

Overall goals of Evaluation Strategy: Foster an ever-improving school, identify student outcomes that can be followed over time, and monitor the effect of the school's design. Individual student achievement and supports are monitored separately.

Program Goals for Evaluation & Guiding Questions:

- A. **Post Secondary Readiness** – we will prepare all students to be successful in post secondary options.
- What is the current percentage of students who enroll in (and complete) post secondary options – what subgroups (gender, socio-economic, etc.) should be tracked over time?
 - How might we assess & monitor the 'exit level' proficiency of students in math, science, & ELA?
 - What tools/strategies could we employ to tap into the aspirational intent of students beginning in grade 8 and continuing through grade 12?
- B. **Successful High School Completion** – we will realize a graduation rate that equals or exceeds 90%.
- How will we look at graduation rates through 'our lens' as well as the State's definition (early graduation, 5 yr completions, special education, alternative pathways)?
 - What data do we have to track to flag 'high risk' students at the 8th & 9th grade levels?
 - What annual statistics do we need to identify and to consistently verify improvements in high school retention over time - what subgroups (gender, socio-economic, etc.) should be tracked over time?
- C. **Equitable Opportunity** – we will provide an equitable range of courses and extra-curricular learning opportunities for all students.
- What are our current enrollment patterns for students in advanced, AP, college, & alternative pathways courses of study – what subgroups (gender, socio-economic, etc.) should be tracked over time?
 - Currently, what are the typical pathways to graduation & how will we know if these have expanded over time?
- D. **Improved Learning** – we will improve learning outcomes for all students.
- What measures of learning outcomes are credible, sustainable, and may be used to profile learning outcomes over time? How can we focus on individual student and cohort growth over time?
 - What data or measures could be utilized to determine the need for and effectiveness of interventions and support services that are initiated within the 8-12 plan?
- E. **Acceptance & Ownership** – we will achieve acceptance and ownership of the 8-12 school model as 'our school' within the community – inclusive
- What key questions should be incorporated into a school climate study for students that could be administered at various points - what 'study methods' would need to be considered – sample size, demographics, etc? Might a parallel survey method be utilized for parents and teachers?
 - Is there baseline data that could be collected this year (2010-2011) that would inform how this is evaluated in the future – parent group enrollment supporting school activities, sports booster participation, attendance at school events, participation in parent conferences, fund raising initiatives supporting school efforts, business sponsorship of yearbooks, etc?
 - Are there existing sources of business or other community support/sponsorship that are in existence now – will they continue or expand with the new configuration?

| Data Gathering Tool | When | Who | <u>Goal A</u> <i>Post Secondary Readiness</i> | <u>Goal B</u> <i>High School Completion</i> | <u>Goal C</u> <i>Equitable Opportunity</i> | <u>Goal D</u> <i>Improved Learning</i> | <u>Goal E</u> <i>Acceptance Ownership</i> | Leveraging | Cohort or Individual Reporting? |
|--|---|--|--|---|---|---|--|---|---|
| Student Survey: Aspirations/Climate <i>Patterns of Learning Scale; How students view their school and their aspirations</i> | Gr 8, 9, 10, 11, 12 Fall '11 and Sp '12 | Teachers; Online tool from Central Office | X | X <i>ID of 'high risk' factors within cohort</i> | | | X | Advisory Guidance roles Team Planning Recruitment | Grade level and whole school (minimal identifiers such as gender and sending sch?) |
| Faculty Survey: <i>Professional climate & satisfaction</i> | Annual; Mid-year | Principals (need a survey) | | | | | X | Team Development, PD planning, admin priorities | Whole staff and building level |
| College Work Readiness Assessment - (a value-added measure) <i>Critical thinking – analytical reasoning – problem solving – written language skills</i> | Grades 9 & 12; Begin fall '11 | External | X | | X | X | | POS Alterations & Course Selections | Grade level and whole school (disaggregates available); national comparisons provided |
| Student variables correlated with attainment <i>Credits earned, failure rates, yrs of retention, enrollment status, grad' rate, GPA, attendance flags, discipline</i> | Year-end Grades 7, 8, 9, 10; and as needed; Begin Sp '11? | Teachers / Teams, school level documentation | | X <i>ID of 'high risk' factors within cohort</i> | | X | | Interventions, Guidance services, home connections | Cohort profile, year-to-year |
| Course-taking profile | 8 – 12; year end Begin Sp '11 | Principals | X | | X | X | X (indicator of buy-in, esp w/ electives) | Diploma req'ts; course rigor recruitment; | Cumulative course-completion patterns across years |
| Guidance Counselors' Database: College Apps & Admission | Grade 12; Begin Sp '11 | Guidance | X | | X | | | Counseling services; advisory; family connections | As % of the cohort; also gender and SES |

| Data Gathering Tool | When | Who | <u>Goal A</u> <i>Post Secondary Readiness</i> | <u>Goal B</u> <i>High School Completion</i> | <u>Goal C</u> <i>Equitable Opportunity</i> | <u>Goal D</u> <i>Improved Learning</i> | <u>Goal E</u> <i>Acceptance Ownership</i> | Leveraging | Cohort or Individual Reporting? |
|---|---|---|--|--|---|---|--|---|--|
| NSC College matriculation, persistence, and attainment | Post-grad; Baseline exists | Central office & Guidance | X | | | | | College-going culture, and course rigor | Post-graduation cohort, 6 years out |
| RSU 13 Writing Prompt <i>Grade 11 Spring Grad Req.</i> | 8 – 12 Baseline exists | Central office | X | | | X | | Curriculum Planning; Course-taking Sr. Yr. | By cohort and gender, Meets & Exceeds |
| PSAT, SAT, SAT retakes (or equivalent) | 10 (PSAT) 11 th SAT 12 th Retakes; organize for '11-'12 | External | X | | X | X | | Course-taking adjustments; counseling; interventions; college planning | Cohort reporting by gender, SES |
| Accuplacer – Math & Reading <i>End of year for students below SAT cut off & with teacher recommendation.</i> | Grade 11; Spring '12 | MCST?? Guidance services | X | | X | X | | Sr. Yr course-taking adjustments; interventions; college planning | % of cohort participating (below std) |
| RSU 13 Progress Monitoring Study RSU 13 NECAP & MHSA Historical Data | Gr 1 – 10 Gr 2 – 10 Baselines exist | Central Office; published on RSU 13's web page | | | | X | | Instructional Planning | By cohort and gender, Meets & Exceeds |
| Extra-curricular engagement <i>(Need to define the measured events)</i> | Year-end; Baseline Sp '11? | Athletic Dirs & Ass't Prins | | | X | | X | Offerings; recruitment; PR | Participation % by grade and home town |
| Community support indicators | Year-long; Begin Sp '11 | Central office; principals | | | | | X | PR; Budget development | Annual inventory (list) |

