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ABSTRACT

This document presents a conceptual model of educational domains and outcomes for learners in Grade 8 (or approximately 13 years of age) and possible indicators for each outcome for all students, including students with disabilities or developmental delays. In the model, educational resources (inputs and contexts) influence learning opportunity and process. These, in turn, influence the outcome domains, which include presence and participation, accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. The conceptual model is extended by identifying outcomes within each outcome domain and then indicators of the outcomes. Examples of possible sources of data for the seven indicators within the domain called "contribution and citizenship" are provided. An annotated list of six supporting documents concludes the document. (JDD)

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Educational Outcomes and Indicators for Grade 8

ED 374 625



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NATIONAL
CENTER ON
EDUCATIONAL
OUTCOMES

The College of Education
UNIVERSITY OF MINNESOTA

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August, 1994

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The National Center on Educational Outcomes (NCEO) was established in October, 1990, to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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Educational Outcomes and Indicators for Grade 8

The current emphasis on educational reform and accountability reflects the public's desire to know the results of education for all of America's students. There is great interest in identifying the important outcomes of education and the best indicators of those outcomes.

The **National Center on Educational Outcomes** (NCEO) is working with federal and state agencies to facilitate and enhance the collection and use of data on educational outcomes for students with disabilities. In doing so, it has taken an inclusive approach, identifying a conceptual model of outcomes that applies to all students, not just to students with disabilities. Hundreds of educators, administrators, policymakers, and parents have participated in a consensus-building process using this model as a framework to identify key indicators of important educational outcomes for all students.

The purpose of this document is to present a model of educational outcomes for learners in Grade 8 (or approximately 13 years of age) and

the indicators of these outcomes for all students. This includes students identified as having disabilities or developmental delays. In the pages that follow, you will find:

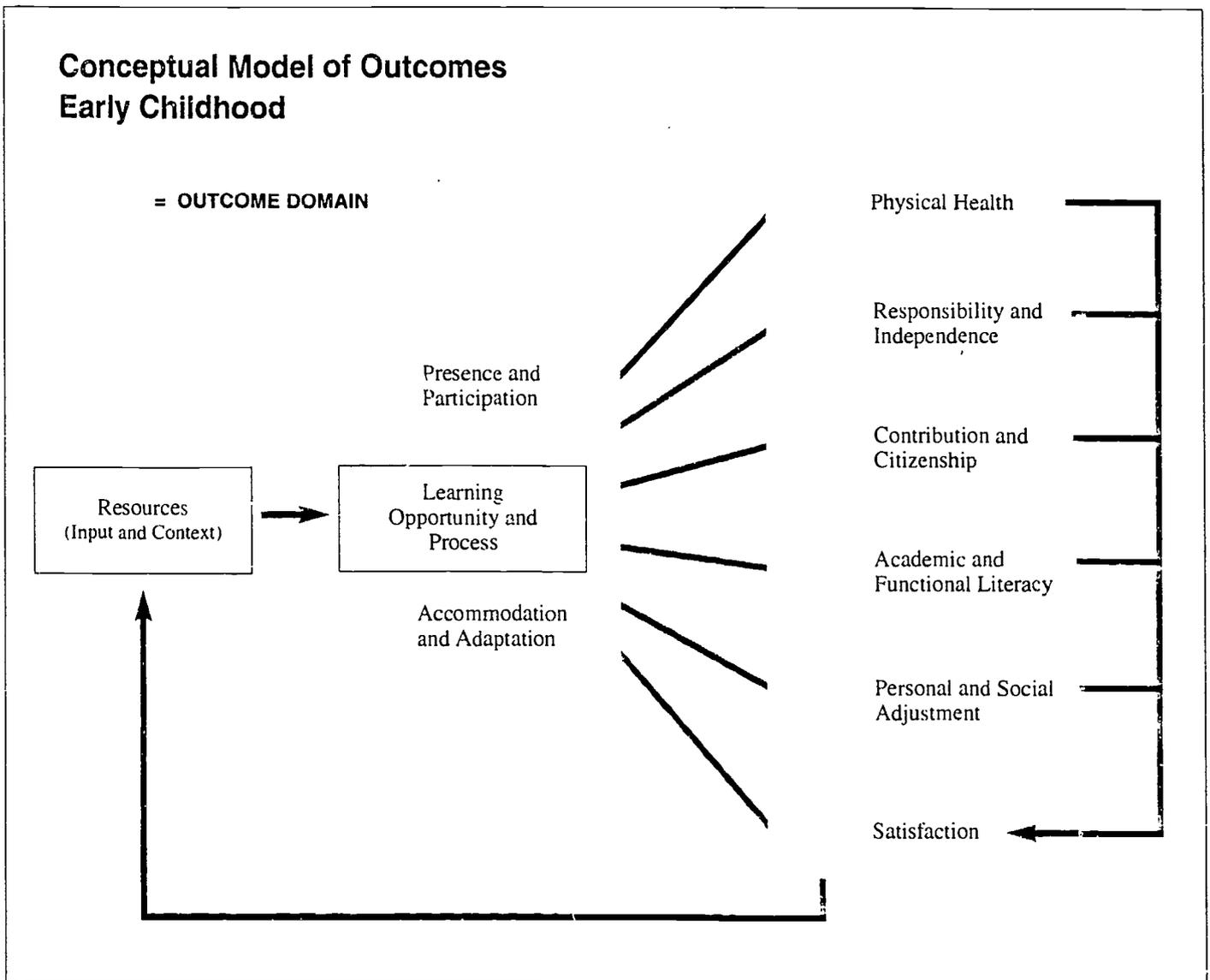
- A conceptual model of domains and outcomes
- Possible indicators for each outcome
- Steps toward identifying sources of data for indicators

We at the National Center on Educational Outcomes are indebted to many groups and individuals who provided feedback to us (see Contributors listed at the end of this document). We believe that the model and indicators for grade 8 outcomes presented here will serve as a point from which to extend discussion as policymakers, states, and local school districts identify the important outcomes of education.

Conceptual Model of Domains and Outcomes

The conceptual model depicted below shows the complete educational model, with Educational Resources (Inputs and Contexts) influencing Learning Opportunity and Process. These, in turn, influence the Outcome Domains (the shaded areas), which have a return influence on both Resources and Opportunity and Process.

Two of the shaded domains, Presence and Participation, and Accommodation and Adaptation, are placed next to Learning Opportunity and Process. This placement results from the belief that these domains may be part of the process but still need to be measured. All domains (indicated by ♦) are treated equally as outcome domains.



The conceptual model is extended by identifying outcomes, indicators of the outcomes, and finally, sources of data for the indicators.

“Outcomes” are the results of learning experiences or interactions between children and the educational process.

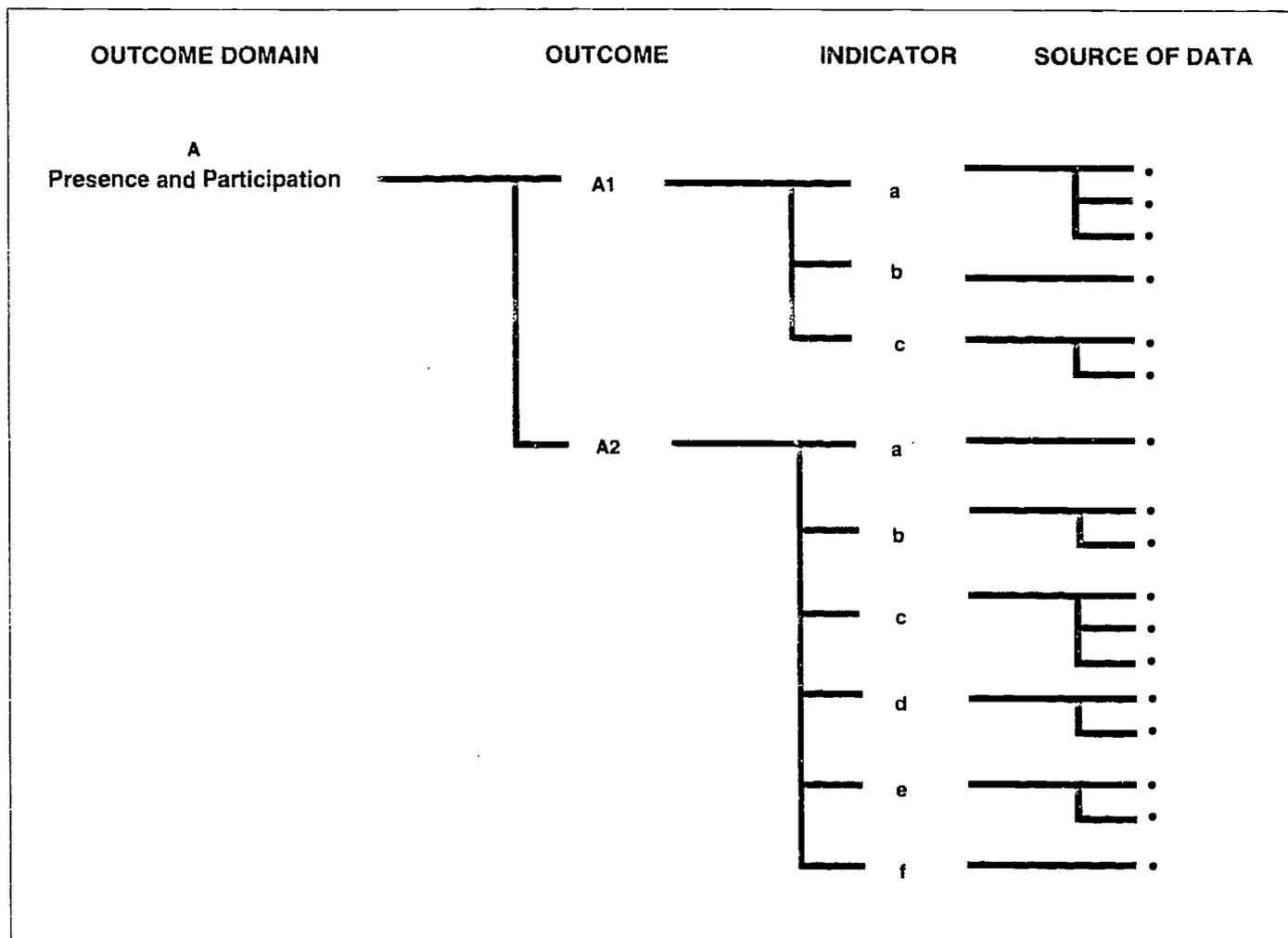
“Indicators” are numbers or other symbolic representations that can be used to determine whether desired outcomes are achieved.

The relationships among these components are shown below for the Presence and Participation domain. Throughout this document outcome domains are represented by shaded diamond, outcomes are represented by shaded circles, and indicators are represented by shaded triangles. Sources of data, represented below as small dots, are not fully developed for the eight domains in this document.

Outcomes for the eight domains are presented on pages 4 and 5. Indicators

are listed for each outcome within outcome domains on pages 8-15. Sample sources of data for the Contribution and Citizenship outcome domain are presented on page 17.

Within this document, outcome domains, outcomes, and indicators are assigned letters and numbers to help in referencing them. These letters and numbers do not imply a hierarchical order of any kind.



OUTCOME DOMAIN	OUTCOME
<p style="text-align: center;">F</p> <p>Academic and Functional Literacy</p>	<p>F1 Demonstrates competence in communication</p> <p>F2 Demonstrates competence in problem-solving strategies and critical thinking skills</p> <p>F3 Demonstrates competence in math, reading, and writing skills</p> <p>F4 Demonstrates competence in other academic and nonacademic areas</p> <p>F5 Demonstrates competence in using technology</p>
<p style="text-align: center;">G</p> <p>Personal and Social Adjustment</p>	<p>G1 Copes effectively with personal challenges, frustrations, and stressors</p> <p>G2 Has a good self image</p> <p>G3 Respects cultural and individual differences</p> <p>G4 Gets along with other people</p>
<p style="text-align: center;">H</p> <p>Satisfaction</p>	<p>H1 Student satisfaction with school experience</p> <p>H2 Parent/guardian satisfaction with education that student is receiving</p> <p>H3 Community satisfaction with education that student is receiving</p>

Possible Indicators for Grade 8 Outcomes

Indicators are numbers or other symbolic representations of outcomes. They can be viewed over time to gather information on trends. At the national and state levels, indicators usually are presented as percentages or rates.

State and local district personnel who are interested in specific students can easily translate the indicators presented here into individually-based indicators. A guide to these translations is included in the supporting document entitled

Self-Study Guide to the Development of Educational Outcomes and Indicators (see p. 25).

Lists of possible indicators for educational outcomes at grade 8, which were identified through the consensus-building process, are presented on the following pages. It is important to think of these as a framework within which outcomes, indicators, and sources of data can be generated.

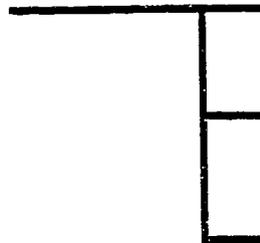
= OUTCOME

A
DOMAIN

= INDICATOR

Presence and Participation

A1 Is present in school



a

Rate of absenteeism during school year (differentiated for reasons of suspension, medical/health, truancy, and other)

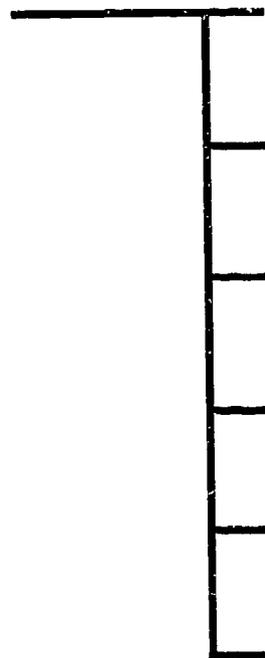
b

Percent of students excluded from their typical school placement

c

Percent of students attending specific settings (for example, separate schools, residential settings, homebound)

A2 Participates



a

Percent of time students participate actively in a variety of meaningful learning activities and routines in general education classroom

b

Percent of time students participate actively in extracurricular activities during the school year

c

Percent of students who participate in district, state, and national testing programs (including alternative testing programs)

d

Percent of students who move between school settings during the year (mobility rate)

e

Percent of students who participate actively in community activities

f

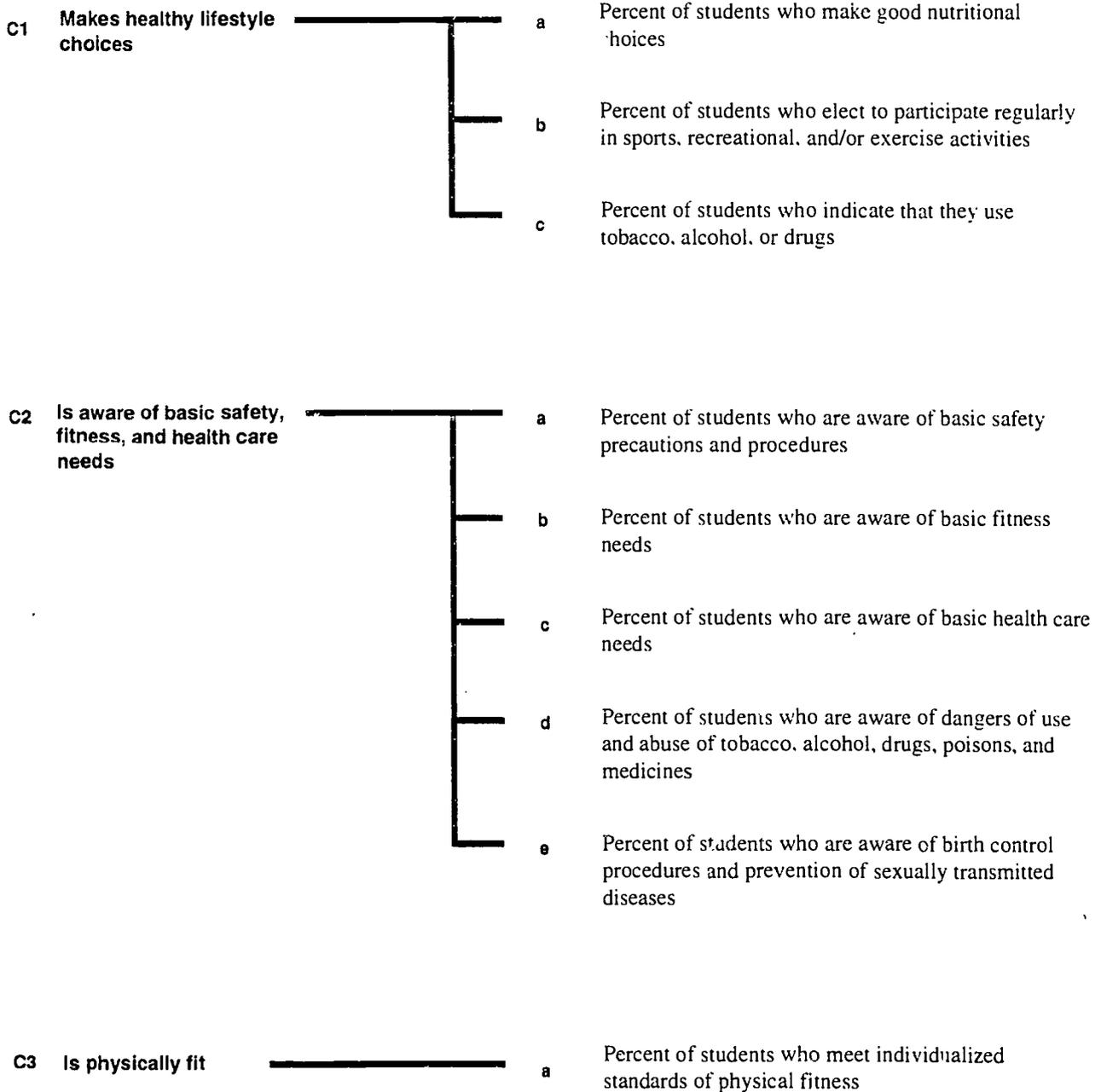
Percent of students who are exploring career options within the community

= OUTCOME

C
DOMAIN

= INDICATOR

Physical Health



= OUTCOME

D
DOMAIN

= INDICATOR

Responsibility and Independence

D1	Demonstrates age-appropriate independence	_____	a	Percent of students who assume responsibility in a family, group, or individual situation
D2	Gets about in the environment	_____	a	Percent of students who can get to and from a variety of destinations
			b	Percent of students who complete transactions in the community (for example, shopping, going to the library)
D3	Is responsible for self	_____	a	Percent of students who can attend to their own hygiene needs
			b	Percent of students who take care of their own belongings
			c	Percent of students who access a support network that effectively advocates for the student
			d	Percent of students who effectively advocate for themselves
			e	Percent of students who can prioritize and set goals and persevere toward them

= OUTCOME

E
DOMAIN

= INDICATOR

Contribution and Citizenship

E1	Complies with school and community rules		<p>a Percent of students who are beginning to act as responsible citizens (for example, recycling, helping each other, caring about the environment, respecting property)</p> <p>b Percent of students who have been expelled, repeatedly suspended, or subjected to disciplinary action</p> <p>c Percent of students involved in the legal system</p>
E2	Knows the significance of voting		<p>a Percent of students who know the significance of voting</p>
E3	Volunteers		<p>a Percent of students who participate in school and classroom governance activities</p> <p>b Percent of students who use their interests and abilities to benefit others and contribute to the group</p> <p>c Percent of students who volunteer time to school, civic, community, or non-profit activities</p>

= OUTCOME

F
DOMAIN

= INDICATOR

Academic and Functional Literacy

F1	Demonstrates competence in communication	_____	a	Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication
F2	Demonstrates competence in problem-solving strategies and critical thinking skills	_____	a	Percent of students who demonstrate problem-solving and critical thinking skills
F3	Demonstrates competence in math, reading, and writing skills	_____	a	Percent of students who demonstrate competence in math to function in home, school, and community environments
		_____	b	Percent of students who demonstrate competence in reading to function in home, school, and community environments
		_____	c	Percent of students who demonstrate competence in writing to function in home, school, and community environments
		_____	d	Percent of students who excel in math, reading, writing, and/or other academic skills
		_____	e	Percent of students who demonstrate need for remediation
F4	Demonstrates competence in other academic and nonacademic areas	_____	a	Percent of students who demonstrate competence in other academic domains (science, language, geography, social studies) to function in home, school, and community environments
		_____	b	Percent of students who demonstrate competence in cultural domains (fine and performing arts) to function in home, school, and community environments
F5	Demonstrates competence in using technology	_____	a	Percent of students who apply technology to enhance functioning in home, school, and community

= OUTCOME

G
DOMAIN

= INDICATOR

Personal and Social Adjustment

G1	Copes effectively with personal challenges, frustrations, and stressors		a	Percent of students who deal appropriately with frustration and unfavorable events
			b	Percent of students who express feelings and needs in socially acceptable ways
			c	Percent of students whose behavior reflects an appropriate degree of self control
			d	Percent of students whose behavior reflects a knowledge of and acceptance of the consequences of their behavior (for example, makes restitution)
G2	Has a good self image		a	Percent of students who perceive themselves as worthwhile
			b	Percent of students who perceive themselves as competent
			c	Percent of students who demonstrate knowledge of and acknowledge their own limitations
G3	Respects cultural and individual differences		a	Percent of students who respect and show concern for others
			b	Percent of students who accept cultural, racial, ability, and family differences
			c	Percent of students who participate in making the community welcoming and inclusive of diversity
G4	Gets along with other people		a	Percent of students who have friends their own age and are part of a social network
			b	Percent of students who engage in productive group work
			c	Percent of students who demonstrate skill in managing interpersonal conflict

= OUTCOME

H
DOMAIN

= INDICATOR

Satisfaction

H1	Student satisfaction with school experience		<p>a Percent of students who are satisfied with their level of achievement (in all domains)</p> <p>b Percent of students who are satisfied with their educational experiences</p> <p>c Percent of students who are satisfied with their level of independence</p>
H2	Parent/guardian satisfaction with education that student is receiving		<p>a Percent of parents/guardians who are satisfied with their children's level of achievement</p> <p>b Percent of parents/guardians who are satisfied with their children's educational experiences</p> <p>c Percent of parents/guardians who are satisfied with their children's level of independence</p>
H3	Community satisfaction with education that student is receiving		<p>a Percent of community (teachers, policymakers, employers, general public) satisfied with level of student achievement</p> <p>b Percent of community (teachers, policymakers, employers, general public) satisfied with what is being provided in school (curriculum, extracurricular, teaching, and supports)</p> <p>c Percent of community (teachers, policymakers, employers, general public) satisfied with students' educational experiences</p>

Steps Toward Identifying Sources of Data for Indicators

NCEO staff and advisors are currently in the process of identifying possible sources of data for each of the indicators that has been identified through the consensus-building

process. Examples of possible sources of data for the seven indicators within the Contribution and Citizenship domain are provided on this page. These were generated by NCEO staff.

Before listing the possible sources of data for all outcome indicators in the NCEO model, experts will be asked to provide their ideas about the best data sources.

**E
DOMAIN**

Contribution and Citizenship

OUTCOME	INDICATOR	POSSIBLE SOURCE OF DATA
E1 Complies with school and community rules	a Percent of students who are beginning to act as responsible citizens (for example, recycling, helping each other)	<ul style="list-style-type: none"> • Parent interview • Adaptive behavior scales or checklists
	b Percent of students who have been expelled, repeatedly suspended, or subjected to disciplinary action	<ul style="list-style-type: none"> • School administrative records • Teacher questionnaire
	c Percent of students involved in the legal system	<ul style="list-style-type: none"> • Parent or student report • Law enforcement records
E2 Knows the significance of voting	a Percent of students who know the significance of voting	<ul style="list-style-type: none"> • Civics examination scores • Student interview
E3 Volunteers	a Percent of students who participate in school and classroom governance activities	<ul style="list-style-type: none"> • School administrative records • Teacher questionnaire
	b Percent of students who use their interests and abilities to benefit others and contribute to the group	<ul style="list-style-type: none"> • Student interview • Parent interview
	c Percent of students who volunteer time to school, civic, community, or non-profit activities	<ul style="list-style-type: none"> • Community and school administrative records • Reports from volunteer coordinators

Identifying and Defining the Important Outcomes of Education

The model and lists of domains, outcomes, and indicators that have been presented in this document are viewed as providing a framework and examples. From these examples, states, districts, and schools can begin to identify and define the important outcomes of education for all of their students.

This document is a summary of the results of consensus-building exercises focused on grade 8 only. NCEO has used the same consensus-building process to identify outcomes and indicators for the developmental levels indicated in the figure below.

These are available in the same format as the grade 8 outcomes and indicators.

OUTCOME DOMAIN	DEVELOPMENTAL LEVELS					
	3 Years	6 Years	Grade 4	Grade 8	School Completion	Post School
A Presence and Participation						
B Accommodation and Adaptation						
C Physical Health						
D Responsibility and Independence						
E Contribution and Citizenship						
F Academic and Functional Literacy						
G Personal and Social Adjustment						
H Satisfaction						

Contributors to the Development of Grade 8 Outcomes

Many individuals contributed to the development of the conceptual model, outcomes, and indicators presented here. Stakeholders participated in an intensive process of consensus

building using a computerized multiattribute analysis procedure. Other contributors, including NCEO's Advisory Committee members, read and reacted to various working

papers, model prototypes, and questionnaires. With extreme gratitude we recognize and thank these contributors.

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Supporting Documents

The following documents are available for the reader who is interested in additional information on the model and its underlying assumptions, the process through which the current model and indicators were developed, or how states and school districts apply the model to meet their needs.

A Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Working Paper 1) July, 1991.

This paper discusses terminology and assumptions underlying the development of a model of outcomes for children and youth with disabilities. It presents alternative models, identifies unresolved issues, and represents a preliminary statement of models and issues.

Responses to Working Paper 1: Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Synthesis Report 3) June, 1992.

This paper is a synthesis of the responses from a large number of individuals who were invited to react to the educational outcomes model and the assumptions, definitions, and unresolved issues presented in Working Paper 1. Patterns in responses to specific issues including support, concerns, suggested refinements, and sample comments are included.

An Evolving Conceptual Model of Educational Outcomes for Children and Youth with Disabilities (Working Paper 2) August, 1992.

This paper is an extension of Working Paper 1, with revised definitions and

assumptions, and an updated model of educational and enabling outcomes for students with disabilities. An initial list of indicators of each outcome domain is included.

Developing a Model of Educational Outcomes (October, 1993).

This report summarizes the process and stages leading to the development of NCEO's conceptual model, indicators, and sources of data.

Consensus Building: A Process for Selecting Educational Outcomes and Indicators (November, 1993).

This report details the consensus process used by NCEO to produce lists of outcomes and indicators.

Self-Study Guide to the Development of Educational Outcomes and Indicators (September, 1993).

This guide provides state and district personnel with information on how to use NCEO's model in developing a set of outcomes and indicators.

Information on these materials can be obtained by calling NCEO Publications (612-626-1530) or by writing:

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