

Hawthorn District 73

Standards-based Report Cards
Implementation Plan

Draft - Last Revision May 1, 2006

Committee Members:

Administrators/Teachers

John Ahlemeyer	MSN - Principal
Deb Anderson	Aspen - 1 st Grade
Anne Buckton	MSN - 6 th Grade
Karen Cencula	Townline - Principal
Lisa Cerauli	Elementary South - AP/TLC
Suzy Choi	Elementary North - 2 nd Grade
Joel Colon	Townline -5 th Grade, Dual Language
Eileen Conway	Townline - Principal
Betsy Gehlbach	Elementary North - 3 rd Grade
Jennifer Glickley	Aspen - Principal
Ann Hofmeier	Elementary North - AP/TLC
Sharon Horan	MSN - 6 th Grade
Cara Hunwick	Elementary North - 1 st Grade
Karen Johnson	Townline - Learning Center
Sheryl Kabak	MSN - TLC
Diane Krueger	Elementary North - 4 th Grade
Ann Moebius	Elementary South - 3 rd Grade
Joy Mullaney	MSS - Principal
Robin O'Connor	Aspen - Drama
Karen Olker	Elementary North and South - TLC
Katie Pleines	Elementary South - 5 th Grade
Kelly Rude	Townline - Kindergarten
Jennifer Sajovec	Townline - 1 st Grade
Dan Schneider	MSS - TLC
Betsy Sostak	Townline - TLC
Mary Tyler	MSS - Library Media Specialist
Maureen Vinci	Aspen - TLC
Kathy Wysong	Aspen - TLC
Sue Zook	District Office - Associate Superintendent

Parents

Dawn Barnett
Jeanna Claussen
Kip Coco
Anna Gillespie-Dipinto
Julie Harty
Steve Limer
Stella Senning
Jennifer Yong

Standards-based Report Cards

Overview:

Since the inception of the standards movement across Illinois in 1997 and the passing of the No Child Left Behind legislation in 2002, Hawthorn District 73 has been working to align curriculum, assessment and instruction with standards. Recently, a team of administrators and teachers has been working to develop reporting mechanisms to match essential academic learning requirements outlined in our Power Standards. Prior to our reconfiguration, each school has been on their own developing and using different report cards, including items that reflect different philosophies and different grading strategies, not to mention, different timeframes for when student report cards are given. Because of these inconsistencies, the district is currently addressing the challenges by providing facilitation, training, and guiding practice to produce a standards-based, district-wide, (by grade level clusters, (K-2, 3-5, 6-8) consistent, research-based reporting tool for all schools.

Implementing a New Standards-based Report Card

In 2002, the district began training all teachers in a backwards curriculum mapping model that aligned classroom teaching - curriculum, assessment, and instruction with Illinois standards. In 2005, a team of administrators and teachers, representing each grade level cluster (K-2, 3-5, 6-8) was convened to begin training with Dr. Tom Guskey, Professor of Educational Policy Studies and Evaluation at the University of Kentucky. Dr. Guskey is widely known for his work in education reform, assessment, grading practices and mastery learning. Parent representatives were also recruited for the task. The charge of administrator/teacher team was to revise our grading and reporting practices, matching the reporting system of learning to the State standards and the school district by developing a consistent report card for that is grade level appropriate for each grade level cluster.

The Development Process

The team was convened in the fall of 2005 and began training with Dr. Guskey, studying documents, research, and sample standards-based report cards from across the country. Training was provided and meetings were held and the group worked diligently through issues counting on research and best practices to guide development. During the work of the team, a list of critical elements that the report card must have in order for it to be successful was created. Some of the elements include: The report tool shall...

1. Be manageable for teachers.
2. Be student, teacher, and parent friendly (meaningful and understandable)
3. Reflect actual student achievement
4. Match state and district standards
5. Be individualized by grade level and/or grade level cluster (K-2, 3-5, 6-8)
6. Include behavior, effort, and work habits that are separate from achievement
7. Reflect consistent standards across all four elementary schools and both middle schools
8. Be a reasonable length (single page, double-sided)
9. Provide room for comments

The team also decided to integrate the following guiding principles:

1. Use rubric descriptors instead of letter grades for achievement, work habits, and citizenship.
2. Use a scoring guide with four distinct scoring points that distinguish performance level in the rating scale.

Advantages of New Report Card

1. Consistent among all grade levels and all schools in the district.
2. Authentic classroom-based assessment practices match up with new reporting tool.
3. Rubric descriptions would provide detailed information to parents and students.
4. Teachers, students and parents focus on skill development and standards of proficiency instead of grades.
5. Teachers more focused on curriculum to guide classroom instruction and assessment.
6. Because the standards and qualitative measures delineated on the report card communicates what our learning community believes is important, this tool will help drive instruction as an entire system.
7. Presenting all four descriptors on the report card provides parents and students knowledge of the standards as well as the performance required to attain each level.
8. This approach to reporting student progress develops a thorough understanding of the curriculum by both parents and teachers.
9. Improves communication between schools, parents, and students.
10. Increases communication among teachers.
11. Identifies learning patterns in a longitudinal fashion.
12. Supported by most recent educational research.

Disadvantages of New Report Card

1. Discomfort with change for parents and staff members (not accustomed to a reporting system that does not contain 100+ year old grading structure).
2. Training staff and parents (this approach to reporting student progress requires a thorough understanding of the curriculum by both parents and teachers).
3. Requires additional communications during the change process, which increases time commitment by teachers and district staff.
4. Start-up costs (training, communication, computer and/or web-based system).

Recommended Report Card Rollout

Limited Pilot

Elementary North and Townline Grades K, 2, and 4

Elementary South and Aspen Grades 1, 3, and 5

Middle Schools - One team per grade level

2006-07

District Pilot

One or two buildings at all grade levels

2007-08

Operational

Entire district, all grades K-8

2008-09

The pilot process is designed to provide feedback to the committee from both teachers and parents. Revisions will further refine the structure and wording as well as give us information about the best ways to introduce the new process to administrators, teachers, students, and parents

Timeline	Activity	Responsible/Who's Involved?
Spring 2005	Curriculum Quarterly Newsletter Article	Zook
Fall 2005	Highlights and Curriculum Quarterly Articles	Zook
October 24, 2005	Curriculum Coffee	Zook/Parents
November 28, 2005	Parent Grade Group Meeting	Zook/Parents
December 14-15, 2005	Trading with Dr. Tom Guskey on Grading Practices in a Standards-based System	Guskey, Teachers and Administrators on Report Card Team
January 23, 2006	Curriculum Coffee - Update	Zook/Parents
March 8, 2006	Report Card Team - Guskey De-briefing Development of Report Card Implementation Plan	Report Card Team
March 13, 2006	Curriculum Coffee - Update	Zook/Parents
April 7, 2006	Report Card Team - Begin Report Card Drafts	Report Card Team
April 10, 2006	Parent Grade Group Meeting	Zook/Parents
May 8, 2006	Curriculum Quarterly - Update	Zook/Parents
June 2006	Curriculum Quarterly Newsletter Article	Zook
Summer 2006	Report Card Team - Continue Drafting Report Cards for Limited Pilot	Report Card Team
Fall 2006	Limited Pilot Begins with select teachers/classrooms	Selected Teachers TBA
November 1, 2006	Dr. Tom Guskey returns to work with Report Card Grade Team and do a keynote presentation to all teachers on Effective Grading Practices in a Standards-based System	Report Card Team and All Teachers
January - May 2007	On-going updates to parents in newsletters and meetings	Zook, Parents, and Report Card Team
2007-08	District Pilot	Selected schools and teachers
2007-08	On-going updates and communication regarding pilot and opportunity to obtain parent feedback	TBA
2008-09	District-wide Implementation/Operational	All Teachers
2008-09	On-going updates and opportunity to provide feedback	Teachers/Parents

Other activities will be added as appropriate and/or necessary.