



INDIANA STATE BOARD OF EDUCATION

Indiana State Board of Education
Work Session Minutes
August 9, 2016 6:00 PM (EDT)

Indiana State House – Room 233
200 West Washington St.
Indianapolis, IN 46204

Board Members Present: Superintendent Glenda Ritz (Chair), Dr. Vince Bertram, Dr. Byron Ernest, Dr. David Freitas, Mr. Gordon Hendry (via phone, Mr. Hendry dropped off the call during the meeting because of technical difficulties at the meeting location), Dr. Lee Ann Kwiatkowski, , Mr. B.J. Watts, Mrs. Cari Whicker, and Dr. Steven Yager

Board Members Absent: Mr. Edward Melton, Mrs. Sarah O'Brien

I. CALL TO ORDER

- Superintendent Ritz called the meeting to order. The pledge of allegiance was recited and the roll call was called.

II. APPROVAL OF AGENDA

- The board unanimously approved the agenda 9-0.

III. Discussion and Reports

- Multiple Measures
 - Superintendent Ritz informed the Board of an accountability committee that she has formed through the Superintendent's office. The first meeting will be on August 22, 2016. She provide the Board a list of members, most of whom served on the original committee.
 - Superintendent Ritz also provided a draft of an agenda for the August 22, 2016 meeting addressing ESSA and flexibility.
 - Additional meetings to take place will be:
 - September 12
 - September 30
 - November 18
 - Two presentations were made at the request of Dr. Yager and Mrs. Whicker.
 - The first was from Elliot Ransom, Co-interim CEO & Director of School Improvement, UChicago Impact, and Molly Gordon, Research Scientist, UChicago Consortium on School Research.
 - They provided 5Essentials:
 - i. Ambitious Instruction
 - ii. Effective Leaders

- iii. Collaborative Teachers
- iv. Involved Families
- v. Supportive Environment
- Schools strong on at least three of the 5Essentials were 10 times more likely to improve student growth in test scores and 30 times less likely to stagnate than similar schools that were weak on these supports.
- The research was done on 20+ years of research and 15 years of data
- The five essential supports:
 - i. Leadership and the driver for change
 - ii. Professional capacity
 - iii. Parent-Community Ties
 - iv. Student-Centered Climate
 - v. Instructional guidance
- Their consortium data resources included using longitudinal data from 1990-1996, student test growth – all students in grades 1-8, average daily attendance rates and surveys of teachers, and students and principals in 260-400 Chicago elementary/middle schools
- The expanded studies of 5Essentials involved continuing to look at the relationship between the 5Essentials and student outcomes in Chicago Public Schools (CPS)
- They Expanded the study to Illinois schools
- Different communities exhibited different strengths
- Within CPS, there were organizational factors related to test scores, which included student-teacher trust, quality math instruction, academic press and teacher personal attention
- Factors positively related to ACT scores included student classroom behavior, academic press, and college-going climate
- Within CPS, there were organizational factors related to attendance including, safety, strong leadership, parent involvement, student teacher-trust, teacher-parent trust, high quality professional development for teachers, teacher personal support, academic press, important of high school for the future and individual support and attention
- Within CPS, there were organizational factors related to GPA including student-teacher trust, academic press, safety, peer support for academic work, school-wide future orientation, student classroom behavior, academic engagement and importance of high school for the future.
- Relationship to college readiness:

- i. The single most consistent predictor of whether students took steps toward college enrollment was whether they attended a school with a strong college-going climate.
 - ii. A strong culture of academic press for the future combined with a strong college going culture tended to produce higher ACT test scores.
 - iii. Additionally, students who stay on-track to graduate during ninth grade, based on measures of attendance and GPA, are 3 times more likely to graduate.
 - iv. Students who earn a 3.0 or higher have a 50% chance of graduating from a four-year college in six years.
- o The second presentation was given by Heather McKenzie with AdvancED as well as Nathan Williamson, Director of Early Learning and Intervention at the Department. Ms. McKenzie gave her presentation over the phone.
 - AdvancED has 100 plus years of accreditation and school improvement with the world's largest education community including 36,000 plus schools and school systems in all 50 states, plus the Navajo Nation and Puerto Rico.
 - In Indiana, they are involved in accreditation, diagnostic reviews, improvement services, ASSIST/eProve and eleot
 - They look at continuous improvement through Needs Assessments, Improvement plans, External Reviews and Progress Reports
 - Their current research-based tools include stakeholder perception surveys with parents, students and staff, a self-assessment which measures standards for school quality and eleot, which stands for effective learning environments observation tool.
 - The school quality factors they look for are: clear direction, a healthy culture, high expectations, impact of instruction, resource management, and efficacy of engagement and implementation capacity.
 - What is eleot?
 - i. It is a classroom observation tool
 - ii. It is focused on students, not teachers
 - iii. Identifies observable and quantifiable evidence of classroom environments conducive to learning
 - eleot pursues engagement environments that provide equitable learning, high expectations, supportive learning, active learning, progress monitoring and feedback well-managed learning as well as digital learning.

- Nathan Williamson, Director of Early Learning and Intervention, proceeded to give his portion of the presentation on AdvancED use in Indiana.
 - i. ASSIST – Is a platform for schools to collect, organize and analyze school performance in implement their Indiana School Improvement Plan. The Department has worked with AdvancED to develop a unified system for schools to seamlessly submit their PL221 school improvement plan, Title I school wide plan and student achievement plan.
 - ii. Diagnostic reviews – a team of highly qualified evaluators conducts a school quality review to examine evidence, interview stakeholders and observe instruction.
- Schools who are accredited through or partner with AdvancED have access to ASSIST
- The Department offered the opportunity for Title 1 focus/priority schools in school year 14-15 and 15-16 with 1003a school improvement funds
- Further opportunities will be available for additional Title I focus/priority schools and school improvement grant (SIG) sub-grantees in school year 16-17
- Internal Process (school)
 - i. Survey stakeholders including parents, staff, and students
- External process (AdvancED team, Department)
 - i. Conduct site visit to interview stakeholders, observe classrooms using the eleot tool and examine evidence provided by the school
 - ii. Deliver report to the school with 3-5 actionable improvement priorities to impact student achievement
- The Department supports Title I funds/priority schools with 1003a school improvement funds

IV. Adjournment

- The board voted to adjourn by a vote of 8-0