BCG

Illinois State Board of Education
Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Illinois report cards

Project introduction to the P-20 Council

April 27, 2011

THE BOSTON CONSULTING GROUP

Context and objectives for the report cards project

Context

The P-20 council subcommittee on Data, Assessment and Accountability is looking to develop a breakthrough report card for schools and districts in Illinois

The Boston Consulting Group has teamed with the P-20 council and a set of stakeholders and recently kicked off a project for this purpose

A Steering and Advisory Committee has been assembled and have met to align on the project objectives, approach and way forward

Objectives for today

Align on the vision for this project

Discuss the guiding questions for report cards to address

Share project design and approach

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Our view on report cards

What it is	• Clear, easily understood report for all stakeholders in education community (the most important being parents) that answers guiding questions about how school, districts, and state are performing • Shows trajectory toward excellence, rather than simply a snapshot in time • A living document that evolves over time as data availability, expectations, or goals change
Why important	• Builds awareness and acceptance of common metrics that define excellence • Drives strategy at the highest level – allows for intervention and support • Holds the state, districts and schools/ principals publicly accountable • Confirms or dispels community viewpoints about school performance
How used	• Enables parents to make informed decisions about children's education (e.g., where to engage) • Serves as reporting mechanism to stakeholders other than parents (e.g., local school board) • Guides school and district strategy (e.g., school improvement plan)

Report cards are not an end goal in themselves, but rather one element of a comprehensive performance mgmt strategy

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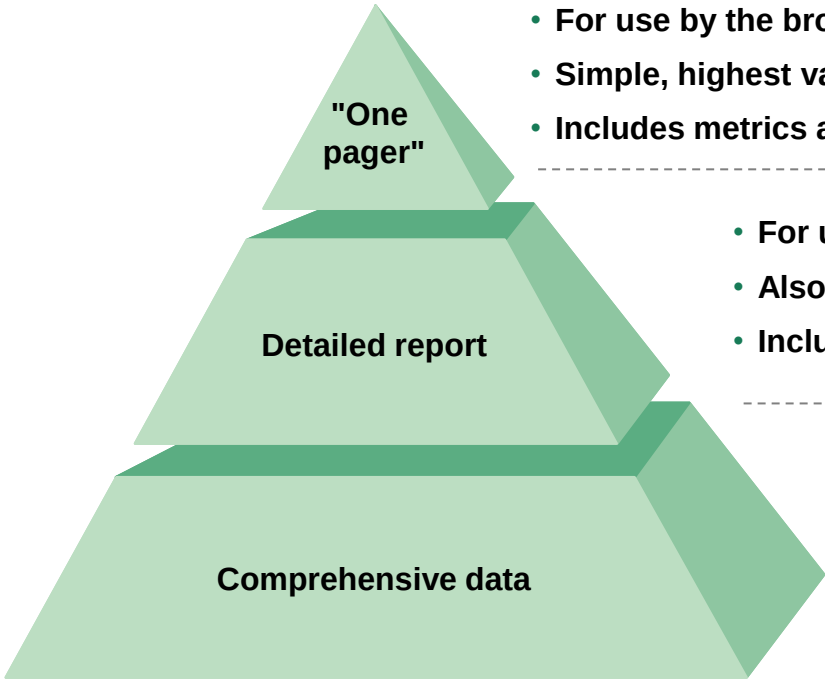
A three tier pyramid logic to be utilized for the report card



- For use by the broad community, with an emphasis on parents
- Simple, highest value outcome-focused metrics that are easy to understand
- Includes metrics and calculation rubrics

- For use by teachers, school administrators and district management
- Also available to broad community
- Includes outcome and management metrics and calculation rubrics

- For long-term use by state and districts
- Allows for a dynamic report card refined with longitudinal data
- Stores all required and collected data for longitudinal information

Project focus is on prioritizing highest value metrics around guiding questions to create simple, valuable report cards

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Three deliverables for this project

The team will provide input into legislation on these topics

Report card strategy	**Vision, objectives and approach for report cards** **Plan for implementation and use to improve school performance** **View on report card evolution over time (process and timing)**
Report cards	**Three tier report cards – "one pager," detailed report, comprehensive data** **Calculation rubrics supporting each metric**
Linkage to education strategy	**Make explicit the link between report card and current education strategy** **Provide inputs into evolution of next version of strategy where applicable**

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Team has aligned on four guiding questions for the report cards to address

1 Are students achieving quality outcomes?

- Students graduating from each level (e.g. elementary school graduation in 5 years)
- Student preparation for next level (e.g. 8th graders passing Algebra 1)
- Student success at next level (e.g. high school graduates enrolling in post secondary education)

2 Are students making progress toward quality outcomes?

- Students on track (e.g. kindergartners ready for school)
- Student performance (e.g. students exceeding state standards)
- Student gains (e.g. students exceeding gains on state tests)

3 Is the school/ district climate conducive to enabling quality outcomes and progress?

- Satisfaction and engagement (e.g. parent perception of satisfaction and engagement)
- Safety (e.g, safe and respectful climate response from students)

4 What are the characteristics of the school/district that provide relevant context to make comparisons and understand outcomes, progress or climate?

- Student characteristics (e.g. students with fewer than 10 absences)
- Teacher characteristics (e.g. share of teachers nationally board certified)
- Administration (e.g. principal turnover in past 3 years)

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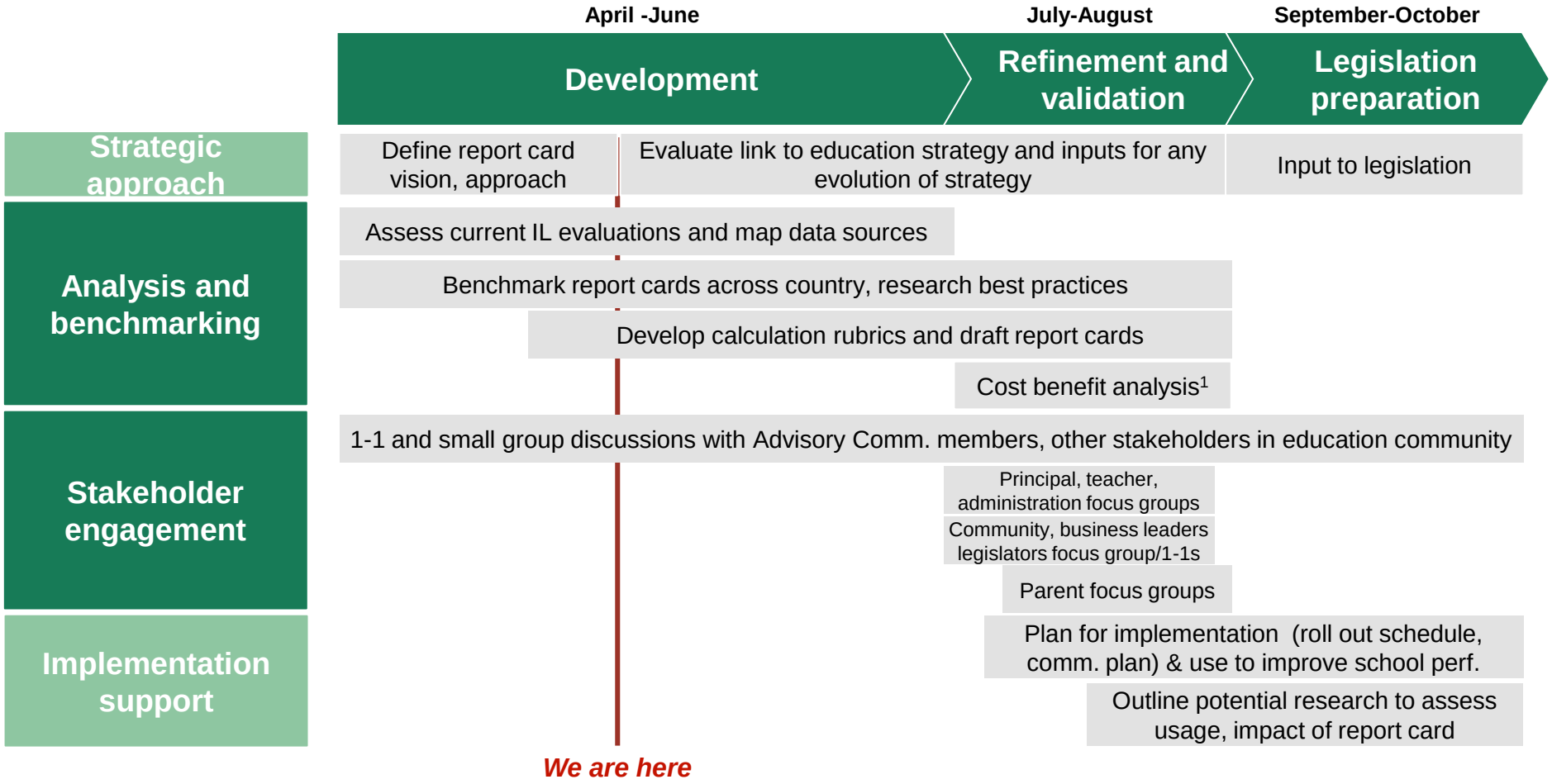
The path forward is focused on developing a draft report card and engaging key stakeholders



Next meeting with this council in July to review draft of report cards

1. For new metrics.

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