RSU 13 Grade 8 – 12 Transition Advisory Group

December 6, 2010 – RSU 13 Superintendent's Office, Conference Room – 3:00 PM to 5:00 PM

Membership: L. Berger, G. Emery, T. Forti, B. Gamage, K. Gamage, M. Gee, R. Gilson, N. Guyer, D. Johanson, J. Kalloch, J. Lucarelli, M.A. McLean, A. Riley, L. Schooley (C.Kesselheim – GSP Consultant).

Goals for the meeting:
1. Review, discussion, and updating of benchmarks and activities within the TAG work plan – Phase II.
2. Continue work on Project Evaluation Plan – Benchmark 2F within the Continuing Work Plan

AGENDA

Time	Event	Detail	Reflections/Questions/Notes
3:00	**Welcome & agenda review.** Supt. Lucarelli	• Overview of agenda • Review and discussion of any communication received. • General updates & sharing	
3:15	**Review, discussion, questions, and consideration of any needed revisions to the benchmarks contained in the TAG work plan – Phase II.** Supt. Lucarelli	TAG members are asked to review in detail the Continuing Work Plan – Phase II November 1st update. This document was forwarded previously and is also available for review via the RSU 13 website - found under the 'Central Office' banner. • Benchmark review, continuing updates & recommended adjustments.	*TAG members are asked to bring or have available the Continuing Work Plan document – last updated 11-01-10*

Time	Event	Detail	Reflections/Questions/Notes
3:45	**Review of highlighted professional development themes & activities being integrated into on-going work.** L. Schooley T. Forti	Update on accomplished & pending visitations to other secondary programs: • Purpose of the visitations? • How secondary programs were selected? • Who will participate?	
4:00	**Continuing work for crafting a longer term Program Evaluation Plan.** N. Guyer	This will be a continuation of the work that has been initiated over the past two meetings. A work template has been drafted to capture the efforts to date and accompanies this agenda (please see below)	*Please review the Draft Program Evaluation Planning Template (11-01-10) as preparation for this activity. We have completed the drafting of 'researchable questions' for each goal and in this work session will consider highlighting two or three questions that we feel are **essential** to the goal and will yield consistent, evaluative data over time for assessing program effectiveness.*
4:50	**Wrap up & adjourn**	Summary of meeting outcomes • Confirm next meeting for January 3, 2011 – beginning of Phase III work plan review.	

Goal Statement:	A. We will prepare all students to be successful in post secondary options.		
E = Essential **S** = Secondary	**Guiding or 'researchable' questions related to this goal:**	**Possible data sources:**	**Methods & strategies for evaluation plan:**
	1. What is the current percentage of students who enroll in (and complete) post secondary options? What subgroups should we track over time – gender, socio-economic, pathways chosen, etc?		
	2. What is our current percentage of students taking (and completing) higher level or AP courses? What changes would we look for over time – again, within which subgroups?		
	3. How do we currently utilize 'accuplacer' data to gauge post secondary readiness and/or what data can we solicit from post secondary institutions to track this?		
	4. Will the 11th & 12th grade writing assessment provide data over time that can be correlated to successful post secondary experiences?		
	5. Are there survey strategies/tools that would allow us solicit information regarding 'readiness' criteria from post secondary institutions and businesses?		
	6. How might we assess & monitor the 'exit level' of students in math, science, ELA, and other areas over time?		
	7. What tools or strategies could we employ to tap into the aspirational intent of students & families beginning in the 8th grade and continuing through grade 12?		

Goal Statement:	B. We will realize a graduation rate that equals or exceeds 90%.		
E = Essential **S** = Secondary	**Guiding or 'researchable' questions related to this goal**:	**Possible data sources:**	**Methods & strategies for evaluation plan:**
	1. How will we look at graduation rates through 'our lens,' as well as the State's definition? (5 year plans, early graduation, Life Skills, alternative pathways, etc)		
	2. How does/will the HS dropout rate correlate to the GED or Adult Ed completion rate?		
	3. How do 9th grade failure rates correlate to students who eventually make the decision to leave school before graduating? What other data needs to be tracked to 'flag' high risk students earlier? • Discipline • Attendance • Other		
	4. What annual statistics do we need to identify to consistently verify improvements in high school retention over time – to be disaggregated by: • Gender • Socio-economic status • Family educational history • Other?		
	5. Dropping out is a post graduate concerns as well, tracking students post HS who withdraw from post secondary programs prior to completion. Is there other data in addition to National Clearinghouse data that we should pay attention to over time?		

	6. In reference to # 3 above, are students matched with effective interventions & what indicators will verify improvement over time?		
	7. At what rate do we currently employ duel credit, or early college offerings (via U-Rock and others), as a pathway component to graduation? If these options become more available or we make college courses available to all students – will there be a positive impact on HS completion?		

8-12 Transition Advisory Group – **Draft** Program Evaluation Planning Template:

Goal Statement:	C. Our school programs will provide an equitable range of courses and extra-curricular learning opportunities for all students.		
E = Essential **S** = Secondary	**Guiding or 'researchable' questions related to this goal**:	**Possible data sources:**	**Methods & strategies for evaluation plan:**
	1. What is currently the rate of participation in extra-curricular activities?		
	2. Is there an equitable distribution of participation in these activities in terms of towns that students reside in?		
	3. What are the current enrollment patterns for students in advanced or AP courses – by grade, by gender, by economic status? (Other course enrollment patterns?)		
	4. Are there procedural or structural aspects that inhibit 'equitable' access (unnecessary course sequences or prerequisites, need to 'fail' before accessing other options, limits on early college or alternative learning options, school scheduling impediments, etc)?		

| | 5. Currently, what are the 'typical' pathways to HS graduation & how will we know if these have expanded over time? | | |
| | 6. What do/will we know from post graduates regarding whether or not their chosen pathway to graduation adequately supported their post graduate aspirations & endeavors? | | |

8-12 Transition Advisory Group – **Draft** Program Evaluation Planning Template:

Goal Statement:	D. We will improve learning outcomes for all students.		
E = Essential **S** = Secondary	**Guiding or 'researchable' questions related to this goal:**	**Possible data sources:**	**Methods & strategies for evaluation plan:**
	1. How might we quantify the impact for improved learning outcomes in terms of students taking a class every period (no study halls)?		
	2. How might we define and measure the 'value added' for students experiencing the 8-12 (five year) model?		
	3. What gains in student writing performance need to be apparent to insure that we are moving towards 100% proficiency by graduation (graduation requirement)? Should other content areas have proficiency standards linked to graduation?		
	4. What measures for 'learning outcomes' are credible, sustainable, and may be used to profile learning outcomes over time for literacy, math, and science. Other than 'School Report Cards,' are there other models for tracking this type of information - particularly to profile individual or cohort growth over time?		

	5. What additional 'markers' for learning outcomes should be considered in addition to performance & assessment data?		
	6. How might we define the 'failure rate' consistently & in a way that allows us to track it over time for different subgroups?		
	7. How will we know that proficiency standards within courses are sufficiently rigorous to insure that students who complete 8th grade courses are prepared for 9th, 9th for 10th – and so on?		
	8. What data or measures could be utilized to determine the effectiveness of interventions or support services that are initiated to improve learning outcomes?		
	9. How do we balance the goal of bringing students to greater levels of independent learning, while still recognizing the need for support and interventions. Ex; to what level do we support student-directed learning demonstrations like independent research? (Reference #5 this sections – how do students utilize tools and resources available?)		

Goal Statement:	E. We will achieve acceptance and 'ownership' of the 8-12 school model as 'our school' within the community – inclusive of students, faculty, parents, and others.		
E = Essential **S** = Secondary	**Guiding or 'researchable' questions related to this goal**:	**Possible data sources:**	**Methods & strategies for evaluation plan:**
	1. What key questions could be incorporated into a school climate study for students that could be administered at various points – what 'study methods' would need to be considered, ie - sample size, demographics, etc? Might a parallel survey method be utilized for parents and teachers?		
	2. Is there baseline data that could be collected this year that would inform how this is measured into the future? Parent group enrollment supporting school activities, sports booster participation, attendance at school events, participation rates for parent conferences, fund raising initiatives supporting school efforts, business sponsorships of yearbooks, etc?		
	3. Is there baseline data that could be collected this year regarding student participation rates in sports and other school activities that would allow us to compare the same going forward?		
	4. Are these existing sources of business or other community support/sponsorships that are in existence now – and will they continue or expand with the new configuration?		

	5. Will the rate of participation in new opportunities (academic offerings, sports, drama, etc,) provide insight into 'the level of acceptance' being demonstrated?		
	6. Many students benefit from community-based scholarship support upon graduation. Within this new configuration/identity – will this level of support be sustained, grow, diminish? Is this a factor we should consider in monitoring this dimension?		
	7. Can students, faculty, and others articulate the 'mission' of the school within this new configuration – might that be incorporated into # 1 this section?		