

Eugene International High School Site Council Nov 12, 2013.

Convener: Lloyd Madden

Recorder: Joanne Moorefield

Attendance: Joanne Moorefield, Rebecca Hammons, Peggy Farris, Lisa Albrich, Deon Saraceno, Lloyd Madden, Wade Powell, Carey Killen, Donn Osterlund, Catrina Steckler, Selena Blick, Hannah Eshelman, Brad Schoellhorn, Janell Schoellhorn, Steve Smith, Amy Duncan

Welcome and Introductions:

- all are welcome and introduced

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Approve Minutes:

- Minutes read and approved from October 8

Parent Report:

- No parent meeting since last site council meeting. Nothing noteworthy to report at this point from Parent Group
- Lloyd is working with a group to reform public education that hosts speakers and other important education minds. He will post information on the group's meetings and events. Lane ESD is working on a grant to create more work-ready students who are ready to work with software in the workforce or higher education. Possibilities for IHS folk to work with this grant. Rebecca suggested using school newsletters and enews to send out information. Also KRVM public service announcements.

Staff Report:

- Update on moving forward with TalentEd and teacher evaluation, first round of grade reports on Synergy, and search committee for a new head teacher is meeting on Friday and will be working to make decisions in the next month or so.

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Student Report:

- Students met on 11/2, decided to give the Penny War money to the Sock Project, giving fuzzy socks to kids in the cancer wing at Dornbecher's. Also the IHS Celebration tentatively scheduled for June 2 (a Monday). This could help give us lots of support from the restaurants.

3x5 Feedback from: Parents, Students

- staff survey will go out to gather information on the new schedule. This includes both the 3x5 and ABC. How do we get a balance of feedback from students and parents?
- Can we use the same survey that the staff gets?
- Perhaps start with students/parents familiar with the staff, and then connect to a greater audience through them as a network.
- Paper is good, too

- Give students access to questions first, have them adjust as necessary before survey is given to target audience
- Add the survey to the newsletter?
- Pros and Cons lists from students
- Survey must be careful to distinguish between 3x5 challenges and ABC challenges
- District is requesting feedback throughout the year, Steve has a meeting with Superintendent in early Dec and would like to have information by then
- Homework schedules?
- Elective access?
- Senior paper process?
- Will student government have time to help craft questions?
- Steve will work with parent group
- Students who drop IHS would provide interesting feedback, if drop had anything to do with schedule
- Info is being requested by Laurie Moses and Dr. Berman, as well as information for IHS staff
- For 'ongoing' feedback, this could be a time to set up an infrastructure to get to parents and students efficiently

Common Core, Proficiency, and School Improvement Goals:

- Emphasis this year is 'transition' and adjust to changes
- To alleviate stress, some other changes have been deemphasized
- The situation is somewhat vague and unclear

HB2220: Standards/Proficiency-based assessment

- As as staff, we will look at this on Dec. 5
- Largely 'transitional' this year
- Shift from how a student demonstrates learning. Example: rather than doing a good job turning in homework, students must demonstrate proficiency based on a standard
- 'A' grades become meaningless if they do not reflect learning outcomes

How do these changes fit with state standards?

- HB2220, once a year, parents and students are given a report of how they have met standards
- The expectation is that the proficiency-based system will be tied to standards, but not absolute

How do our School Improvement Goals fit with these changes?

- As a school, we must consider these changes this year so that we can mindfully implement changes for next year.
- This will be a lot of work, but we can use it to reflect on what we already do and meet the expectations

Donn: The biggest challenge is helping parents understand the new system. Students are flexible and will adapt. It is a major mind-shift, so how do we help parents understand the new system and how well their students are doing in school.

Lloyd: concerns with emphasis on summative assessment if the tool is not high quality and how students can transition from traditional school.

Steve: some students will get a sample this year in various classes, students will have to adjust and we may anticipate letter grade 'sticker shock'

Donn: tests may not be the best assessment, and students may have more opportunities to demonstrate proficiency. In the long run, many students can find the system to their advantage if they get to re-take or use alternative assessments.

Lloyd: the idea is good

Janell: the 'grade sticker shock' will be huge, but not a bad thing

Amy: 3x5 and all...what do we do if they can't show proficiency 1st trimester, but can by 2nd? Do we go back and change 1st trimester grades?

Wade: There should be goalposts?

Amy: This is tough with IB. 1st Tri is all about risk-taking and choosing strong work to refine 2nd tri.

Donn: IB is a different master - it may not mesh quite perfectly.

Steve: student experiences?

Hannah: not much yet

Selena: TOK with Patrick is doing something like this with rewriting essays

Rebecca: how do we manage the workload if 50 students want to re-write 2 days before the end of the tri?

Donn: benchmarks and such can be helpful. We can also use cut-off dates.

Carey: we have a lot of groundwork to do. Schools need to have some guidelines or general understandings to avoid free-wheeling interpretation. And what will 'grades' reflect? Do we fail students at progress reports who are not up to standard that they are to achieve by the end of the tri? Or do we break standards into smaller benchmarks.

And then there's colleges...

Wade: how do we manage the individual problems? How long did it take schools to reach 'heavenly bliss of proficiency grading'?

Donn: smaller schools implemented quickly, classes smaller, too. Cultural shift was the hardest thing to do.

Deon: at 9th grade, it is not just content, it is 'how to be in high school' too. How do we fit that into proficiency grading?

Steve: how do we use this to strengthen and elevate what we do?