

A District's Journey Standards-Based Reporting (A Result of Systemic Change)

North Spencer County School Corporation
Lincoln City, Indiana
Janet Lynne Tassell, Ph.D.
Dianne Litkenhus, Elementary Principal
Jennifer L. Jazyk, Title I Literacy Coordinator

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**Chrisney
Elementary**

**David
Turnham**

Heritage Hills MS/HS

**Lincoln Trail
Elementary**

**Nancy Hanks
Elementary**

Session Objectives

- **Share background information**
- **Share components of managing complex, systemic change**
 - **Vision**
 - **Consensus**
 - **Skill Building**
 - **Incentive**
 - **Resources**
 - **Action Plan**
- **Share standards-based progress reporting**

You say, “Just leave me alone and let me teach.” “You are wrong. Ours is an inherently collaborative profession. We need each other. When you close the door on requirements for academic standards, assessment of those standards and best practice you close the door on fairness, opportunity, and achievement. We will not allow those doors to be closed in our district.” – Doug Reeves



Managing Complex Change



Systemic Change is Complex

The educational system is not an abstract machine. It is people. To change a system is to change what people value, where they think they are headed, what they talk about, how they talk to one another, and what they do day to day.

It is to change the policies that give the system direction, and the rules and regulations that specify how the system is managed and how it inspires or crushes initiative and creativity. It is to create new incentives and disincentives, new norms, new cultures, new forms of leadership.



In short it is to change every aspect of the system.

- Education Commission of the States

Vision

- **Working systemically to improve student achievement**
 - Closing the achievement gap
 - Providing high quality instruction
 - Providing a “guaranteed and viable curriculum” (Marzano)

+ Consensus

- **Shared vision**
- **Quality instruction and curriculum**
- **Ownership**
- **Research**
- **Philosophy building**
- **Elimination of barriers**
 - **Attribution of problems to external factors**
 - **Little use of data to drive decisions**
 - **Little attention to systemic alignment of curriculum, instruction and assessment to state standards**
 - **Fragmented, unfocused professional development**
 - **Limited content and pedagogical knowledge**
 - **Culture of isolation**

+ Skills

- Ongoing, job-embedded professional development
- Data Analysis
- Quality Assessment
- Study Groups for all
- All teachers trained
- Single school-wide focus on professional development
- District level meetings

+ Incentive

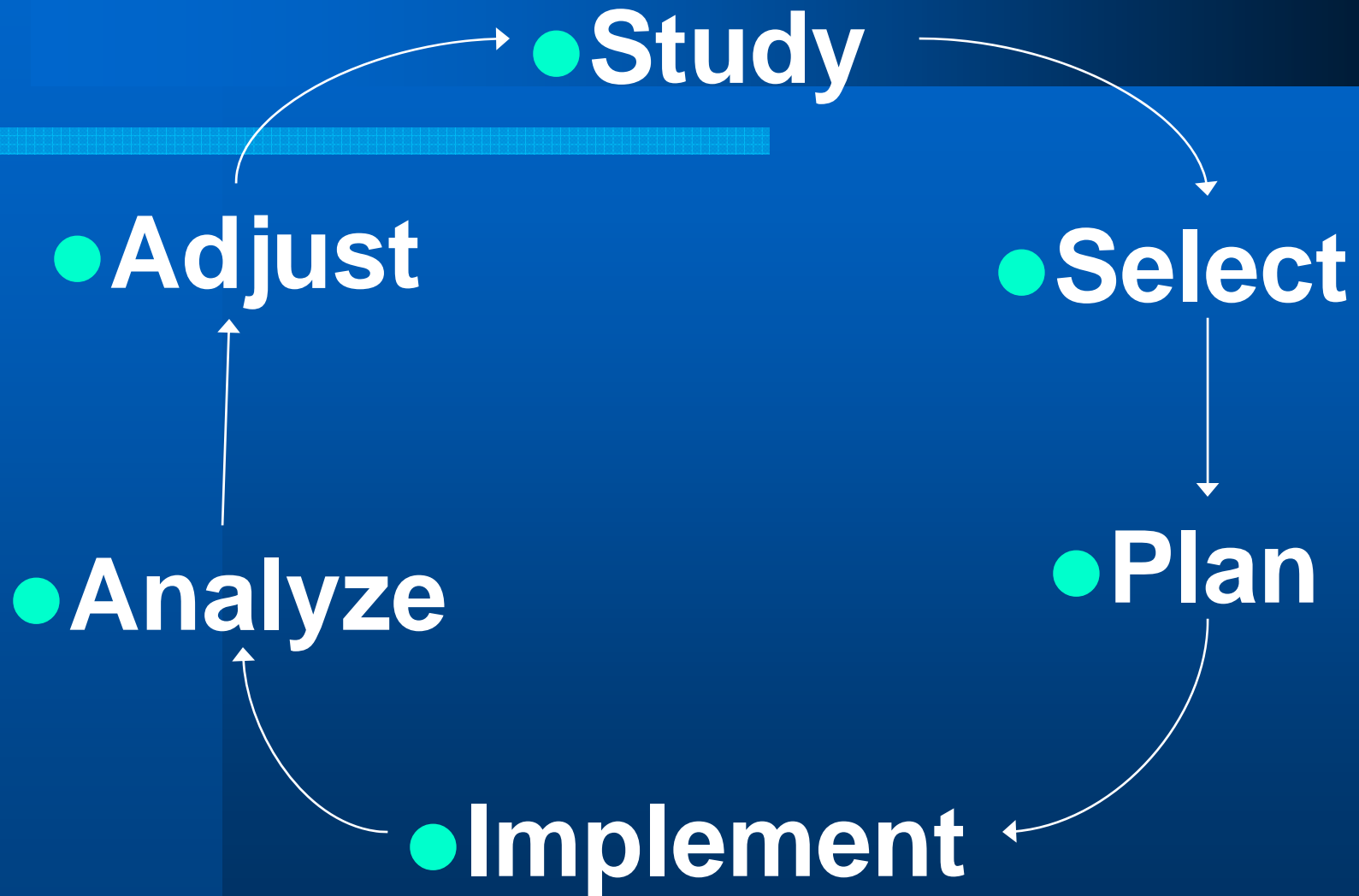
- **Students who succeed!**
- **School-wide success!**
- **Ownership!**
- **Commitment to program, students, colleagues, school.**
- **Respect!**
- **Teacher Empowerment!**

+ Resources

- Curriculum Director
- Literacy Consultant/Coach
- Quality Assessments
- Scaffolded Curriculum and Expectations
- Data
- Principal as Instructional Leader
- Materials
- Time
- Standards

+ Action Plan

- Curriculum Mapping
- Scaffolding of Strategies and Grade Level Expectations
- Time on Task
- Targeted Intervention
- Analysis of Assessment



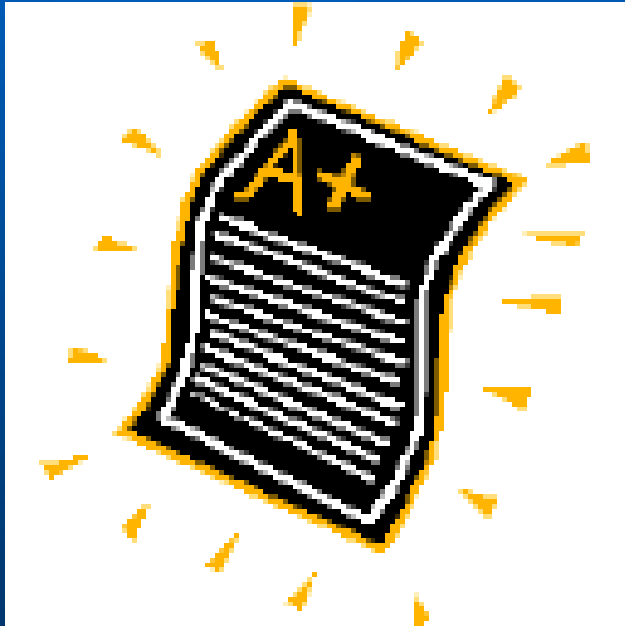


\equiv Change

It's not so much that we are afraid of change or so in love with the old ways, but it's that place in between that we fear . . . It's like being between trapezes. It's Linus when his blanket is in the dryer. There's nothing to hold onto.

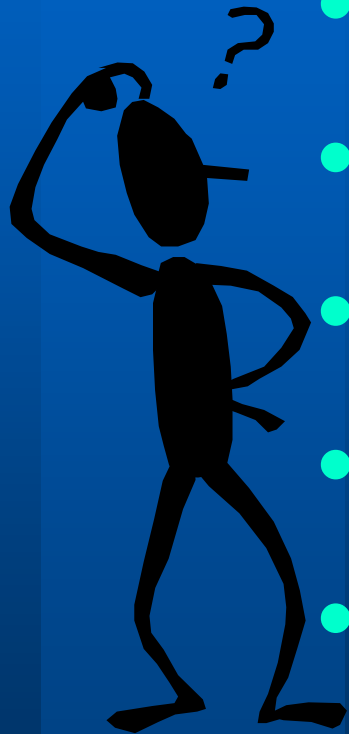
- Marilyn Ferguson, American Futurist

Purpose of Report Cards



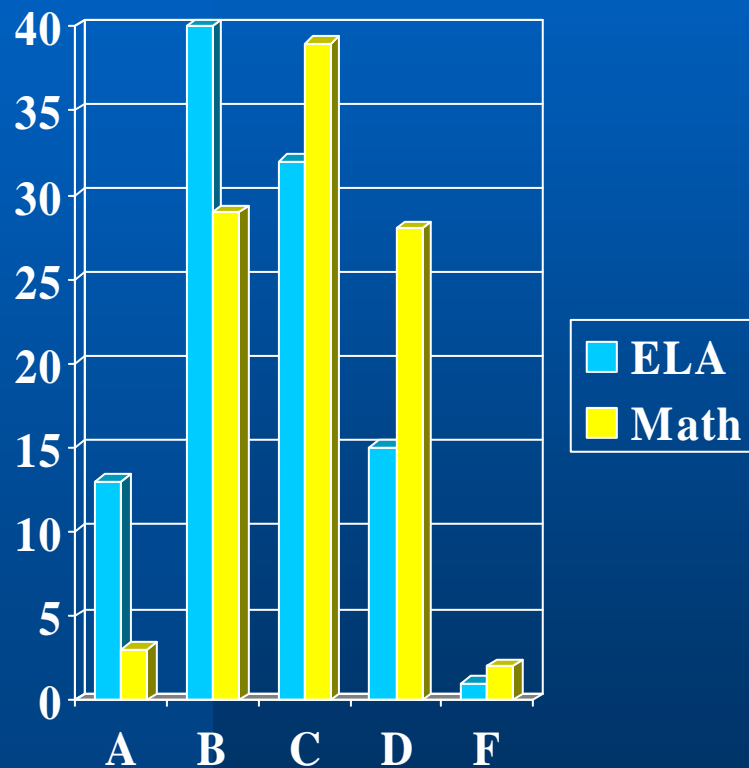
- **Communication (Parent-Teacher-Student)**
- **Improve student learning**
 - **Self-evaluation**
 - **Life skills**
- **Improve and guide instruction**

Why Improve Reporting Systems?



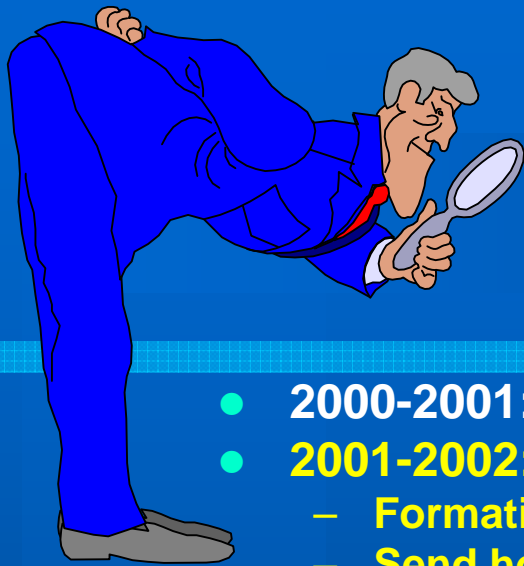
- Letter grades do not purely reflect student learning
- Report Cards were not aligned to state standards (ISTEP+)
- Report Cards were not detailed enough for students to self-evaluate
- Inconsistency between ISTEP+ scores with reported grades
- Dissertation research showed a need to focus on instruction based on the Standards
 - Without reporting requirement, teachers were not following through with this.

ISTEP+ and Grade Comparison



- **Elementary Level**

- 2001-2002 Students not passing ISTEP
- Note the number of A, B, Cs given in comparison to D/F



Timeline Focus

- **2000-2001: Identification of Need for Report Card Overhaul**
- **2001-2002: Year of Awareness**
 - Formation of Corporation Report Card Discussion Team
 - Send home Benchmark Checklists with Report Cards
 - Share literature and bring all teachers, School Board, and parents on board
 - Survey parents regarding the “old” report card
- **2002-03 Focus: Design Standards-Based Progress Report**
 - K-6 Math/Language Arts/Life Skills
 - Alternate Progress Report for Special Education, ENL, Home-bound, etc.
- **2003-04**
 - Implement Math/Language Arts/Life Skills on Progress Report
 - Study Group tour of elementary schools to trouble shoot and improve communication
 - Design Standards-Based Progress Report
 - Social Studies/Science/Art/Health/PE/Music/Media/Technology

Timeline Focus (cont.)

- **2004-05**
 - Implement Social Studies/Science/Art/Health/PE/Music/Media/Technology
 - Online Progress Report entry for Classroom Teachers
 - Survey Parents
- **2005-2006**
 - Middle School labeling with Standards on online gradebook program SLIC
 - Online Progress Report Entry for all teachers
 - Phase out letter grades at grade 4
- **2006-2007**
 - Phase out letter grades at grade 5
- **2007-2008**
 - Phase out letter grades at grade 6
- **2008-2009**
 - Revise online reports to reflect recent changes to ELA, social studies, and music standards – review standard changes with teachers
 - K-12 discussions about implications of differentiated instruction in regards to standards ratings, grades, and student work
- **Throughout the process:**
 - Review
 - Revise
 - Gain input from Parents-Teachers-Students
 - Continuously inform new parents and teachers about our progress reporting system

Philosophy Building (2001-?????)

- Why do we grade?
- **Why do we have report cards?**
- How would you describe the shifting of the roles of both teacher and student relating to assessment/grading practices?
- **What report card formats have you or others tried throughout the years?**
- How have your philosophies about grades/report cards evolved throughout your teaching career?

Progress Report Design (2002-2008)

- **Standards-Based**
 - Aligned to Indiana Academic Standards
 - English/Language Arts and Mathematics
 - Detailed list of standards provided
- **Characteristics of Successful Students**
 - Consistent Expectancies for grades 1-6

Teachers Working on Design

- **Build common philosophy**
 - Grades vs. rating on standards
 - Watched Guskey video
- **Structure**
 - Met in groups by grade level
- **Design Decisions**
 - Reviewed drafts of other report cards

Design Decisions

- **Format**
 - Folder
 - Both Grades and Standards sections gr. 6
 - ELA and Math Standards included in detail
 - Labels to be applied to front
 - Grades are redefined based on Standards
 - “Characteristics of Successful Students” can be noted as a strength or weakness
- **Online Entry of Ratings**
- **Eliminate Mid-term reports**
- **Change approach to permanent records**

Samples

- Cover
- **Math/ELA**
- Letter Grades
- **Standards**
- Special Area insert
- **Alternate Progress Report**

Characteristics of Successful Students

CHARACTERISTICS OF SUCCESSFUL STUDENTS	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
"X" Denotes a Concern				
✓ Denotes a Strength				
Organizes self and materials				
Pays attention in class				
Follows directions				
Uses class time wisely				
Seeks help when needed				
Completes assignments on time				
Neat in all work				
Works independently				
Works well with others				
Speaks when appropriate				
Accepts constructive criticism				
Follows directions				
Shows concern for others' feelings				
Works to potential				
Demonstrates responsibility				

How do we build in consistency from teacher to teacher with the ratings?

- **After year 1, we redefined the ratings.**
 - 4 Consistently demonstrates exceptional grade level knowledge and skills.
 - 3 Consistently demonstrates grade level knowledge and skills.
 - 2 Inconsistently demonstrates grade level knowledge and skills.
 - 1 Demonstrates a lack of grade level knowledge and skills.
- **Why?**
 - This is how teachers were interpreting how to look at the assessments – so why not share this understanding with parents.

How do we isolate scores from assessments that test more than one Standard?

- Teachers have coded their grade books in such a way as to isolate Standard scores.
- **Teachers tend to test only one Standard at a time when possible.**
- Some assessments will have more than one score noting performance on the different Standards.

End Result - Systemic Change



- **Improve communication to Parents and Students**

- Skills the student has accomplished
- Skills the student needs to improve
- How parents can help their student

- **Improve student learning**

- Reflect where the student is in his/her learning
- Evaluate and monitor student progress

- **Improve classroom instruction**

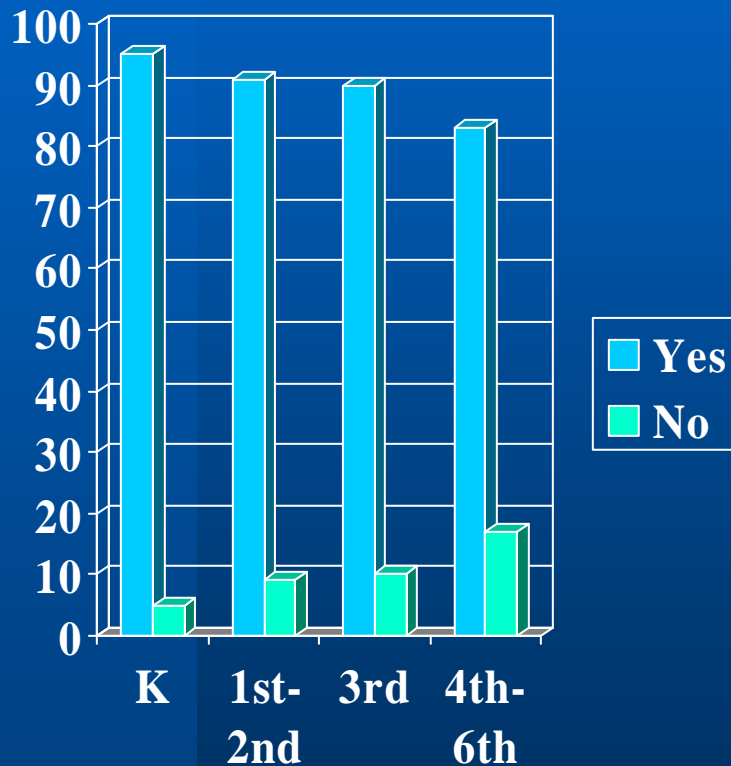
- Identify specific changes needed to improve student learning
- Identify areas for remediation and/or intervention



Parent Barriers

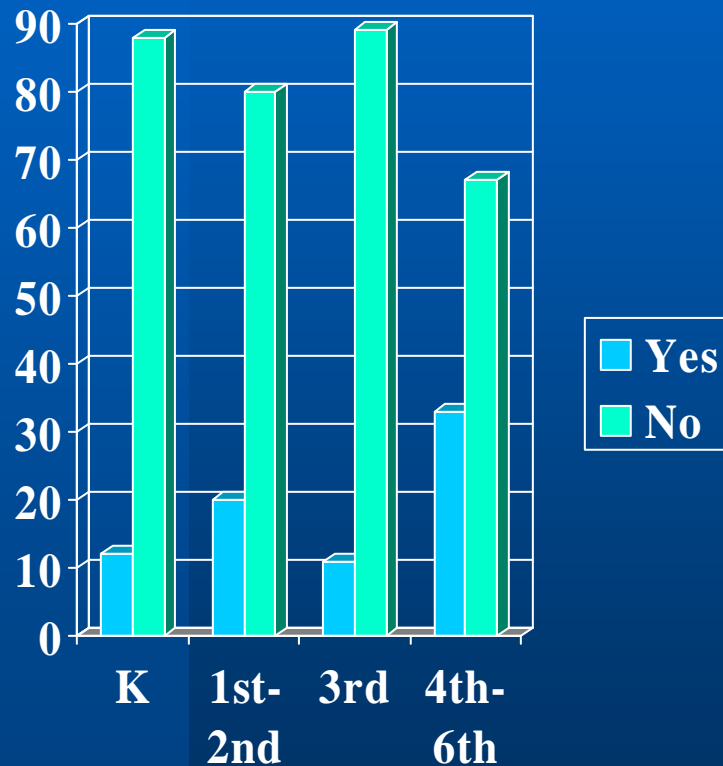
- Parents feel knowledgeable about letter grades
- **Parents want to have ability to “compare” own child to others in class**
- Parents do not see “grade level performance ratings” as motivational enough for students to strive for learning
- **Some parents believe that students are no longer motivated to do homework because it does not weigh in to the rating**
- Some parents and students have difficulty transitioning from elementary to middle school reporting.

Parent Survey Spring 2005 – Question 1



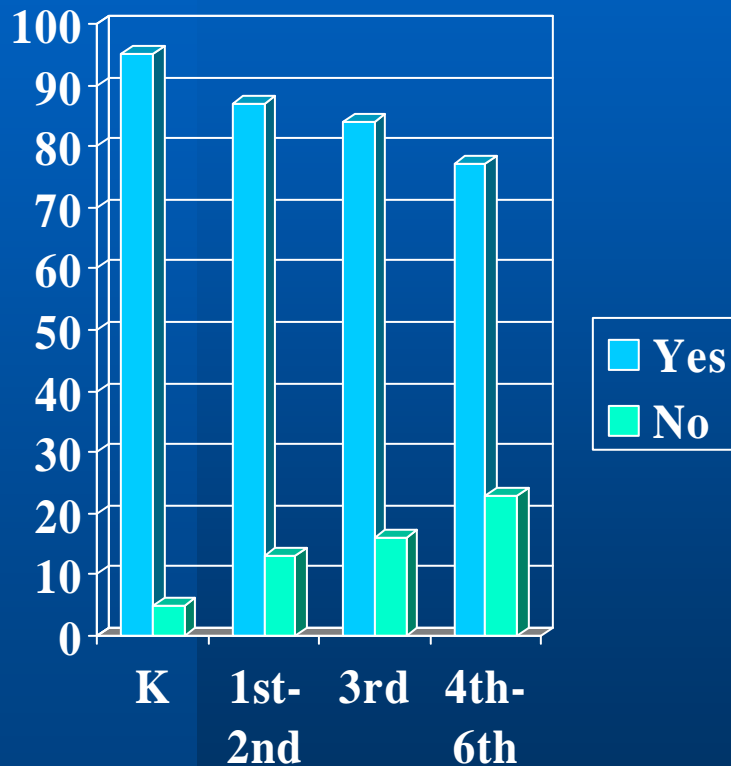
- **Based on reading the Progress Report, do you have a clear understanding of how your child is performing in relation to the standards?**

Parent Survey Spring 2005 – Question 2



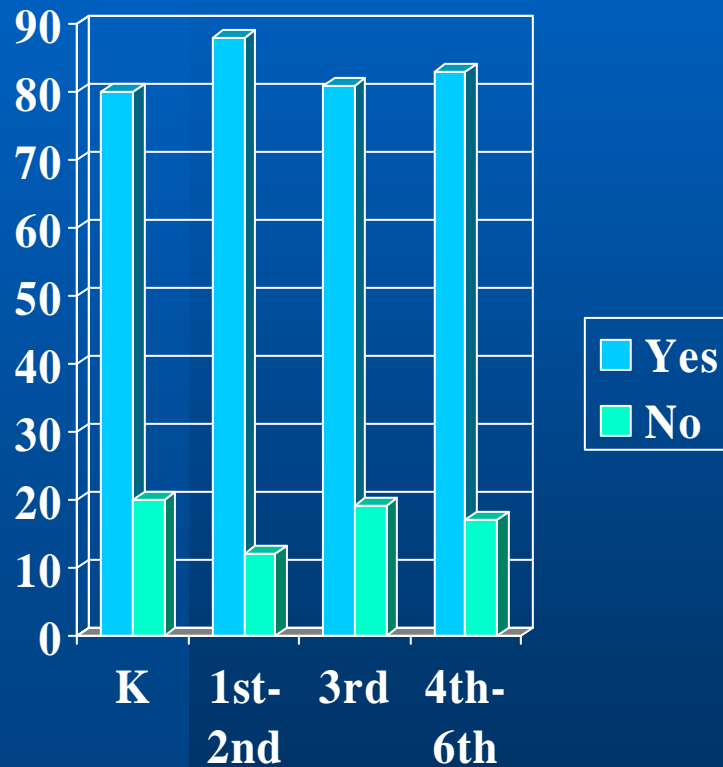
- Do you have any areas on the Progress Report that you do not understand?

Parent Survey Spring 2005 – Question 3



- **Based on the student work you have seen, are the standards ratings an indication of where you thought your child was performing?**

Parent Survey Spring 2005 – Question 4

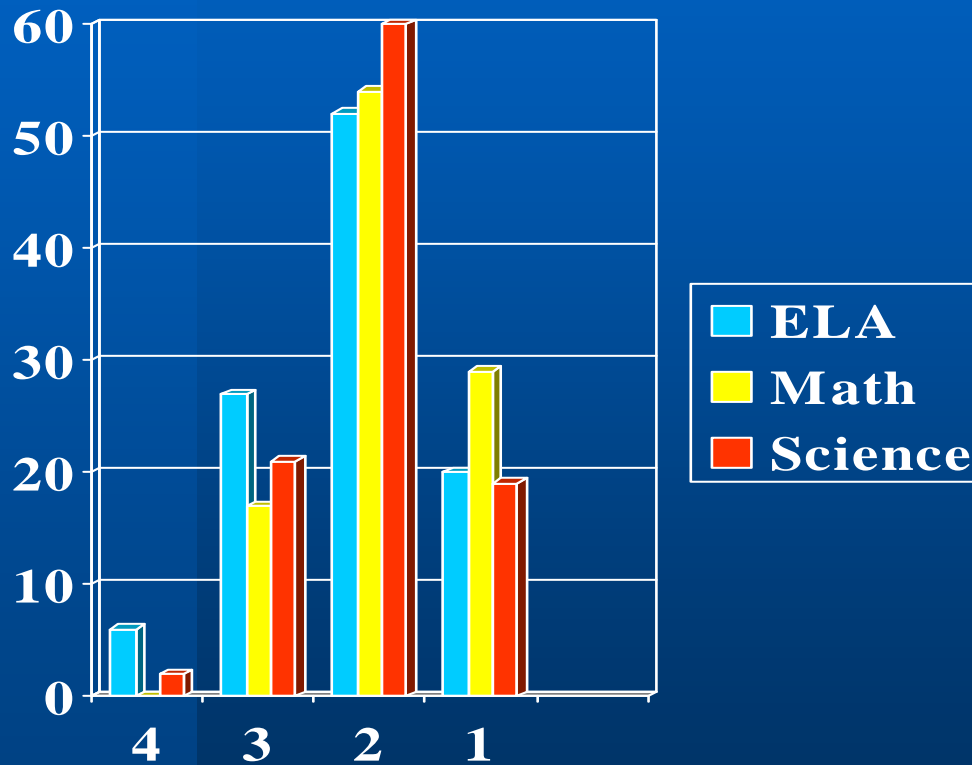


- **Are you receiving enough information regarding your child's level of learning throughout the grading period?**

Reflective Comments by Teachers

- **How has the new progress report affected your view of traditional reporting and letter grades.**
 - **The progress reports have made me realize how truly ineffective grades really were for me personally, for my past students, and for communicating with my students' parents. In reality, a grade conveys very little information about a child's individual strengths and weaknesses. Unless as an educator you choose to be very explicit in communication with parents and students on each individual strength and weakness, grades leave parents and students with just a symbol of comfort or discomfort for their academic performance. It is like judging a book by the cover when just using letter grades. Our progress reports allow parents to open the book to the grade level curriculum. The progress report provides educators a systematic method to communicate distinctively the specific strengths and weaknesses for every child. – Jennifer Hauser, 6th grade teacher**

Evidence of Systemic Change



- **Fall 2005**
students not passing in ELA, Math, and/or science
 - Percent of times earning a rating

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- **Share standards-based progress reporting**

Closing Thought

Design is messy and extremely difficult work that is time intensive for facilitators and stakeholders alike. There are no shortcuts to systemic change.

- Patrick Jenlink

Helpful Contacts/Literature

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