

Coalition of Innovative School Districts

October, 2015 Minutes

9:00 a.m.

McPherson High School – 801 E. First St.

Coffee Shop inside the MHS Library

Members present: Bev Mortimer, Mark Crawford, Jim McNiece, Deena Horst, Adrian Howie, Bill Mullins, Mike Slagle, Commissioner Watson & Brad Neuenswander (by phone). ?KCK Jason

Guests included: McPherson Staff, Sherri Schwanz

1.0 Approval of Agenda

Motion: Mark

Second: Jim

Action: unanimous pass

2.0 Public Comments – no public comments

3.0 Consent Items

3.1 Minutes from September meeting

Motion: Deena

Second: Adrian

Action: unanimous pass

4.0 Reports

4.1 Updates from districts

- 4.1.1 Marysville Superintendent Bill Mullins shared a document and discussed his preliminary comparison of the KS State Assessment vs. ACT Aspire. Bill communicated that it is still their desire to explore ACT as an alternative to the state assessment. The comparison was from the spring 2015 testing. (attachment #1) Hugoton Superintendent Adrian Howie said they are doing the same in Hugoton. Jim McNiece said that KU is also doing the same comparison. Brad reported that there is a ton of information for the classroom teacher on the standards and how the assessments align. And, stressed that it's important that we don't get back to a system of focusing on the delta indicators and narrow the curriculum. Lengthy discussion continue with Brad and Randy giving additional information about assessments.

4.2 Updates from KSDE

- 4.2.1 In addition to the state assessment discussion, Commissioner Watson also expressed his desire for KSDE and the State Board to work hand-in-hand on initiatives.

5.0 Old Business

- 5.1 October 13 report to the State Board of Education – Bev reported that the presentation went well. Jim also thought we've made a lot of progress with getting support from the State Board, considering where we started. Bev also reported that BOE Member Kathy Busch had asked the Coalition to discuss counselor duties (see 6.3)

6.0 New Business

- 6.1 New applications due Tuesday December, 1, 2015
- 6.2 Future initiatives – possible request on state assessment (Marysville request) State Board Members Jim and Deena also provided encouragement for the Coalition members to think outside the box and identify regulations and impede our goal for the success of every child. They challenge the Coalition to find where we're not getting that done. Members also discussed innovations going on in schools around the country and perhaps examining those, rather than starting focusing on innovations focused on "regulations.
- 6.3 Counselors – Follow-up from prior discussion with KBOR and SBOE on concerns with counselors adapting to the changing roles and increased demand on social/emotional and college/career counseling. Bev will contact Kent Reed for discussion on the topic.

7.0 Announcements

- 7.1 November 19 meeting held in KCK at 9 am

8.0 Adjournment

Motion: Deena Second: Bill Action: unanimous pass

McPherson staff gave a presentation on their C3 initiatives. Due to time constraints their agenda had to be rushed. (attachments #2 & #3)

9:45-10:00: USD 418 and C3 – Mark Crawford

10:00-10:25: CCR Advocates 101 – Stephanie Hamilton, Jeanne Zeitlow, and Anna Berg-MHS Advocates Questions/Break/Presenter Set up

10:25-10:40: Break 10:40-11:10: Monitoring Student Success using Naviance – Brad Plackemeier-MHS Principal and Angie McDonald-Curriculum Director Questions/Break/Presenter Set up

11:15-11:45: ENGAGE workshops – Jeff Allmon, Joan Schieferecke, and Kathy Button-MMS CCR Advocates/Counselors Questions/Break

11:45-12:00: Wrap-up discussion – Mark Crawford

Comparison of State Assessment Results with ACT Aspire Assessment Results – Spring 2015

Grade Level	School - % on track to be College and Career Ready State Assessments	State - % on track to be College and Career Ready State Assessments	ACT Aspire - % on track to be College and Career Ready
3 rd Grade English Language Arts	45%	48%	68% English – 34% Reading
4 th Grade English Language Arts	80	56	82% English – 66% Reading
5 th Grade English Language Arts	48	50	81% English – 29% Reading
6 th Grade English Language Arts	49	41	79% English – 48% Reading
7 th Grade English Language Arts	37	41	81% English – 40% Reading
8 th Grade English Language Arts	25	30	68% English – 38% Reading
10 th Grade English Language Arts	32	32	75% English – 41% Reading
3 rd Grade Mathematics	58	53	55
4 th Grade Mathematics	64	36	76
5 th Grade Mathematics	38	34	58
6 th Grade Mathematics	29	34	60
7 th Grade Mathematics	35	30	58
8 th Grade Mathematics	12	23	32
10 th Grade Mathematics	21	25	25
4 th Grade Science	100	94	66
7 th Grade Science	94	88	48
11 th Grade Science	87	80	36*

* - 10th Grade Science

Domain	Engage Scale Grades 6-9	Definition
<p>Motivation Personal characteristics that help students to succeed academically by focusing and maintaining energies on goal-directed activities.</p>	Academic Discipline	Degree to which a student is hardworking and conscientious as evidenced by the amount of effort invested into completing schoolwork.
	Commitment to School	Commitment to stay in high school and obtain a diploma.
	Optimism	Having a hopeful outlook about the future in spite of difficulties or challenges.
<p>Social Engagement Interpersonal factors that influence students' successful integration or adaptation into their environment.</p>	Family Attitude toward Education	Positive family attitude regarding the value of education.
	Family Involvement	Family involvement in a student's school life and activities.
	Relationships with School Personnel	The extent to which students relate to school personnel as part of their connection to school.
	School Safety Climate	School qualities related to a student's perception of security at school.
<p>Self-Regulation Cognitive and affective processes used to monitor, regulate, and control behavior related to learning.</p>	Managing Feelings	Tendency to manage duration and intensity of negative feelings and to find appropriate ways to express these feelings.
	Orderly Conduct	Tendency to behave appropriately in class and avoid disciplinary action.
	Thinking before Acting	Tendency to think about the consequences of one's actions before acting.

Domain	Engage Scale Grades 10-12	Definition
<p>Motivation & Skills Personal characteristics that help students to succeed academically by focusing and maintaining energies on goal-directed activities.</p>	Academic Discipline	The amount of effort a student puts into schoolwork and the degree to which a student sees him-/herself as hardworking and conscientious.
	General Determination	The extent to which one strives to follow through on commitments and obligations.
	Goal Striving	The strength of one's efforts to achieve objectives and end goals.
	Commitment to College	Commitment to staying in college and getting a degree.
	Study Skills	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.
	Communication Skills	Attentiveness to others' feelings and flexibility in resolving conflicts with others.
<p>Social Engagement Interpersonal factors that influence students' successful integration or adaptation into their environment.</p>	Social Connection	One's feelings of connection and involvement with the school community.
	Social Activity	One's comfort in meeting and interacting with other people.
<p>Self-Regulation Cognitive and affective processes used to monitor, regulate, and control behavior related to learning.</p>	Academic Self-Confidence	The belief in one's ability to perform well in school.
	Steadiness	One's responses to and management of strong feelings.

ADVISOR REPORT

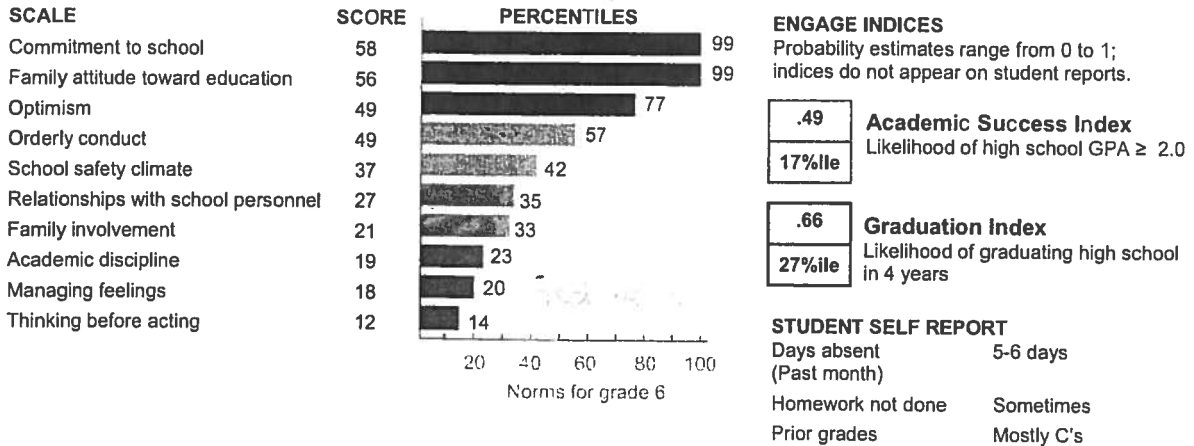
Sample Student

Tested on August 30, 2011
6th Grade ID 926096433

ENGAGE
Grades 6-9

SAMPLE MIDDLE SCHOOL Class/section: 009

ENGAGE Grades 6-9 measures personal, behavioral, and academic skills critical to middle and high school success. Low scores on ENGAGE represent areas that, when improved, may increase your grades and make it easier to focus on completing middle school and high school. This report is designed to help you identify your strengths and weaknesses in order to ensure that you are successful in your academic career.



This student provided an unusual pattern of responses; scores may not accurately reflect the student's skills and/or likelihood of success.

Capitalize on your strengths

99 Commitment to school

Commitment to stay in school and obtain a high school diploma — Your responses suggest that you are confident in your reasons for attending high school and getting an education (such as career and life goals). You see yourself as determined to invest the necessary time and effort required to obtain a high school diploma regardless of obstacles.

99 Family attitude toward education

Positive family attitude regarding the value of education — Your responses suggest that you perceive that your family members are frequently interested in education-related topics and that they think it is important for you to get an education. Continue using your family as a source of support as you pursue your educational goals and aspirations.

77 Optimism

A hopeful outlook about the future in spite of difficulties or challenges — Your responses suggest that you often focus on the positive aspects of situations and that you try hard when you encounter challenges in your academic or personal life in order to overcome them. You rarely let disappointments get in the way of reaching your goals. This ability to focus on the positive will continue to be helpful to you and could also be helpful to others who have a less optimistic view.

Continue to develop your skills

57 Orderly conduct

Tendency to behave appropriately in class and avoid disciplinary action — Your responses indicate that you usually behave appropriately at school and follow school rules and regulations. Students with similar scores occasionally get into trouble for misbehaving, but not to the point that their behavior leads to academic problems. Continue to do your best to behave appropriately in school, as this will help to support your academic progress.

42 School safety climate

School qualities related to students' perception of security at school — Your responses suggest that you perceive your school environment as usually safe and providing an adequate foundation for pursuing your academic goals. Students with similar scores sometimes report some safety concerns at their schools, but these concerns do not usually interfere with students' academic progress.

35 Relationships with school personnel

The extent to which students relate to school personnel as part of their connection to school — Your responses suggest that you usually feel connected to school and the people at your school. Students with similar scores are usually involved in some school activities and usually get along well with teachers and school personnel. Continue to develop these relationships, as they can be a helpful resource in supporting your academic progress or providing assistance when you run into challenging situations.

33 Family involvement

Family involvement in a student's school life and activities — Your responses suggest that you perceive that your family members are usually involved in your school life, whether in academic or extra-curricular activities, and that they generally keep track of how you are doing in school. Continue using your family's involvement in your school life as a way to reinforce your educational goals and aspirations.

Make plans for improvement**23 Academic discipline**

Degree to which a student is hardworking and conscientious as evidenced by the amount of effort invested into completing schoolwork — Your responses indicate that you frequently approach academic tasks with less enthusiasm and effort than other students. You may frequently rush through your homework without paying much attention to detail, turn in poor or incomplete work, or give up on difficult tasks or problems.

20 Managing feelings

Tendency to manage duration and intensity of negative feelings, (e.g., anger, sadness, embarrassment) and to find appropriate ways to express such feelings — Your responses indicate that you may struggle controlling your feelings and dealing effectively with stress. You may lose your temper easily or experience difficulty managing frustration, sadness, or embarrassment. This may have a negative impact on your ability to complete academic work, or possibly interfere with other important activities in your life.

14 Thinking before acting

Tendency to think about the consequences of one's actions before acting — Your responses suggest that you may behave impulsively at times and may not consider the consequences of your actions. As a result, you may do things quickly but inaccurately, or experience unintended consequences from your behavior (such as hurting someone's feelings after you have said something). Students with similar scores benefit from taking things more slowly and thinking through their behavior before acting or speaking.

Recommended plan of action

Your ENGAGE scores provide information that can help you develop your personal and academic-related skills, which in turn can help you perform well in school and attain your high school diploma. By focusing on building those skills for which you obtained relatively lower scores, you can derive maximum benefit from the learning and growth opportunities available to you.