

Standards-Based Reporting



The final step of a standards-based approach to learning.

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Standards-Based Learning

Simply means that student learning is centered around the Illinois Learning Standards, National Standards, or Domain-specific Standards.

Standards-Based Reporting

Simply means that teachers report student progress based in relation to learning standards versus a percentage-based and task-oriented system.

How we got here

Since COVID, as a district we went back to the very foundations of curriculum mapping, unit mapping, lesson planning, teaching strategies, homework, interventions, and assessments.

Commitment

We've been committed to look at the level to which our students are learning through real-time student data. We are committed to working collaboratively as teams to make real-time adjustments to what we do to reach each student.

Final Step

Although the work we have done is a part of an ongoing cycle of continuous improvement, the final step of the cycle is to examine the effectiveness of the ways we communicate with students and parents how each student is performing with relation to the standards.

A Better Way

We feel there are ways to improve and enhance our current overall communication of a student's performance by using a standards-based reporting system.

You've heard in previous board presentations about the positive results from staff that have already been using a standards-based reporting system. We feel confident that we will be able to duplicate their success and broaden the impact.

We have many examples to follow

Many of the highest-achieving districts across the country use this type of reporting system for grades K-8. Many of the “Lighthouse” districts have been doing this type of work for more than a decade.

We’ve been partnering with Kildeer Countryside School District 96 and Adlai E. Stevenson High School District 125 through site visits, sharing of resources, and collaboration. Their stories are an inspiring one and one we hope to be able to tell ourselves some day.

Recommendation

Our recommendation is to have an incremental roll out of a standards-based reporting system for grades K-8, beginning in the 2025-26 school year.

Why an incremental roll out?

Districts who have maintained this system and who have sustained high academic achievement state a multi-year preparation and roll out approach was key to allow for confidence, competence, clarity, and acceptance.

This ensures the change is transformational and lasting versus transactional and fleeting.

Elementary Specific Challenges and Needs

Elementary teachers have self-contained classrooms. They are in charge of planning for and instructing **all** content courses to their students.

When teachers meet during their common planning period, they discuss and plan content and instruction for 5 different course subjects per day (except for 5th grade which is departmentalized).

Elementary “specials” teachers (Art, PE and Music) serve the entire building. This means those teachers plan instruction for **all** 6 grade-levels.

Elementary Rollout Recommendation

The elementary leadership team and coalition members recommend a rollout that will involve standards-based grading and reporting one subject at a time (and in grade-level bands in specials).

This will provide teachers time to focus on grading and reporting in one area before moving onto the next subject. This will provide time to ensure that these practices are consistent throughout the grade-level.

Elementary Rollout Communication Plan

A content specific roll-out will provide the opportunity to offer a cohesive parent communication and education plan that will stretch through all grade-levels and buildings. This plan will be specifically tailored to the subject that is transitioning to standards-based reporting that year. Providing communication consistency will make the transition to this type of reporting easier for parents and students to understand.

Table 1 – Elementary

	23/24	Summer 2024	24/25	25/26	26/27	27/28
SEL	<ul style="list-style-type: none"> Refine & Rebuild the LEAF skills rubric (2nd semester) Explore removing LEAF skills from the report card 2nd semester Determine reporting for specials and classrooms 	<ul style="list-style-type: none"> Refine & Rebuild the LEAF skills rubric if not done during the spring 	<ul style="list-style-type: none"> LEAF skills PD for teachers (2nd semester?) Practice using it but not reporting (2nd semester?) Both classroom and specials will do this 	<ul style="list-style-type: none"> LEAF skills grading and reporting has its own section of the report card (not attached to a classroom subject) Both classroom and specials will report 	<ul style="list-style-type: none"> LEAF skills grading and reporting continues 	<ul style="list-style-type: none"> LEAF skills grading and reporting continues
Math	<ul style="list-style-type: none"> Finish Math Proficiency Scales Finish Math unit maps during district PD days Secure subs for ½ day grade level work? 	<ul style="list-style-type: none"> If needed, finish Math Proficiency Scales If needed, finish Math unit maps 	<ul style="list-style-type: none"> New Math Resource Review Create common math assessments (possibly secure subs for grade level ½ days) 	<ul style="list-style-type: none"> Math Resource Pilot Implement common assessments using PLC process (does the instruction or the assessment need to change?) Practice SBG with Math assessments in PLC meetings 	<ul style="list-style-type: none"> New Math Resource implementation district-wide Math reported standards-based district-wide 	<ul style="list-style-type: none"> Math continues being reported standards-based
ELA	<ul style="list-style-type: none"> ELA District Curriculum Review Secure subs for ½ day grade level review of priority standards (possibly a team)? 	<ul style="list-style-type: none"> If needed, finish review of priority standards 	<ul style="list-style-type: none"> ELA Resource Pilot considers curriculum mapping options Vertical Articulation of revised priority standards (district PD) 	<ul style="list-style-type: none"> New ELA Resource Implementation district-wide Create common ELA assessments (possibly secure subs for grade level ½ days) 	<ul style="list-style-type: none"> Implement common assessments using PLC process Practice SBG with ELA assessments in PLC meetings 	<ul style="list-style-type: none"> ELA reported standards-based district-wide
Science & Social Studies				<ul style="list-style-type: none"> Social Studies Curriculum Review Write Science and Social Studies Proficiency Scales 	<ul style="list-style-type: none"> New Social Studies Resource implemented district-wide Curriculum Mapping and assessments 	<ul style="list-style-type: none"> Implement common assessments using PLC process Practice SBG with assessments in PLC meetings
Specials (curriculum only)	<ul style="list-style-type: none"> Build awareness of global SBG timeline Build consensus regarding SBG rollout (grade bands or all at once) 		<ul style="list-style-type: none"> Review and Refine Proficiency Scales Review and Refine common assessments and curriculum 	<ul style="list-style-type: none"> Using PLC time, discuss practice implementation of SBG on common assessments 	<ul style="list-style-type: none"> Implementation of SBG rollout all K/1st. 	<ul style="list-style-type: none"> Continue rollout and implementation of SBG 2nd/3rd or 2nd-5th.

Middle School Exceptionality – The Middle School Concept

Most middle school teachers plan for and instruct five sections of the same grade-level content course. While PE, Special Ed, Music, and some ELA and Math teachers instruct multiple courses each.

GMS follows the “middle school concept” structure. This means that both content and grade-level cohorts have two common planning periods throughout the day to focus on the academic and unique social-emotional needs of their pre-teen students. Because of this structure, teachers can readily discuss and plan curriculum and instructional strategies.

Middle School Rollout Recommendation

The middle school leadership team and coalition members recommend a standards-based rollout that will begin with the 6th grade class starting in 2025-26 for all 6th grade classes that year.

As that 6th grade class progresses through middle school, each grade-level will begin using standards-based grading and reporting.

Middle School Rollout Communication Plan

This will allow parent communication and education to be seamlessly added to the 6th-grade academic and building information that is already provided to incoming students and parents. The communication and educational support will continue as students progress through GMS.

Table 2 – Middle School

	2024-25	2025-26	2026-27	2027-28
GMS	Standards based grading and reporting implementation prep and professional development Early adopters continue leading	6th Grade standards based grading and reporting LEAF Skills reporting	7th Grade standards based grading and reporting LEAF Skills reporting	8th Grade standards based grading and reporting LEAF Skills reporting
Music	All Early adopters	All Early adopters	All Early adopters	All Early adopters
PE & Special Ed	SBG & R implementation prep and PD	6th Grade SBG & R LEAF Skills reporting	7th Grade SBG & R LEAF Skills reporting	8th Grade SBG & R LEAF Skills reporting



High School Specific Challenges and Needs

High School teachers teach multiple shared courses, but often do not have common plan periods with their cohorts in which to collaborate on curriculum, instructional, and grading practices.

PLC time has been focused on working to create and ensure that a guaranteed and viable curriculum exists for all courses, regardless of the teacher instructing the section. While tremendous progress has been made in this area, there is still more work to be done.

There are also additional areas of reporting that will need to be considered before implementing standards based grading and reporting at the high school level.

High School Rollout Recommendation

The high school leadership team and coalition members recommend continuing to work on building common curriculum, assessments and grading practices.

Additionally, they wish to see how standards-based grading and reporting is received at the middle school by students, parents and staff before making a decision regarding implementation at the high school.

The teams support current early adopters and feel they should be allowed to continue standards based grading and reporting.

Table 3 – High School

	2024-25	2025-26	2026-27	2027-28
GHS	<p>Early adopters continue leading</p> <p>As a building, continue creating a guaranteed and viable curriculum by following our benchmark work</p>	<p>As a building, continue creating a guaranteed and viable curriculum by following our benchmark work</p>	<p>Other departments may expand with standards based grading and reporting</p>	<p>Review the district's standards based grading and reporting progress to determine our next steps</p>

Non-academic skills, attributes, and dispositions

Grading for Accuracy Goal

To report a student's academic achievement with relation to a specific standard and void of non-academic items (attendance, compliance, time, extra credit, etc.).

Dilemma

- Some non-academic items are important for students to master to be successful as they lead to an increase in learning.
- Some non-academic items are important for students to learn to be successful and contributing members of society and are often an expectation of the community and school district.
- In the absence of non-academic items in the omnibus reported grade, some staff desire a way to report on certain items (responsibility, compliance, respectful, readiness, etc.).

Question

If we are going to teach, model, assess, provide feedback on, and hold students accountable to certain non-academic items, which ones and why?

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Questions?