

Assertion of Progress and Exceptions Form

March 2018

ER 3: Interdisciplinary Skills and Attributes

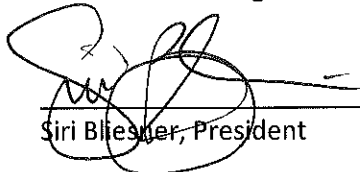
Assertion of Progress with Evidence	<ul style="list-style-type: none"> Because this is a new report, the Board is unable to make assertions of reasonable progress. However, we do note that data demonstrates a promising trend of reducing the incidence of exclusionary discipline.
Exceptions with Evidence	<ul style="list-style-type: none"> Because this is a new report, the Board is unable to note any exceptions.
Strengths	<ul style="list-style-type: none"> Data shows decrease in incidence of exclusionary discipline. District ranks in top 5 among large districts in avoiding chronic absenteeism and exclusionary discipline.
Weaknesses	<ul style="list-style-type: none"> Gaps between subgroups exist for incidence of student discipline.
Focus/Priority Moving Forward	<ol style="list-style-type: none"> Reasonable interpretations are not always clear, nor is the connection between the indicator and outcome. The lack of a clear link makes it difficult to make long-term recommendations. Board and staff need to continue work on developing reasonable interpretations and connecting indicators to outcomes. In particular, the following should be considered: <ul style="list-style-type: none"> <u>Academic Thinking Skills and Strategies</u>. It does not appear that any current indicators are measuring outcomes in this prong of the Student Profile. Rather, current indicators are more properly focused on Communication and Collaboration outcomes. <u>Communication and Collaboration Skills</u>. Board and staff need to work on distinguishing these skills from Academic Thinking Skills and Strategies and linking indicators to proper outcomes. Consider additional indicators – involvement in extracurriculars can develop these skills and should be considered for this prong. <u>Local & Global Citizenship Skills</u>. The Board and Staff needs to work on developing a reasonable interpretation of desired outcomes. Indicators are lacking in this prong. Consider adding indicator showing involvement in something outside of athletics – e.g. involvement in school activities. <u>Personal Attributes</u>. Most of current indicators should go here, including (a) avoiding chronic absenteeism; (b) avoiding behaviors resulting in discipline; (c) avoiding at-risk behaviors; and (d) physical activity. Current indicators, while a good start, may not be ideal for determining whether desired attributes and goals are being achieved. Board and staff need to better align indicators with outcomes and consider additional indicators. The following additional indicators should be considered: <ul style="list-style-type: none"> % of students leaving district to be home-schooled/private school for whatever reason. Assessment of school itself (CONSIDER for EL) Arriving late. Involvement in after-school work.

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 Eric Laliberte

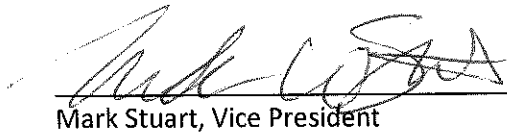
	<ul style="list-style-type: none"> • Involvement in extracurriculars. • % of Repeat Suspensions (Recidivism). • Data on opiod use. • % of students experiencing depression/mental health. <p>3. Targets for indicators need to be set. With this baseline information, staff should be able to propose targets, and Board should set long-term goals as well as short-term priorities.</p> <p>4. Board discussion of ends results should focus on whether the outcome was achieved based on the evidence being provided.</p> <p>5. The threshold for chronic absenteeism may be too high. Should consider a different threshold based relationship between attendance and outcomes (i.e. how many days need to be missed to have impact on academic outcomes?)</p>
<p>Presentation Comments</p>	<p>For definition of chronic absenteeism, do we only count unexcused absences?</p> <p>For most indicators. the Board was interested in trends, rather than exact numbers in data.</p>

March 19, 2018 Board Meeting
 Prepared by Eric Laliberte


Board Member Signatures:




 Siri Bliesner, President



 Mark Stuart, Vice President



 Chris Carlson, Director



 Eric Laliberte, Director



 Cassandra Sage, Director