

EXECUTIVE SUMMARY

**AS A RESULT OF THE
SMALL GROUP WORK ACTIVITY**

SESSION #2 • APRIL 17 & 25, 2013

Small Group Work Activity - DEFINING STUDENT SUCCESS Community Engagement Session (CES) #2

TASK #1 - PART I: RANKING SUCCESS INDICATORS

List your group's top 10 indicators in order of ranking.

TASK #1 - PART II: CREATING A BELIEF STATEMENT

Using your group's TOP 10 SUCCESS INDICATORS from Task #1-Part 1 as a guide, craft a BELIEF STATEMENT. Statements will be used to assist D203 in defining student success and creating a system for measuring and/or reporting student progress and District performance in these SUCCESS INDICATOR" areas. Your statement should contain three elements:

1. What you want because you believe it is important
2. Why you believe it is important
3. How the information can be reported out to parents/community

CRAFTING THE STATEMENT: Following a common social media format (Twitter), each statement must be limited to 140 characters including punctuation and spacing. The goal is to create concise and clear statements. Using the grid below will assist you in this process. A sample statement has been provided.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS

List three key recommendations for how D203 should assess and report student success.

NAPERVILLE 203 - CES-2 EXECUTIVE SUMMARY

Approximately 200 individuals participated in the April 17 evening (Central High School) and April 25 morning (Grace Church) *Future Focus* 203 Community Engagement Session II entitled "Defining Student Success."

After hearing a presentation from Superintendent Dan Bridges on how District 203 currently assesses and reports student success, participants were asked to respond to two tasks designed to elicit their collective view regarding their definition of student success. Participants were also asked to supply recommendations for how District 203 could improve the way it assesses and reports student success in the future.

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TASK #1 – PART I: RANKING SUCCESS INDICATORS

(List your group's top 10 indicators in order of ranking.)

Working in small groups participants were given a list of 38 words/phrases (participants could also add to the list) that are indicators of student success and asked to identify the group's top ten in order of priority ranking (the number 1 being the group's highest ranking). The top 10 words/phrases from each group were used to create a wordle—a graphic visualization highlighting the popular or trending terms based on frequency of use and prominence. The wordle from the evening and morning CES-2 sessions, as well as the composite from both, are posted on the District and *Future Focus 203* websites as part of the summary docs for CES-2.

Eighty six percent (25 of 29 participant groups) listed “College & Career Ready” as the item mentioned most frequently among the top 10 indicators. Almost 80% of the groups noted “Demonstrated Academic Growth” as the second most frequently mentioned among the top 10 indicators. Others listed most frequently in the top 10 were “Self-Directed Learner” (21 groups), “Personal Growth & Goal Setting” (20 groups), “Demonstrated Social-Emotional Growth” (12 groups) and “Long-Term Success” (12 groups).

Indicators most frequently ranked in the number one position were “College & Career Ready” and “Long-Term Success.” Also receiving high ranking were “Demonstrated Academic Growth,” “Self-Directed Learner” and “Demonstrated Social-Emotional Growth.”

An excel spread sheet on the District and *Future Focus 203* websites lists all the rankings from the evening and morning, as well as the composite.

Task #1 – Part II: CREATING A BELIEF STATEMENT - (A Tweet/140 characters or less)

Groups were asked to use their top 10 indicators of success from Task #1 to create a “tweet.” Random *samples* of the tweets produced by the groups are provided below. See the verbatim document from CES-2 for all the tweets.

“Personal growth & goal setting applied with persistence develops collaborative quality producers who r college & career & community ready.”

“Through rigorous focus on intellectual growth and affective development, students will become college and career ready.”

“Creating self-reliant, knowledgeable, members of society who are willing and able to use their talents and skills to contribute to success.”

“Successful students become well balanced adult community members who exhibit D203 mission traits reported during development & post grad.”

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(Task #1 – Part II: CREATING A BELIEF STATEMENT continued)

“A self-directed learner sets goals, persists to solve problems and contributes to society. Post growth indicators through measurement tools.”

“Students have the tools & traits to pursue their long term goals. Parents are given frequent meaningful measures of individual student growth.”

“Critical thinker that is academically prepared to achieve success and be a collaborative community member.”

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS

Finally, groups were asked to provide key recommendations for how District 203 should assess and report student success in the future. Besides the traditional methods of assessing and reporting student success groups provided additional recommendations. Below are some of those key recommendation statements listed under general categories.

Surveys

“Post high school graduation survey.”

“Survey alumni on post-high school career and college completion.”

“Student survey regarding school climate.”

“Create some sort of survey to assess student’s social-emotional growth.”

“Student self-efficacy survey to measure social-emotional growth.”

“Measure alumni success (jobs), college graduation rate. Ask how D203 helped to develop skills employers are looking for.”

“Assess student participation in extracurricular activities through parent/student surveys.”

Portfolios

“Students have a body of work – a portfolio.”

“Student creation of portfolio with various genres, work samples to show growth and areas of concern/weaknesses.”

“An on-going portfolio which would provide continuous parent communication regarding a student’s academic, social-emotional, and mission statement growth.”

“Increase qualitative measures and demonstrate growth over time, i.e. portfolios, anecdotal information, writing samples.”

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(TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS continued)

Common Core

- “Standards based reporting—categories Common Core.”
- “Common Core articulation report: where the student was, where she is now, what she should work on next.”
- “Progress on benchmarks aligned to Common Core State Standards.”
- “Common Core assessment results.”

Communication

- “Change elementary report card to make them easier to understand/interpret.”
- “Communicate individual goals and progress to parents.”
- “Systematic measurement and communication of benchmarks established at the beginning of the year to track progress on academic & social-emotional development.”
- “When reporting out student assessment information, be diligent and purposeful in communication to all stakeholders about content and how to interpret.”
- “Clear communication”

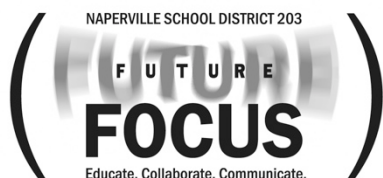
Self-Assessment

- “Students identify and report on goals through a self-assessment (academic and social-emotional).”
- “Student lead parent/teacher conference to demonstrate growth.”
- “Student self-assessment (both affective and performance pieces) archived for later access.”
- “Students involved in how they are showing success.”

Social-Emotional Growth

- “Assessment of social-emotional well being.”
- “Report on social/emotional growth.”
- “Unknown measure of social/emotional growth.”
- “Develop assessment for social-emotional growth.”
- “Parent, teacher, student conference to discuss growth toward social-emotional goals—‘well being check’”
- “Social-Emotional assessment tool—teacher to use measurable tool from elementary thru high school years.”
- “Measure student personal, social-emotional growth over time.”
- “Access and report social-emotional growth. Don’t sacrifice mental health for grades and academic performance.”

***For a complete listing of all responses see the
April 17 & 25, 2013 CES-2 Verbatim Response Documents***



EXECUTIVE SUMMARY

AS A RESULT OF THE
'STUDENT SESSION' SMALL GROUP WORK ACTIVITY
SESSION #2 • APRIL 29 AND MAY 1, 2013

Small Group Work Activity - DEFINING STUDENT SUCCESS **Community Engagement Session (CES) #2** **'STUDENT FOCUS GROUP SESSIONS'**

TASK #1 - PART I: RANKING SUCCESS INDICATORS

List your group's top 10 indicators in order of ranking.

TASK #1 - PART II: CREATING A BELIEF STATEMENT

Using your group's TOP 10 SUCCESS INDICATORS from Task #1-Part 1 as a guide, craft a BELIEF STATEMENT. Statements will be used to assist D203 in defining student success and creating a system for measuring and/or reporting student progress and District performance in these SUCCESS INDICATOR" areas. Your statement should contain three elements:

1. What you want because you believe it is important
2. Why you believe it is important
3. How the information can be reported out to parents/community

CRAFTING THE STATEMENT: Following a common social media format (Twitter), each statement must be limited to 140 characters including punctuation and spacing. The goal is to create concise and clear statements. Using the grid below will assist you in this process. A sample statement has been provided.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS

List three key recommendations for how D203 should assess and report student success.

NAPERVILLE 203 - CES-2 EXECUTIVE SUMMARY/STUDENT SESSIONS

Special focus group sessions involving 41 students from D203 high schools were conducted using material from CES-2. Fourteen students (3 groups) participated in the focus groups on Monday, April 29, at NCHS and 27 students (5 groups) from NNHS participated on Wednesday, May 1. The students responded to the same tasks (see above) utilized in the CES-2 session that explored the topic: "What is your definition of student success?"

Students were asked to respond to two tasks designed to elicit their collective view regarding their definition of student success. Participants were also asked to supply recommendations for how District 203 could improve the way it assesses and reports student success in the future.

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TASK #1 – PART I: RANKING SUCCESS INDICATORS

(List your group's top 10 indicators in order of ranking.)

Working in small groups participants were given a list of 38 words/phrases (participants could also add to the list) that are indicators of student success and asked to identify the group's top ten in order of priority ranking (the number 1 being the group's highest ranking). The top 10 words/phrases from each group were used to create a wordle—a graphic visualization highlighting the popular or trending terms based on frequency of use and prominence. The wordle from each of the high schools, as well as the composite from both, are posted on the District and *Future Focus 203* websites as part of the summary docs for CES-2.

Students worked in eight small groups. Here are the indicators the student groups listed most frequently among the top ten. Six of the eight groups listed “Personal Growth & Goal Setting,” “Collaborative Worker,” “Self-Directed Learner” and “Quality Producer” among the top ten indicators. Five groups listed “College & Career Ready,” “Demonstrated Academic Growth,” “Community Contributor,” “Making Effective Choices” and “Resilience” among the top ten. Half (4) of the groups listed “Complex Thinker,” “Graduation” and “Problem Solver” among the top ten.

Indicators most frequently ranked in the number one position by the students were “College & Career Ready” (2 groups), “Making Effective Choices” (2 groups), “Good Positive Mental Health” (2 groups), “Self-Directed Learner” (one group) and “Personal Growth & Goal Setting” (one group).

An excel spreadsheet on the District and *Future Focus 203* websites lists all the rankings from the student sessions.

Task #1 – Part II: CREATING A BELIEF STATEMENT - (A Tweet/140 characters or less)

Groups were asked to use their top 10 indicators of success from Task #1 to create a “tweet.” The tweets produced by the student groups are printed below.

“Students apply skills to grow towards a successful future. Use qual/quant progress reports regularly to demonstrate student growth. #D203”

“To have long term success you must make effective choices and problem solve to succeed in life #workhardplayhardlater#District203”

“A focus on quality is key to success. Quality applies to all areas of life. #jumbotraon #reportcards #D203swag”

“Less busy work, more meaningful work! Stop playing the game. End the race2nowhere. #learnforlife #notforgrades”

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(Task #1 – Part II: CREATING A BELIEF STATEMENT continued)

“A motivated worker demonstrates quality production. Demonstrate this through positive attitude. Talk to your kids and be involved in their life.”

“Makes effective choices, solves problems, and grows mentally and socially as an individual through a phone app. #success4lyfe.”

“Personal growth.”

“Students are capable of achieving their own self-defined success because success is individual and one can set their own standards #beyourself.”

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS

Finally, groups were asked to provide key recommendations for how District 203 should assess and report student success in the future.

Report Cards

“Individual goals set at beginning of the semester could be re-evaluated with each *report card*. Show effort and improvement time.”

“*Report cards* should have more actual teacher feedback (more effective/motivating than just grades).”

“Keep *report cards* (grades), just add to it.”

“Provide a comment section on *report cards* where teachers can individually assess student effort, growth and involvement.”

“Section of the *report card* dedicated to extra-curriculars, teacher/peer comments on work ethic and positive and helpful advice.”

“Report success subjectively in addition to numbers and scores. Utilize more comments on *report cards* rather than allocating more space for score.”

“Break up the criteria of the class. Why did I receive this grade? Teachers should say one strength and one area to improve on each *progress report*, personalize it.”

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(TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS)

Other Recommendations

“Use more qualitative assessments in high school (such as application of mission statement in class).”

Better access to counselors—counselor evaluation of student progress outside of classroom.”

“Annual school-wide assessment: place students from different grades in groups to solve a real world problem that they may face in the future with realistic consequences and outcomes (one day devoted to this).”

“A breakfast celebrating the success of students who both participate in extra curriculars and meet certain academic benchmarks (3.5).”

“More projects and presentations should help to assess students as it helps prepare and test real world skills.”

“Highlight unique areas students are involved in through school newspapers.”

“Focus on understanding of concepts and skills rather than test memorization and performance.”

“Subjective assessments rather than assessments based on showing and explaining what students know.”

“The react to nowhere is real. Students are far too stressed and overworked no longer loving learning like they used to. Eliminating work over breaks would help promote healthy relaxation and family time.”

“We don’t like standard-based grading because it doesn’t effectively show our true intelligence (we’re not perfect).”

“Should be personal, not reported to colleges (for personal growth).”

“Calculate percentage of student involvement within the school, community contributions and participation in extra-curricular activities.”

“Formative should be worth more because grades shouldn’t depend on one single test.”

“Self-assessment, teacher recommendations (what they notice), involvement in community, how well you meet class standards.”

***For a complete listing of all responses see the
April 29 & May 1, 2013 CES-2 “Student” Verbatim Response Documents***



Verbatim Response Document
 SMALL GROUP WORK ACTIVITY
 COMMUNITY ENGAGEMENT SESSION #2
☒ APRIL 17, 2013
☐ APRIL __, 2013

ACTIVITY

VERBATIM RESPONSES

TASK #1 - PART I: RANKING SUCCESS INDICATORS

List your group's top 10 indicators in order of ranking.

Wordles – combined and High School word clouds

TASK #1 - PART II: CREATING A BELIEF STATEMENT

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TASK #1 - PART II: CREATING THE BELIEF STATEMENT -

TABLE #	BELIEF TWEET
1	Personal growth & goal setting applied with persistence develops collaborative quality producers who r college & career & community ready. #studentsreport
2	Confidence to take responsible risks to make effective choices and growing into a life-long learner via social media.
3	Through rigorous focus on intellectual growth and affective development, students will become college and career ready. #tablethreetruthtres
4	College and career ready problem solvers make decisions that are displayed in long term success.

TASK #1 - PART II: CREATING THE BELIEF STATEMENT -

TABLE #	BELIEF TWEET
5	Effective decision making demonstrating resilience & persistence shown through college & career readiness & long term success.
6	Creating self-reliant, knowledgeable, members of society who are willing and able to use their talents and skills to contribute to success.
7	Prepare students for college/career through growth, effective choices and engaged participation via portals.
8	College and career readiness followed by college completion leads to long term success documented by the district web site.
9	Academic/social-emotional growth meeting D203 mission to produce college/career & life ready citizens. Ongoing varied communication.
10	Creating self directed learners demonstrating academic & social-emotional growth who are college/career ready graduates.
11	Successful students become well balanced adult community members who exhibit D203 mission traits reported during development & post grad.
12	Long term success demonstrated by personal growth, goal setting and measured by student success in college and career. #FFTable12
13	As a result of demonstrated academic & SSE growth balanced w xtra curriculars, students will b inspired to continually learn & b C&C ready.
14	The 5 strands of mission statement & personal growth & positive mental health & persistence & problem solving skills = long term success.
15	Balanced development, academically, physically, socially and psychologically
16	Personal, academic & social growth ensures future success. All progress is reported to parents & community via letter, e-mail and web.
17	Good positive mental health leads to long term success. Learning is an action and an attitude. Report survey data on student self efficacy
18	Long term success is determined by goal setting, with personal, social-emotional & academic growth conveyed through social media
19	Deliver long term success by preparing students to make good decisions, solve complex problems and collaborate effectively with diverse teams!

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS

List three key recommendations for how D203 should assess and report student success.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS -

TABLE #	THREE KEY RECOMMENDATIONS
1	<ol style="list-style-type: none">1. Students identify and report on goals through a self-assessment (academic and social-emotional).2. Students have a body of work – a portfolio.3. Standards based reporting – categories Common Core.
2	<ol style="list-style-type: none">1. Student lead parent/teacher conference to demonstrate growth.2. Student creation of portfolio with various genres, work samples to show growth and areas of concern/weakness.3. Standardized assessments (done to mandatory AYP requirements).
3	<ol style="list-style-type: none">1. Academic assessment suite (local, state, and national data points) archived for later access.2. Student self-assessment (both affective and performance pieces) archived for later access.3. Formative assessments of next level readiness.
4	<ol style="list-style-type: none">1. Common Core articulation report: where the student was, where she is now, what she should work on next.2. SoftSkill's report SoftSkill #1 – Below Expectations; Meets Expectations; Exceeds Expectations SoftSkill #2 – Below Expectations; Meets Expectations; Exceeds Expectations
5	<ol style="list-style-type: none">1. Unknown measure of social/emotional growth.2. Progress on benchmarks aligned to Common Core State Standards.3. Graduation rates for high school and post-secondary education.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS -

TABLE #	THREE KEY RECOMMENDATIONS
6	<ol style="list-style-type: none">1. An ongoing portfolio which would provide continuous parent communication regarding a student's academic, social-emotional, and mission statement growth.2. Post high school graduation survey.
7	<ol style="list-style-type: none">1. Common Core assessments to measure academic achievement and growth over time.2. Develop student portfolios to facilitate goal-setting and self-reflection (on-going K-12).3. Develop assessment for social-emotional growth.
8	<ol style="list-style-type: none">1. Survey alumni on post-high school career and college completion.2. Success on college entrance exams as reported on District 203 report card.3. Alumni self-reporting data base that reports out on careers.
9	<ol style="list-style-type: none">1. Standards-based aligned.2. On-going varied communication of both academics and mission attribute success.3. Students involved in how they are showing success.
10	<ol style="list-style-type: none">1. Assessments that show academic growth.2. Graduation rate.3. A tool that measures progress and growth toward achievement of the mission statement.
11	<ol style="list-style-type: none">1. Tracking student success and progress after graduation.2. Student survey regarding school climate.3. Common Core assessment results.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS -

TABLE #	THREE KEY RECOMMENDATIONS
12	<ol style="list-style-type: none"> 1. Send out a survey to alums at 4, 8, 10 years out to collect data on post high school personal growth, including college, career, and family. 2. When reporting out student assessment information, be diligent and purposeful in communication to all stakeholders about content and how to interpret. 3. Create some sort of survey to assess student's social-emotional growth.
13	<ol style="list-style-type: none"> 1. Individual academic growth as measured by performance and standards based assessments. 2. Assess student participation in extracurricular activities through parent/student surveys. 3. Parent, teacher, student conference to discuss growth toward social-emotional goals – “well being check”.
14	<ol style="list-style-type: none"> 1. Increase qualitative measures and demonstrate growth over time, i.e., portfolios, anecdotal information, writing samples. 2. Measurement of SEL (needs and growth) – surveys? 3. Clear communication.
15	<ol style="list-style-type: none"> 1. Test scores, academic improvement and growth; show and compare, by year, growth patterns of each student. 2. Social-emotional assessment tool – teacher to use measurable tool from elementary thru high school years.
16	<ol style="list-style-type: none"> 1. Measure student personal, social and emotional growth over time. 2. Student self evaluation and assessment. 3. Test scores – district, county, state, national, and global standards.
17	<ol style="list-style-type: none"> 1. Student self-efficacy survey to measure social-emotional growth. 2. Assessments that report Common Core State Standards (CCSS) to measure academic growth over time. 3. Grade achievement on performance criteria only (effort is reported separately). We did say tracking student success after graduation.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS -

TABLE #	THREE KEY RECOMMENDATIONS
18	<ol style="list-style-type: none">1. Access and report social-emotional growth. Don't sacrifice mental health for grades and academic performance.2. Assess and report college and career readiness.3. Student survey – happiness, mental health, engagement.
19	<ol style="list-style-type: none">1. Measure alumni success (jobs), college graduation rate. Ask how 203 helped to develop skills employers are looking for.2. Percentage of students that are admitted and plan on attending college.3. Measure and report individual and collective students' growth against district, state, and national standards over time.



Verbatim Response Document
 SMALL GROUP WORK ACTIVITY
 COMMUNITY ENGAGEMENT SESSION #2
☐ APRIL 17, 2013
☒ APRIL 25, 2013

ACTIVITY

VERBATIM RESPONSES

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TASK #1 - PART II: CREATING THE BELIEF STATEMENT -

TABLE #	BELIEF TWEET
1	Complex critical thinking skills apply to all subjects lead to quality products and citizens 4 life success post to 203 website
2	A self-directed learner sets goals, persists to solve problems and contributes to society. Post growth indicators through measurement tools.
3	Confident self-directed learners show academic & social growth by demonstrating readiness 4 college/career by meeting/exceeding CCS standards
4	Critical thinker that is academically prepared to achieve success and be a collaborative community member.

TASK #1 - PART II: CREATING THE BELIEF STATEMENT -

TABLE #	BELIEF TWEET
5	Resilient whole child equipped & eager for their next step so they have a fulfilling life demonstrated by academic growth & soc/emot health
6	To be college & career & life ready = choices grit results growth focused communication engaged
7	Students have the tools & traits to pursue their long term goals. Parents are given frequent meaningful measures of individual student growth
8	Self assessed & directed ownership of mission to become successful citizens, reporting on character traits & grades through dynamic electronic medium
9	Self-directed problem solvers will achieve personal growth for long-term success reported by individual performance assessments
10	Academic success with an emphasis in developing individual purpose price and passion

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS

List three key recommendations for how D203 should assess and report student success.

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS -

TABLE #	THREE KEY RECOMMENDATIONS
1	<ol style="list-style-type: none">1. A system of statewide uniform reporting using these indicators.2. Inter-district (by school) reporting of success indicators.3. Timely and accurate reporting for each individual student toward success indicators. Full statement record.
2	<ol style="list-style-type: none">1. National/global comparison of scores to benchmark academic success.2. College graduate rate; 5 year benchmark after high school graduation measuring preparedness and success.3. Self skill assessment which includes self-directed persistence, self-directed learner, etc.
3	<ol style="list-style-type: none">1. Continue with Performance Series to show student's growth within the year.2. Report with comparison, district wide, as to how child "measures" up to others (state & district).3. Enhanced report card with comments (perhaps implementing "Infinite Campus" comment section at elementary level).
4	<ol style="list-style-type: none">1. More individual student growth rather than lumping all student growth.2. Change elementary report card to make them easier to understand/interpret.3. Add indicators of individual academic growth on report cards.
5	<ol style="list-style-type: none">1. Assessment of social and emotional well being.2. Post graduate survey.3. Report card that focuses on the whole child and related to common core standards similar to Performance Series that also show cumulative individual progress.
6	<ol style="list-style-type: none">1. Qualitative reporting that looks at whole student's growth vs. potential over course of year.2. Academic measures of results (grades & test scores).

TASK #2: RECOMMENDATIONS TO ASSESS AND REPORT STUDENT SUCCESS -

TABLE #	THREE KEY RECOMMENDATIONS
7	<ol style="list-style-type: none">1. Measuring and communicating academic growth on an individual basis (start of year to end of year) as measured against individual potential. Challenge is given to each student.2. Communicate individual goals and progress to parents.3. Post-graduate survey that asks “did you go on to the type of post-graduate opportunity you desired, what specific programs contributed to your success, what specific programs need to be strengthened?”
8	<ol style="list-style-type: none">1. Systematic measurement and communication of benchmarks established at the beginning of the year to track progress on academic & socio-emotional development.2. Capture student and teacher input on academic performance as well as mental/social metrics (self-assessment).3. Incorporate learning, community contributions, collaborative, problem-solving, complex thinking) into Infinite Campus or some other medium.
9	<ol style="list-style-type: none">1. Enhance Infinite Campus to allow open communicating between staff and parents.2. Report to parent social/emotional growth.3. Use portfolios to assess and measure student performance.
10	<ol style="list-style-type: none">1. Small class sizes will enable teachers to individualize instruction and evaluate progress.2. Integrate required state testing into the above.3. Individualize student instruction to provide the opportunity to continuously learn at the individual’s pace.4. Set the bar and get the students to go beyond it. They and their parents need to own it to have the child be successful. Allow the teachers to provide the students what they need to help the students achieve success, by supporting them with a balanced and manageable class and a realistic class size.