

SEC-Minutes-3-14-16

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Authentic Assessment--*What are our current and developing approaches to assessing student growth and learning in ways other than standardized tests? How do we know what we're doing is working? How do we share out what we're doing so the outside community also knows our program is working? Do we need to refine mechanisms already in place (i.e. POLs) to determine student growth and progress? How can we use DPs?*

- We are working as a staff to use DPs more consistently to show student growth over time
- We are working to include more post-project reflection consistently on student DPs
- Departmental work--each department working on a rubric to use in assessing student growth
- We'd like to see core competencies outlined at the start of the year that students will master by the end of the year--many of the kids/families want this clarity
 - Humanities has outlined vertical alignment and has agreement about what they're aiming for by senior year--the struggle for Humanities is to help seniors break convention and take risks in their writing/analysis
 - Departments have articulated what they do to help prepare students for ACT/SAT and for college
- It would be helpful if teachers outlined what students should know if they want to pass an AP in that subject matter
- How do our core competencies relate to state standards/Common Core?
 - If student is proficient in state standards/Common Core they are set up to succeed on ACT/SAT and to succeed in college
 - Our teachers do know the standards
 - We are looking beyond just the standards, to what else is necessary to be successful in college
- This year standardized testing coming up in April:
 - 9th grade PARCC--math and English Language Arts
 - 10th grade PSAT
 - 11th grade ACT and CMAS Science
- It's beneficial to look at the ACT data
 - our students' average scores exceed all college-ready benchmarks with the exception of being 0.4 short of benchmark in math
 - Generally 2-3 points above state and national averages
 - Highest scores in Southwest region
 - Our students are able to learn in our environment and still demonstrate their learning in this more traditional way
- We want to get more people in the community attending Exhibitions, Senior Project TED Talks so they can witness learning and growth firsthand

- Can teachers use pre/post test to show growth in areas of competencies that the teacher has identified?
 - Some teachers already do this (especially in Science)
 - This is most appropriate with testing for content through a pre-test and post-test in math, science and Spanish
 - How do we do this without chipping away from our ideal and returning to the norm?
 - Should we be giving students more opportunities to experience what it's like to take high-stakes exams as a way to better prepare them for college? Should we recommend that teachers give students final exams at least in junior/senior year?
 - Should we consider recommending that junior and senior teams design one project per year that is more intentionally simulating a traditional college learning environment? Or that students take one final exam at some time in these years? Using final exam to accent project--maybe teacher doesn't even count the grade on the final?
 - We need to continue outreach to alumni to see what they think about college preparation
 - Natural tension exists between teacher as designer and standardized expectations (e.g. having something in place that helps you evaluate whether your project is working and your students are learning)
 - Nation's Report Card looks at higher order thinking skills--SLCs and POLs as benchmark for how students are doing with these
 - Not only do we value authentic assessment...we also value authentic learning--thinking about the scene in *Most Likely to Succeed* when we hear about the loss of "knowledge" after test is over in traditional settings
 - And we hear from our alumni that they feel very prepared for college in terms of writing, critical thinking, collaboration, advocating and meeting with profs, presenting publicly...and less prepared for big lecture classes where you're graded on midterm and final exam...but our alum also adjust to these new challenges because they figure out how to form study groups and go to professors for help
 - We should start by asking teachers so we know more about how many are currently using testing in their classes?
 - Should we do a college boot camp where our faculty pose as traditional college profs giving lectures? Is there authentic value in that? Would it be more valuable to have an alumni panel talk with juniors/seniors?
 - 89% of class of 2013 stayed in college through sophomore year

Future Meetings:

4/4--looking at feedback from Parent Survey; next steps to share it out

4/25--transcripts (credits per class, GPA calculation, inclusion of ACT/SAT scores on transcripts)

5/16--shifts in math program?

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