

March 2008 MSIP Advisory Meeting Comments

Standards:

- Look at what colleges require
- Is there a possibility of a bonus for ACT? (Encourage more students to take the ACT)
- Where's the support or help for schools/districts who don't do well on ACT?
- What can we build into resource/process standards to provide more support to districts who aren't doing well on ACT/performance standards
- Take lessons learned from academically deficient schools. (2 year process) How do you get people to feel the need for change and the need for a well identified action plan
- Need for a 15th standard indicator on APR for Leadership? How would we measure that?
- 1. Perceptual survey data parents, students, faculties/climate survey
- 2. Gather data based on behavior
- 3. Where's the accountability for individual buildings?
- Review process standards, resource standards and performance standards to measure effectiveness of leadership
 - Look at indicators that would help schools develop effective leadership
- Advanced & Career Ed Courses
 - Many courses are not on Advanced Course list. Add courses that our high achieving kids take! Update list!
 - Protect Advanced Courses
 - 9.4.3 What matters is how many students stay in college for at least a year! - Follow up after 1 year
- Remediation/Retention - recommend 6.2 include term formative assessments info to a process standard. Use formative assessment to help inform and differentiate instruction
 - 6.2 the district uses variety of summative assessments data to support district wide decisions about envr. & ass.
 - Revise standard 6.2 to reflect current research (assessments of learning and assessment for learning)
- We need to measure teacher effectiveness and leadership effectiveness aligned to research
- ACT is possibly irrelevant now. End of course take its place.
- Should we replace the ACT with some other national test?
- Advanced Courses - Need to redefine and revise the advance courses. MOVIP as an option.
- College and Career Education Placement - No Change, Inconsistency in reporting this information i.e. exit conference at graduation
- Remediation/Retention - Data is questionable in this area. Is there consistency in defining remediation? Question whether this should be a performance standard.
- AP Exam Data - Question whether this should be a performance indicator.
- Non Student Achievement Measures of Performance - Resource/process standard on how school districts collaborate with outside agencies dealing with at risk kids i.e. juvenile, child protection. Look at alternative schools with the expectations that quality indicators will be present
- Performance Topics:
- PLAN, ACT, EXPLORE
 - What would the assessment be?
 - Was the ACT a measurement to determine HS achievement? It was designed to determine to predict college success
 - Should the ACT have the weight on APR that it has?
- * Menu of options that LEA chooses
 - Approved by DESE
 - ACT - here is what you need to do to earn credit
 - AP - here is what you need to do to earn credit
- Advanced/Career Education Courses
 - Should districts not receive credit because of lack of resources
 - Does it measure student achievement??
 - Is this more of a performance event (demo)

- More flexibility on determining what a career ed course is (more opportunities to meet the individual needs of the learners)
- Show individual student progress
- What percentage of the students completed post secondary education?
- Remediation/Retention
 - growth model for more challenged students
 - menu for addressing remedial activities for lower student achievement (on-going activities, monitoring assessment credit for going beyond)
- AP Exam Data
 - Are dual enrollment courses equal to AP exam
 - Should be not a stand alone pt. value
 - Combine with ACT standard
 - Should not be a stand alone but part of the drop down menu under ACT standard
- Non-Student Achievement
 - Leadership - difficult to measure
 - Teacher - mobility to go to higher paying district
 - Does the absence of leadership effect student achievement? (BOE + Admin + Teacher = student achievement)
 - What indicators can judge governance?
 - leadership experience
 - finance future of district
 - Does a district follow this CSIP?
 - Governance should be expanded
 - BOE, Supt, Admin
 - CSIP - can you show (documentation) that you are following it? (do not look at success or failing) Compare CSIP with curriculum
 - Specific monitoring progress as it pertains to CSIP
 - Correlation with CSIP and professional
 - Hold BOE more accountable
 - Teacher Certification
 - Is there a correlation between leadership and teacher certification?
 - National Board Certification for teacher - should that be pts.?
 - Teacher Retention
 - How does a district maintain continuity
- Teacher/Principal Evaluation
 - Standards to determine quality teaching
 - How do you retain quality staff?
 - mention PD
- What Works?
 - Class size guidelines should remain
- Library Resources - should electronic books/research be counted instead of books on shelves
- What needs improvement?
 - Better safety observations 8.11.1-3
 - Graphic emergency procedure signs
 - Z87 eye protection glasses
 - Chemicals - written procedures for handling/disposing mercury
- Make sure that indicators are responsive to variations across the state/regions
- Standard 3.1-3.2
 - Certified staff stay at 5% but define "highly qualified" - teacher standards should be in place
- Leadership of Supt. & Principals should be measured (refer to subcommittee)
 - Look at continuity
 - Board of Education
- Shift some of 6.8 to Resource and use 6.8 to focus on info. Literacy
- Look at library standards
 - What do we expect from the library? Now media center? How is technology being used to improve instruction, how do you access resources? What standards do we need for information literacy?

- Teach 21st Century skills - ability to "filter" knowledge - determine what is "appropriate?"
- Resource may need to include technology standards in Process - focus on function vs. tool. - effective application of the resource
- Will need to look at "desirable" etc. for Resource Report w/ increase in Grad Requirements. When/how did we decide that course offerings CTE = 12 min and Fine Arts & Foreign Lang. have a min of 2
 - How will 12 min be expanded by additional CTE credits
 - Are these still the appropriate courses to include in the CTE course offerings?? This day in age often still go to college - what about MoVIP
 - Where did min class size standard originate? Is it time to adjust this??
 - We think this is too rise min HS standard of 33 high? 30 for grades 5-6?
- Counselor student ratio is too high - At Risk Counselor
- The issue of school nurse is not required - could we add this? (This frees up time for "instructional leader" to act as such and there are wellness initiatives etc.)
- Teacher Certification - why do schools have to prepare our new grads to teach? Is this a Higher Ed issue?
 - Could we find a way to trace student performance vale to teacher preparation?
- Give every kid the ACT and the PLAN and the [State/District should pay for this] - and use both scores for 9.3 (scholastic achievement)
- Advanced Courses - get rid of Creative Coding - Need Definitions
 - Keep this - influences schools to provide rigorous coursework
- Importance of Instructional Leadership need to provide appropriate resources to support Instruction
- Review desirable/min standards
 - Class size
 - Course offerings (CTE vs. Foreign Language, MoVIP etc.)
 - Counselor/Student Ratio
 - School Nurse
 - Principal/Student Ration
- How will EOC be embedded in a standard
- Can credit be given for restructuring to meet the needs?
- Is more credit needed for movement from the low levels (below basic)
- More meaningful data on career ed
- Should there be a 15th standard for leadership
- Standards for school-board members
- Look at ACT - can it be SAT - why is this a requirement
- Create and implement leadership standards based on current research (Dennis & Wayne's presentation)
- Create and implement teaching standards based on current research (on-site questions)
- Define and create standards for rigor in the classroom (ACT scores, AP scores, etc.)
- Standard 8.1, review in light of current research or accountability and evaluations
- Use PLC - type requirements for CSIP structure with building plans in alignment
- Review 8.7.3 for necessity in light of MOSIS implementation
- Revisit required committees for current appropriateness
- Bullying prevention on 6.6 with state funding support
- PD should address intervention needs (6.7.4)
- Incorporate differentiated instruction into all standards
 - Show us what model is used for intervention plans
- Proof of implementation and utilization of written curriculum. 6.1c 1-5 of old standards and indicators
- CSIP should cite what research was used to develop their program
- Cite research in plans and documents
- Systemic approach to improvement
- Follow-Up monitoring implementation/progress of the plan
- School leaders in failing schools be required to go through specialized training
 - add to physics and algebra 2 - grade 11 or 12 only

- Leadership assessment of some sort 9DESE define leadership necessary to improve student achievement
- Schools that go into school improvement need to go through training to improve leadership abilities (Board of Education included may need legislation for that to happen)
- Map current standards that measure leadership abilities
- Major problems identified needs to be addressed as possibly leadership issues to be placed on an improvement plan
- Vocational or advanced courses need to be possible counted even if they are being taught without vocational identification or need to be listed as advanced
- Rubric for highly qualified teachers
- What does a district do to address teacher retention/not necessarily a penalty if a high turnover rate
- MSIP Waiver Reviews
 - Revise facilities checklist or reprint with new format

On-Site Forms:

- Good for full waiver and mini review
- Keep observation forms and look at current research to evidence the form
- Documents of specific changes that are made - show what was done - "not just tell"

Data:

- Should additional data related to school safety/discipline be collected?
- Don't have us collect data that will not be used
- Explain why the data collected will be used to contribute to student performance
- How can we provide continued formative assessment during the year leading up to a culminating event (MAP, EOC)
- Continue to collect
- Collect Resource Data
 - If not a part of MSIP standards - people think it is not important
- Can DESE perform an analysis of the current GLE's/CLE's, comparing the number/complexity of standards to the instructional time available to present them?
- Give more "power" to A.Q. in the MSIP process
- Decide what data is the most important and use it
- There is an mountains of data - are we collecting correct data - then let's use it
- Data should show a change in instruction and leadership
- Measure community involvement at a higher level
- Document actions
- More emphasis on advanced questionnaire
- Where are the goals in your CSIP that address the advance questionnaire

Process:

- Early identification of at-risk - how to engage the students
- Credit for early intervention
- Functioning care teams

Follow-Up:

- What is evidence of success besides MAP
- Accountability plans developed around ePeGS areas
- Only 1-2 goals per each ePeGS area
- Academically deficient schools - monthly reviews

Accreditation:

- What should full accreditation mean - Should the mini review be expanded? Possibly include a couple of other people, besides the area supervisor, to go into a little more depth during this review. Concern was expressed that districts may be letting some things slide if they are not looked at a little closer
- What does full accreditation look like?
 - meeting the standards set forth by the criteria
- Student Achievement
- Good Leadership
 - BOE - Admin - Teacher - Staff - Student = Student achievement
- Current 4th Cycle
 - Accreditation causes problems - Recognize schools that are good academically (core performance) in spite of challenges
 - Growth model for districts
- List of evidence that shows improvement - besides MAP - can schools be improving but MAP scores not increase w/in a year
- Define what it means to be fully accredited - meet the standards; current system is adequate