

Sharing Your Ideas

Throughout the program, we'll turn to you for perspective on four central questions. You can also jot thoughts down on this page. We'll assemble all of this feedback and share the ideas in our post-event follow-up message.

1. What should we focus on measuring to determine school performance? What do we think is important to measure that isn't currently included in the state accountability formula?

We are falling short if we fail to track students beyond their K-12 education. Post-secondary achievements (employment, college matriculation, college success/retention, college graduation, advanced training) are ~~also~~ CRITICAL to measure.

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

Need people who can effectively and respectfully communicate w/ families and serve as a liason for students/families. Requires communication before there are issues, transparency, accessible data presentations, forums that parents can engage in (based on linguistics, timing, etc)

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

4. Going forward, how do we position our educators to be fully engaged in the development of innovative approaches to assessment and accountability?

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So much is not included in the state acctbility formula. We need to eliminate the pesitive high stakes assessments and place more focus on the WHOLE CHILD. EIA and Math is a smattering of science. Severely narrows the curriculum and demoralizes students whose strengths are seldom recognized and/or promoted.

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

Eliminate the school ratings they're far more detrimental than they are helpful.

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

I like the idea of developing student, parent, and teacher surveys to get a better pulse on what works and what doesn't.

4. Going forward, how do we position our educators to be fully engaged in the development of innovative approaches to assessment and accountability?

Great question. Many educators have been left out of the conversation. They are so inupdate with unnecessary but mandated paperwork. Educators are very often the last voice sought rather than the first.

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Important: school climate, culture, ~~how do~~ students feel safe - what do parents value? What is it that @, like newcomers, need at a moment? How can we change the metric so that the assessments are less contrived and artificial to something that is perhaps project based and speaks to @ interest.

Can we measure students differently to address Gardner's?

2. How can we utilize accountability data to engage parents and community members in our school & intell. improvement efforts?

The perception of LPS here in Howell is often (incorrectly or inaccurately) influenced by the local media. The question is how can we all get an accurate and full measure of our schools in the face of such widespread effort to tear down public schools.

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

The work of the Superintendent/union leaders should be encouraged as it refocuses the values on what is important as opposed to simply boiling this down to a number for a limited set of metrics

4. Going forward, how do we position our educators to be fully engaged in the development of innovative approaches to assessment and accountability?

I honestly think our ed. ~~are~~ already have ideas but they are not heard and the dictation of what is acceptable as a measure come from DES - they are not inclined to listen.

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School Climate and Cultural Competence.

Cultural Competence is definitely a work ready school. Knowing how to deal and be sympathetic to others because you are knowledgeable and aware of others culture is key. and a great strength

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

Show them they are being heard by allowing them to be part of change

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

Online surveys and/or group discussion
Small focus groups would be great

4. Going forward, how do we position our educators to be fully engaged in the development of innovative approaches to assessment and accountability?

Empower them to know they are being heard

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Can you measure Social Emotional Resilience or improvement on that? So you can show a good a job the schools are doing.
Can we measure how we train students to be problem solvers? Or can we do more service learning to give student voice and service learning/problem solving

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

Parents are busy) Can report card time be adapted to be an individual student report but also an interactive school report
Can that also be about SEL of the school as a whole and supporting parents with the SEL techniques especially at Middle School level (i)

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

Talk to parents, what do they want in terms of support as they are also in need of SEL techniques which may have a very different cultural approach to this

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Give them more professional development and pay them to develop curriculum, that is something that takes so much time.
Teachers need a fresh mind and space to develop good curriculum.

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Measure school climate + culture by surveying students - teachers - parents

Measure arts w/ project based components - capstone projects?

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

By involving them -- giving them an opportunity to participate, to have their concerns heard + responded to.

Communication + access - different times
different translators

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

Best way to engage community is to use technology to invite input

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Find a way to measure school climate and school performance in a non-traditional sense (i.e. not via testing).

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

Making sure parents have effective communication and access to this data. Providing the data in multiple forms, languages and making sure informational events are offered at times when parents can participate. United front approach and allow the parent to have a voice and to see visible change.

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

Take into account school climate and other aspects of the school besides testing. Don't be silent, write letters, voice your opinion, attend conferences, and help promote change within your school by working with admin, teachers, community + stakeholders.

4. Going forward, how do we position our educators to be fully engaged in the development of innovative approaches to assessment and accountability?

As an educator I feel more invested when I have a voice and it is listened to and taken seriously. Seeing change instead of talking about it. Increase school climate.

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We need to look at the student who is disconnected because of several different issues. Students who cannot adjust to a 6 hour sit in your seat and absorb information. What type of classroom can these student succeed, such as Therapeutic. Measure how a Therapeutic can help these students succeed.

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we need to realize that not every student is a traditional learner and with dealing with these students data and ~~more~~ numbers should not penalize the schools accountability numbers.

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- resiliency, grit
- independent living + knowledge life skills
- school climate
- critical thinking + prob solving abilities rather than ~~test~~ scores ^{solely}

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

- seek local ideas - teachers, parents, students. - via survey ^{climate}
- + focus groups + ~~idea~~ improvement surveys + sign-ups ^{career fair}
- for school volunteering acts to ↑ engagement efforts, breakfast
- local partnerships w/ companies providing in-school services
- + enrichment activities relevant to their community.
- culturally sensitive (translation, translated forms + info, available times around work schedules for parents, transportation support, early intervention, current events + real-world learning in curriculum)

3. In the coming weeks, how can our community offer input on changes to the accountability system that will go into effect next year? What's the best way to use our voices?

- focus groups, surveys, conferences to collect data + share findings
- looking at arts, enrichment, project based/community capstone projects that look at student overall abilities at a high interest topic meeting their goals rather than sole standard test scores

4. Going forward, how do we position our educators to be fully engaged in the development of innovative approaches to assessment and accountability?

- prof. dev
- conferences
- Newsletters via AFT, MSPA, NCATE / principals

diff b/t fixed + growth mindset

↓
IQ
test scores
limited

↓
ability
effort
improvement

→ these mindfulness, mindfulness, growth innovations in school are supported by majority yet there are limited known methods on everyday practice of this - please increase PP!

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w/in social emotional learning
prosocial behavior / mindfulness = well-being of the whole person
ie. kindness, empathy, compassion
Self-care / culture
school climate / survey students & parents - YES
project based measure - working cooperatively
Resources on how to measure prosocial behavior:
University of Virginia Contemplative Sciences
Greater Good Science Center - UC Berkeley

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Training and support around mindfulness and pro-social behavior

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What's more important? - a good test taker or a well-rounded, successful student/graduate?

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School climate with a focus on post-secondary success
PSS in regards to higher ed., job readiness + life skills (financial)
↑ if we always measure math, ELA in test forms, what about the students who are truly successful, but are "bad" test-takers. Are there other ways to assess?

Of course test scores are going to be lower in gateway cities due to ELL, newcomers, lack of resources, & equity, etc --- How do we change our assessments to ~~measure~~ better fit these cities? or how can we better support instruction to actually make these students successful - not just test-takers?

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

communication, access

- are reports / presentations in their language?
- reports on DESE website are NOT "parent-friendly" - do they even have computer access
- They are not written for parents to read or easily accessible.
- schools could write parent friendly reports as a flyer

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focus groups / forums / surveys

invite us to be involved!!!

Most families would not know what "level 1" means

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One thing I learned today is that schools in different communities have different challenges + tasks. Single state-wide measures, even with a few new metrics, won't capture a school climate metric, like a single question on MCAS or school attendance, for example, would miss engaging diverse student bodies, recess/physical activity, aspirations. Local conversations about goals + local accountability need more encouragement, recognition

2. How can we utilize accountability data to engage parents and community members in our school improvement efforts?

MCAS scores don't actually tell parents or community what their kids know. I've learned the most from watching student presentations at our grand-daughter's school.

I love the idea of publicizing inputs!

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We need more local conversations + work; neither teachers nor parent feel they can make a difference at state level
