D97 Ad-Hoc Dashboard/Benchmarks Committee Update (2-20-13)

Committee Workplan
The D97 Ad-Hoc Dashboard/Benchmarks Committee has organized its work developing a district dashboard for the board and the District 97 community as follows:
- Identify domains to be represented in a D97 dashboard. A domain might be 'student performance on key assessments' or 'teacher characteristics.'
- Identify constructs to be used to measure those domains. Constructs might be MAP math scores or teacher retention.
- Identify measures and benchmarks for each construct. Example measures could be average growth in MAP math score from 3rd to 4th grade, or % of teachers with 10 or more years experience within the district. Example benchmarks might be district-specific goals, comparisons with state standards, or performance relative to other districts.
- Propose a timeline for rollout of a public dashboard and recommendations for ongoing maintenance of the dashboard and related issues.

At this time, the committee would like to receive input from the D97 Board on our work in the first of these stages, identification of domains. We envision returning to the board for input again at later stages in the process.

For our February 25 discussion, we would appreciate feedback from the Board as to our selection of domains:
        1) Are these domains appropriate for inclusion in a district dashboard?
        2) Are there additional domains which should be included?
        3) Does the organization of the domains make sense?

The D97 Ad-Hoc Dashboard/Benchmarks Committee began developing the domains of the D97 dashboard by paying attention to the District's vision and mission statements.

VISION:
Oak Park Elementary School District 97 will be nationally recognized for preparing students to pursue college and career opportunities through purposeful and respectful learning experiences.

MISSION STATEMENT:
The mission of Oak Park Elementary School District 97 is to guarantee that each student achieves optimal intellectual growth while developing socially, emotionally, and physically through a system distinguished by:
- Exemplary instruction focused on each student
- Commitment to the needs of a diverse population
- Meaningful partnerships with families and the community
- Celebrations of the power of art, music, and language
- Confident students challenged to be educational risk-takers

<u>Draft Dashboard Domains</u>
Please see the visual depiction of our proposed domains. There is a rough left-to-right progression of students as they enter, progress through, then exit the district's schools over time. Different elements of the top and bottom bars (Family and Community, Finances) are salient at each point in the left-to-right progression.

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.

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.

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. Some information included may be descriptive in nature.

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.

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

FAMILY AND COMMUNITY AND FINANCE
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.