

**Discussion of ILDS at IERC Advisory Committee Meeting
January 6, 2010, Collinsville, IL**

We need to add an **Early Childhood** component and include the **committees ISBE** has established to the diagram of the ILDS organizational structure.

We should include **Census data** in ILDS so that we can establish proxies of cultural capital (SES, nearby libraries, museums, etc) available in a student's neighborhood. These data are useful when a student is attending a magnet school and his/her address different than the school address; useful to approximate SES of middle and high school students who might be eligible for free and reduced lunch but do not use the service (so SES data are not accurate).

We need to concern ourselves with how fine a grain is needed. **Are course-level data sufficient for elem/sec students?** If the question is "How do I fix my students' math performance?" then I need more than their overall course grades at the next level. I need to know if the problem is working with fractions, algebra proofs, etc. Performance in higher ed varies greatly from teacher to teacher with students who have taken AP courses.

The ILDS should contain at least **course-level data in higher ed programs**.

Usability is key. A classroom teacher should have access to the previous performance of their incoming students. What are their weaknesses, strengths? They need their students' test scores at a minimum and teachers need to know how to use the data.

How will we rate teachers across the state so that **teacher preparation programs can do self evaluation?** If a score rating of 1 to 4 is assigned to new teachers, a program could determine if a preponderance of their teachers score well, score low. We need to be able to answer whether poor/good teacher performance related to the teacher prep program or to the school in which he is teaching.

The ILDS needs to include participation in induction programs and different types of **professional development programs**.

The ILDS should track whether a classroom teacher has time built into the day to use the data and has been **trained to use the data**. Have the building leaders been trained on the use and misuse of the ILDS?

We need to track the performance of higher ed students in taking **professional licensure exams**.

Reporting is a key to usability. Standard reports need to be carefully planned by the users; need to be digestible. Statewide indicators and benchmarks maybe simplistic but they are straightforward and easy to understand. It is important that the local educational association be able to use ILDS data to make decisions. **"Is my third-grader doing as well as other third-graders in my district, in the state, in the nation, in the world?"**

We will need to **refresh social and demographic** elements, e.g. dramatic changes in SES need to be captured.

The faculty driven **CALPASS** system (California) is a good model.