

Describing and Communicating the 'Conditions for Learning' in our District

District 97 School Board Meeting

November 9, 2015

District Profile Recommendation

- The Ad Hoc Committee on Dashboards and Benchmarks recommended in October 2014 the development of a district profile
- A supplement to the IL school report card
- Reflects our approach and values and connects the demographics and outcomes information in the school report card

Priorities for D97 Profile

- Our domain map reflects the priorities of the district
 - Social emotional outcomes
 - Academic progress measured through assessment and other measures
 - Family and community as partners
- IL state report card is quite full-featured
- Only D97 can document and describe the Conditions for Learning within our district

D97 Draft Profile Domains

Family and Community

ENTERING STUDENTS

WHO WE ARE

CONDITIONS FOR LEARNING

STUDENT LEARNING AND OUTCOMES

POST D97

Entering at K and other grades

Student demographics and background

Staff demographics and experience

School characteristics

Social emotional development

Academic environment

Targeted student supports and interventions

Professional community and shared leadership

Student performance on key assessments

Academic and social emotional indicators

Post D97

Finance and Policy Environment

Conditions for Learning

The committee identified a keen need within the community for basic, centralized, consistent information about district offerings and variation in practices across schools.

Work can be done incrementally and expanded over time.

Types of Information Proposed

- District-level practices
- Key school-specific practices
- Core vs supplemental offerings
- Essential elements are basic descriptions
- Major changes (e.g., full-day K, IB, Common Core)
- Valuable enhancements would be quantitative metrics that also help us monitor equity across key subgroups

Example: Music Performance

- District-level practice: All 4th and 5th graders may enroll in instrumental or choral music during the school day
- School-level variation: Additional groups may include: Drama Club, Gospel Choir, Jazz Band
- Outside supports: PING provides instruments to families in need
- *% of all 4th graders participating by school and key subgroups*

Why Assemble Conditions of Learning?

- Pulls together basic information so all parents can be well-informed
- Helps document equity across schools
- Documents recent changes
- Clarifies strengths/opportunities of offerings
- Articulates PTO, OPEF, other community supports to our schools
- Provides a window for full community

Academic Environment

- Curriculum and instruction
- Supplemental activities to all children in the class (visitors, field trips)
- Classroom environment : class size, teacher aide policy, within classroom differentiation policies
- Assessments taken and how used
- Optional opportunities that some but not all students may participate in (instrumental music, Olympics of the Mind, etc.)
- Learning tools: texts and materials for key subjects by grade, technology use policies or guidelines,
- 5 essentials: learning climate, ambitious instruction

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Options for Scope of Task

	Outcomes [dashboard]	Outcomes and Who We Are [report card]	Outcomes, Who We Are, Conditions for Learning [profile]
Document within-district patterns in outcomes	X	X	X
Compare district results against external benchmarks	X	X	X
Anticipate trends		X	X
Complements state report card			X
Identify model practices or areas for improvement			X
Support continuous improvement within district and schools			X
Provide information about major initiatives			X