

# Leadership Matters

January 2018



## Illinois Superintendent of the Year Dr. David Schuler



**2018  
Superintendents  
of Distinction  
Announced**

**IASA**  
ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

# This Month...



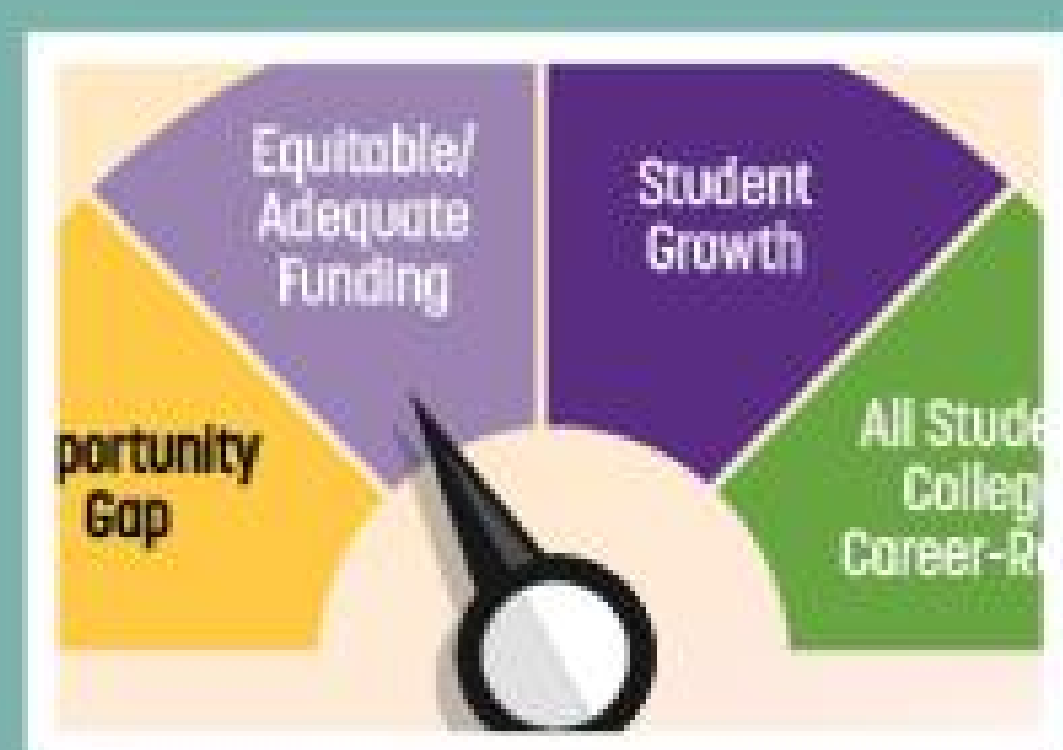
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David Schuler probably was always destined to become an educator. That ever-burning desire to improve and willingness to embrace change are two of the characteristics that those who work with Schuler say help him be such a highly effective educational leader.



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## Leadership Matters

January 2018

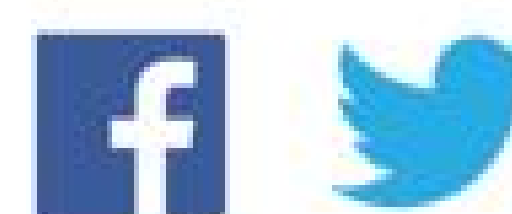
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**Message From the Executive Director**

# 2018 promises to be challenging sequel to historic year

**Dr. Brent Clark**

As historic and transformational as 2017 was for public education in Illinois, 2018 promises to be full of its own twists and turns with what looks to be one of the most lively gubernatorial campaigns ever and the exciting challenge of implementing the Evidence Based Model (EBM).

Achieving the first major overhaul of the state's school funding system in more than two decades was a tribute to the strength, unity and perseverance of so many of you that invested your time, talents and energy in the cause of equity for schoolchildren all over Illinois. Successfully implementing the EBM will require the same sort of effort. We likely won't see any of the new money for this year's EBM funding until at least the March-April timeframe as ISBE is focused on making sure all of the inputs and calculations into the new formula are accurate.

Adequate funding of the EBM will remain a top priority for IASA for FY19 and beyond because consistent funding is critical if the State of Illinois is serious about closing the equity gap.

The looming teacher shortage is another issue on our front burner. It is an issue Vision 20/20 identified a few years ago and offered remedies, including creating education licensure reciprocity and expanding alternative teacher licensure programs. Some legislation regarding those issues already has been passed, but more needs to be done and State Superintendent Dr. Tony Smith has indicated that ISBE shares many of our concerns with regard to the teacher shortage.

Election years always are unpredictable when it comes to the General Assembly and, if the preliminary campaign attack ads are any indication, we're going to see plenty of fireworks in the next few months in the governor's race. Campaign tax talk remains a hot topic with one of the Democratic candidates, J.B. Pritzker, promoting a progressive income tax while incumbent Governor Bruce Rauner continues to push for a property tax freeze and recently listed rolling back the income tax increase as his top priority.

While the property tax freeze failed to go anywhere in 2017, it is an issue we cannot afford to ignore. We urge you to continue to communicate to your legislators the impacts such a freeze would have on your school district.

Other issues to keep an eye on in 2018 include the work of the TIF Task Force, consolidation talk and unfunded mandates. Unfunded mandates are always an issue for public education and this being an election year we may see even more of them being proposed. We must battle to hold the line on unfunded mandates while continuing to seek more relief from them. We made some gains last year with relief from the P.E. and Driver's Ed mandates as well as some streamlining of the waiver process.

Make no mistake. We absolutely support relief from any unfunded mandate that does not directly affect civil rights or student safety. That has been one of the tenants of Vision 20/20. But the decision-making must stay in the hands of the school board members elected to represent their communities.

We demonstrated last year what the strength of unity can accomplish. We must hit the ground running in 2018 and again speak with one voice on these critical issues.

## Change in Communications Team

Before I close, I'd like to thank IASA Communications Director Mike Chamness for the excellent service and advice he's brought to the IASA over the past 6½ years. In mid-2011, when Mike joined IASA, we didn't have a communications department so he started with a blank slate and has built a solid and reliable department to support members and the association. His vast career experiences were drawn upon to assist members with far-ranging issues as well as guide the association through tumultuous times.

Although he has agreed to still run our crisis communications academies, Mike is transitioning towards a bit slower pace and will be heading back over to chair the Illinois Terrorism Task Force (ITTF) for the State of Illinois. I know the irony in slowing down by heading up the ITTF versus communications for school administrators, but such is the field of public education in Illinois. Mike will be missed and we wish him the very best!

Simultaneously, we want to extend a warm welcome to IASA's new Communications Associate Lauren Davis. Ms. Davis brings a well-developed background to the job and she will be starting work with us on January 8. You will undoubtedly want to make her acquaintance soon.

*I hope everyone enjoyed blessed holidays and, on behalf of the entire staff at IASA, I want to wish everyone a happy, safe and productive New Year!*

*Brent Clark*



# No easy way to say goodbye to IASA

By Michael Chamness  
IASA Director of Communications

There is no easy way to say goodbye to people you admire and respect, or to a job that you truly enjoy. So as I venture into semi-retirement, perhaps the best thing I can do is simply say Thank You!

Thank you to Dr. Brent Clark and the IASA for giving me the opportunity to work for this wonderful association the past 6½ years. Before coming to IASA, I had been an editor at two newspapers and director of a couple of state agencies. From my experience, I can tell you that the size of staff at IASA is unbelievably small compared to the amount and quality of work produced. The “trim-the-fat” government reformers might learn a thing or two by studying IASA. I mean that as a tribute to the IASA staff because each and every member of the staff is a critical cog in the organization.

In one of my previous careers, I had the privilege of working with men and women who carried the leadership titles of General or Chief. Dr. Clark provides that same level of leadership for IASA. His experience as a school superintendent, his willingness to push the envelope and his political savvy have helped guide IASA through some very challenging times. One thing that impressed me when I interviewed for this job was his vision for the organization; he was not content to just maintain or tread water. Whether it was adding the new positions of Director of Communications or Field Services Directors, leading the fight against an unconstitutional pension theft law or changing the most inequitable school funding formula in the country, Dr. Clark has been willing to be out front.

Thank you also to school superintendents throughout the state for accepting me the way that you did. I learned a lot from you, literally call by call and issue by issue. Before I came to IASA, in addition to my newspaper career, I had transitioned to a 20-year career in state government, serving as Director of Communications for the Office of the Secretary of State, Director of the Illinois Emergency Management Agency (IEMA) and then Chair of the Illinois Terrorism Task force for 12 years.

I developed the highest level of admiration for those involved in public safety. I will leave this position with the same high regard for those who serve in the public education arena. Those professions are a lot more alike than I ever

could have imagined. One protects lives and property, the other transforms lives and produces the future lifeblood of communities great and small.

When I arrived here in 2011, my outsider’s view was that IASA opposed, for good reason, many bad legislative ideas. But I was hard-pressed to list what IASA stood for beyond the motto of “Maximum Educational Success for All Students.” That’s a noble mission, but how you get there is the fine print most people want to see.

Vision 20/20 changed public perception. No one now needs to guess what IASA stands for when it comes to providing educational opportunities for the more than 2.1 million schoolchildren in our state. Vision 20/20 provided a blueprint for public education, and Equity and Adequacy are at the top of the priority list. The Evidence Based Model—if legislators have the wisdom to properly fund it—will lift those school districts furthest from adequacy and will shrink the opportunity gap that for far too long has been defined by zip codes in our state.

It’s been an exciting time to be at IASA, especially for someone who thrives on adrenaline. The pace was hectic at times, but it’s really rewarding when everyone is pulling in the same direction to try and accomplish something good. I hope to slow down, but not too much. I have been asked to return as Chair of the Illinois Terrorism Task Force on a part-time basis to assist Rodger Heaton, who has moved up to become the governor’s Chief of Staff. I am going to do that because of the tremendous respect I have for Rodger and for the ITTF.

I also would like to stay involved in public education communications and I would consider taking on a few school districts to assist with their communications. I often kidded superintendents when they called with some crisis situation that no one ever called to just say hi. I know you are busy, but if you just want to say hi, I can be reached at [cham1111@att.net](mailto:cham1111@att.net)!

IASA communications will be in excellent hands with the hiring of Lauren Davis. I wish for her as much fun and wonderful experiences as I enjoyed in my time here.

So I will leave you simply with this: Thank You!

Mike Chamness



# New Addition to the IASA Family

We would like to introduce and welcome **Lauren M. Davis** to the IASA family as our new **Communications Associate**.

Ms. Davis, a graduate of Schaumburg High School, hails from Schaumburg but has called Central Illinois home for the past several years. She joins IASA in the midst of historic school funding reform and at the precipice of what is likely to be one of the most brutal gubernatorial elections ever. Her skills in communications, public policy, and reporting will be put to the test as we collectively navigate public education forward.

Her academic background is well structured to meet the needs of the members and association. She carries a B.A. in Communications and a Master's in Public Affairs Reporting with both degrees being earned at the University of Illinois Springfield where she attended on a tennis scholarship.

Her professional experience spans work at state agencies, broadcast television and interning in the Illinois Senate. Her Springfield work as a Revenue Tax Specialist at the Illinois Department of Revenue triggered her interest realizing firsthand how public policy impacted people and she knew that she wanted to be a part of influencing policy instead of just administering it.

Her work at WCIA-3, a CBS TV affiliate headquartered in Champaign, caused her to be in the midst of the dealings of the Illinois legislature this past summer including the budget impasse, the passing of the Evidence-Based Funding for Student Success Act and the passage of new revenues. All of these items, in some way, will be at the center of this coming year's legislative discussions again so we believe Lauren will be prepared for the battle ahead.

Lauren is eager to begin working at IASA and using her experience and expertise to implement the ideas of Vision 20/20 and other initiatives important to Illinois school districts. As a mother of two, she has a real personal stake in ensuring the advancement of public education and looks forward to working with administrators throughout the state to move the vision forward.

Please join us in welcoming Lauren Davis to the IASA Team. She can be reached at [ldavis@iasaedu.org](mailto:ldavis@iasaedu.org) or 217-753-2213.

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ANALYTICS



# Winter/Spring Academy/ Workshop Opportunities

IASA offers an array of Academies on topics such as Danielson Evaluation Model, Coaching Employees, Communications, Board/Superintendent Relationships, Adaptive Leadership, Strategic Communications, and Essentialism, just to name a few! The following list includes open Academies through June 2018.

The list is growing so check out the PD [Calendar of Events](#) on the IASA website and IASA app for all your needs. If you'd like to schedule an Academy or training session in your area or school district, contact Melissa Arney at 217-753-2213 or [marney@iasaedu.org](mailto:marney@iasaedu.org)

**Click on date to register:**

## Gathering Evidence During Observations & Conferencing Using the Danielson Model (AA #1801)

<a href="#">January 24, 2018</a>	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421
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## Teacher/Administrator Evaluator Retraining: Student Growth (AA #3000/3001/3002)

<a href="#">April 17, 2018</a>	PBL CUSD #10 office, 700 W. Orleans, Paxton, IL 60957 <a href="#">(will confirm before publication)</a>
<a href="#">June 13, 2018</a>	Lake Bluff Middle School, 121 E. Sheridan Place, Lake Bluff, IL 60044

## Principal Evaluator Competency Skill Building for Pre-Qualified Principal Evaluators (AA #1865)

<a href="#">February 22, 2018</a>	Streator HS Library, 202 W. Lincoln Ave., Streator, IL 61364
<a href="#">April 16, 2018</a>	PBL CUSD #10 office, 700 W. Orleans, Paxton, IL 60957 <a href="#">(will confirm before publication)</a>
<a href="#">April 18, 2018</a>	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421
<a href="#">April 25, 2018</a>	Mount Vernon Elks Lodge, 1107 Jordan St., Mount Vernon, IL 62864

## Moving from Vision to Action: Learn How to Become an Essentialist (AA #1820)

<a href="#">January 26, 2018</a>	Prairie Hills Junior High School, 16315 Richmond Ave., Markham, IL 60428
<a href="#">February 27, 2018</a>	BHS Reg. Office of Education, 107 S. State St., Atkinson, IL 61235



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# Illinois Superintendent of the Year fulfills destiny to become educator and champion for public education

By Michael Chamness  
IASA Director of Communications

David Schuler probably was always destined to become an educator.

“My mom was a teacher, and as far back as I can remember I always wanted to be a teacher,” said Dr. Schuler, the 2018 Illinois Superintendent of the Year who serves as head of High School District 214 in the northwest suburbs of Cook County. “I always knew I wanted to help others while continuing to learn myself.”

That ever-burning desire to improve and willingness to embrace change are two of the characteristics that those who work with Schuler say help him be such a highly effective educational leader.

“What an incredibly humbling experience to be recognized by my peers throughout Illinois. The credit truly goes to the

students, staff and the extremely supportive school board of High School District 214,” Schuler said about being named the state Superintendent of the Year.

“High School District 214 is a microcosm of the country. I am truly fortunate to work, hands down, in the best school district in the country,” he said of the second-largest high school district in the state, serving 12,000 students in six high schools and four specialized learning programs. “We provide tremendous opportunities for our students. I am continually amazed that when adults from the community walk through our schools they say that they wish they could go back and do high school again because what we are providing our students today is so radically different than what many adults experienced when they were in high school.”

*continued next page...*

## Schuler...cont'd.

The opportunities in District 214 are not lost on Allie Ontaneda, a senior at Rolling Meadows High School who is part of the district's Education Academy designed to encourage students to become teachers.

"I have this awesome opportunity that I am literally a teacher. I am dressing like a teacher, acting like a teacher and I am relating with students like a teacher...and I am a senior in high school. It is really awesome," Ontaneda said. "The word I would choose for Dr. Schuler is inspiring. It means someone believes in the power of education and all of us students who want to be a teacher and make a difference in the world."

District 214 School Board President Todd Younger described Schuler as an innovator.

"Public education is not failing in District 214. We are creating pathways and opportunities for our students that the country could learn from," Younger said.

Schuler talked about the concept of "failing forward" and acknowledged that his school board encourages him and his administrators to take risks even if those attempts may not always end in complete success. Dr. Lazaro Lopez, District 214 Associate Superintendent for Teaching and Learning, said Schuler, in turn, "empowers his staff to lead."

"It is not about him. He has a wonderful way of challenging you and asking you to rethink things that really has no boundaries or limits," said Lopez, who also serves as the Chair of the Illinois Community College Board and was named Illinois Principal of the Year in 2013.

Those who nominated Schuler noted many accomplishments during his 12-year tenure as superintendent of District 214, including:

- Having all six high schools in the district consistently ranked among the best in the state and country. In U.S. News and World Report's 2016 ranking, all six schools earned either a Gold or Silver medal, and were named

**“...I am literally a teacher. I am dressing like a teacher, acting like a teacher and I am relating with students like a teacher... and I am a senior in high school. The word I would choose for Dr. Schuler is inspiring. ...someone [who] believes in the power of education and all of us students who want to be a teacher and make a difference in the world.”**

*Allie Ontaneda, senior at Rolling Meadows High School*

among the top 45 public schools in the state. All six schools also were ranked in the top 11 percent in the nation in a Washington Post study that assessed the level of rigor in schools.

- Achieving awards and recognition for financial excellence, including a perfect 4.0 score from the Illinois State Board of Education (ISBE) on the district's Financial Profile Designation.
- Creating Educator Prep, a teacher preparation program that provides resources, dual-credit opportunities, mentoring and job placement to students through partnerships with elementary schools and postsecondary institutions. The program is designed to empower the next generation of teachers with a specific focus on solidifying minority students' interest in the education profession.
- Implementing a Career Pathways program that provides students with rigorous courses, access to early college credits, industry certifications, and personalized, career-specific learning experiences. Students have 44 career pathways from which to choose, there are 2,700 annual student workplace learning experiences, and in one year students earned 34,565 early college credits.

"We set a goal several years ago as part of the Redefining Ready! campaign to ensure that every individual that graduated—some 3,000 students a year—would have an internship and workplace learning experience aligned to







[Click here to watch the 2018 Illinois Superintendent of the Year video!](#)



**Public education is not failing in District 214. We are creating pathways and opportunities for our students that the country could learn from.**

*Todd Younger, School Board President, District 214*



their career pathway of interest prior to going across our (graduation) stage,” Lopez said.

The Redefining Ready! campaign referenced by Lopez is a national initiative launched during the 2015–16 school year when Schuler served as President of the American Association of School Administrators (AASA). The purpose of Redefining Ready! is to introduce new research-based metrics to more appropriately assess that students are college ready, career ready and life ready. “Students are more than just a test score” is one of Schuler’s most noted catchphrases.

Ricardo “Ricky” Castro, a District 214 ELL and Spanish teacher who was honored as the 2017 Illinois Teacher of the Year, said of Schuler: “A lot of times our educational systems follow traditional models that are outdated, but I think Dr. Schuler has been very relevant.”

Linda Thorson, head of District 214’s Education Academy and Educator Prep Program, called Schuler a “true visionary, in the sense that he sees a need well before that need arises... and he makes sure every barrier that’s in our way is taken away.”

Schuler graduated from Clintonville High School in Wisconsin. He got his undergraduate degree from Carroll University in Waukesha, Wisconsin, where he began his career in education as a Social Studies teacher. He attained his Master’s and Doctorate Degrees from the University of Wisconsin, and his career path included jobs as Student Activities and Athletics Director, and Principal before being named Superintendent of Schools in Marshall, Wisconsin and then Steven Point, Wisconsin. He was hired to lead District 214 in 2005. Schuler and his partner have two children, Maliah (6) and Gavin (4).

Dr. Brent Clark, Executive Director of IASA, said of Schuler: “He is positive, full of energy and never takes no for an answer. He finds a way to get it done. I think Dave is one of the people who’s always looking over the horizon determining where we need to be as public school educators and where public schools need to be to best suit and serve school children.”

In his award acceptance speech delivered November 18 at the Joint Annual Conference in Chicago, Schuler rallied the more than 2,500 educators and school board members in the audience to stand up for public education.

“We have a moral obligation, an opportunity, to transform the narrative around public education in this country, and we can do it if every person in this room stands together and focuses on what really matters,” he said. “We know that our kids are defined not by how they do on a test but the experiences they bring and they learn from in our public schools.”

Schuler has been named one of four finalists for National Superintendent of the Year, the winner of which will be named at the AASA National Conference February 15–17 in Nashville, Tennessee.

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## THE IASA WEBSITE ([www.iasaedu.org](http://www.iasaedu.org))



From the President of the United States to a school superintendent in Illinois, situational awareness is the best way to start the day. The IASA website can be the source of a quick intel briefing for educational leaders. The IASA website contains the educational topics and news of the day, including News in Brief, a live Twitter feed, an interactive calendar of events and access to all IASA publications.

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## IASA PUBLICATIONS

Capitol Watch, Leadership Matters, Ed Leadership Thoughts and other publications are emailed to IASA members and they also can be found on the IASA App and on the website.



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## Saluting This Year's Award Winners

**I**ASA is pleased to announce the 2018 IASA Superintendents of Distinction. The winners were selected in the 21 IASA Regions based on the following criteria: Leadership for Learning, Communication, Professionalism and Community Involvement.

The Superintendents of Distinction awards program was created in 2015 to honor the exemplary work that is being done by superintendents all over the state.

The Superintendents of Distinction are selected by their peers using the process determined by that Region. The 2018 Superintendents of Distinction will be honored at an awards luncheon to be held May 1 in Springfield.



**Adam N. Ehrman**  
New Berlin CUSD 16  
Abe Lincoln



**Scott D. Kuffel**  
Geneseo CUSD 228  
Blackhawk



**Sharon Desmoulin-Kherat, Ed. D.**  
Peoria District 150  
Central IL Valley



**Daniel Cates**  
Township High School District 211  
Cook North



**Dr. Sheila Harrison-Williams**  
Hazel Crest District 152.5  
Cook South



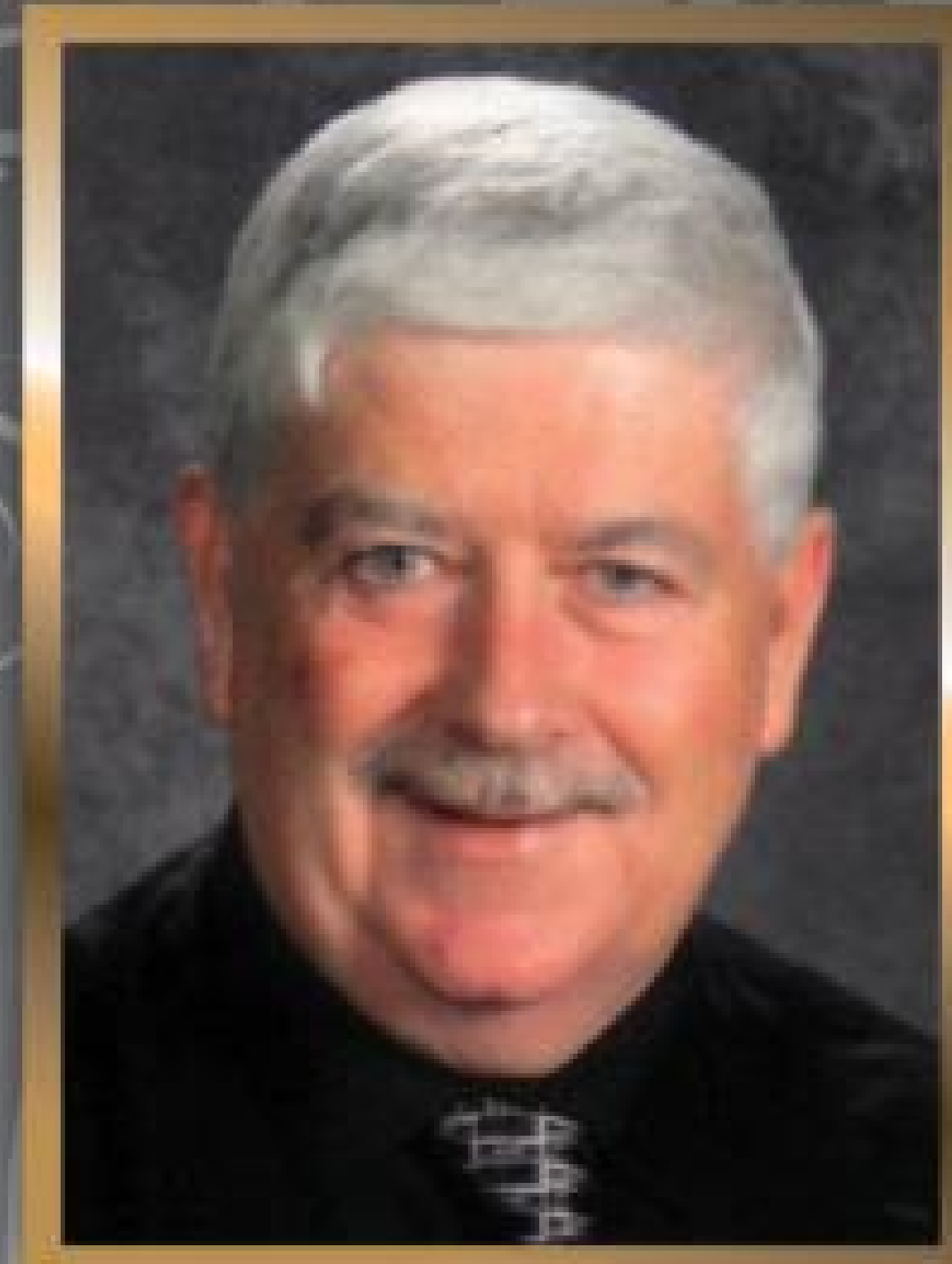
**Dr. Glenn Schlichting**  
La Grange SD 105  
Cook West



**Gary Tipsord**  
LeRoy CUSD 2  
Corn Belt



**Victoria L. Tabbert**  
Queen Bee District 16  
DuPage



**Timothy P. O'Leary**  
Pinckneyville District 50  
Egyptian



**Dr. Jean M. Neal**  
Georgetown-Ridge Farm CUD 4  
Illini



**Brad Skertich**  
Southwestern CUSD 9  
Kaskaskia



**Rick A. Schmitt**  
Sandwich CUSD 430  
Kishwaukee



**Dr. Michael Lubelfeld**  
Deerfield District 109  
Lake



**Dr. PJ Caposey**  
Meridian CUSD 223  
Northwest



**Chris Grode**  
Murphysboro CUSD 186  
Shawnee



**Jonathan Tallman**  
Red Bud CUSD 132  
Southwestern



**Mark R. Cross**  
Peru ESD 124  
Starved Rock



**Dr. Patrick M. Halloran**  
Morris CHSD 101  
Three Rivers



**Dr. Kevin Blankenship**  
Scott-Morgan District 2  
Two Rivers



**Julie L. Kraemer**  
Hutsonville CUSD 1  
Wabash Valley



**Jodi L. Scott**  
ROE 33  
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## The EBM and ESSA... Now What??

by **Ralph Grimm**  
IASA Field Services Director

The passage of the Evidence Based Model (EBM) for school funding and the Illinois State Board of Education (ISBE) response to the Every Student Succeeds Act (ESSA) represents the most comprehensive change to public education in Illinois in the last 20 years. I believe the question that needs to be answered most is “Now what?” The IASA is developing workshops to be held in January, February and March of 2018 that will help superintendents answer this question and to understand how these plans complement one another to help Illinois students.

Both of the aforementioned initiatives are complex and complicated with many moving pieces. Both initiatives force us to look at funding and accountability in ways we have not done in the past. Gone is the reliance on attendance as the major factor in determining our General State Aid, and gone is the blame, shame and punish aspects of No Child Left Behind, where children were merely scores on a standardized assessment.

The EBM shifts the focus of funding to adequacy and equity. Public school funding is now based in part on a set of 26 research-based elements designed, when implemented with fidelity, to improve student outcomes, and to provide every Illinois public school student access to a high quality education. Also paramount to the EBM is the idea of closing the adequacy gap between those districts that spend \$4,500 per student and those that spend in excess of \$26,000 per student. The primary goal of the EBM is to have every school district in Illinois being funded at 90 percent of their adequacy target within 10 years—a heavy lift, to be sure. To meet this goal, a significant, continued investment in public education must be made by our legislators over the course of the next decade.

The ESSA is the accountability piece that will allow public school educators to show, with a multitude of indicators, that public education in this state is not failing but, in fact, is working better now than ever before. The ESSA provides a quality framework through which schools and school districts can plan their work with research-based elements of continuous improvement. A rubric based on the quality framework is being field tested currently. This framework will provide a solid direction that schools and school districts should embark upon in order to successfully

Student  
Growth

and continuously demonstrate that quality learning is taking place, and that Illinois public school students are learning and improving.

This is a significant opportunity for all Illinois educators that we have not had in many years.

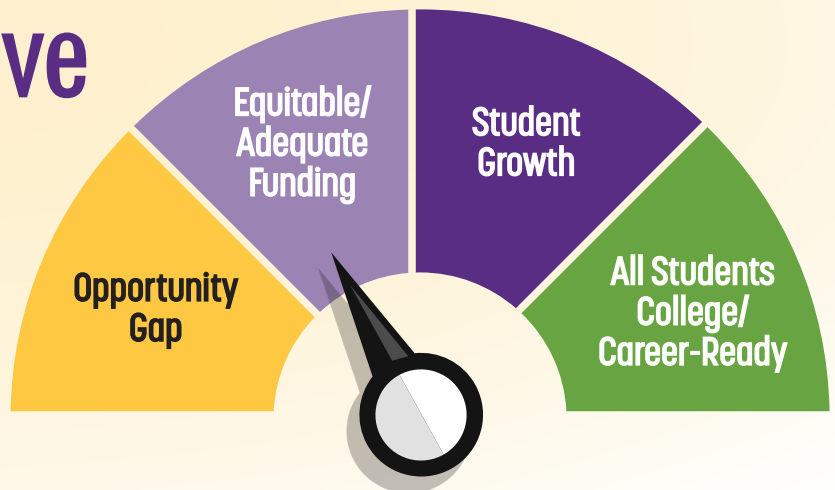
It seems to me that in order to move the needle on student outcomes, there must be a continued investment in public education. We are just now coming out of an eight-year period where public schools in Illinois were underfunded by the state legislature due to proration and lack of payment of categoricals. During this time, many school districts made massive cuts to programs and personnel. It is now time to restore that funding so that the gains that have been made during drastic spending cuts can be maintained, expanded and duplicated.

I also think that in order to keep the investment in public education coming at the level it needs to we must give the legislators a reason to do so. Being able to document improved student outcomes through the ESSA initiative will allow us to do just that. For these reasons, it seems to me that the EBM and ESSA are inextricably linked. In order to move the needle on student outcomes, we need increased funding. In order to get increased funding, we need to move the needle on student outcomes. In other words, we won't get more spending without improvement in student outcomes.

Beginning in January, 2018 the IASA will roll out a series of three workshops designed and delivered by Illinois superintendents for Illinois superintendents. The first workshop will be delivered in January and will focus on all things EBM. The second workshop will be delivered in February and will focus on all things ESSA. The third workshop will be delivered in March and will focus on how to connect the EBM and ESSA in a meaningful way in order to communicate both to our district stakeholders. I believe participating in the workshops will pay dividends for those attending, and I encourage all superintendents to sign up for all three workshops. Please see the ad on pages 16–17 or visit the [IASA home page](#) for more information.

Finally, I want to encourage everyone to stay positive about both the EBM and ESSA. There are many moving pieces to both initiatives. There are still details to be worked out. We must remain patient and optimistic while the final details for both initiatives are being completed. ISBE has made a huge investment in human capital to seek feedback on what the ESSA plan should look like, and continues to do so while final implementation details are being worked out. State Superintendent Dr. Tony Smith and his staff are to be commended for their careful, pro-student work. Let's stay positive and open minded about these two initiatives. With some hard work and a little faith, I believe we now have the tools to show people what we all know: Public education in the state is working and working well—and the best is yet to come.

# It's Time to Move the Needle



**IASA EBM/ESSA Workshops: designed to facilitate the EBM/ESSA planning process**

IASA is holding a series of three workshops at locations around the state. The concept of the workshops is to show the relationship between the Evidence Based Model (EBM=Funding) and the Every Student Succeeds Act (ESSA=Accountability).

\$45 Cost per person, per 6-hr. workshop, includes lunch.

[CLICK HERE FOR REGISTRATION](#)

## JANUARY WORKSHOP: A deeper dive into the EBM



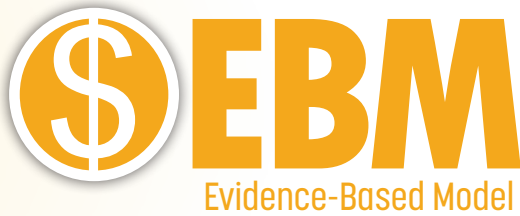
- Defining the 26 elements
- A better understanding of the primary components
- A basic understanding about the calculations in the model
- Communication with Stakeholders



### Locations:

CARTERVILLE	Monday, Jan. 8
EFFINGHAM	Thursday, Jan. 11
BELLEVILLE	Friday, Jan. 12
MACOMB	Thursday, Jan. 18
PEORIA	Wednesday, Jan. 17
SPRINGFIELD	Monday, Jan. 22
EAST MOLINE	Tuesday, Jan. 23
GRAYSLAKE	Wednesday, Jan. 24
CHICAGO HEIGHTS	Thursday, Jan. 25
FRANKLIN PARK	Monday, Jan. 29
DES PLAINES	Tuesday, Jan. 30

*last thing before publishing: check these dates/locs again w web homepg*



with



**These IASA workshops will show the relationship between the EBM, which is funding, and ESSA, which is accountability. We have finally achieved a new, more equitable school funding system in Illinois and now it is important for us to move the needle.**

—IASA Field Services Director Ralph Grimm, who is heading up the development of the EBM/ESSA workshops along with Dr. Jennifer Garrison, Superintendent of Sandoval CUSD 501.

**FEBRUARY WORKSHOP:**  **All things ESSA**

- Identification of the main requirements in the State’s ESSA plan
- Best practices
- Discussing the new accountability standards and the rubric ISBE will use to assess schools
- IL–Empower—Supports, Interventions and Communication with Stakeholders

Thursday, Feb. 1

Tuesday, Feb. 6

Wednesday, Feb. 7

Tuesday, Feb. 13

Thursday, Feb. 8

Tuesday, Feb. 20

Wednesday, Feb. 21

Thursday, Feb. 22

Monday, Feb. 26

Tuesday, Feb. 27

Wednesday, Feb. 28

**MARCH WORKSHOP:**  **Connecting and Communicating EBM and ESSA**

The third IASA workshop dealing with EBM and ESSA will focus on helping district teams make the connection between the EBM and ESSA and possible ways to communicate information with their stakeholders in a way that tells each district’s unique story. This final workshop in the IASA EBM/ESSA triad will be hosted in each of the 21 regions and facilitated by region members.

Teams will be led in facilitated conversation in order to review their strengths, weaknesses, opportunities and threats regarding the 26 elements identified in the EBM and key pieces of the ESSA plan—most notably the Quality Framework, and the Academic and School Quality/Student Success indicators.

Attendance at the IASA EBM and ESSA Workshops held in January and February of 2018, respectively, is strongly encouraged for maximum benefit from the March workshop. Documents and analysis of the EBM and ESSA data from the January and February workshops will be essential pieces of the March workshop. Look for registration information about the March workshop in mid-January, 2018.



## EBM + ESSA = New Way of Making Decisions



**Dr. Richard Voltz**  
**IASA Associate Director/Professional Development**

Over the past several years I have written several blog articles concerning PARCC scores and the impact or lack of impact on actual school district policy decisions. For a further understanding of my thoughts you may want to read the following blog articles:

- PARCC = International Benchmark Standards: Are they too high? <https://richvoltz.edublogs.org/2015/10/16/parcc-international-benchmark-standards-are-they-too-high/>
- How many parents have asked you about Partnership for Assessment of Readiness for College and Careers (PARCC) scores? <https://richvoltz.edublogs.org/2016/01/12/how-many-parents-have-asked-you-about-partnership-for-assessment-of-readiness-for-college-and-careers-parcc-scores/>
- Student Proficiency vs Student Growth <http://richvoltz.edublogs.org/2015/09/30/student-proficiency-vs-student-growth/>

The following are some highlights from these articles:

- Almost all states have abandoned the words “Common Core” and now refer to Common Core as “State Standards.”
- One of the stated goals of Common Core was to create internationally benchmarked standards. To understand what this really means, I researched what the words “internationally benchmarked standards” mean. As an example, an “exceeds in Math” at the high school level is equivalent to a 33 on the ACT test. Is it a wonder that few Illinois high school students exceed standards in math?
- The Illinois transition from ISAT to PARCC was an attempt to better align elementary student ISAT scores with ACT college-ready scores. Thus, elementary scores of students meeting or exceeding standards in the 90% or better range became 30% or better on PARCC. Do you really think cumulative student scores dropped by 60% in one year? No, the cut score changed.

- Student growth score analysis quickly grew as an alternative way of reporting student achievement because of this perceived drop in student achievement. However, critics were quick to point out that these growth scores were not indicative of student achievement or putting it another way, of being “College and Career Ready.”
- The concept of Growth vs. Proficiency is still being debated. Most experts agree that proficiency scores (PARCC) need to be reported to the public but the institution (school district) should be using growth scores to determine policy, decision making and teacher and principal evaluation ratings.
- After researching college enrollment and college completion, I determined the following: If 66% of high school graduates enroll in college and then 59% graduate within 6 years, then an estimated 39% of high school graduates graduate from college. I would assume this means they are “college ready” if they graduate. This statistic is far more than the 17% of Illinois students who met or exceeded expectations on the PARCC. I believe the cut scores are not set correctly.
- I have also written about the family involvement for student academic proficiency. In families (especially immigrant families from countries such as India, China, Viet Nam and others) that value education and require their children to study and work hard in school, the meets and exceeds proficiency rates are very high. Schools need help from parents and families to achieve higher proficiency scores.
- Another blog post I wrote concerned my perceived lack of parental attention to their child’s PARCC scores. Parents want to know what college their child will be able to successfully be admitted more than they want to know their child’s PARCC score.

So why as a school superintendent did I take you on this walk through research and my ideas on public education? The reason is that the new Illinois ESSA plan allows schools and districts to tell their own stories about how your schools are being successful.



My first recommendation to you would be to determine what your public thinks are the success factors for your schools. High schools might want to refer to the work of Dr. David Schuler and High School District 214 in Arlington Heights. Dr. Schuler has initiated a campaign to redefine what it means to be ready for college, work and life. It is titled "Redefining Ready!" <https://www.redefiningready.org>. This website encourages schools to expand the definition of ready to possibly include some or all of the following: "The new readiness indicators, developed from research by world-class organizations, more accurately reflect the educational landscape of the 21st century. Multiple metrics include Advanced Placement courses, Algebra II, early college credits, industry credentials, attendance, and community service, among others."

I would suggest that you look at the ISBE strategic goals. They include the following:

Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness
- Ninety percent or more third-grade students are reading at or above grade level
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics
- Ninety percent or more of ninth-graders are on track to graduate with their cohort
- Ninety percent or more students graduate from high school ready for college and career
- All students are supported by highly prepared and effective teachers and school leaders
- Every school offers a safe and healthy learning environment for all students

You could convene the stakeholders in your school district and determine what measures your district stakeholders believe define success for your students. Let's say your stakeholders determined similar benchmarks as ISBE, your message might look like the following:

- X% of our kindergarteners are ready for school. This number has increased considerably following the expansion of our pre-kindergarten program.
- X% of our third graders are at reading level based on Lexile scores. This number has increased due to the following factors: reduction in student to teacher ratio at grades K-3; the change in our reading program; the addition of reading coaches for our primary teachers; and the reading interventions for students not meeting expectations.
- X% of our fifth graders meet or exceed PARCC standards in math. This percentage has increased due to our revision of the math program to directly align to the Illinois Learning Standards and our conversion to a standards-based grading system.
- X% of our ninth graders are on track to graduate. This percentage has increased dramatically as a result of our new freshmen orientation program, our employment of additional counselors at the ninth grade level who track student grades on a weekly basis, and the interventions we pursue with students who have any grades lower than a C.
- X% of our students are college and career ready as evidenced by the new high school requirement that students pass the local junior college math and English readiness assessment. Any student who does not pass the assessment is required to take a non-college credit remedial course in the subject they did not successfully complete. This course is taught by the junior college at our high school and the district covers the cost of the class for the student. This is our school district guarantee that all students will be able to take college-level math and English for college credit after they complete high school.
- X% of our teachers are National Board Certified. This is an increase of X% from five years ago.
- The district has remodeled all entrances to the schools to increase the safety of students and staff.

# myON tackles the challenge of access to provide literacy opportunities for all kids

**By Michael Chamness**  
**IASA Director of Communications**

Illinois is one of the largest, most diverse states in the country, ranging from the heavily populated Chicago metropolitan region in the northeastern corner to some of the most sparsely populated rural areas in the nation downstate. It also is a state with a deep digital divide. More than half of Illinois' K-12 students come from low-income families, and after-school transportation to libraries or access to the internet can be challenging in some parts of the state.

Access is a top priority for myON, one of the leading providers of online literacy resources for schoolchildren.

"One of our main goals is to be able to extend literacy opportunities beyond the classrooms and schools and provide 24-by-7 access," said Chris Bauleke, who was named Chief Executive Officer of myON in April of 2017. "We are constantly looking for out-of-the-box ways to make sure no kids are at a deficit when it comes to reading and literacy."

One of the universal solutions is the myON app, which has the ability to provide offline access to myON's "library" of more than 5,800 enhanced digital books with reading supports. Available to download for free for students in districts that use myON, the app allows users to download up to 20 books when they do have internet access and then those books are available to read through the app even when the internet is not available.

There also are more "out-of-the-box" approaches, including the use of a repurposed school bus in Manor, Texas, located just outside of Austin that provides mobile summer reading access as part of the "Reading on the Go!!" program. The artwork for the hard-to-miss Reading Bus—dubbed "a literacy celebration on wheels!" was created by Manor High School graphic design students.

On top of a wide selection of books for all ages, the "Reading on the Go!!" bus feature laptops and iPads loaded with reading material via myON, as well as games, fun posters, and snacks for the those who visit. In addition to myON, the bus and the program are sponsored by Samsung, Austin Semiconductor, and the Manor Education Foundation.

The "Reading on the Go!!" bus operates throughout the year, but the Manor District is especially focused on helping students avoid the "summer slide" by having the bus travel throughout



the community to businesses and public spaces all summer. The City of Manor even declared a "Reading on the Go!!" Day.

Setting up "myON-friendly zones" is another approach that has worked in some locations. That approach hinges on finding out where families and kids routinely go when the kids are not in school—places such as restaurants and laundromats, for example—and working with those businesses to offer free Wi-Fi.

Tina Jordan, an educational consultant for myON after a 25-year career as a teacher, recalled a myON literacy kickoff night her former district in the Minneapolis-St. Paul area held at a McDonald's that was located in a strip mall across the street from the school.

"About 95 percent of the kids in my district qualified for free or reduced lunches. Many had devices, but no internet access at home. We talked to the owners of the McDonald's restaurant about hosting a myON night," Jordan recalled. "Teachers and staff members worked behind the counter and we had a two-hour session for parents and kids where they had free Wi-Fi access. We not only served food, but we also were there to help educate the families about how to use myON, including how to download books on the free app while they were there so their kids could read those books when they got home even if they did not have internet access."

Jordan noted that a similar type of program called "Tacos + Technology" has been launched for some schools in Utah, and a "Breakfast and a Book" program is available for students and parents in Minnesota. The school district in Liberty County, Georgia, launched an innovative program to provide students free Internet access through

*continued on page 24...*

# Read Anytime, Anywhere on **myON**



**Empower your students!** Keep them reading and learning even when they're not in school.

- » Available **24/7**, online & offline
- » Ability to download **20 titles at a time**
- » **Concurrent** multi-user license
- » Access to **over 5,800 titles**
- » Variety of **topics and genres** to choose from so every student will find something they love!



Download the myON Mobile App to read offline on:  
iPad - Android - Chrome - Kindle Fire HD

For more details contact Kim Walsh

847-687-7409 • [kwash@myon.com](mailto:kwash@myon.com)



### myON...cont'd.

high-tech mobile Wi-Fi units. They transformed 24 school buses into stationary “hotspots” that are parked overnight in communities throughout the county where Internet access is not available.

These are just a few examples of schools and communities coming together to get kids reading.

ELL is another focus for myON. Just 30 miles north of the wealthy Malibu, California, seaside community, 85 percent of the students in Oxnard live in poverty. English is a second language for more than half of those students.

The Oxnard School District sponsored “App-y Hour” workshops in which teachers and principals shared the applications they had successfully used on new tablets the district had provided for every student and teacher. Out of those discussions, Superintendent Cesar Morales, who was named a 2017 Education Week Leader to Learn From, pushed to expand myON in an effort to support ELL in his district.

Access also is a major problem for some students in the Goreville School District in deep southern Illinois, prompting Superintendent Dr. Steve Webb to work with myON to find a solution.

“We have used MyOn for two years now and they have opened the door to so many opportunities for our kids. We are a rural area without a public library and 40 percent

poverty so we teamed up with MyON when we rolled out our 1:1 Technology Initiative to ensure access to thousands of books that our kids could read on state-of-the-art devices no matter their income level,” Webb said. “We also provided open free internet access throughout the school grounds and parking areas so that they could download books to their devices 24-by-7 in case they did not have access at home. Last year alone, our kids read over 11 million words on myOn! That’s in addition to the school library checkout system and any private selections they might choose. But, the best part of the program is that our kids are having fun learning and that was our goal all along.”

Jordan, who has a Master’s Degree in Psychology with an emphasis on child development, has seen technology transform education in her more than a quarter century of teaching. Going from blackboards to smart boards and encyclopedias to Wikipedia has happened at a dizzying pace. She said myON is dedicated to making sure no one gets left behind when it comes to literacy.

“When I was a teacher, I found that myON was a great way to connect families with our school,” Jordan said. “By working on creative solutions to provide literacy access to all kids, we are connecting schoolchildren to the world through a personalized program that matches students’ interests and reading levels to a recommended list curated from the more than 5,800 enhanced digital books and reading supports that myON offers.”



Click [here](#) to view the IASA interactive Calendar of Events online.




- IASA Event
- Professional Development Event
- Legislative Event
- Region Meeting  
(Contact your Region President for details)

## January 2018

- |                |                   |
|----------------|-------------------|
| Tues. Jan. 9   | Starved Rock      |
| Wed. Jan. 10   | Illini, Northwest |
| Thurs. Jan. 11 | Corn Belt         |
| Fri. Jan. 12   | Lake, Kaskaskia   |
- 
- |                |   |
|----------------|---|
| Wed. Jan. 17   | <a href="#">Seeking the Superintendency</a><br><a href="#">(CLOSED) Danielson Training for Teachers</a> |
| Thurs. Jan. 18 | Central IL Valley<br><a href="#">(CLOSED) Coaching Teacher Evaluators...</a>                            |
| Fri. Jan. 19   | Western, Three Rivers<br><a href="#">(CLOSED) Teacher/Administrator Evaluator...Student Growth</a>      |
- 
- |                |   |
|----------------|---|
| Mon. Jan. 22   | <a href="#">(CLOSED) Coaching Teacher Evaluators...</a>                                 |
| Tues. Jan. 23  | <a href="#">(CLOSED) Gathering Evidence...</a>  |
| Wed. Jan. 24   | Abe Lincoln, Wabash Valley<br><a href="#">Gathering Evidence...</a>                     |
| Thurs. Jan. 25 | Kishwaukee<br><a href="#">(CLOSED) Teacher/Administrator Evaluator...Student Growth</a> |
| Fri. Jan. 26   | Egyptian<br><a href="#">Moving From Vision to Action...Become an Essentialist</a>       |
- 
- |               |  |
|---------------|--|
| Tues. Jan. 30 | <a href="#">(CLOSED) Principal Evaluator Skill Building...</a> |
|---------------|--|

## February 2018

- |               |   |
|---------------|---|
| Thurs. Feb. 1 | Cornbelt<br><a href="#">(CLOSED) Teacher/Administrator Evaluator...Student Growth</a> |
|---------------|---|
- 
- |               |  |
|---------------|--|
| Wed. Feb. 7   | Shawnee, Cook West<br>IASA-ISBE Advisory Meeting |
| Thurs. Feb. 8 | Cook South                                       |
| Fri. Feb. 9   | Southwestern, Kaskaskia                          |
- 
- |                |   |
|----------------|---|
| Wed. Feb. 14   | Illini<br><a href="#">(CLOSED) Principal Evaluator Skill Building</a> |
| Thurs. Feb. 15 | Central IL Valley   |
| Fri. Feb. 16   | Lake, Western   |
- 
- |                |  |
|----------------|--|
| Tues. Feb. 20  | IASA Professional Development Meeting                                  |
| Wed. Feb. 21   | <a href="#">(CLOSED) Adaptive Leadership for School Administrators</a> |
| Thurs. Feb. 22 | <a href="#">Principal Evaluator Skill Building...</a>                  |
- 
- |               |  |
|---------------|--|
| Tues. Feb. 27 | IASA Budget Meeting<br><a href="#">Moving From Vision to Action...Become an Essentialist</a>   |
| Wed. Feb. 28  | Wabash Valley, Egyptian<br>IASA Board of Directors Meeting  |

 NOTE: See Pages 16–17 for listings of all EBM/ ESSA Workshops being held in January and February 2018.



*Center, Superintendent Dr. Constance Collins; at left, 6th grade student Tumi Ademola and at right, her mother Bridgette.*

# Turnaround of Round Lake schools nothing short of amazing

**By Heather Bennett**  
**Public Relations Officer**  
**Round Lake Area Schools CUSD 116**

Summer had come to a close and 930 refreshed staff from Round Lake Area Schools CUSD 116 in Northeastern Illinois flowed into the gym at Round Lake High School. There was a vibe in the air, something different from in years past. Following exuberant performances by students and staff, Superintendent Dr. Constance Collins approached the microphone for her welcome back speech. Her message was filled with an unending list of extraordinary accomplishments. Two special bullet points were left for last...

Round Lake Area Schools is a district that has experienced its fair share of challenges over the years, yet has overcome them all. "We Rise Up at RLAS-116! Nothing can keep us down!" chanted Collins. Years of hard work toward an aggressive strategic plan have led us to two monumental

achievements; increased four-year graduation rate and achieving the vision of becoming a nationally top-ranked school district.

A school that experienced graduation rates as low as 71 percent over the last decade now boasts that 90 percent of its students would cross that stage at year end! U.S. News & World Report named Round Lake High School one of the Best High Schools in Illinois and the Nation—the Silver Medal designation! How is it possible for a school to turn such a large ship in a short period of time? Members of the Round Lake High School team are proud to tell this story.

"I wish I could say that there was one magic idea or initiative that moved our school in a positive direction," said Dr. Donn Mendoza, Deputy Superintendent and former RLHS Principal. "It's a combination of many efforts, including

an increase in guidance counselors, being strategically focused on college and career, early intervention, support of the Mastery Learning philosophy, and most importantly, the staff's commitment to change its mindset and belief systems. No child would fall through the cracks. Every single member of our team had an obligation to ensure educational excellence for everyone."

Guidance counselors are obviously an integral piece to the educational structure. It was evident that a student to counselor ratio of 500:1 was unacceptable and was not driving student success. In 2014, the Board approved doubling the number of counselors from four to eight. This led to greater focus on individual learning plans, stronger relationships, and a huge increase in the opportunities for students to select a path most relevant to their interests.

"Not every student is going to go to college. So we were tasked with identifying various strands or paths that would make high school relevant to them," commented Dr. Susan Center, Director of Teaching & Learning. "If their interest led them to a career immediately following high school graduation, that was OK. We were going to help them prepare for a successful future; college or career-bound,"

A significant piece to this puzzle was the importance of the staff's belief that our kids would be successful in life. Every member of the team had a direct impact on the future of a child. There would be no faking the effort—relationships needed to be genuine. When this started to shift, so did the mindset of the students.

"One thing that is different at Round Lake High School from other high schools is the conversations that you

hear amongst the staff. Yes, you might hear about last night's Cubs game, but more often you'll hear in-depth conversations about education. How can we be better for our kids?" stated Center.

A successful educational framework today incorporates a Mastery Learning philosophy. We must teach until it is mastered and this can be accomplished in many ways. Staff at Round Lake High School lead the pack in this area, often bringing visitors from what would be considered "higher achieving" districts to come observe so they can take back what they've learned to their own district.

"Students no longer have the option of failing. Early intervention efforts, credit recovery, graduation contracts, strong teacher/parent communications, and an increased focus in writing among all content areas have driven student successes to a new level," said Mendoza.

Some may wonder if these graduation rates and national designation could be a fluke. That is truly not the case at Round Lake High School. Growth is not just a blip on the chart. Data indicates a continuous and consistent positive trajectory in several key areas—all leading to higher achieving, better educated students who will surely contribute greatly to our community, state, country and world.

Round Lake High School is on the map—a place where others can visit and take meaningful ideas and implement in their own schools. Round Lake High School has achieved what some may have deemed the impossible. We Rise Up at RLAS-116! Nothing is impossible here!





## 2017–2018 Senate Bill 7 Performance Rankings Tool software available for purchase

All Illinois School Districts are working to comply with the requirements of education reforms. The Illinois Association of School Administrators (IASA) has worked to provide support via the [Senate Bill 7 Performance Rankings File](#). This program gives districts a method of managing district positions aligned to local qualifications, teacher's credentials, and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7. The 2017–2018 file has been enhanced with updates in response to user ideas. Recent updates include:

- Four podcasts—overview, transition data, sorting data within the program, and optional merge letter process.
- Method to filter teachers on or off evaluation cycle.
- Tracking of the evaluator name and evaluator's IEIN.
- Ability to sort lists of data within the program.
- Expanded license endorsements and content specific endorsements.
- Only one notification letter per teacher (rather than one for current and more for other eligible positions).
- New report for creating your own merge letters or exporting data for other purposes.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). The 2017–2018 version of this software builds on the knowledge gained from hundreds of users.

The 2017–2018 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The access request form can be completed by visiting <http://www.iasasurveys.org>. The cost of using this software has never increased and the annual licensing fee is \$275 for members and \$550 for non-members.

**Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2017–2018 software will be via email only.**

## Midwest Mission Distribution Center seeks old wooden bleachers to repurpose into desks for students in developing countries

Getting ready to replace your old wooden bleachers? Give those bleachers a new purpose! Donate the wood to Midwest Mission Distribution Center in Chatham and their volunteers will turn the reclaimed bleacher wood into desks that go to serve students in developing countries. Midwest Mission is a non-profit organization that provides education, health and disaster relief supplies locally, nationally and internationally. More than 2,400 volunteers a year come to Midwest Mission to help sort supplies, make kits, desks and refurbish sewing machines and bikes.

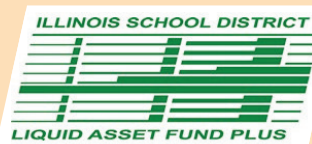
If you have facility that is planning to remove their wooden bleachers, please contact Midwest Mission Executive Director Chantel Corrie at [chantel@midwestmission.org](mailto:chantel@midwestmission.org) or call 217-483-7911. In addition to donating to this cause, districts might even save disposal cost of the materials because Midwest Mission will send a truck to pick up the donation and, in some cases, can send a team to help with the removal of the bleachers.

It cost Midwest mission about \$5 in parts to build a desk from reclaimed wood, but the cost increases to \$65 a desk when wood has to be purchased. Midwest Mission currently sends out about 500 desks a year to developing countries.

One of the accompanying photos shows U.S. Marines carrying desks through the Belize Rain Forest to the Enduring Graham Creek Government School in Belize. Midwest Mission donated the desks to the U.S. Southern Command's Beyond the Horizon Mission in Belize. The desks were flown out of Scott Air Force Base and the Marines and the Belize Defense Force traveled roughly seven miles in and



out through the tough terrain of the Belize Rain Forest, going through swamps, creeks, mud, log crossings, and the full elements of nature to deliver the items to the school.



## ISDLAF+ Monthly Update

Click here to view the most current ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Donald E. Weber, Senior Vice President, Corporate Relations/ISDLAF+ at 630.657.6435. To check daily rates, visit the ISDLAF+ website at [www.isdlafplus.com](http://www.isdlafplus.com).