

How do we know SAC will make a difference?

Because it already has.

SAC Success Story Oswego



It's not just about elevating scores.
It's about elevating students.

Oswego School District #308

When the Oswego School District first decided to bring the Standards-Aligned Classroom Initiative into their schools, it was based on its potential not its popularity. At that time, SAC was a brand new initiative with little support and virtually no results. But the administration in Oswego believed in the core ideas behind SAC and the benefits of a classroom where students are involved in assessment and instruction. So they began training with only two small teams, each with four teachers and a building administrator. And it worked.

Once the teachers embraced SAC, they began to see astounding transformations in their classrooms. Student learning increased, achievement rose, and students took responsibility for their learning. Teachers and students were both able to define and understand their learning targets. Students were able to assess their own learning and set their own goals for improvement, and as a result, became energized by the assessment process. In fact, the students have become so involved they now keep records of their own learning. Similarly, the teachers have begun to conduct student-led conferences where the students share their learning with their parents instead of teachers reporting the students' learning. And the results are remarkable. Thanks to SAC, students now understand the importance of learning and share their learning goals with their parents.

SAC has been a resounding success throughout the entire school district. The number of SAC learning teams has grown from the original 2 to 27 teams, including kindergarten through high school, special education, art, music, physical education, and family development. And now that the teachers who were once the pioneers of the SAC Initiative are the district leaders, the philosophies of SAC are being spread to every classroom in the district through the creation of a District-Level Leadership Team. This group of dedicated teachers and administrators has brought forth a district assessment policy that will move all teachers in the Oswego School District to a classroom where students are actively involved in the assessment process, the record keeping process, and the communication of their learning. Teachers will be examining all assessments, formative and summative, to ensure that all students will receive quality assessments aimed at learning targets which have been communicated to the students.

Now, thanks to their inspiring commitment to improving student learning through the SAC process, the future of the Oswego School District – and its students – has never looked brighter.

