Madeira Schools Planning Commission

Accountability Measures

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<div align="center">**PURPOSE OF STUDY**</div>

This study was conducted to determine accountability measures, beyond just test scores, that show how well the Madeira School District is doing…healthy, vibrant, successful, especially for those who are not as involved.

BACKGROUND

We want our schools to be the very best, and we want everyone in the community to feel they are getting great value from their investment. The measures of school success and quality vary widely, yet schools are judged by everyone. It is important for us to understand the measures with the highest leverage overall, and discuss strategies for sharing that information with the community.

STUDY METHODS USED

This report was generated by:
- Asking community members (within our area and outside our area) what are the most important pieces of information they use to judge the quality of schools.
- Studying the Ohio Focus Groups attended by Kenji Matsudo
- Conducting internet searches
- Team assessments of key measures

Definitions

For the purpose of this study, "**we**", "**us**" and "**our schools**" are defined as the "Madeira City School District" or "District," including teachers, administration, the school board, students and the community.

KEY FINDINGS

1. **While important, standard metrics like ODE rankings are not well understood.** This creates a tension within members of the community, where these types of ratings are accessible but not well understood.

2. **Teachers and friends are the most trusted sources of information about schools.** Members of the school administration are viewed positively because they have access to information; on the other hand, they may be seen as biased in their assessments.

3. **When we incorporate the various sources of information, the top measures overall appear to be:**

Tangible	Intangible
Graduation Rates	Quality of Teachers
School Ranking ("Excellent" seems sufficient)	Personalized Attention/Instruction
Post Secondary Education Numbers/Schools	Community Involvement of Students
Technology Available to Students	Quality of Citizens (crime rates, etc.)
Variety/Number of Extracurricular Activities	Post College Success
AP Offerings	Safety, Lack of Bullying
Teacher/Student Ratio	Schools as a Focal Point in the Community
Responsible Spending (cost per student, energy savings, length of living off a levy)	Small School Benefits (e.g., multiple activities, opportunities to participate, support systems)
% of Student Participation in Activities	Community Involvement in the Schools
Special Ed Offerings	Student Self Assessment
Facilities	
Publications in Community Press	

By far the most important measures are ones related to student success. Graduation rate is probably the most frequently mentioned/requested measure. Quality of citizens is intangible, but the school board of Fargo, North Dakota has attempted to codify it (see Appendix II).

CONCLUSIONS/RECOMMENDATIONS

1. **Create and Promote the Madeira Schools "Brand":** It occurred to us that we could treat Madeira City Schools like a brand, with its unique equity, points of parity, points of difference and a brand character. This information could be created, captured and broadly shared, and we can promote the "brand" much like corporations promote consumer brands.

2. **Create a standard scorecard:** There are dozens of potential measures from which to choose. Our team recommends we choose a limited set of measures that will be most important and impactful for the community. It also makes sense to line the measures up with our school values and principles (see ATTACHMENT I).

3. **Create a Yearly Student Project on School Measures:** A recommendation of this team is to create a student led and faculty sponsored project to track and share the key measures for our schools. The idea is to fashion this off the business partnerships, where students handle this just like a real world project, complete with data collection, time lines and reports. The advantages of this approach include:
    - We believe students would be a highly trusted source of information
    - This would help teach schools 21st century skills
    - We could get the information collected and shared without having to hire someone or take a portion of paid staff to do it.
    - What get's measured gets managed. The students could understand and implement continuous improvement strategies, using changes in the standard score card as feedback. This would keep continuous focus on the school's goals being measured.

ATTACHMENTS

Attachment I – Measures by Values
Attachment II – Internet and Local Schools Measures Research
Attachment III – Focus Group Key Learning
Attachment IV – Interview Results

APPENDICES

Appendix I – Madeira City Schools Mission/Goals/Principles/Values
Appendix II – Measuring Citizenship, Character, and Life Skills; Fargo, North Dakota

Measures by Madeira City Schools Values

When measures are aligned with our core values (and each listed only once), we see several things:
1. Some measures are tangible, being relatively straightforward to score. Other measures are more intangible and more difficult to create an easy to share metric. Work would need to be done to make the intangible tangible.
2. We have the most measures in the value of academic excellence. This seems appropriate since this is the main job of a school system. But it also suggests we can choose a smaller subset of these measures to follow and report.
3. The measure "small school benefits" does not neatly fit in any of the values. It is, however, most likely one of the key measures of the "Madeira City Schools Brand".
4. There are no measures for diversity. This is an opportunity that should probably be addressed.

Anchored in academic excellence

Tangible	Intangible
Graduation Rates	Quality of Teachers
School Ranking	Personalized Attention/Instruction
Post Secondary Education Numbers	Safety, Lack of Bullying
AP Offerings	Schools as a Focal Point in the Community
Teacher/Student Ratio	Small School Benefits (e.g., multiple activities, opportunities to participate, support systems)
Special Ed Offerings	

Focused on developing socially responsible people

Tangible	Intangible
Community Service Hours	Community Involvement of Students
	Quality of Citizens (crime rates, etc.)

Preparing all students to be successful in the 21st century

Tangible	Intangible
Technology Available to Students	Post College Success
Variety/Number of Extracurricular Activities	
% of Student Participation in Activities	

Recognize, understand and respect our diverse world

Tangible	Intangible

Committed to open communication, community trust, support and partnering

Tangible	Intangible
Publications in Community Press	Community Involvement of Students
	Quality of Citizens (crime rates, etc.)
	Schools as a Focal Point in the Community

Sound fiscal management of resources

Tangible	Intangible
Responsible Spending (cost per student, energy savings, length of living off a levy)	
Facilities quality and upkeep	

TEAM RATINGS (1-10)

BOLD Italics = Most Important Measures (Subcommittee Voting) 10=Extremely Important

Consolidated Measures	Average
Standard Measures and Metrics	
- Standardized testing	7
- Teacher ratings	7
- Teacher Tenure	7
- Teacher qualifications (e.g., National Board certification, Masters, PhD's ,etc.)	7
- Comparisons to local/similar schools	*8*
- Class size	7
- Coach tenure	6
- ODE ratings	7
- Teacher grant money	7
- BOE	5
- ODE Report Cards	6
- Teacher/student ratios	7
Academic Success	
- Graduation rates	*9*
- Job placement rates	7
- College/post high school education	*8*
- National merit scholars	7
- Athletic success	6
- Scholarships awarded…Academic, Athletic… normalized for school size	7
- ACT/SAT , honor society	7
- National Merit scholars	7
- St. X… qualities expected of a "Graduate at Graduation"…Ursuline and Moeller too.	3
- Hall of fames	5
- # of championships	5
- How fast do you get through school	4
Student and Teacher Satisfaction	
- Satisfaction measures	*8*
Community Involvement	
- Community involvement with the schools	*8*
- Students involvement with the community	*8*
- Community based service	7
- Community usage of school facilities	*8*
- Parental involvement	7
- % students in community service activities	7
Sustainability Metrics	
- Energy savings	*8*
- Payout of green infrastructure	6
- Energy Star Report Card	7

Consolidated Measures (cont.)	Average
Fiduciary Responsibility	
- How well do we manage our money	*8*
o Dollars per pupil	*8*
o Spending Compared to other districts	*8*
o Avg. teacher salary	6
o Teacher experience	7
o Frugal spending (e.g., rent car to go to Columbus vs. driving and using miles)	6
- Property values	*8*
- Community support in passing levies	*9*
- District financial reports	*8*
- Foundation… donations	7
Facility Quality	
- Facilities	7
- Technology available to students	*9*
- # of labs	7
- # of computers	*8*
- Smart carts, smart boards	7
Building Great Citizens	
- % of kids in multiple activities	6
- Neighborhood crime	*8*
- Attendance	7
- Bullying	7
>leadership roles of grads, involvement in civic or church….things that might denote success	n/a
Madeira Schools Brand	
- # of kids involved in activities (e.g. 30% of school in Marching Band/Guard)	*8*
- Make the intangible, tangible…what makes the Madeira experience	7
- School spirit	7
- Size of alumni clubs	5
- Personalization	7
- Support system provided by a small school system	7
- Student safety records	7
Curriculum, Extracurricular Activities, Other Offerings	
- Number of extra-curricular options offered	7
- Number of languages offered	7
- Business development partnerships	*8*
- Amount of special ed provided	7
- Amount of Gifted programs	7
- Preschool programs and their awards	7
- Curriculum offerings…e.g., AP course offerings	*9*
- Health services available	7
- Opportunities to be involved extra-curricular activities (variety, availability, support)	*8*
- Preschool programs and their awards	7

Key Learning, Non-Parent Focus Group
"Views about Educational Quality Rankings and Indicators"

In August of 2011, Kenji Matsudo viewed a live focus group of "non-parents" with the subject "views about educational quality rankings and indicators". This was done with residents from a number of school systems in Hamilton and Warren Counties, including Madeira.

WHAT MAKES GREAT SCHOOLS?

Top of Mind Elements of Great Schools:
- Meeting or exceeding their expectations
- Being focal points in, and draw into, the community
- Success of levies

Top of Mind Elements of Opportunity for Schools:
- Better, more transparent, budgeting and finance.

MEASURES:

Key Specific Measures of for Judging School Quality:
- Community outreach programs
- Graduation rates
- ACT scores
- Number of graduates going to college, and where they go to college
- Direct, positive interactions with school officials
- Longevity of teachers
- Various ratings and rankings
- Grade point averages
- Levy passage rates
- Class size

Opportunities for Measures:
- Most felt their impressions of their schools is heavily influenced by "secondary" measures, such as indirect comments from students and teachers and general feel in the community. "First Hand" measures were rare and often not trusted.
- National Honor Society…impressive but a reflection of the student, not the schools.
- Number of athletic achievements (success is good, too much success may mean focus away from academics)
- Property values (ambivalence driven by the belief that lower means less funding, higher means more taxes)

INFORMATION SOURCES:

Most Influential Sources of Information:
- Teachers, especially veteran teachers (most influential for panel participants)
- Local residents, especially those with students or recent graduates
- School web sites/Internet (unique sources of data and access)
- School visits
- Counselors
- Superintendents
- Weekly local newspapers (independent)

Distrusted or Discounted Sources of Information
- Superintendents (they can tell you a lot, but they have an agenda)
- Local realtors
- Ohio Department of Education (too many statistics, not clear what is truth)

Best Forms of Communication:
- Interpersonal communication
- Teachers

Interview Results

Members of the Accountability Measures Committee interviewed at least 5 community members each. Survey participants represented a broad range, including people within Madeira and outside of Madeira, parents of students, students, elderly, non-Madeira student parents, non-child adults, and Madeira graduates. The question was asked "when evaluating the quality of your local schools, what is most important to you?".

Survey Results - "**When evaluating the quality of your local schools, what is most important to you?**"
(Top measures bold/italics)

Academics:
- ***Graduation rates***
- Academic success
- Strength of academic Schedule
- Extracurricular activities
- ***Student standardized test scores (ACT, SAT, State Tests, etc)***

Personalized Attention:
- Individual student growth from year to year
- ***Personalized attention and instruction***
- Personal attention for each student
- Teacher/Student ratio
- Teacher/student relationships
- Opportunities for low and high performing kids
    - Individualized attention, willingness to asses students for Individualized Education Plans (IEPs)
    - Programs for all types of students, from special needs to honors

Curriculum and Extracurricular Activities:
- High School… strong extracurricular activities leading to social skills and self esteem
- Extra activities/clubs

Value
- ***$ spent per student versus ratings of schools (the lower the better)***
- Value …Cost versus differentiated academic education

Safety, Health Services
- Safety
- Safety during transportation, bullying during school,
- Health services, food available for students who only get meals at school, nursing services

Other
- Community involvement in decision making
- ***Kids involvement in the community/Preparing students for involvement in community service***
- ***Quality of teachers***
- Parents partnering with schools
- ***State ranking***
- Student input
    - Quality teachers
    - Quality of classes… interest
    - Caring teachers

Madeira City Schools
2011-2012

Mission

In partnership with parents and community, Madeira City Schools provides and promotes a positive learning environment that challenges each learner to achieve full academic potential for excellence and be a responsible, educated, and caring individual now and in the future.

Vision

The vision of Madeira City Schools is to strengthen our learning community for students, teachers, and parents whereby we become ..... *A school community where learning is personalized and success is ensured.*

Guiding Principles and Core Values

Defined by our mission and vision for excellence, Madeira City Schools is committed to developing a world-class learning community that is both reflective and responsive to individual students, parents, and faculty needs. Madeira City Schools holds to these core values:

- Anchored in academic excellence
- Focused on developing socially responsible people
- Preparing all students to be successful in the 21st Century
- Recognize, understand and respect our diverse world
- Committed to open communication, community trust, support, and partnering
- Sound fiscal management of resources

Annual Goals

Goal I: Leading for the Future - *Chart a course to provide students with essential skills and knowledge for their future.*

Goal II: Challenge Each Child - *Use data to inform and improve instruction to assure that all students are challenged and achieving at their full potential.*

Goal III: Community Involvement, Communication and Support - *Strengthen the partnership with parents and community to support district goals for instruction and achievement.*

Goal IV: Sound Operational Management & Financial Stewardship - *Proactively manage district resources in a cost effective manner.*
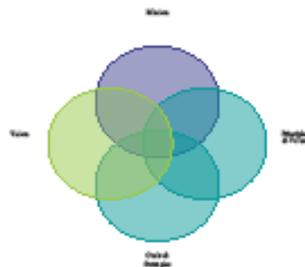
Measuring Student Citizenship, Character and Life Skills

Although many districts stress the importance of student citizenship, character and life skills – in addition to academic achievement – just as many struggle with how to measure these goals. It is understandable. Far less work has been done in this area. What indicators can boards use to measure these important characteristics and abilities?

In Fargo, North Dakota, the school board has given a lot of thought to this question. Board members, with the help of district staff, have identified how to measure whether the district is successfully addressing these goals. Here's how they have done it.

Life Skills Students will have the life skills necessary to effectively meet the demands of everyday life.

Sub-goals:
Students will be able to secure and maintain employment
Students will make healthy lifestyle choices
Students will avoid the use of restricted and illegal substances
Students will maintain physical and mental health
Students will demonstrate a strong work ethic

Indicators of Achievement:
Percentage of students reporting alcohol and substance abuse will decline each year as measured by standardized surveys.

Surveys of local employers will indicate over 85-percent satisfaction with employability characteristics and work behaviors of Fargo students and graduates.

Annual improvement in health-related fitness performance on standardized and district measures (such as the President's Physical Fitness Program).

Improvement over time in healthy nutrition choices as measured by Nutrition Service's documentation.

Citizenship Students will be citizens who participate in and contribute to the well being of their community.

Sub-goals:
Students will participate in their community's activities
Students will demonstrate constructive behaviors
Students will understand and participate in the democratic process

Indicators of Achievement:
Over 90-percent of student portfolios will document involvement in some form of community service activity by 12th grade.

Each school will document, as a part of its building portfolio, ways in which students are engaged in and have the opportunity to practice in the democratic process (for example, what percentage of 18 year old students vote?).

Student attendance and student behavior indicators will document a high percentage of students engaged in positive behaviors and/or a decline each year in negative behaviors.

Each student's portfolio will contain at least one writing sample that documents the student's ability to discuss a significant societal issue.

Character Students will possess sound character and self-esteem that allows them to accept and respect themselves and others.

Sub-goals:
Students will accept and respect the diversity of gender, cultural, and age differences
Students will be able to cooperate and collaborate to achieve common goals
Students will work independently and compete as necessary

Indicators of Achievement:
Student behavior data (discipline referrals) and survey data (school improvement surveys) will demonstrate annual decline or absence of harassment, bullying or discriminatory behaviors.

Student portfolios will contain evidence of projects accomplished through collaborative efforts.

Opportunities for involvement in, and evidence of engagement in extra-curricular activities will increase annually, with a goal of 90-percent or more of high school students engaged.

The percentage of teachers trained in collaborative learning, diversity, expectations and character education will increase annually.