SELF-REPORTED INDICATORS

Principals meeting

October 2019

SELF-REPORTED INDICATORS

- Schools may choose 1-2 self-reported indicators

- Not scored as part of the overall grade calculation

- Optional, but strongly encouraged

- They are an opportunity to highlight success in an area not normally spotlighted on the report card

- Must choose from USBE-approved list of indicators

CELEBRATION NYE 18/19

USBE APPROVED DOMAINS

School-Level Factors	Student Factors	Teacher Factors
Instructional Factors	Parent & Family Engagement	Equitable Educational Opportunities

These domains are based on the domains of effective practices described in Visible Learning by John Hattie (2009).

WHAT KINDS OF ACTIVITIES CAN SCHOOLS REPORT?

Domain	Implementation Activity	Example Fidelity, Process, or Outcome Measure
School-Level Factors	School administers school climate survey	School climate survey results
	School offers arts, sports, or other special programs	Number of and participation in specialized programs
	School implements positive behavior interventions and supports	Office discipline referrals over time
	After school programs	Participation in after school programs
	School has received recognition from an outside source	School recognition or award
	School implemented an anti-bullying program	Incidences of bullying over time
Student Factors	School has emphasized and implemented efforts to improve attendance	Rates of Improved attendance
	Students perform well in AP classes	AP exam performance
	Student groups excelling in one area	Performance of student groups
	School measures students' experiences of school	School climate or school safety surveys
	Students make gains in credit recovery	Average credit accumulation per student
	School emphasizes career readiness and preparation	Percentage of students acquiring and industry-recognized license or certificate

SELF-REPORTED INDICATORS: STEP 1

- Principal or designee chooses 1-2 self-reported indicators from the USBE-approved list

- Hints:

  - **Choose something that won't already be represented somewhere on the school accountability report card**

  - Choose something that will set your school apart

  - If you can, use data that you've already been tracking (i.e., Landtrust reports, intervention data, etc.)

  - You may choose indicators that can be reported on a yearly basis

USE DATA FROM THE 2018-19 SCHOOL YEAR!!

Save your 2019-20 data for Fall 2020.

SELF-REPORTED INDICATORS: STEP 2

- Principal (or designee) gathers the data for the selected self-reported indicators

- Hints:

    - Will allow a pdf upload of graphs, charts, photos, etc.

SELF-REPORTED INDICATORS: STEP 3

- Principal (or designee) enters the data and narrative on the SRI worksheet

- Hints:

  - Explain what the data means

  - Explain why the data is important and what it's impact is on student achievement

  - Describe the plan to improve from year to year

  - **Keep it to 1500 words or less**

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School Self-Reported Indicators Worksheet

Schools may report up to two self-reported indicators within any one of the six domains below. This worksheet is designed to help schools prepare their self-reported indicators for upload to school accountability reports. Examples of implementation activities and measures of effectiveness that can be reported are listed in the attached Example Self-Reported Indicators Guide. Complete one worksheet for each of the self-reported indicators you wish to upload.

1. SELECT A DOMAIN

☐ School-Level Factors   ☐ Student Factors   ☐ Teacher Factors
☐ Instructional Factors   ☐ Parent & Family Engagement   ☐ Equitable Educational Opportunities

2. SHORT TITLE

Give your implementation activity a short title (50 character limit):

3. DESCRIPTION

Describe your self-reported indicator in detail as you would like it to display on your school's report card. You may include measures of effectiveness, program evaluation, and hyperlinks (1500 character limit):

SELF-REPORTED INDICATORS: STEP 4

- Principal (or designee) emails the completed SRI worksheet and any pdf visualizations to Ben Jameson at ben.jameson@jordandistrict.org who will:

  - Proofread

  - Upload the information to USBE's Data Gateway

- Hints:

  - Be sure to check for accuracy and quality before sending your self-reported indicators to me, though we can edit them this year

Due to Ben Jameson by Friday, November 22, 2019

SCHOOL REPORT CARD DISPLAY
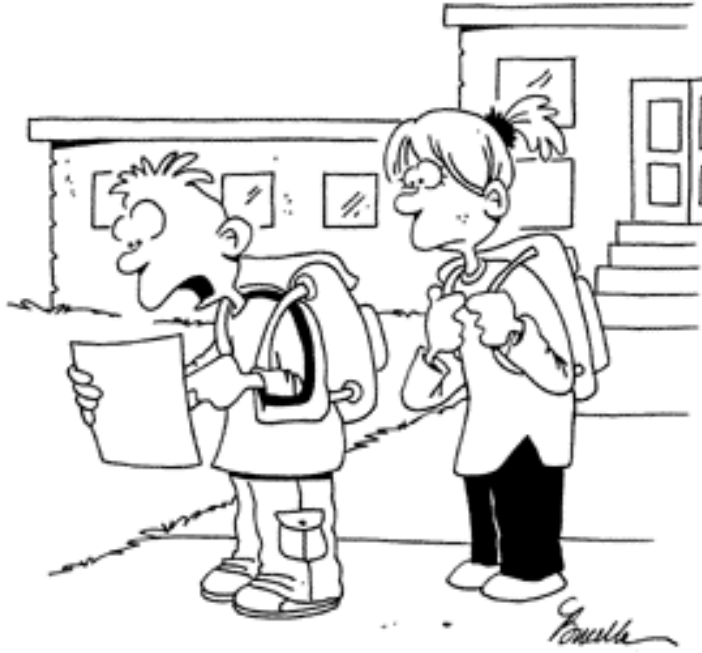
Indicator 1

Domain: "Student Factors"

Title: "Standards-Based Grading and Passing Grades"

Description: At Copper Mountain Middle School, we use a standards-based grading system to assess and communicate individual learning levels for each student. These learning levels are determined through formative and summative assessments that are based on Utah State Core Standards. Profiency scales are created to identify how well students have mastered each learning goal and provide feedback to students as to where they need to improve. Students are then given opportunites to review, remediate, and re-assess to demonstrate new knowledge and growth. We have found a standards-based system to be very beneficial to both the student and the teacher in determining individual learning needs and how to provide appropriate instruction and remediation. Over the last three years of using this approach, we have seen a steady increase in the number of students receiving passing grades. Percent of student body passing all their classes: 2015-16: 83.3% 2016-17: 84.2% 2017-18: 91.2% We will continue to work on implementing and improving our standards-based grading model in an effort to help all students demonstrate academic growth. We will also increase our efforts to communicate the effectiveness of this practice and the other areas of impact, including test scores, attendance, and school climate.

QUESTIONS?