

Meeting # 9

Date: Thursday, June 7, 2012

Time: 3:30-5:30

Location: District Office

Notes

Staff Present: Lisa Niva, Carolyn Hinshaw, Dawn Christiana, Pam Pottle, Shirley Prichard, Mike D’Hondt, Kathy Lorson-Howell, Tom Gresham, Caren Pitsch, Michelle Jacobs, Sarah Kalstad, Stephanie Johnson, Luke Hostetler, Lisa Peterson, Wendy Barrett, Jaylani Evans, Trina Hall, Donna Morris.

Meeting Items:

- 1. Review agenda:** Trina expressed gratitude to the committee for all the work completed to date. The work of the committee commences at the end of the meeting on June 28th. There will be a
- 2. Status Check on Committee Items for POW:** We reviewed the decisions made to date and the areas of needed work, based on the Guskey text’s 15 work items for developing a standards based report card. To note accomplishments before getting overwhelmed by work ahead.

In the table below is an excerpt from the document *Elem Reporting Comm Item Status, updated 6.7.12*

Numbered Items from *Developing Standards-Based Report Card, Thomas Guskey & Jane Bailey, ©2010, Corwin Press*

X = completed

PHASE 1			
1.	*What is the purpose of Report Card?	Completed – perhaps revise based on new information	X
	*Definition & Purpose of Reporting System	Completed – perhaps revise based on new information	X
	*Define & Clarify Standards	<i>Understand difference b/n curriculum standards & reporting standards Identify curriculum standards for each subject</i>	X
	*Establish criteria for report card and reporting system	Complete – criteria to be used to monitor accomplishments and existing areas of attention	X
2.	How often will RCs be sent home?	At the end of each semester for the 2012/13 school year. <i>Note 1: we will explore the possibilities of progress reports and building in support of their use through the new Skyward system – to be determined Note 2: monitor and consider possibility of trimester or quarterly Report Cards for 13/14 based on needs within the larger reporting system – unknown need until we see how the family engagement model develops.</i>	X
3.	Will the report cards be different by grade level, or the same across grades?	Kindergarten unique 1 st – 5 th – to be determined	In process
4.	How many reporting standards will be included for each subject area?	Not more than 4-6 per subject Identify process, product and progress separately	X

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5.	What specific reporting standards will be included at each grade level or subject?	Under development (See “hierarchy” documents) Report process, product and progress separately Note: Following the Guskey seminar, and the work of Kentucky, this is a major focus of the group and will be the primary content of our working session on June 27 What level of specificity should we include for reporting to families?	In process
6.	Will standards be set for the grade level or for each marking period?	For each marking period Scores will indicate performance against where we want students to be at that point in the year (semester & end of year)	X
7a	*What specific process standards will be reported?	Developed by team, <i>need input and review from constituents</i>	In process
7b	What specific progress standards will be reported?	Plan in place for the collaborative development of progress reports in grade level meetings during school year – progress reports can show progress and report card can show product – One idea for progress reports is a common report to go home for district assessments (BAS, MAP), including articulated sequence of learning targets across grades	X
PHASE 2			
8	How many levels of performance will be reported for each standard?	Four, plus NE or NA 4, 3, 2, 1 NE = not evaluated at this time N/A = not assessed	X
9	*How will the levels be labeled?	4, 3, 2, 1 – <i>need review and input from constituents regarding descriptive language</i> <i>Note: Following Guskey seminar we need to determine how much detail/description to include. Plan for seeking input from parents, teachers and students in the early fall.</i>	In process
10	Will teachers’ comments be included and encouraged?	Yes, comments required Comments by subject area & general comments	X
	Develop guidelines for teacher comments	Guidelines to be developed, decisions to be made – many parameters are set by Skyward See separate documents	In process
11	How will information be arranged on the report card?	Custom feature from Skyward, some limitations	July
12	What are parents expected to do with this information?	For 12/13 – parent are recipients of information, no signing or feedback Recommendation to hold on this until 13/14 when we have a better working knowledge of the family engagement model and reporting system	X
13	What are students expected to do with this information?	For 12/13 – students are recipients of information, no required goal setting, etc. Recommendation to hold on this until 13/14 when we have a better working knowledge of the family engagement model and reporting system	X
14	What policies need to accompany the new reporting procedures?	Executive Team and DTL will address this – involvement of principals, teachers, parents and community as needed	To DTL
15	When should input of parents and/or students be sought?	Public draft for comment in Fall – Ongoing input throughout the school year.	Fall

OTHER ITEMS		
What considerations need to be addressed for reporting for students with special needs?	<i>Involvement of representative groups:</i> Special education, ELL, Highly Capable See notes from sessions	In process
Combining methods of reporting	Should we have a different method for process marks? (See hierarchy documents; See Mock Up of Report Card)	In process
Determine implementation and/or pilot process	Training and Development Schedule established for teachers and administrators for SIS training and use & for standards based practices professional development (standards, assessments, instruction) – <i>see training & PD plan documents</i> Parent Training? Other Support?	X

Numbered items in notes below reference the work items in the table above.

2 – How often RC’s go home: Concern about progress monitoring – will we be ready by fall for a 1st quarter report? What could Skyward provide before we are all using report card and grade book? Maybe limited to just a few reporting standards and large-scale assessments like BAS and MAP? This work will be embedded in the work of the grade level meetings in order to support teachers in a productive manner connected to the standards, instruction, progress reports, and the regular work of their classroom. Family Engagement Model (FEM) work will also inform this work. (Referenced 7b also)

10 – Will teacher’ comments be included and encouraged: Will there be a comment for parents to request a conference? No recommendation from the committee on this. We will not include this in the 12/13 report card, but can revisit for the following year. The FEM will provide mechanisms for parents to request conferences as needed.

12 – 13 – What are parents and students expected to do with the RC information: Recommend we hold on these until next year as a better understanding of FEM develops.

Considering mailing home reports and progress reports? Will NWRDC mail as well as print? Parent sign-off – for progress reports only? Desired, but how to do? Suggestion that the envelope is signed, returned and reused (if not sent USPS).

Other: Academic achievement versus process reporting – different descriptors for academics versus process/behavior marks?

Question came up about the possibility of some schools/staff doing pilot for 12-13 and others sticking with 11-12 report card next year? Trina stated that the direction is for all teachers to use the new report card and reporting system for consistency for parents, students and families. Trina also shared the idea that we can think of this as a district-wide pilot for 12-13, knowing that it is work in progress and will evolve as we learn more during implementation. This will allow us to best gain input and feedback throughout the year from all stakeholders, and make modifications based on that input for the 13/14 school year.

How will the IB school learner attributes needs be addressed with the Skyward reporting? Consider this for June 28 or a separate work group following that date.

3. Guskey Seminar – Sharing our Learning - About 50% of the committee attended a seminar on June 1 in Renton where Tom Guskey presented on Standards Based Practices, Standards Based Reporting, and the work of the State of Kentucky where they are doing a statewide adoption of standards based report card and reporting system. Members who attended broke into small groups and shared their key learnings with those who did not attend. The conversations were framed in what supported/affirmed our work to date, and what caused new thinking/wonders. Notes from the conversations/report outs are included here. The full presentation handouts are saved on the district intranet site under Presentations.

- Learning from parents with KY research – greatest degree of summary was easiest to understand.
- If we have one score per content area for the RC, we'd still have the need for reporting progress at a more detailed level with progress reporting
- helps with accountability to the CCSS
- provides better accessibility to teachers
- The detailed CCSS and criteria for marking provides consistency and support for all while we engage in this process – not in parent language, but even concern about teachers not knowing the language yet.
- Could OSPI CCSS transition documents help teachers with understanding of the CCSS in relation to what they now know about GLE?
- Referred to Federal Way supporting documents be a model for us to help keep this from being too overwhelming.
- Discussion about reconciling difference between a very broad mark from KY to a RC with very detailed marks by strands or standard. Not reporting all of the standards at the level of standard, so in part just a question about how far down we summarize to distill down to 4-6 marks or even one achievement mark.
- Discussion about how to keep comments meaningful to parents and that canned comments offend the (KY) parents.
- Calibration – we may all agree that the mark(s) all boil down to “this”, but what is the work we do to ensure that we calibrate and could feel confident about reliable marks. Standardized reporting will require us to have common curriculum, instruction and assessment.
- You can still teach your favorite stuff, but you do have to teach to these common standards. How you do that, again, up to you (within a suite of effective instructional strategies) – as long as you get kids there. Art of teaching (how) and the science of teaching (what).
- What about schools that did not attend the grade level meeting? If the requirements remain (these tools, these curricula, these materials) we all need to get there. Lots of talk about a One Schoolhouse effort.
- Kid behaviors – what is documented in our SIS reporting? Using progress reports, report cards, learner attributes section of report card with comments?
- Will the new SIS have more flexibility with documenting student behaviors, especially if they fly under the radar, not exhibiting good behaviors but still not severe or frequent enough to trigger disciplinary

4. SIS Training Update: We reviewed the training plans for August 15, 23, and 27-29, clarifying the intent of each date. Teachers are being recruited for the August 15 training. The teachers who take part in this training (approximately 40 spots) will be early adopters and will be trained on the full Skyward report card, gradebook, and family access, as well as the basics of the student information and attendance features. Also, of these 40 teachers, approximately 12 of them will be trained to be trainers for the August 27-29 sessions. The August 27, 28, 29 sessions will be 1.5 hours in length (repeated sessions) and will include how to log in to the system, how to access student information, and how to take attendance. Each teacher will register themselves for one of the trainings. Trainings will be paid. Recruiting and clarifying for the 15th will take place at each school. Concern about how will we ensure that training from school-

based trainers will be consistent and effective if they only have an additional hour of training before they head out to their school staff? All cert staff should sign up for one of the training session in August.

Sign up information will be sent out by Ralph Hayden to all teachers (copy/pasted here):

From: Hayden, Ralph

Sent: Thursday, June 14, 2012 9:58 AM

To: Alderwood Staff; Carl Cozier Staff; Columbia Staff; Cordata Staff; Geneva Staff; Happy Valley Staff; Larrabee Staff; Lowell Staff; Northern Heights Staff; Parkview Staff; Roosevelt Staff; Silver Beach Staff; Sunnyside Staff; Wade King Staff

Subject: Skyward Training Registration: Elementary School Teachers

This e-mail is directed to **elementary school teachers**. You will be going to the NWRDC website to register for ONE of these sessions:

Educator Access +. These three two-hour sessions are led by an NWRDC trainer and will cover the basics of Educator Access +. Attendees will be ready to find information about their students, take attendance, enter the lunch count, and other basic functionality in time for the first day of school.

- Wednesday, August 22, 8:00 – 10:00, Whatcom Middle School
- Wednesday, August 22, 10:30 – 10:00, Whatcom Middle School
- Wednesday, August 22, 8:00 – 10:00, Whatcom Middle School

Educator Access +. These are abbreviated, 90 minute versions of the EA+ sessions led by BSD staff. Attendees will be ready to find information about their students, take attendance, enter the lunch count, and other basic functionality in time for the first day of school.

- Monday, August 27, 8:00 – 9:30, CORDATA Elementary School
- Monday, August 27, 10:00 – 11:30, CORDATA Elementary School
- Monday, August 27, 12:30 – 2:00, CORDATA Elementary School
- Monday, August 27, 2:30 – 4:00, CORDATA Elementary School
- Tuesday, August 28, 8:00 – 9:30, CORDATA Elementary School
- Tuesday, August 28, 10:00 – 11:30, CORDATA Elementary School
- Tuesday, August 28, 12:30 – 2:00, CORDATA Elementary School
- Tuesday, August 28, 2:30 – 4:00, CORDATA Elementary School
- Wednesday, August 29, 8:00 – 9:30, CORDATA Elementary School
- Wednesday, August 29, 10:00 – 11:30, CORDATA Elementary School
- Wednesday, August 29, 12:30 – 2:00, CORDATA Elementary School
- Wednesday, August 29, 2:30 – 4:00, CORDATA Elementary School

Follow this link to the [NWRDC's Online Class Registration](#) welcome page. First, you will be creating an NWRDC account in order to register for the training. From the Welcome page, click on [Log In NOW](#). From the Log In page, click on the *small* [click here](#) to create a new account. After you have created an account, proceed to **Conversion Training - Bellingham SD**, Then to **Educator Access +** That's where you get to go shopping for a class (it involves a cart and everything).

Karen Lofton has become our local NWRDC registration expert: please call her at Ext. 6526 for support with the process if you get stuck. Reply to this e-mail with questions, comments, and suggestions. Thanks, Ralph

5. Involving Teachers & Communicating Our Work: The latest round of grade level meetings included information for all teachers related to the work of the reporting committee, the PD plan to support the standards based reporting work next year, and connections between the CCSS for literacy and the drafted reporting cards for reading, writing, speaking and listening.

How else are we involving teachers and communicating our work? Pointed to discussion thread on intranet site. It was also shared that committee members are reporting to their staffs, with the information being well received. All elementary teachers and principals should have now viewed the Skyward Introductory presentation that was embedded in the Districtwide WOW in May. Trina will send that out in the notes as well for easy access for those who want to revisit the information. Trina plans to meet with Tanya Rowe to map out communication plans for the next several months as we move into the fall and implementation.

Concern about the unsettled feelings of where we are, close to a decision but still so much work to do - what do we say or how do we frame this in our conversations? Okay to feel unsettled at this point – natural to feel that way the closer we get to decisions...

Wrap up & Next Steps

Meeting Summary with Key Points:

- Reviewed progress on committee work items, recapping what has been accomplished & what needs to be done
- Shared new learnings from Guskey seminar and how it applies to our work
- Made connections to CCSS and grade level PLC work, connecting the work through the professional development planning for 12/13

Next Meeting:

- June 28th 8:00-2:00, District Office, Room 212
 - 8:00 am – Presentation by Buck Evans on Standards Based Practices
 - 9:30 am – Committee work