**TEAM: NEASC Assessment**

**PRESENT: Michelle Prentiss, Heidi Welch, Jocelyn Perrin, Matt Govoni, Kelly Dinsmore, Kathy Atkins (Community Member), Andy Mitchell**

**MEMBER TAKING MINUTES: Michelle Prentiss**

**DATE: January 8, 2014**

**START TIME: 2:30 p.m.**

**END TIME: 3:30 p.m.**

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| **Item** | **Discussion** | **Conclusion** | **Actions Items/Member Responsible** |
| Review model report for Indicator 3 | After reading the report, we noticed several pieces of evidence that we had not requested that we probably should to have for our report. | 1.Request to team leaders for the following:   * Sophomore & junior teachers: how did they respond to NECAP scores: what did they do to help students improve scores? * AP teachers: do you use results from the previous years’ students to inform your lessons or coursework for AP during the next year? If so, how? * Do teachers in the department examine the MAP scores for English, math, or science? Does anyone use the data available on Performance Pathways? If so, how do you use it? Are they used for placing students in courses? Which courses?   2.Request to CORE team: Jim, Jen, Michael, Alicia: how do they access or use state or national test scores/data? (ie: NECAP scores, scores for PSATs, SATs, ASVABs, AP exams, etc.?) | Michelle will write up a request for these items. |
| Begin reading through initial set of evidence collected for Indicator 3 | We have SLOs from a majority of the faculty.  We still have one request (the pre-post test analysis, the revision of a lesson after seeing students not doing well, or copies of MAP testing data) that is out. | The second indicator request is not due from staff until Feb, so until this comes in, we can not finish our write up of this indicator. |  |
| Rating of our Committee: Deficient, Limited, Acceptable, or Exemplary. | There was a lot of concern about the following statement according to NEAS&C:  “A rating of DEFICIENT is appropriate if any of the following exist:   * The school does NOT have a formal process, based on school-wide rubrics, to assess whole school and individual student progress in achieving the school’s 21st century learning expectations. * Teachers, generally, fail to regularly use formative assessments, including school-wide rubrics.” | 1.We need to have a formal reporting process for 21st learning expectations. Is there a way to have us move forward/have a faculty discussion about adopting something similar to what Conval is doing with their report cards—by attaching a section on 21st century skills to the report card?  2.We need to create and begin using school-wide rubrics that are designed to measure our 21st century skills.  3.We created a folder under NEWTON staff called HS School-Wide Rubrics. We would like to ask all staff members to save rubrics in the folder if it is a common rubric that the entire department uses---or if it is a rubric that the teacher has used more than once. This way, the folder can function as a resource folder for the entire school. Everyone can have electronic access to the writing rubric and other rubrics.  4.We also wanted to send this as a request to team leaders, asking for these rubrics that people have to be physically attached to the request form—and saved to the HS School-Wide Rubrics folder. This would provide us with hard evidence for NEAS&C and begin the foundation of the resource folder. | 1. Michelle will ask Sara and Alex about speaking with Jim/Jen about the report card. 2.She will also ask them to find out about creating school wide rubrics.  3. Jocelyn and Matt created the folder on NEWTON for the school wide rubrics. Michelle will ask Glen Woods if the other HS Rubrics folder can be stored elsewhere to eliminate confusion, since those documents are older and not particularly useful.  4. Michelle will write up a request for the rubrics. |