Meeting # 2
Date: Thursday, February 23, 2012
Time: 12:30-5:30
Location: District Office

Notes

Staff Present: Dawn Christiana, Michelle Jacobs, Mike D'Hondt, Trina Hall, Ellen Alquist, Stephanie Johnson, Lisa Niva, Emily Jones, Wendy Barrett, Lisa Peterson, Kate Baehr, Nicole Talley, Tom Gresham, Sadie Kalstead, Luke Hostetler, Jaylani Evans, Kathy Lorson-Howell, Carolyn Hinshaw.

Meeting Items:
Entry Work

1. The collaboration on the BSD intranet site is where documents we are working on will be saved. Summaries, notes, links and a discussion board are here. From the intranet site that pops up when you login in, go to collaboration, then K-5 Report Card.
2. Last time we met we talked about our code of cooperation/norms. Trina has revised the list of nine norms based on the group's feedback last time. #6 Criticize ideas not persons was discussed. Another idea to revise, combine numbers 5 and six, so that we clarify ideas rather than criticize. Perhaps something like:"Clarify our understandings by asking questions to resolve conflicts constructively".
3. Discussion of communication with staff. How was our last email update received? We need tiered levels of information for people who want to engage at different levels. Right now little interest because we were short on time because of report cards. Wendy shared that many teachers were asking about the timeline…when the RC will be ready. There is some doubt that it will be ready for next year .Trina says that we will have it ready by the time we host open houses in the fall! Also a parent guide to the report card. Will we have the electronic version ready for next year or perhaps have to pilot a paper pencil version? We need to list what we need in an electronic reporting system. It is recommended that we have a pilot year.

Work-to-date & Next Steps

1. **Share out of experiences with Report Cards:** As a parent, I am glad I know how to read the report card. It was hard to read with multiple notes about how we are not doing this assessment, etc. Our report card does not match what we are assessing .We need to think about our PE and music teachers who are writing close to 1000 report cards. Lots of gaps in knowledge on how to merge access and excel .We have some versions of access that are not printing correctly. Frustration with the logistics of having to take shortcuts…i.e. taking a lot of data and condensing it into a short little report card that is not meaningful. Report cards are stressful. Having a reporting system that is easy to use, that you are not feeling bad about using would be great. Many teachers are adding a lot of samples to report cards and explanations. Report cards should not take so long. Especially in the narrative, where we explain how we graded, what we were looking at. With the MAP test, we really needed to look at classroom assessments as they compare to the MAP. Are our classroom assessments reliable

and valid. Does my 3 match what my colleague's definition 3. As an administrator, when you check the special ed box, it does not explain is it OTPT? Or Literacy support? What is the intervention? What constitutes a 4? As an administrator, comments are different grade to grade. Can imagine parent conversations at home comparing information from report cards…one teacher gives a lot of info, another teacher does not. What about absences/tardies? Part of the stress for kids is that we have collected a ton of stuff so we have a TON to review and think about before we report. Perhaps more frequent reporting? At what point MUST we say that absences are affecting a student's learning. It feels like report cards are an EVENT. Reporting progress should be continuous, seamless, ongoing ,so that when we come to a more formal report card, that it is not an event, just another way that we are putting out information. Concerned about variety of comments. What can a parent expect from comments? Parents in this room, every year, are getting different types of comments. As a teacher, we want to make sure that our comments are consistent with our colleagues. WE writing a ton of comments because our standards are so vague we need to explain it. The comment place is not large enough to accommodate all the comments required to explain the report card AND what the standards mean. There is a lot of emotion attached to the report card. Teachers were angry about the lack of tech support, lack of consistency. Eachers were upset about losing a report card writing day because it takes a long time to write a quality report card!! Every 5 kids adds another 5 hours of report cards .Some teachers wrote shorter narratives because they had such a large class size .The assessment window cannot accommodate kids who arrive after the test closing date, so the only information we have is a number from a private school . Big let down for teachers who were looking forward to some training on consistency.

2. **Student Information Systems with Ralph Hayden** What does the evaluation process look like for a new SIS? WE are leaving Zangle hopefully over the summer start with something new in the fall. We are currently associated with NWRDC/WesPac, Skyward is the software, that we use for payroll, fiscal, etc. We are starting by looking at their product for SIS, used in 294 districts in WA, in every other district in the county. It is useable and continues to improve. Good reasons to look at this one first. If WEsPac answers the questions we have and meets our criteria list, we will go with it, we are not going to bring up a bunch of other salesman to pitch us others if Skyward matches our needs. Tomorrow in am, the Standards gradebook module will be represented (recording and reporting module) with a report card function. Parents can look at it whenever they want. Reporting of progress is ongoing. One of the problems is that we cannot bend a secondary gradebook enough to make it work at a middle school or elementary school. We are trying to expand out so that no-one is boiled down to a number or letter. Will this be a permanent record that a teacher can look at to 'read the academic story' and history of a child. Will there be an ipad app that connects to the SIS automatically? Flexibility in the report card that seamlessly prints out? Skyward has a mobile interface and is online and available from any computer. DO the standards come with the Skyward package or do we? We will generate a wishlist today to have some info ready for the presentation tomorrow. We have a date reserved with the Skyward trainers to meet with this group in the

future. We cannot afford to make finances THE sole factor in evaluating an SIS. Just because we have an existing relationship with WesPaC, if we need to put the brakes on we will.

Type in information on the charts from groups about SIS/Tech needs.

Highlights from Family Engagement Book Chapters
Chapter 1:
- Research shows parent involvement impacts student achievement
- Research shows community involvement impacts student achievement
- Parent & community involvement needs to be intentional

Chapter 2: Assessing your own school
- 4 different kinds of schools – partnership schools to fortress schools
- Use an informal survey of parents and students to gauge their perception of family involvement and student achievement
- All schools can be family friendly schools.

Chapters 3 & 5
- Do we need a systemic change district wide? Could we take the first week of school as half days for students half with parent conferences the other half of the day, so that families could come in and meet with teachers? This would show that we truly value that parents know so much more about their children than we ever could. We would need to do lots of professional development to show teachers how that might look. Needs to be a "getting to know you" atmosphere… Start with "What are your dreams for your child?"
- Family centers can have a huge impact on family engagement – It would be great to have one (with a coordinator)
- Kate shared ways to have parents connect with each other to support one another as parents.

Tom Venable and Family Engagement & Middle School
- Committee of parents, teachers, administrators, and students focused on better engagement of middle school families.
- Key principle is that all learners can achieve at high levels.
- The collective WE is not just us… its parents, community members, students, and staff.
- Started this work feedback from families that the student led conference model is a one size fits all model that wasn't working for many
- Staff said having 5 half days before Thanksgiving for student led conferences really killed the momentum… but developmentally we want to be sure students are taking on more responsibility for their learning. Another problem is that it just happens once a year…

rather than being ongoing. Staff was saying students need many different kinds of opportunities to share their learning.

- How can we differentiate reporting for different families? Can we apply an RTI like model to the levels of support that families need to be involved in student learning?
- Need designated time focused on engaging families and informing students/families of their child's progress.
- Middle school is thinking about a bit earlier weekly release to see if that builds in time to collaborate with families.
- We need to be thinking time as a resource. How can we preserve instructional time AND set aside time to collaborate with families?
- They want a common core curriculum and standards based reporting system too.
- Need continued training and professional development on instructional strategies that align with standards.
- Tomorrow, the middle school group is meeting all day to draw a visual model of their plan that they can take back to share with the rest of the middle school staff… get feedback… continue to revise and plan training and development.
- Tom would love to be able to say that every teacher is guaranteed to have training in certain things… He's hoping that the work of the report card committee will be able to drive future decisions around professional development.

For our next meeting
- Common core standards… national common core standards for literacy and math will become our state standards. How will we be sure that our group is working with the district literacy advisory, science group, etc?
- We need to be sure there is a process for linking K-5 standards on the report card with middle school standards on their report card and then linking to high school.
- We need to know what standards we are responsible for across the grade level spans. We also have to decide which of these standards will go on the report card because we can't include them all.
- Vision that next year will do collaboration amongst and within grade levels to calibrate the standards.
- Bring a colleague to the next meeting as a way to build understanding of the common core standards??
- Debrief tomorrows SIS meeting electronically so that we can hear what happened without taking time at that meeting so that the focus of that meeting can be on learning about the common core standards.
- Lisa Niva wondered about including parents in our group all along the way... Should we add 2-3 parents?
- How are we including other groups? Possibly setting up a listening session with ELL specialists. From their perspective, what do we need to be considering?
- We must keep coming back to the standards guiding our instruction rather than the materials.

- Good common core ipad aps… The green app is the good one… At the bottom of the green ones there is a great one called Mastery Connect. Another good math common core app is Look For… all about grade level standards in math.
- Consensus that we all need to implement the common core at the same time rather than rolling it out year by year.
- What will the challenges be next year if the new report card is based on common core but common core isn't fully adopted until the next year? What about science common core standards that won't be changed for us to use on a new report card next year? We will need to change the report card when they do come out and it shouldn't be too hard because the science standards will be about science processes and social studies standards will be big themes. The specific content is being taken out of common core.

Today's Big Topics
- Establishing Purpose. It starts with this group .We are working to distill it down to one clear statement.
- Wouldn't it be nice to have the purpose of the report card right on top of it!
- Who are we communicating to? Primary purpose is to communicate with parents, students and staff…or for just parents and students?
- Do teachers use report cards to inform their teaching or do we look at other sources of information?
- Brainstormed this purpose statement "The purpose of this standards based report card is for educators to clearly communicate student progress and current performance toward common learning standards with families and students." (DRAFT)
- We will put this on the intranet so we can discuss it on the discussion board.
- Remember this is one piece of the reporting system.

Wrap up & Next Steps

Committee Member Homework:
- A follow up email from each representative to their staff reminding them that this is what we are working on. Share the DRAFT purpose and invite feedback

Meeting Summary with Key Points:
- Drafted a purpose statement
- Identified criteria and questions about the electronic tool that comes with the SIS
- Heard about middle school conference
- Engaged in conversation about common core standards.
- Discussed readings on family engagement and developing a standards based report cards
- Discussed challenges with current report card
- Shared work done on report cards up until this point

Next Meeting:

- Invite a colleague to come to a meeting from 3:30-5:30 on 3/8 to discuss common core standards
- Read Guskey Chapter 2
- Preview Draft Report Card
- When Notes come out, we have 24 hours for feedback before they come out officially.
- After notes come out, send a personal note to staff to invite them to review and comment.

Facilitator To Do Items:

- Will send notes to staff with suggestion to look at the purpose statement and comment via the discussion board on the BSD intranet