

## **DRAFT D97 Profile Recommendation (10-17-14)**

**Purpose of this document:** This document presents recommendations for a District 97 Profile as developed by the District 97 ad hoc committee on dashboard and benchmarks (November 2013 - September 2014). We suggest a phased sequence for developing and maintaining a structured profile of district characteristics and outcomes, including a dashboard of key outcomes and initial release of data in the 2014-2015 school year. We also discuss selected issues for consideration and a longer term archive plan.

**What the profile can do:** The visual representation of the profile (see last page of this document) is itself a symbol of the district's priorities and approach. Characteristics of a useful data summary on district conditions, activities and performance:

Allows staff, the board, parents, and community members a broader picture of the functioning of the district and its challenges and opportunities.

- Anticipates trends in 'inputs' that allow the district to be proactive about future changes. Examples might be substantial changes in teachers nearing retirement, the prevalence of dual-language learner children, or steady increases in enrollment.
- Helps identify model practices within the district or areas for improvement based on within-district disparities or correspondences between related measures within the dashboard. (For example, if we might interpret enrollment falloff between 5<sup>th</sup> and 6<sup>th</sup> grades differently depending on satisfaction measures among middle school students, parents and staff. Another example would be 5Essentials data, which is a leading indicator of school improvement. This data would enable even more effective principal selection, placement, and training.)
- Enables an even stronger continuous improvement process within the district and its schools. Provide data helpful to the School Improvement Process, which takes place at each school. By comparing data from each school, identify strong performance and practices that may be responsible for such results and allow for expansion of effective practices. Particular attention would be paid to results related to serving students who have been traditionally underserved.
- Provides contextual and historical information to understand and improve major initiatives such as the implementation of full-day kindergarten, IB in middle schools, or the roll-out of the Common Core. The dashboard cannot and should not be an evaluation tool for these types of initiatives, but it can be a resource for programmatic evaluations.
- Documents within-district patterns in outcomes that allow us to dissect overall district numbers (say, changes in test scores or discipline problems). Relevant within-district patterns could be:
  - 1) between schools or grades,
  - 2) over time for the same grades or schools or student subgroups (e.g., 3<sup>rd</sup> grade in 2013 to 3<sup>rd</sup> grade in 2014),
  - 3) over time for the same children, or
  - 4) compared to our own targets for the district.

This analysis and presentation of outcomes can be appropriate for annually updated 'dashboard'-style presentation. Particular attention would be paid to those student sub-groups that are traditionally low-performing.

- o Documents district results against external benchmarks such as state or national goals or comparable districts,
- o Makes good use of district resources by complementing (rather than duplicating) other valuable and readily available resources such as the Illinois State School Report Card ([Illinoisreportcard.com](http://Illinoisreportcard.com)) and the Interactive Illinois Report card ([iirc.niu.edu/Classic/Default.aspx](http://iirc.niu.edu/Classic/Default.aspx)).

**Purpose of a profile:**

How can a District 97 profile be of greatest added value to the district and a worthwhile investment of limited district resources?

- *A District 97 profile should be especially strong in providing a well-rounded picture of student outcomes that extends well-beyond standardized assessments, for example, to social emotional measures and non-test measures of academic progress.* While standardized test scores are an important part of monitoring the health of the district, our children's scores and the scores of children in other districts are readily available from other sources. Presenting only or primarily test scores belies the stated priorities of our district which extend beyond the academics. Assessing our schools' learning climates through surveys of students, parents, and staff also provides a *much* more robust picture of our schools' overall health that test scores can provide.
- *Describing the conditions for learning within the district in an actionable, measurable, and consistent way should be the primary focus for the profile.* Reporting outcomes by themselves can't indicate how we should feel about the outcomes, what is producing them, or how they might be improved. An effective summary will serve as a set of snapshots over time capturing characteristics of the people within the district, the programming and resources the district is implementing, *and* the outcomes that we are achieving at that time. While the state report card, the state longitudinal data system, and even other community efforts may record the first (characteristics of people) and the last (selected outcomes), only the district can document the middle 'black box' which is the primary place that the district can exercise discretion to effect change.

**Process:** To date, we have identified the key domains and a schematic for their inter-relationships. We discussed this approach with the board in the spring. Since then, we have worked through candidate constructs for each domain that would be appropriate for inclusion.

The next steps necessarily involve district staff so that the feasibility of constructing different measures can be taken into account in selecting constructs, preparing data, and determining what can be made available at what time to which audiences. We urge that information made public retain the overall balance of our approach. Where necessary, one could simply have a placeholder domain and say that adequate data are not yet available, but we should recognize that the measures chosen (and not chosen) for presentation convey information about the district's priorities.

**Proposed structure of the profile in full implementation:**

We propose:

- A somewhat detailed set of measures about various aspects of D97 functioning. This includes statistical measures and other quantitative data as well as qualitative, prose or graphical material.
- A subset of this material would be available to parents and other community stakeholders; a smaller subset of outcomes would be featured in a 'dashboard.' This dashboard would allow district staff and board members to easily assess the health of the district. .
- Ultimately, data would be available at the district level, by grade level (across the district), and by school, and for several years.
- Annual updating is the optimal frequency given the desire to have timely data, but also recognizing the limits of the proposed measures.
- The contents and purpose should be reviewed at least every three years to determine if improved data are available or additional topics should be incorporated, and also to react to changes in data being made available about the district by other entities (e.g., IL school report card).
- Questions of presentation include: ensuring that deductive disclosure is not possible, determining who has access to what level of data, determining the level of precision to report, and whether or not statistical significance or other factors should be considered when comparisons are presented.

**Selection of measures to be reported :**

In the possible constructs listed below and in the selection of additional constructs, we have identified criteria for the measures. The measures:

- Provide valuable, understandable and actionable information;
- Are not unduly burdensome in terms of money, resources, time of staff, time from teaching and learning;
- Are research-based measures that are directly or indirectly related to district performance;
- Can be defined and utilized, and compared over time and potentially across other units (e.g., grades, subjects, schools, etc.);
- Align with board priorities
- Allow us to compare the D97 to other districts;
- Can be disaggregated without violating student privacy laws; and
- Have adequate data quality.

**Phasing of development and presentation:** We have included a list of recommended measures for submission to the board. We believe it is important to maintain balance in the measures selected and reported; to facilitate this we have often identified sub-domains or types of information we feel are important to represent. However, we also acknowledge that feasibility is a big factor, so we see our measures recommendations as starting points for staff and others to identify practical measures along the lines of what we have listed.

We recommend a sequence of activities in which data could be identified, prepared, and made available from each phase while preserving the overall balance of the profile:

Phase I. *Conditions of Learning.* A few hours with a few principals or other staff would be very helpful in putting together a template for what information can be gathered to document the conditions of learning domains. From this, a plan can be put together for assembling a full set of information (quantitative and qualitative) at manageable burden on district staff. This domain can mostly be documented moving forward, with only limited efforts spent to create historical records. Results from district 5Essentials data would be incorporated.

*Social emotional outcomes.* Very limited data are available about this domain, but we feel that it is critical to a meaningful and balanced portrait of the district's priorities. For elementary schools, the new report card elements are promising as a data source. Investigation of these or other possible data could begin whenever resources are available, and could be informative in any event in implementation of the new report card and ongoing changes in the middle schools.

Phase II. *Student performance on key assessments.* This domain is the first focus of many dashboard/school report card-type efforts, so some data are already available. Challenges of this domain are that the district is undergoing changes in its assessment system: reduced frequency of MAP, the state's shift from ISAT to PARCC, etc. We recommend a focus on demographic, programmatic and achievement-based subgroups, year-to-year growth, and key milestones (such as reading fluency in 3<sup>rd</sup> grade). Although the MAP and ISAT data will be receding in importance, we believe that historical analyses of the past 5 years of test scores would establish a baseline for understanding patterns observed in assessment data in the future. That said, we would accept the disruption in test scores as such and simply begin new analyses of trends as the properties of the new tests become known. In keeping with our emphasis on balance, these analyses could be conducted and reviewed internally, but shared as part of the dashboard once other related domains become ready for presentation.

*'Who we are' – students, staff and schools.* Many of these constructs will be the most easily reported because of existing availability. We encourage developing this information, but since these are contextual data, they are best presented in a dashboard as related information is available for which the context would be informative (for example, data on key assessments or other student outcomes).

Phase III. *Pre and Post D97.* We anticipate that the pre-D97 and post-D97 measures will evolve over time (with the pre-D97 measures evolving rapidly under the aegis of the Collaboration for Early Childhood). These can be introduced as available.

Phase IV. *Family and Community and Finances.* Limited data are currently available for many of the proposed family and community measures. These and finances could be introduced together as they develop. Some efforts to collect data may be necessary to populate the family and

community measures meaningfully; such data collection could be considered in light of the value to the schools above and beyond reporting purposes. (For example, tracking parental visits to the school could help improve parental engagement and enable targeted outreach to parents in addition to providing desired data for the profile.)

#### **Some relevant resources on the Web:**

The Illinois School Report Card is currently available and quite comprehensive. It makes sense to complement and supplement but not duplicate the considerable data available here.

[www.illinoisreportcard.com](http://www.illinoisreportcard.com)

The South Orange/Maplewood district in New Jersey has a State of the District annual publication that is similar to our proposed profile in that it combines statistics with qualitative descriptions and covers a broad range of domains. It may be longer and more technically written than the main communications from the board to the community should be in a D97 profile.

<http://www.somdsd.k12.nj.us/cms/lib7/NJ01001050/Centricity/Domain/43/State%20of%20the%20District%202014.pdf>

The Elmhurst Illinois district issues an annual report publication that is more accessible and again combines qualitative and statistical information. For a communication piece to the community, it makes sense to pick a few interesting items to present, but it is important that a consistent set of measures be maintained each year for board and district use, even if all items are not highlighted for communication to the community.

<http://www.elmhurst205.org/annualreport>

## Domain-specific discussion with possible constructs, recommendations, and other commentary

### ENTERING STUDENTS

This domain describes students as they enter the district. The blue coloring for this section and the 'Post-D97' section acknowledge that these domains provide important context for the district's work, but that they are outside of the district's core focus.

**ENTERING STUDENTS: Kindergarten** *[Constructs: (high priority) kindergarten readiness, % of children assessed for kindergarten readiness; (lower priority) % of children attending center-based ECE prior to entrance, % of children enrolling after 1<sup>st</sup> day of school, % of children having received Early Intervention]*

**ENTERING STUDENTS: Grades 1-8** *[Constructs: (high priority) academic achievement at entry [could be prior test scores or first MAP score], all characteristics in 'who we are' section for 1st-5th entrants, 6<sup>th</sup> grade entrants, and 7-8<sup>th</sup> entrants; (lower priority or more difficult) social emotional indicators at entry (attendance at prior school, other as available) , % of children enrolling after 1<sup>st</sup> day of school]*

### WHO WE ARE

These domains provide information regarding the student and staff demographics and school characteristics. This information provides context for interpretation of the indicators in the other domains.

#### **WHO WE ARE: Student characteristics**

Demographics *[Constructs: (high) race, ethnicity, gender, and any combinations thereof that can be reported without disclosure risk]*

Program participation *[Constructs: ELL, free/reduced lunch, IEP, grade, school, % of children returning from prior grade]*

Prior outcomes *[Constructs: kindergarten readiness scores, student outcomes from prior school]*

**Recommendation:** *Collecting and updating more detailed household demographic characteristics such as highest educational attainment of a parent or number of parents/parent figures in the household would be very valuable in moving beyond the free/reduced lunch proxy to better understand resources and needs of students. Perhaps these data could be incorporated into registration or at the time of directory updates.*

#### **WHO WE ARE: Staff characteristics**

Teachers *[Constructs: (high) number of teachers by grade or subject, race/ethnicity, gender, educational attainment, % of teachers with various levels of teaching experience , retention in district; (lower priority) different subjects or grades taught in past 5 years, % certification or major by subject and grade level such as % of K-5 teachers with math majors or % of math teachers with an endorsement in math vs an MA in math]*

Administrators *[Constructs: (high) number by school type (K-5 vs middle), race/ethnicity, gender, experience in teaching, retention in district, and experience in administration]*

Other staff *[Constructs: (high) number by school type (K-5 vs middle), race/ethnicity, gender, retention in district; (lower) % with specific training or certification for role]*

**WHO WE ARE: School characteristics** This set of measures can help identify imbalances or differences in needs or strengths across schools as well as help understand differences in outcomes that may obtain. *[Constructs: (high) enrollment by grade, % of classes below 21 students, adult:child ratio, special programs (could include nurse availability, PKP, Special Ed, etc.), physical attributes (A/C, playground, extra gym, sharing of space, etc.) 5 Essentials response rates ]*

## **CONDITIONS FOR LEARNING**

These domains are more in line with what are the conditions set by the district to ensure student learning and continuous improvement in teaching and learning. Much of the information included may be descriptive in nature. In each category, we recommend noting major ongoing initiatives or disruptions that may help in understanding evolving practices (e.g., year 2 of Common Core adoption, year 2 of iLearn97 initiative, etc.). Although benchmarks may not be appropriate in these domains, it may make sense to identify goals, examples from other districts, or guidelines set by other organizations to help provide context for the descriptions of our own offerings. Initial descriptions can be at district level; over time, descriptions may document variations or additions at the school level as merited.

### **CONDITIONS FOR LEARNING: Academic environment**

Curriculum and instruction *[Constructs are descriptions as well as minutes spent: Description of curriculum and instruction and number of minutes of instruction in core academic areas (including IB for middle school), Description of learning opportunities and number of minutes of instruction in non-core areas, (Elementary Schools - Art, Music, PE, Recess, World Language; Middle Schools - Art, Music, PE, Recess); also describe key initiatives or disruptions such as transition to IB, transition to Common Core]*

Supplemental activities to all children in the class (visitors, field trips) *[Constructs are descriptions that include indication of frequency, who provides, how paid for: Academic activities, Athletic, Visual and Performing Arts, Civic Engagement, Technology]*

Classroom environment *[Constructs are a mix of descriptions and numbers: Average class size, policy on teacher aide, within classroom differentiation policies; report by grade for elementary schools and by grade and/or subject area for middle schools]*

Assessments taken and how used *[Constructs: Description, purpose, frequency, number of minutes spent taking tests: national/state-wide tests, district-wide assessments, informal assessments; How assessment results are used in students' own instruction, classroom instruction, and school and district planning ]*

Optional opportunities that some but not all students may participate in (instrumental music, after-school, lunchtime, clubs, etc.) *[Constructs are descriptions: opportunities by school, who instructs or leads, cost/financial assistance available, # of students participating]*

Learning tools *[Constructs: Description of main learning tools by subject and grade by school where appropriate. For example, technological tools, textbooks, manipulatives or project-based materials]*

5 essentials: learning climate *[Constructs: academic engagement, teacher personal attention, peer support for academic work, academic press, student-teacher trust, student sense of belonging, student classroom behavior]*

5 essentials: ambitious instruction *[Constructs: quality student discussion, quality math instruction, quality English instruction, inquiry-based science instruction]*

**CONDITIONS FOR LEARNING: Social emotional development**

Supporting students' ability to develop positive behaviors

Developing responsibility for others

**CONDITIONS FOR LEARNING: Targeted student supports and interventions**

Academic *[Constructs by school: types of supports and interventions, how students are identified, role of parents in selection, current number and characteristics of those receiving, frequency or magnitude of intervention]*

Social emotional *[Constructs by school: types of supports and interventions, how students are identified, role of parents in selection, current number and characteristics of those receiving, frequency or magnitude of intervention]*

**CONDITIONS FOR LEARNING: Professional community and shared leadership**

Coordination and planning of instruction

Professional development opportunities

Governance and shared leadership

5 essentials (measures of collaboration, teacher-teacher trust, teacher-administration trust etc)

**Recommendation:** *Although we have identified constructs in each domain, we believe that 2-3 small focus groups with principals, teachers, and other support staff would be the most effective way to identify appropriate constructs, which we expect will be primarily descriptive rather than quantitative.*

**STUDENT LEARNING AND OUTCOMES**

These domains include student performance on key assessments as well as other academic and social emotional indicators. We can think of these as the student-level results of the district actions and investments depicted in the 'conditions for learning' domains.

**STUDENT LEARNING AND OUTCOMES: Student performance on key assessments**

Key assessment data are extensively used in the state report card. Presentation of these data by D97 does not need to replicate the state tabulations, but other tabulations, especially by sub-group can be informative. In addition, the transition to PARCC introduces uncertainty into how its scores will be best presented and understood. We recommend some historical analyses of recent MAP and ISAT test scores to better understand the subgroup patterns identified below, but do not recommend ongoing presentation of MAP scores after the transition to PARCC, since the MAP will no longer align well with the curriculum. For historical analyses, one-time analyses of up to 5 years of ISAT and MAP data would be worthwhile in the ways listed below. Once two full years of PARCC scores have become available, we



do not see the value in continuing analyses of MAP or other administered assessments. Thereafter, the analyses below would be done only on PARCC scores.

We recommend reporting student performance at various levels (not only mean scores or the percentage exceeding certain benchmarks). Four informative levels might be equivalent to: one or more years below grade level (historically 39% or lower), at grade level (40-59%ile), one year above grade level/on-track for ACT composite of 21 (60-76%ile), two or more years above grade level/on-track for ACT composite of 24 or higher (77%ile or higher).

Tracking performance by subgroup is essential for the district to ensure that all students are achieving their potential. We identify the following subgroups for reporting whenever there are adequate cell sizes: gender, race/ethnicity, free/reduced lunch, combinations of race/ethnicity\*FR lunch\*gender, IEP, English-language learners, earliest performance level (for example, this could be performance level in grade 2 based on MAP score in the previous assessment regime, and would be used for reporting performance in all subsequent grades). If improved household demographic characteristics were collected as recommended above under 'who we are,' those characteristics should also be deployed here. Reporting by grade and by school where possible is desirable. For middle schools, reporting by feeder school could also be informative.

Student growth over one year: Students' year over year growth by prior year performance level and for each of the student subgroups mentioned above. For example, among students in the lowest performance level in the prior year, what was their year over year growth? Did this vary across gender, race/ethnicity, free/reduced lunch status, etc.? The nature of this measure (by levels, actual score change, etc.) will depend on how PARCC scores are defined.

Longer-term growth student growth: Even more powerful than documenting year over year growth is the compounding effect of multiple years' growth.

Comparison to national norms. As PARCC scores are better understood, it could be valuable to compare our growth levels to growth nationally based on year over year performance relative to individual growth predictions. This type of RIT data is currently available for MAP.

## **STUDENT LEARNING AND OUTCOMES: Academic and Social Emotional Outcomes**

Academic

Social emotional

**Recommendation:** Given changes in the K-5 report card, IB curriculum and report cards in middle school, and changes in curriculum due to implementation of Common Core, we are not able to recommend specific constructs here, but we suggest that it is essential for reporting purposes and to inform instruction generally for the district to develop appropriate measures from report cards, course enrollments, and related data sources. Appropriate constructs would include, for academic outcomes, retention by grade, achievement of selected milestones such as reading fluency by grade 3, enrollment in algebra by grade 7, etc.; and measures of inadequate, adequate and excellent report card grades – such as % of report card grades that are NP (inadequate), AP, PR or EP (adequate) as well as % that are only EP (excellent) by subject area. Similarly, the 'Behaviors That Support Learning' portion of the K-5

report card is the most promising source of social emotional outcomes that we have identified, and we encourage analyses of those measures to identify constructs that could be reported here.

Many of the subgroup and performance level issues discussed above in the section on student performance on key assessments also apply to other outcomes. As more is understood about the new report cards and identification of milestones in the new Common Core environment, similar metrics and tabulations would be valuable for non-assessment-based data on academic outcomes.

## **POST D97**

This domain will provide outcomes for D97 students as they exit the district, primarily as they move to high school and beyond. As for 'Entering Students,' this domain is largely outside of the district's core work.

- Outcomes of 8<sup>th</sup> grade exits: e.g., EXPLORE scores, on-time graduation, entry into 2year and 4 year post-secondary after grade 12, social emotional outcomes
- Characteristics and outcomes of children exiting K-7<sup>th</sup> grade *[Constructs: (high priority) academic achievement at exit (final test score or % of last report card grades PR or EP), all characteristics in 'who we are' section for K-4<sup>th</sup> grade exits, 5th grade exits, and 6-7<sup>th</sup> exits; social emotional indicators at exit (attendance at prior school, report card indicators for K-5)]*

**Recommendation: Indicators of high school graduation and post-high school outcomes such as college enrollment and degree completion and earnings would provide long-term information about outcomes of D97 students. Obtaining these indicators could be feasible through data sharing agreements with District 200 or through external vendors.**

## **FAMILY AND COMMUNITY**

These domains transcend the columns. There is substantial variation in how much the district is subject to, interacts with, or directly controls different components of these domains. There is very limited high-quality information available in this domain, although the domain itself is very important to success. We recommend some longer-term efforts to collect systematic data on the relationship of parents and schools. Until then, qualitative information will have to suffice, but we caution that poor-quality or very incomplete information may be worse than no information at all.

### **FAMILY AND COMMUNITY : Schools helping parents support their children**

*[Constructs: % of families with active e-mail addresses or able to receive electronic communications, % of families actively reached through parent education and support efforts, supports for parents to promote their children's development, scholarships or other assistance for children to participate in enrichment activities, mechanisms for promoting summer-time or vacation learning, school efforts to assist with before/after-school/days-off child care needs, school efforts to assist with transportation, relevant 5 Essentials measures]*

### **FAMILY AND COMMUNITY : Parents supporting schools**

*[Constructs: % of parents coming to school 3 or more times per school year, % of families participating in school community events, % of parents contributing time or money to school]*

*activities, opportunities for parents to participate in classroom activities or direct interactions with students, relevant 5 Essentials measures]*

**FAMILY AND COMMUNITY : School-community partnerships**

*[Constructs: specify partnerships with brief description of purpose, # of children touched, resources contributed by district and partners. Examples include OPEF, Hephzibah, Collaboration, possibly Park District.]*

**FAMILY AND COMMUNITY : Community resources and context**

*[Constructs: enumeration of community supports such as park district activity slots and availability of scholarships for participation, % of children of each age in the community estimated to attend D97 schools (this may be available from the Collaboration). Specify types of resources with brief description of purpose, # of children touched, resources contributed by partners. Examples include Park District programming, Library offerings, possibly private pay activities such as AYSO, Scouts, etc (but not an exhaustive directory of resources).]*

**FINANCE and POLICY ENVIRONMENT**

**FINANCE: Snapshot of district finances:** D97 annual revenue, expenditures and surplus/deficit as well as summary of debt outstanding (basic terms), remaining borrowing capacity, public ratings and ISBE profile score with footnotes. Suggest presenting 2 years historical, current year budget and 3 years' projections with links to assumptions and footnoted 'last updated' date.

**FINANCE: Breakdown of revenues by major source** (federal, state, local residential, local commercial, financing, grants, fees, other)

**FINANCE: Breakdown of expenditures by major category** (instructional salaries, support salaries, administrative salaries, benefits, O&M, supplies, transportation, retirement. Need alternative presentation of referendum commitments line)

**FINANCE: Present 'matched' revenues and expenditures** such as meal programs, fees for recess monitoring, grant-funded expenditures, etc.

**FINANCE: Ratios -- relating to funds on hands to revenues/expenses**

**FINANCE: Historical and current levies**

**FINANCE: Links to documents** [audited financial results and clean auditors' opinion, annual financial report for ISBE, 'plain English' explanation of TIF and impact on school finances]

**POLICY ENVIRONMENT: Current or anticipated administrative issues (potentially) affecting district resources and functioning.** Examples: changes in data sharing legislation, changes in state legislation pertaining to school finance, state-mandated adoption of new standards or assessments, pension-related rules and legislation, etc. (This is a prose section with bullets identifying and briefly explaining each issue, its potential implication and associated timeframe).

# D97 Draft Dashboard Domains

9-27-14

