings is November 1, 2015.

On Thursday, September 24, 2015 the Joint Committee informally reviewed the Teacher Evaluation Plans from several Illinois districts who have had to adopt and implement the new PERA Evaluation Plan earlier than August 2016 (which is our implementation deadline) because they were either “Race to the Top” districts, or because their student performance was below a state appointed threshold.

Included in this report is a copy of the template used to identify which components of other plans our Joint Committee may choose to pursue. Keep in mind that by law, the Joint Committee is comprised of an equal number of teachers and administrators, and that in our district, all buildings are represented. The GEA Bargaining Team actually comprises the teacher side of the Joint Committee.

The Joint Committee has unofficially agreed to create a single Student Growth score (which comprises 30% of a teacher evaluation final rating) using teacher selected (and in many cases, teacher developed) assessments to be integrated by the ECRA Group to calculate a single score. This will allow the real determining factor for a teacher’s final summative rating to rest on his/her professional practice score, which is based in alignment with the Danielson Frameworks (which is the rubric suggested by the State Board of Education.

## PARCC Results

This month, the Illinois State Superintendent of Schools, Dr. Tony Smith, elected to release partial results of the 2015 Spring PARCC test results. While the political rhetoric triumphantly proclaims we need to reform, restructure, reinvent, etc., we have historical data that indicates that this latest era of curricular change and assessment woes rings eerily similar to that of previous decades. There are currently no local results available yet to us that indicate how our Geneseo District 228 students performed on the assessment. However, across the state from the partial results we know the following (complete chart available as part of the appendices of this report):

1. There are five categories of performance for these results, and only two of the five indicate that students met or exceeded the standard metric. Some would view this as already creating a framework to communicate failure.
2. In English Language Arts/Literacy, the range of students per grade who “Exceeded Expectations” ranged from a low of 2% in third and fifth grade up to a high of 8% in seventh grade. The range of student performance for “Meets Expectations” ranged from a low of 26% in high school up to a high of 35% in fifth grade. The highest performance overall for Meets + Exceeds in ELA was eighth grade where a combined 38% of the students Met + Exceeded. Again, we do not yet know how our students fared.
3. In Mathematics, the range of students per grade who “Exceeded Expectations” ranged from a low of 0% at the high school level, up to 5% in third grade. The range of student performance for Meets Expectations ranged from a low of 17% at the high school level up to a high of 31% at third grade. The highest performance overall for Meets + Exceeds in Mathematics occurred in third grade where 36% of the students Met + Exceeded. To repeat, we do not know how our students fared.

While it is noted that Dr. Smith publicly tried to forewarn the State to expect poor performance as districts announced the results from the first full implementation, we should remember a few items that we have discovered from other states who are reviewing results and from the history we learned this past Spring:

A. There were some districts who chose to administer the Paper-Pencil versions of the PARCC test (we chose to do so in Third Grade ) and there are states who reported that the Paper-Pencil results showed higher scores than did the Computer-based administrations. (See Massachusetts)

B. Staying with Massachusetts, it was reported that the PARCC test results in that state were lower overall than those on the Massachusetts Comprehensive Assessment System (MCAS) standardized tests. Massachusetts is a state who will be deciding in November whether to keep MCAS or switch to PARCC. As you know, there are no other options but PARCC in Illinois.

C. In Maryland, there were concerns about explaining the scores to parents. Chester E. Finn, Jr., a member of the Maryland State Board of Education said, “Most parents (of students with lower scores) receiving this report will not understand that their child is not on track for college or a career.” This is the type of deficit thinking that diminishes the value of a well rounded curriculum taught by competent professionals. A singular snapshot portrayed by one test result is just that— a bolt of lightning, that should not be viewed any more positively with higher scores than should be denigrated based on poor scores.

D. Traveling all the way back to 1984-85 seminal treatise, “*A Nation at Risk*”, we heard several primary messages of concern about public schools:

- i. There was an affirmation that inattention to our schools puts the well-being of the nation at risk.
- ii. American schools are tilting toward mediocrity and not toward excellence.
- iii. The country does not have to put up with a mediocre educational system.

From these messages there were five recommendations (referred to as ‘alterables’):

1. **Curriculum** — Should we be using time for the courses we are presently teaching? The National Commission on Excellence in Education discussed the Five New Basics.

2. **Time**— Is the time of the entire school day used the way we want to use it? There were considerations to lengthen the school day or the school year, but this recommendation was couched against extending an already inefficient use of time.

3. **Standards and Expectations**— At the time, the Commission concluded that American schools were expecting less and getting it.

4. **Teaching**— The report stated that teaching is not an honored profession in American society and that it wouldn't be until it can provide teachers with adequate status, less disruption from essential tasks, differentiated salaries and some way to recognize outstanding performance.

5. **Leadership**— The Commission addressed the central importance of the principal, superintendent, and boards in providing leadership to address the previous four issues.

(Goldberg, Milton. "The Essential Points of *A Nation at Risk*", Educational Leadership, March 1984, pp. 15-16)

There were other points discussed in the report at some length, but they seem to have been lost in reporting. One addressed the belief that the "essential responsibility for learning rests with the parent and the student. Additionally, there was a question about whether you can expect excellence and equity concurrently. A final major point of this report is that while much of the spotlight focuses on high schools as the main entity to produce world class outcomes, it is clear that the first years in K-8 must lay a firm foundation for whatever is to happen later.

Keep in mind that these were statements and philosophical writings from 30 years ago. How many of these do you still hear today, and yet annually school districts are expected to change, adapt, restructure, reinvent, increase rigor and relevance. And when schools do adapt, change and revise, what happens? The rules of the road change— new standards, new assessments, new accountability measures.

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If one were to review the "Work Study Session II" held on May 18, 2001 with the Illinois State Board of Education, you can see an interesting chronology of

events related to Illinois State curriculum and assessments. (Document included with this report) Here is a summary of that presentation.

In 1988, just a few years following the publication of "A Nation at Risk", Illinois implemented the Illinois Goal Assessment Program (IGAP). Testing was mandated in seven learning areas at grades 3, 6, 8 and 11. Results were only reported by school and by district. In 1994, the General Assembly limited state testing during the school year to 25 hours and required ISBE to report individual student scores in that year.

In 1997, the Illinois State Board of Education adopted the Illinois Learning Standards. Following this adoption, the ISBE developed and implemented the Illinois Standards Achievement Test (ISAT) and the first administration in Reading, Mathematics and Writing occurred in 1999. The ISBE decided not to chart any trends from IGAP to ISAT, so the 1999 ISAT established first-year baselines.

In April of 2001, eleventh graders took the Prairie State Achievement Examination (PSAE) for the first time, and interestingly, the ISBE reported that the initial reports were quite positive. Also interesting within the reports from the early 2000s were the high levels of reliability between the ISAT and many commercial tests, including the Stanford 9 and Iowa Tests of Basic Skills.

But while the ISBE reported glowing success through the various transitions, educational researchers, parents, students, and faculties reported concerns with the change in the increasing reliance on standardized tests to communicate successful teaching and learning. Peter Sacks, author of *Standardized Minds: The High Price of America's Testing Culture and What We Can Do To Change It*, (2000) stated, "The tests promote a rigid, formulaic, rote thinking style. The testing culture promotes thinking that is contrary to the innovative, critical, creative thinking we need to solve problems." And while the 'spin' now is that PARCC is better able to assess and monitor how well students are able to think critically and solve problems, we believe that this is best observed and nurtured by caring, competent professionals EVERY DAY, not through a single measure.

From the 2001 ISBE Work Study Report there was a telling, concluding statement that reads as follows: "*ISAT is only one part of the testing system that schools*

*use for planning their curricula. It is not designed primarily as a diagnostic test for individuals students. In fact, a single test cannot be— and SHOULD NOT BE— used for diagnostic purposes. True diagnosis, whether it is in education or the medical field, requires many types of assessment to determine what may be needed to improve academic or physical health, respectively. ISAT provides accountability at the school, district, and state levels, and its purpose is to guide the program development efforts of schools and districts. ISAT provides reliable data that can be compared from year to year, which schools can use to assess the effectiveness of curricular modifications.”*

The game changed in Illinois when the Class of 2009 took ISAT in Reading, Math and Science as eighth graders in 2005 and more than 70% of the students received a “Meets” or “Exceeds” designation. As juniors, little more than 50% of those students in 11-grade received a “Meets” or “Exceeds” on PSAE. The discrepancies between ISAT and ACT, particularly in Science, were even more glaring. So the ISBE decided initially to simply change the cut scores to artificially deflate the results on ISAT. There were other assessment metrics applied to try to narrow the gap, but in 2010 the ISBE elected to join with other states to become part of the Common Core Standards curricula consortia, and eventually become part of the waning stronghold believing in the PARCC tests. Some would argue that this change in curriculum and assessment will only serve to lower the bar for everyone. A standards-based curricula and standards-based assessment system should also report results by standard. This still will not necessarily help high schools when we are unclear what type of assessment will be utilized by higher education for college admission, (addressing whether ACT or SAT will be the Illinois test), as well as whether or not all students will be provided a free opportunity to test.

Moving forward, I would like to reference some pieces from the August 2015, 47<sup>th</sup> Annual Phi Delta Kappan/Gallup Poll of the Public’s Attitudes Toward the Public Schools. These results come from a web survey of 3,499 US Adults with Internet access and a phone survey of 1,001 US adults.

To the question, “In your opinion, is there too much emphasis on standardized testing in the public schools in your community, not enough emphasis on testing, or about the right amount?”, 64% believed Too Much Emphasis, 19% About the

Right Amount, 7% responded Not Enough Emphasis on testing, and 10% Did Not Know. We hope to be able to replicate this within our district soon.

To the question, "Some states require that teacher evaluations include how well a teacher's students perform on standardized tests. Do you favor or oppose this requirement?", 55% Opposed, 43% Favored, and 2% Did Not Know.

To the question, "In your opinion, are student achievement standards in the public schools in your community too high, about right, or too low?", 6% responded Too High, 37% About Right, 39% Too Low, and 18% Did Not Know. (Another good parent survey question, perhaps at Parent Conference time.)

Nationally, to the question, "Do you favor or oppose having the teachers in your community use the Common Core State Standards to guide what they teach?", 24% Favored, 54% Opposed, and 22% Did Not Know.

Finally, the question, "In your opinion, which of the following approaches would provide the most accurate picture of a public school student's academic progress?", 38% responded Examples of the Student's Work, 26% Written Observations by the Teacher, 21% Grades Awarded by the Teacher, and 16% Scores on Standardized Achievement Test.

Essentially, I argue that while many will say that these high-stakes tests like PARCC are not meant to sort and separate "haves and have nots", we can predict from recent history that the results will be used to categorize and label teachers, schools, and districts as Failing, Approaching Standard, etc. It is difficult to navigate the future of these types of accountability measures, and what the results really tell us, particularly as parents exercise their rights to choose to pull their children from participating in such curricula and testing. We will continue to do the best we can, with limited resources that limit our ability to serve, and a group of educators uncertain of support from areas outside of our community, to provide an environment that Teaches, Learns, and Cares.

We do not fear accountability, nor higher expectations. What concerns the professional educators of this District is a constant game of "Gotya" that has little evidence in making a difference in 180 days of school, and a system that misrepresents the work of our faculty and staff on a daily basis in the name of multi-million dollar contracts and corporate and political whim and choice. Our students and our staff deserve better than that.



NATIONAL BOARD CERTIFICATION  
2014-2016 and 2015-18

NAME	BUILDING	START DATE	PROJECTED COMPLETION DATE
Anton, Alyson	HIGH SCHOOL	9/3/14	5/17/17
Carey, Lanel	HIGH SCHOOL	9/3/14	5/17/17
Craig, Michelle	SOUTHWEST	9/3/14	5/17/17
DePauw, Jill	MIDDLE SCHOOL	9/3/14	5/17/17
Farrell, Jamie	HIGH SCHOOL	9/3/14	5/17/17
Ganson, Michelle	HIGH SCHOOL	9/3/14	5/17/17
Hanson, Carissa	MIDDLE SCHOOL	9/3/14	5/17/17
Henderson, Melanie	MILLIKIN	9/3/14	5/17/17
Moe, Tasha	SOUTHWEST	9/3/14	5/17/17
Rivera, Kim	MILLIKIN	9/3/14	5/17/17
Schnowske, Sarah	HIGH SCHOOL	9/3/14	5/17/17
Snodgrass, Jenny	MILLIKIN	9/3/14	5/17/17
Tesmond, Rob	HIGH SCHOOL	9/3/14	5/17/17
Woolsey, Jen	HIGH SCHOOL	9/3/14	5/17/17
Degarmo, Sarah	High School	8/26/15	5/17/17
D'Hondt, Jodi	Millikin	8/26/15	5/17/17
Dewey, Christine	Millikin	8/26/15	5/17/17
Pierce, Nikki	Millikin	8/26/15	5/17/17
Schnowske, Alexix	Millikin	8/26/15	5/17/17
Schultz, Kellie	Northside	8/26/15	5/17/17
Stern, Ashley	Northside	8/26/15	5/17/17
Douglas, Tracie	Millikin	9/1/15	5/17/18
Hernandez, Heidi	Southwest	9/1/15	5/17/18
Meyer, Courtney	Northside	9/1/15	5/17/18

TEAM	GOAL STATEMENT	SUCCESS STATEMENT
Elementary Teams	Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability.	This goal will be completed when the new purchasing system is in place and staff are using it successfully.
Elementary Teams	Review effectiveness of Journey's curriculum alignment and prepare a report by end of 3rd quarter	Elementary grade level teachers will be able to identify areas in need of alignment by the end of the first semester. Full alignment to be implemented in the 2016-17 school year.
Elementary Teams	Review effectiveness of GoMath curriculum and prepare a report by end of 3rd quarter	Clear report articulating performance is prepared by the end of the third quarter.
Elementary Teams	Create a DIME for use of Teacher Walks/Shared Feedback system to allow for Domain 4 growth.	By the end of the school year, the DIME is created and used to assess effectiveness of "Learning Walks" with information used to modify the process for next year.
Southwest Elementary	Communicate to staff about "Learning Walks" during September and implement three times throughout the school year.	We will hold a faculty meeting by the end of the first quarter where we will present powerpoint, hand out one-pager, and address staff questions prior to holding three "Learning Walks" dates.
Southwest Elementary	During the 2015-2016 school year, we will proactively plan for any possible construction "issues".	As information is received we will formulate ideas as to how this will impact the staff of Southwest.
Millikin Elementary	Millikin BLT will hold a Consensus Building Workshop to create buildings goals in order drive SIP.	Staff input will be solicited through a consensus building workshop each semester that will create additional goals that will drive the year long work of the BLT.
Millikin Elementary	During the 2015-2016 school year, we will proactively plan for any possible construction "issues".	We will take the information given, and then create, communicate, and implement a transition plan to limit impact on student learning.
Northside Elementary	During the 2015-2016 school year, we will proactively plan for any possible construction "issues".	We will take the information given, and then create, communicate, and implement a transition plan to limit impact on student learning.
Northside Elementary	During the 2015-16 school year, Northside BLT will be proactive in collecting and responding to feedback to improve our school and learning.	Staff input will be solicited on a quarterly basis with responses provided to ideas, concerns, and input within two weeks after the input was received.
A-3 Team	The A-3 Team will address conflicts that pertain to arts, athletics, and activities for students, parents, coaches, and teachers and offer our recommendation.	Make a recommendation within 120 days, leading to conflict resolution.
A-3 Team	Work in collaboration with CSBO (Chief School Business Officer) to develop fair system for private lessons and facility use for music program.	Create and implement a fair system for private lessons and facility use for music program.
A-3 Team	In preparation for the new HS Performing Arts at GHS, develop plans for facility use and fair fee structure.	Develop and communicate the admission protocols regarding the new fine arts facility. Account for Fine Arts gate receipts.
A-3 Team	In preparation for the new HS Performing Arts Center at GHS, develop plans preparing for the loss of the HS auditorium in 2016-17.	Collaborate with GHS BLT to prepare for the loss of the HS auditorium in 2016-17 and assist in the implementation of the plan.
A-3 Team	Create report for Board of Education at end of each semester identifying student participation and recommended changes for future programming.	A report is created and given to school board that illustrates the number of students participation in activities and sports each semester. January and June.

TEAM	GOAL STATEMENT	SUCCESS STATEMENT
TLT	Create a system for determining and assessing academic targets to identify whether or not individual students are "on target."	Assessments will be identified by November 1. Assessments will need to be administered by the end of the '15-'16 school year.
TLT	Investigate ways to improve the collection and use of feedback with students, colleagues, and administrators.	Still working on success indicator here.
TLT	Plan for the inclusion of Writing Matters Illinois writing targets in Atlas.	We would need data help to see if there are assessment tools in district that identify strengths and weaknesses in students' writing in order to identify which state writing resources would be necessary/helpful in the future.
GMS BLT	The GMS BLT will review the master schedule to align with long term financing and student learning needs (program use vs. cost)	A master scheduling plan in place by the beginning of semester2. Student scheduling will start by February 2016.
GMS BLT	The GMS BLT will assess the use of ASAP time.	An effective Rtl Tier 2 program, including a results-oriented progress monitoring system will be established.
GMS BLT	The GMS BLT will review the effectiveness of student led conferences.	A Parent Teacher Conference plan and schedule for 2016-17.
GMS BLT	The GMS BLT will develop Professional Learning programs to maximize professional growth.	Will pilot/field test at least 1 PLC.
GMS BLT	Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability.	Fiscal responsibility of building budget. Will implement Skyward requisition plan for all supply purchases from effective date.
HS BLT	Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability.	Occurs when everyone knows how to use the system and it is followed properly. Implement from effective date.
HS BLT	Develop the transition plan for high school students, staff, parents during construction phase of ProjectLEAF.	When all faculty are informed and know where they will be located in the years to come.
HS BLT	Review and recommend changes to the HS student scheduling process to address fluctuations in student course selection.	When a 2 or 4 year master schedule is developed and followed
HS BLT	Continue to encourage teacher growth in their understanding and use of the Danielson Framework by offering or creating PLC opportunities.	Positive comments on exit surveys at the end of the year.
HS BLT	Review graduation requirements to align both student academic and social needs with fiscal accountability.	Will integrate work with scheduling goals for Final Report.
HS BLT	Improved communication within our building with regard to our goals, intentions and purpose.	At the end of the school year when we survey the facility, we have more positive feedback.
DRT	Work with mentoring group to develop process and outcome analysis.	All Surveys have been completed and the final report has been submitted to the administrative team and Beth Kastorff.
DRT	Work with special services coordinator to develop quarterly reports for Rtl reports, particularly with new behavioral system.	The January report and May report will be completed. The information is given to Cassie Hanson and the rest of the administrative team.
DRT	Report percentages by grade level and demographic disaggregation on CVI data.	All Students 8th-12th have taken the CVI. All reports are completed by the deadlines stated. The reports are given to Taylor Protocol and the Administrative team.
DRT	Evaluate curriculum and its usefulness to Rtl and GMS and GHS.	First step will be to reach consensus with the two Building Teams on report template.

Name of District	What components do you see that you would like to include?	What were some factors you liked about this Plan?	What did you see in this Plan we should avoid?	Any other comments?
McLean Unit 5	<ul style="list-style-type: none"> <li>* Include our Eval. process w/Danielson rubric</li> <li>- Just reference it; don't include it in the actual Eval. Plan</li> <li>* Component Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>* Like color coded, 1 page descriptive of the Eval. Cycle</li> </ul>	<ul style="list-style-type: none"> <li>* Too much repetition - streamline!!</li> </ul>	
Centralia City Schools	<ul style="list-style-type: none"> <li>* Need to keep simple and easy to read</li> <li>* See C3</li> </ul>	<ul style="list-style-type: none"> <li>* Roles and Responsibilities of Evaluation Committee</li> <li>* Purposes of Evaluation</li> <li>* Standards for Teachers and Specialists - laid out who belonged where</li> <li>* Professional practice levels of Performance</li> <li>* Operating Principals</li> <li>* Evaluator and Teacher responsibility</li> <li>* Definitions</li> <li>* Core Beliefs</li> </ul>	<ul style="list-style-type: none"> <li>* Common Themes (framework)</li> <li>* Role of peer or volunteer mentor responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>* Curious as to why they labeled the distinguished category as Excellent, but had distinguished underneath</li> <li>* Non-tenure contract renewal</li> </ul>
Peru Elementary	They listed 8 Core Beliefs critical to the teacher evaluation process	Brief- to the point.	They only require one informal observation during the evaluation cycle	Interesting: Any teacher who is not evaluated during their scheduled year due to timelines missed by the evaluator default to an overall rating of "excellent"
Edwardsville	They did not list out everything, it wasn't full of a lot of stuff.	It is brief. Utilizes bullet points. References the school code.	Avoid duplicating what is in the current contract.	Will we put in the "yellow sheet" into the plan?
Oak Lawn-Hometown	1. p. 24 Teacher Evaluation Phase-In Plan, 2. pp 4-5 Evaluation Plan Beliefs, Themes and Commitments, p. 9 Roles of Evaluators and Teachers in Evaluation process, p. 7 Clarity of rubric explanation, p. 13 Chart with difference between Tenured and Non-Tenured,	Very comprehensive. Explanations are clear. We might want to hyperlink from some of these pages to other pages. For example, Nontenured Yr 1 links to a more blown out site.	p. 9 Evaluation Plan Definitions should be beginning or at the end.	Not so much text in the Plan, but link to other sites. We need to connect to our current growth/goal models.

# Preliminary State-level Results

Table 1. Percentage of Illinois Students by Achievement Level – 1<sup>st</sup> Release (online only) \*

English Language Arts/Literacy					
Grade Level	Percent of Students Who Exceeded Expectations	Percent of Students Who Met Expectations	Percent of Students Who Approached Expectations	Percent of Students Who Partially Met Expectations	Percent of Students Who Did Not Meet Expectations
3	2	32	23	22	21
4	5	32	30	21	12
5	2	35	28	23	12
6	3	30	31	24	12
7	8	29	28	20	15
8	6	32	27	20	15
H.S.	5	26	26	23	20
Mathematics					
Grade Level	Percent of Students Who Exceeded Expectations	Percent of Students Who Met Expectations	Percent of Students Who Approached Expectations	Percent of Students Who Partially Met Expectations	Percent of Students Who Did Not Meet Expectations
3	5	31	26	25	13
4	2	26	27	31	14
5	3	24	31	29	13
6	3	23	31	30	13
7	2	25	34	29	10
8	3	28	22	27	20
H.S.	0	17	24	37	22

\* These results are not fully representative of all students. Students who completed braille, Spanish, or ASL forms, and those who tested using a paper form are not included. Results at the high school have been aggregated due to small testing volumes in particular courses. Districts were allowed to choose the high school assessments that they would administer by level (e.g. ELA I and Algebra I/Integrated Math I), and therefore the results of any one course-based assessment cannot be interpreted as representative of overall Illinois performance.

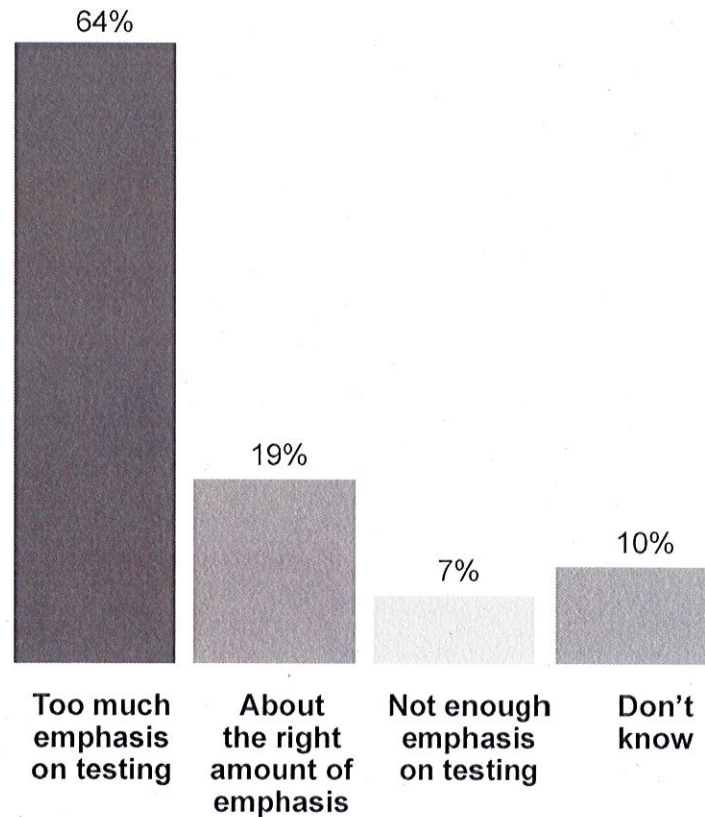
# Too much testing?

## Q2

In your opinion, is there too much emphasis on standardized testing in the public schools in your community, not enough emphasis on testing, or about the right amount?

2015 National totals

*Percentages may not equal 100 due to rounding.*



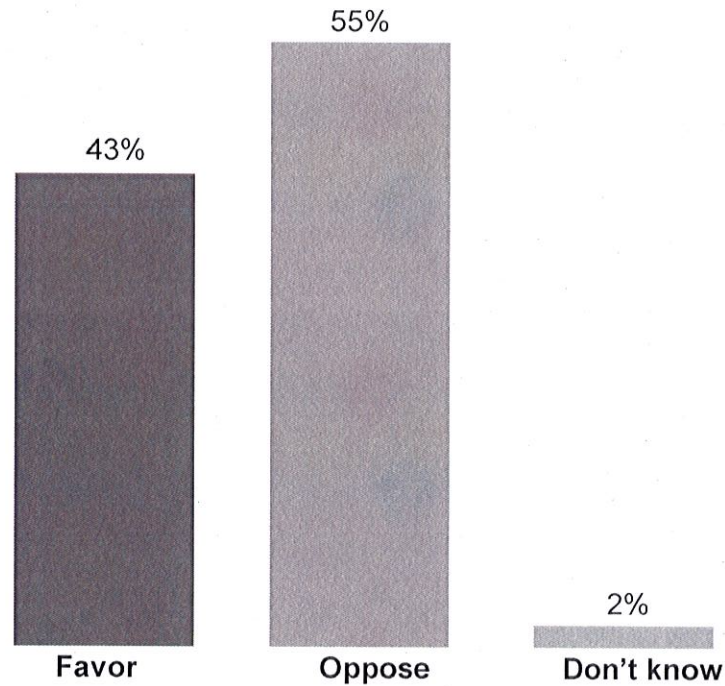
# Using tests to evaluate teachers

## Q9

Some states require that teacher evaluations include how well a teacher's students perform on standardized tests. Do you favor or oppose this requirement?

(Telephone)  
2015 National totals

*Percentages may not equal 100 due to rounding.*



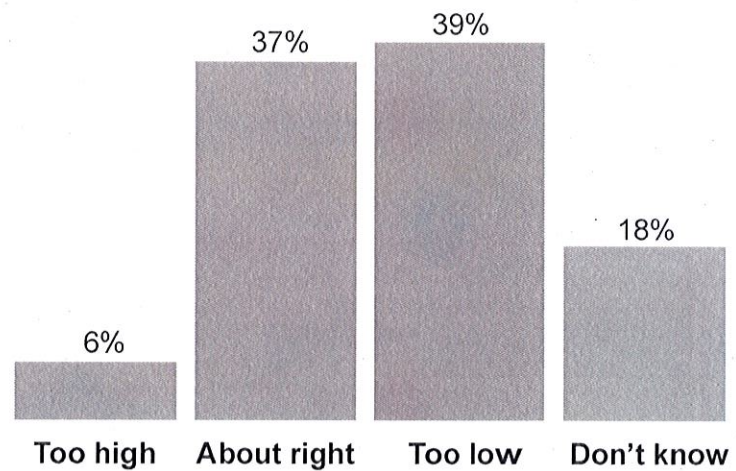
# Student achievement standards

## Q10

In your opinion, are student achievement standards in the public schools in your community too high, about right, about right, or too low?

2015 National totals

*Percentages may not equal 100 due to rounding.*





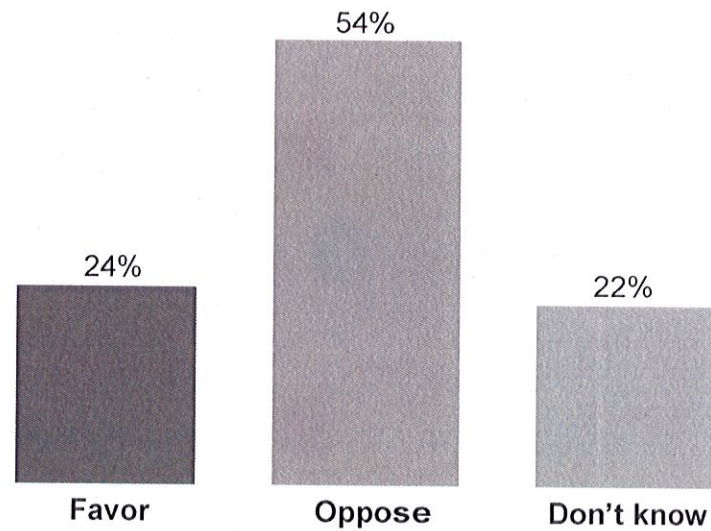
# Views on Common Core

## Q11

Do you favor or oppose having the teachers in your community use the Common Core State Standards to guide what they teach?

2015 National totals

*Percentages may not equal 100 due to rounding.*



# Assessing student progress

## Q3

In your opinion, which of the following approaches would provide the most accurate picture of a public school student's academic progress? Select all that apply.

2015 National totals

*Percentages may not equal 100 due to rounding.*

