

Summary of Comments on Charter Commission Proposed Performance Indicators for 2015

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Number: 1 Author: teachforteach Subject: Sticky Note Date: 6/28/2015 10:01:09 AM

Do you have any state data from prior years?
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Charter Commission Performance Indicators Current and Proposed:

Indicator and Measure	2014 Targets negotiated in current Contract	Proposed Re-Write of Target
Student Academic Proficiency: State Assessments		
State Assessments	Students will score within 20% of the state average. 	<p>2015 – get baseline on Smarter Balance results and then create a set of targets for 2016 as follows:</p> <p>%age of students scoring above the state average:</p> <p>X percent of students taking the Smarter Balanced Assessment will score above the state or local county average in Math,</p> <p>X percent of students taking the Smarter Balanced Assessment will score above the state or local county average in Reading,</p> <p>X percent of students taking the Maine Science Assessment will score above the state or local county average in Science,</p> <p>Students scoring at the average or within 20% of the (State/Local) average:</p> <p>X percent of students taking the Smarter Balanced Assessment will score at or within 20 percent of the state or local average in Math,</p> <p>X percent of students taking the Smarter Balanced Assessment will score at or within 20 percent of the state or local average in ELA/Literacy,</p> <p>X percent of students taking the Maine Science Assessment will score at or up to 20% below State or local average in Science,</p>
School developed assessments	A. 39% of the student body will meet at least 24 standards at proficient level	<i>A. Based on goals set annually in individual learning plans; 85% of students will meet or exceed the number of standards they set as goals to complete each year.</i>

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It makes sense to describe this in your narrative as opposed to creating a measurement for it.
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The state of Connecticut has a great rubric focused on the inquiry method for grades 6-8. Might be able to adjust it for High School. Might be a bit easier to use inquiry as the basis because then the switch in content doesn't matter.

	<p>B. 36% will meet at least 18 standards C. 35% will meet at least 10 standards (should be 25% to add up to 100%)</p>	<p>/ </p>
<p>Relative to length of time at Means</p>		<p>Would like to capture this in narrative.</p>
<p>Student Academic Growth</p>		
<p>Rubric Specific to Charter school</p>	<p>Didn't develop rubric yet.</p>	<p>Would like these to go in place for second contract with MeANS</p> <p>Suggested rubrics for one year's growth:</p> <p>65% of students will meet or exceed a year's academic growth in the following areas:</p> <p>Reading: Rubric to show a year's growth in understanding texts of increasing complexity.</p> <p>Language: Portfolio writing assessment/rubric showing a year's growth</p> <p>Math: Rubric based on portfolio of skills mastered in proportion to Math required to graduate. </p> <p>Science: Rubric based on standards completed within Science Curriculum in proportion to Science required to graduate, If you don't have the rubrics developed yet, you may want to move these to your second five years and leave it off for this round.</p>
<p>Growth as Measured by NWEA</p>	<p>85% of students will show growth in at least one of the identified areas</p>	<p>Report on growth this year and use this year's outcomes as baseline for following years.</p> <p>X% of students will show a year's growth or more on NWEA math measures;</p> <p>X% of students will show a year's growth or more on NWEA reading measures;</p>

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What does your gap look like now? How would you measure this? The way you're measuring it and the middle comment do not align. Shrink by 50% or 10% on an annual basis.

I would suggest: Students who are identified as a member of a subgroup and who are not already proficient will meet their aggressive growth goals? If NWEA establishes aggressive growth goals...I can't remember. Another way to write it would be this way: Students who are identified as a member of a subgroup and who are not already proficient will gain 1.5 x the average growth of the students in nonsubgroups. What you are trying to capture here is that you are recognize students who are members of a subgroup and are not yet proficient may need additional support and attention. I would argue that this would apply to anyone who is not yet proficient but that would be captured in the other measure.
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And discuss in the narrative about your findings around why it might be more or less than the 85% and 80%.
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Does this mean you want your unexcused absence rate for the school school to be equal to or less than 8%? Or that you don't want any student to have more than 8% unexcused absences?
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for all of these change to process goal statements are you removing the targets?

		<i>X% of students will show a year's growth or more on NWEA language measures;</i>
Gaps in growth as measured by NWEA	With a gap of 25% or more between major student subgroups, we shall shrink gap by 50% on individual student basis	<i>Students in subgroups – special education and socioeconomically disadvantaged will whenever they are behind the average student growth at MeANS, close that gap on an annual basis by 10% in at least two of the three subject areas.</i>
Student Attendance		
ASA	Daily Attendance Rate of 80%	<i>Change to Process Goal: what is our ADA?</i>
	Individual student attendance rate of 80%	<i>Change to Process Goal: What percentage of students have 80% or above attendance rate?</i>
	Unexcused Absences – 8%	<i>Change to Process Goal: What percent of students have three or fewer unexcused absences</i>
	Student re-enrollment from one year to next – 85%	<i>Change to Process Goal: What percent of students have re-enrolled from year to year.</i>
	Continuous enrollment of students for more than two years 80%	<i>Change to Process Goal: What percent of previously enrolled students enroll for more than two years?</i>
Post Secondary Readiness		
Graduation Rate	Graduation rate – 70%	<i>Change to Process Goal: What percent of students with graduation as a PLP goal for that year graduated. You will also have to report the federal graduation rate.</i>
Dual Enrollment Success	Success in Dual Enrollment – 75%	<i>Change to Process Goal: What percent of students who took classes at KVCC completed them with a passing grade?</i>
Accuplacer Test	Accuplacer tests – 75% of students taking this test will pass at least three elements.	<i>Change to Process Goal: What percent of Juniors and Seniors taking the full test pass at least three elements?</i>
Employment	Employed full time or enlisted within 8 months(April) of graduation.	<i>Change to Process Goal: What percent of graduates are working full-time or enlisted within 8 months of graduation?</i>
Enrollment in Post secondary	75% of graduates have enrolled in post secondary institutions within 8 months	<i>Change to Process Goal: How many graduates have enrolled in Post Secondary Programs within 8 months of graduation.</i>

Institutions		
School Social and Academic Climate		
Emotional and Social Growth of students	80% of Students will report growth in two of the three areas reported on by Gallup Poll	Change to Process Goal: <i>What percentage of freshman, sophomores, juniors, seniors show an increase in any of the three measurement areas: engagement, well being, hope</i>
	90% of parents, students, staff express satisfaction with school climate; school will participate in MIHYS survey	Change to Process Goal: <i>What percentage of parents, students, and staff express satisfaction with school climate?</i>
	15 or fewer incidents/reports of actual/suspected harrassment	Change to Process Goal: <i>How many incidents /reports of actual suspected harassment involving how many students?</i>
	Substance abuse – 15 school based reports	Change to Process Goal: <i>How many incidents/reports of school-based substance abuse; how many students referred for substance evaluation/counseling.</i>
	School records of Restorative Justice Involvement	Change to Process Goal: <i>What percent of students had more than 11 reminders in a quarter? What percent of students owed enrichment for more than five weeks in a quarter?</i>
	New Report related to statuses	Process Goal: <i>Report on percentage of students on various statuses – what percentage have primarily maintained Community status, Collaborative status, Restorative Status,</i>
Parent and Community Engagement		
	Weekly communications between advisor and family	Change to Process Goal: <i>What percentage of student's parents/guardians heard from the school's advisor at least once a week during the quarter?</i>
	Parent/guardian participation in student-led conferences – 90%	Change to Process Goal: <i>What percentage of parent/guardians participated in student-led conferences?</i>
	Parent and family participation in school	Change to Process Goal: <i>What percentage of parents and families participate</i>

	sponsored activities 60%	<i>and/or volunteer in school activities and events.</i>

SCHOOL DEVELOPED ASSESSMENTS - really like Laurie's suggestion that students have individual targets for standard completion that could vary between subjects. These could be set each fall as part of the students' individualized plans, except freshmen which might be set in January after teachers get to know them. If they aren't already, report on standard completion could be part of student led conferences.

RELATIVE TO LENGTH OF TIME AT MEANS - yes, omit. probably seemed important initially when we admitted as many seniors as freshmen, but as enrollment stabilizes, and most newbies are younger, this will matter less.

RUBRIC SPECIFIC TO CHARTER SCHOOLS - picking up on Laurie's suggestion to defer, but without surrendering entirely, maybe write that rubrics will be developed by 2017 and tried in 17 -

18. If no one pushing us, let this take a back seat next year to be brought forward for concentrated work the year following. And how do we define a year's growth on our own rubrics? If it's our instrument, there won't be any point of comparison - which is fine actually. Think about how to define improvement as rubrics developed. This would be a good topic for another big grant to get external help.

NWEA - we still do this along with Smarter Balanced??

CLOSING NWEA GAPS - real life is such that gap will never close. To the extent that students in special groups make good progress, overall NWEA targets more achievable. Do you really need to address gaps explicitly?

POST SECONDARY INFO - just a reminder that it will be hard to track students down in 8 months. Proactive action needed like gathering of student emails at end or something.