

Standards Based Reporting Implementation Team Meeting

November 3, 2008

3:30 p.m. to 5:00 p.m.

Attending: Kendra Guiou, Gary Chapin, Pamela MacDonald, Sarah McNaughton, Don Ferrara, Steve Lavoie, Betsy Sweet, Dylan Sirois, Libby Ladner, Pam Longfellow

Call to order at 3:35pm

Goal: To make a recommendation to the administrative team regarding the “gradebook to report card section.”

AGENDA

1. Hello! Approve Agenda.
2. Discussion: from the Gradebook to the Report Card- report from Gary
3. Process issues: from Pamela’s e-mail: *“that is, an overview and discussion about how key decisions are being made internally (DCLT's role, admin team's role, full staff input, etc.) and how this team participates in that process.”*
4. Questions about Foxcroft from Pamela
5. Other

Request to discuss: Recording feedback and inclusion in our minutes

2. Gary’s report of grade book to report card information

How do assessment scores transfer to report card score?

Somehow we have get at a central tendency of scores to make it one grade for the report card (in the past – current system- averaging)

Two Options

A. Look at scores...story that they tell- over time; sequence of grades will tell a story; teacher’s professional judgment to pull story out

B. Algorithm which will get at central tendency- essentially a weighted average ; looking at right now “Power Law”

Last week DCLT was strongly in favor of intuitive plan- curriculum teams prefer as well-being respected as professionals; Gary shared with admin

Later Gary heard anxiety from individual staff members- idea of consistency; Gary shared with admin

Compromise- DCLT seemed to favor- have a calculation to work most of the time but allow for teacher to override if there is cause (for example when there is an outlier); the calculation would be part of Infinite Campus

Discussion/Questions/Comments

*Has it (calculation) ever been tried? Has it (the calculation) been compared to an intuitive decision?

*Has to be understandable.

*How does it collapse into a transcript? (For example: combining all math standards for example into one score for math)

*Have we seen what this formula looks like? We need to understand how the formula takes the numbers and gives us a product.

*Leary of formula- Teachers know the story best and need to be able to explain how they got the number

*Students who are being challenged and meeting the challenge; everyone must make a judgment call on the score that could be entered into the computer

*Is this defeating the purpose of standards? Teachers should be working with the same rubrics and standards.

*Have to remember scores we give {4,3,2,1} are symbols- not numbers as we are used to

*Do we know of anyone who used some type of calculating system? Jeff Valence {his system used 1,2.3,2.5,2.8,3.2,3.5,3.8,4 and 3.5 example means you are a solid three where 3.2 is a meeting but not strongly}

What is the process- DCLT says one thing, admin says something; teachers say another...
Lack of confidence in exploration and science behind scores; queasiness in how we get an answer to how we do this; ultimately DCLT makes a recommendation to admin team and we can also make recommendations to admin team

Is there a formal structure in place? (for input in general to this team or curriculum teams)

What research has been put in front of DCLT, admin, teachers, etc. for the pros and cons for the reporting of final scores? DCLT was presented with 3 options (A, B from above and Jeff Valence) basically- research points to reporting out on rubrics and reporting out on standards

Is there any place that is using this besides Foxcroft and Searsport? Poland also reports. Are there places nationally? There are places who report differently- none are the same; each takes a very different approach. We are creating...

Does every student have to meet every standard? Schools will provide multiple opportunities but can't force students

Need presentation of all options- give examples and pro and cons of each; send back through everyone; Do research and then do case studies with particular teachers
Go through some examples and simulations- to see if they tell the same story that a teacher would come up with

Do we feel comfortable making a decision or recommendation to DCLT or admin today?

Comments on report card/ progress reports are helpful in clarifying for parents

We, as a committee, can press for consistency.

Recommendation: having a handbook for teachers regarding issues like numbers of assessments required, etc

Do we have formulas (for converting grade book to report card) we can “play” with next time?

Leave this (grade book to report card score) for now-we will actively research

Suggested website which might be helpful: georgiastandards.com

For right now in the middle school – use intuition; must have data to back it up

Uncomfortable with this committee addressing specific practices of specific teachers

Make sure process is open- that all teachers feel comfortable as speaking up when they are not supportive or comfortable with rubric, etc.; process- needs to happen in content area teams; force difficult conversations in curriculum teams

If Pamela M had not had conversations...how would we get the information regarding issues with rubrics, etc? We do get feedback from parents at times.

Pam L discussed last spring’s school board meeting with parents, teachers,etc before school board vote.....and her email to staff last spring- in relation to Pamela’s question regarding process. Question of process; how do we breach disconnect?

Parent concerns list from last meeting at ES school last year- aren’t addressing those questions part of our job? Do teachers know about parent concerns?

What are teachers’ thoughts on all of these options for scoring?

Work ethic and behavior rubric- what happens next? What is process for looking at this rubric? Began with Career prep K-12 team; DCLT altered it; now to admin team; then presented to faculty. What is our team’s recommendation-do we have input? Concern for K-5 – does this rubric do what ES wants it to? Concern: only way to get a 4 is to “get into other people’s business”. Can there be more discussion? Can we look at other rubrics? Idea of shifting up (to the right) in ours...3 to a 4, to replace the 4 in our current rubric

Adjourn meeting 5:05 pm

Next Meeting Monday 11/17/08 5:30p.m.- 7:00p.m. in Room 107 HS

Topics for next agenda:

1.Communication

2.Clarity structural support to implement this...who is officially “In charge”; who runs numbers, takes our recommendations to the appropriate people,etc.?; Discussion of perhaps making a request for a staff person to have this be their job; so many issues for something this big (like a curriculum coordinator); for this period – we need dedication and resources to make it happen