



Student Academic Indicator Committee Report to the Board of Education June 7, 2004

Process:

The Student Academic Indicator Committee was charged with determining 5-10 key student achievement targets for District 203 to measure. The committee met seven times between January 14th and May 26th. Thirty people, including parents, community members, teachers, and building-level administrators, comprised the committee. (Appendix A –Attendance Roster) The agendas and minutes of the committee’s meetings are Appendices G and H.

Central Office administrators acted as small group facilitators. The committee was chaired by Peggy Kulling, a Ranch View parent. The committee read articles related to achievement/academic indicators, reviewed materials from The American Association of Quality, and the indicators provided through the No Child Left Behind (NCLB) legislation. The committee also used the district mission statement as a way to focus conversation. (Appendix B – Bibliography)

Definitions:

The committee defined academic indicator as “a measurable means for determining the level of student achievement.” The committee also identified committee norms of operation and worked within the consensus process for decision-making. The definition of consensus is in Appendix C of this report.

Work plan:

At the first meeting, the committee reviewed the charge and members brainstormed what they thought were academic indicators (Appendix D – Brainstormed List). Over 100 items were generated. These items were reviewed to determine how items were related and could be grouped. Once the grouping was completed, committee members identified their top three items. Following the first meeting, all items were linked to the strands of the district mission statement. (Appendix E) Ideas from the readings were added to the chart for further discussion at a later time. From this initial brainstorming, ethics emerged as the highest priority to measure early-on in the process. While ethics is of interest to the community, it did not emerge as a key indicator to measure. The administration is investigating ways to include more ethics education into the curriculum.

The committee began to discuss how to organize the list of indicators. It looked at the list of indicators from the perspective of students at risk and students that needed to be challenged. It also researched where teachers fit in to a measurement equation for quality. The committee surveyed friends and individual school community members to determine if constituents held similar beliefs to the committee itself. District administrators surveyed The General Home and School, the School Family Community Partnership Core Team, and building principals. Over 400 people were surveyed during the month of April. (Appendix F – Survey)

Recommendations :

The Student Academic Indicator Committee has identified three main categories for District 203 to measure for the next two to three years. These three categories are:

- District 203 Mission
- Students at risk
- Average achieving and high achieving students

The Student Academic Indicator Committee recommends the following three measurements for each category above.

1. Annual individual student progress
2. Student engagement
3. Participation by students of all ages in enrichment opportunities

Two additional categories were identified: Teacher-Value-Added and Broadening of Students' Global Perspectives. It was decided that teacher-value-added is still a high priority, but it is not clear to the committee how this would be measured. However, the committee hypothesized that measuring engagement may assist in measuring teacher-value-added. It is suggested that the administration continue to research the value the teacher adds to student achievement. The committee recommends that the district continue to explore ways to measure broadening of students' global perspectives. (See Appendix C for definitions)

The committee recognized that the measurements related to the No Child Left Behind (NCLB) criteria, the (ISAT) Illinois Standards Achievement Test and the (PSAE) Prairie State Achievement Examine, will automatically be measured yearly as required by law.

The categories and measurement recommendations from this committee align with the data gathered from surveys of the larger community. (Appendix F)

Appendix:

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|---|-------------------|
| A | Attendance |
| B | Bibliography |
| C | Glossary |
| D | Brainstormed List |
| E | Mission Statement |
| F | Survey |
| G | Agendas |
| H | Minutes |

Appendix A

Student Academic Indicators Committee

| LAST | FIRST | 1/14/2004 | 2/4/2004 | 2/25/2004 | 3/10/2004 | 3/24/2004 | 4/28/2004 | 5/26/2004 |
|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|
| Ashley | Beth | X | X | X | X | | X | X |
| Berta | Christine | X | X | X | | X | X | |
| Cummings | Fiona | X | | X | | X | X | |
| Davenport | Osie | X | | X | X | X | X | X |
| Donahue | Patty | X | | X | X | X | X | |
| Goulet | Rich | | | | | | | |
| Greene | Suzanne | X | X | X | X | X | X | X |
| Hasse | Debbie | X | X | | X | X | | X |
| Helms | Ron | X | X | X | X | X | X | X |
| Jackson | Jennifer | X | X | X | X | X | | X |
| Koch Lear | Karen | X | X | X | | X | | |
| Kovarik | Laura | X | X | X | X | X | X | X |
| Kraft | Janet | X | | X | X | | X | |
| Kulling | Peggy | X | X | X | X | X | X | X |
| Malley | Amy | X | X | X | X | X | | X |
| Marker | Erin | X | X | X | X | X | X | X |
| Mueller | Carrie | | X | X | | X | X | X |
| Neylon | Dawn | X | X | | X | X | | X |
| Nowicki | Megan | X | | X | | | | |
| Nubel | Phillip | X | X | X | X | X | X | X |
| Obarski | Rebecca | X | X | | X | X | X | X |
| Pasztor | Mark | X | X | X | X | X | X | |
| Quick | Jill | X | X | | X | | | |
| Ritchie | David | | X | X | | | X | X |
| Rivas | Ed | X | X | X | X | | X | X |
| Shaftman | David | X | X | X | X | X | X | X |
| Spunt | Avery | X | X | | X | | | X |
| Tusin | Linda | X | X | X | X | X | X | X |
| Wessel | Mike | | X | X | X | X | X | X |
| Wierenga | Tim | X | X | X | | X | X | |

Appendix C

Glossary

CONSENSUS PROCESS (Revised 2-04-04)

What it is:

"Consensus is a point of maximum agreement so action can follow. Reaching consensus is the act of gaining general agreement."

The solution does not compromise the strong convictions or needs of any team members.

A Consensus Decision:

- Consensus is a mutually acceptable agreement that integrates the interests of all concerned parties. Consensus is different from decisions reached through voting or an individual or body making a unilateral decision. Consensus requires unanimous consent. Once an agreement is reached through consensus, all parties will be committed to its implementation. In consensus-based processes, people must work together to *develop an agreement that is good enough* (though not necessarily perfect) that all of the people at the table *are willing to support and implement*.

Consensus is NOT:

- majority or unanimous voting
- necessarily everyone's first choice
- appropriate for all types of decisions
- the responsibility of one person

Fallback Position/Sufficient Consensus Process:

If 80% of those committee members present vote in favor of a proposition, the proposition will be considered the position of the body.

Engagement

Engagement refers to student activities that involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities. Engagement "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". (Northwest Regional Educational Laboratory, October 2000)

Global Perspective

Global perspective refers to efforts to cultivate in students a perspective of the world which emphasizes cross-cultural awareness and the interconnections among cultures. Global perspective provides students with skills and attitudes needed to live and work effectively in a world characterized by diversity, cultural pluralism, and increasing interdependence. Providing a global perspective also allows students to view how the ideas and ways of one's own society might be viewed from other view points. (National Council of Social Studies, 1982)