



- ❖ We believe the key to continuous improvement in public education relies on the wisdom and innovation of public educators who work with students every day. We are educators because we care about the future of each and every student and for the opportunity to teach and shape the next generation. (Page 3)
- ❖ Illinois cannot begin to address its achievement gap without first adequately funding education for all of Illinois' children. (Page 7)
- ❖ Despite inadequate funding, national benchmarking shows a consistent picture of competitive achievement across Illinois, with high performance on college and career readiness compared to the nation. (Page 8)
- ❖ Armed with this knowledge and with a sense of moral imperative, Vision 20/20 aims to address the inequality inherent in our state's education system while enhancing the educational experience of all students. (Page 8)
- ❖ Accountability, professional development, and rigor are all essential to the development of high quality educational leaders across Illinois and are essential to ensuring there are highly effective teachers in our schools delivering exceptional instruction. (Page 10)
- ❖ One particular form of professional development, mentoring for new teachers, principals, and superintendents, has a substantial impact on turnover reductions. (Page 10)
- ❖ The definition of learning should be expanded to include social and emotional development, creativity, innovation, and higher-level thinking where student inspiration, engagement, and motivation are goals of the education process. Learning is not limited to the classroom or school day. (Page 12)
- ❖ The current, single end-of-year state assessment schedule provides information necessary for principal and teacher accountability measures without providing the ongoing assessment data necessary to have the greatest possible impact on student learning. Ongoing, formative assessments allow individual student data and feedback to be incorporated into instruction throughout the school year, encouraging a learning-focused environment. (Page 13)



- ❖ However, in order to achieve desired outcomes, accountability must measure districts against historical performance, focusing on continuous improvement versus the comparison of diverse districts to a single standard or to each other. (Page 16)
- ❖ It is our state’s moral duty to do all we can to ensure adequate funding is distributed for every student through increased state fiscal stability and greater flexibility in funding decisions based on local need. (Page 18)
- ❖ The state is responsible for equity and adequacy in education funding, ensuring every student across the state a quality educational experience in an instructional setting conducive to learning. (Page 18)
- ❖ Districts need the autonomy and reliable financing to operate effectively according to sound business practices. (Page 19)
- ❖ As states across the nation struggle to increase the competitiveness of their economies, research indicates expanding access to quality education is the single best thing a state can do to improve their economy, with increases in educational attainment linked to increased worker productivity and a reduction in reliance on state and federal aid. (Page 19)
- ❖ For greatest efficiency, districts should be allowed flexibility to allocate state funds throughout their local district allowing them to better align resources to student needs. (Page 19)
- ❖ In the spirit of shared interest and to support long-range planning, Illinois school districts support a two- year budget cycle. (Page20)
- ❖ Vision 20/20 is a long-term plan that challenges the State Legislature and Governor, along with all stakeholders, to take action to fulfill the promise of public education in Illinois by the year 2020. (Page 21)