



Tri-State Consortium

Fall 2009 Science Program Evaluation for the
Easton, Redding, and Region 9 School Districts

Presentation to ER9 Boards of Education
May 2010

What is the Tri-State Consortium?

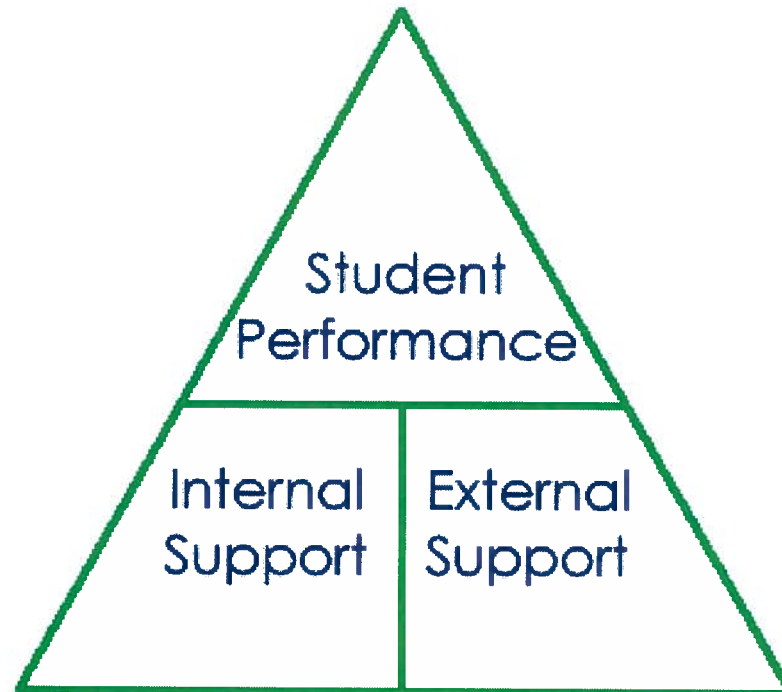
The Tri-State Consortium is a learning organization devoted to assisting its member public school districts in New York, Connecticut, and New Jersey in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvement. As critical friends, (they) advance teaching and learning and share best practices among member districts through the application of the Tri-State assessment model.

- from Tri-State Consortium's Web site

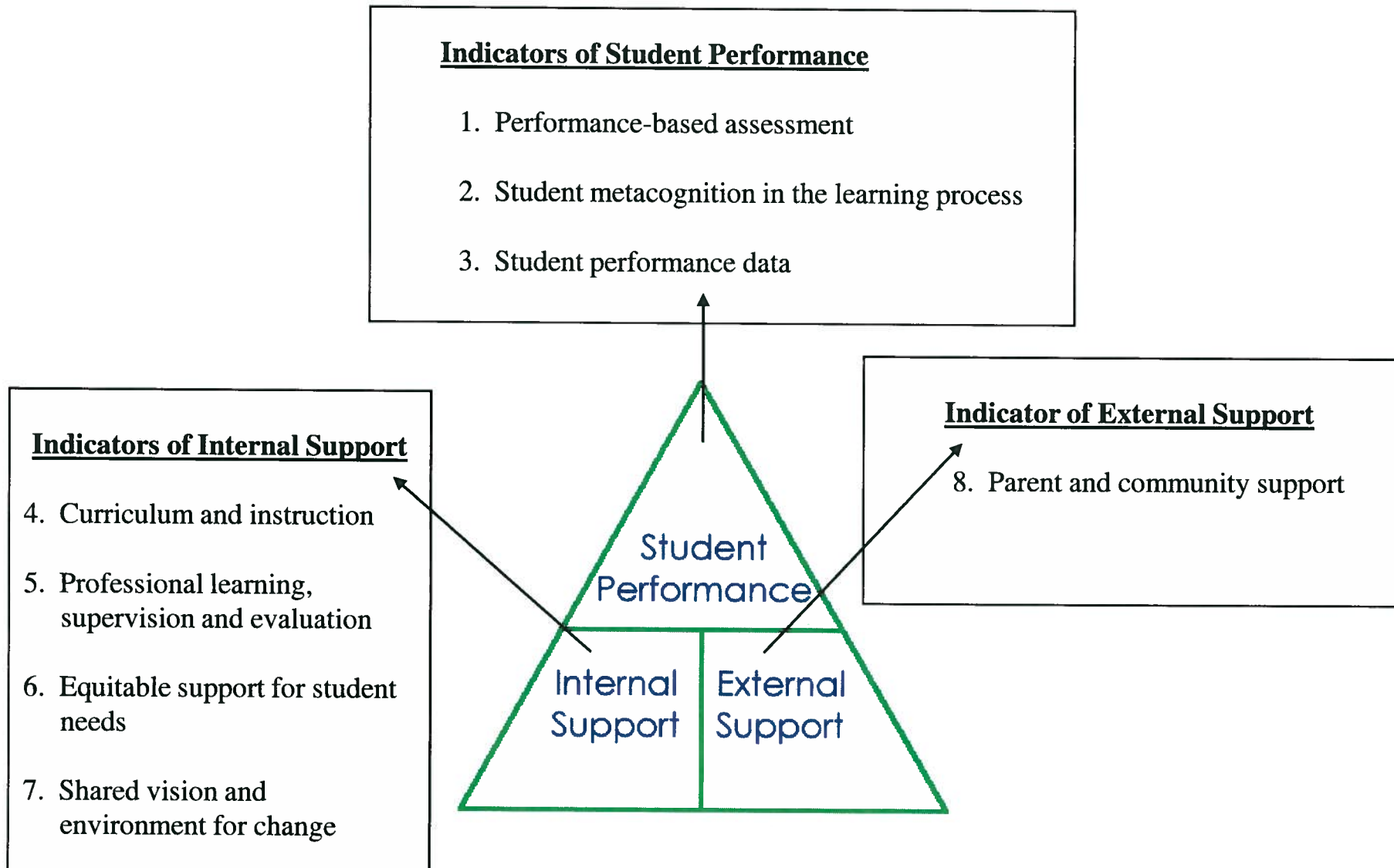
<http://www.tristateconsortium.org/>

Tri-State Program Evaluation Model

Three categories of systemic performance form the framework of the Tri-State Program Evaluation Model.



The Tri-State Performance Indicators (Evidence Collection)



Why Science?

- Prior Tri-State visits to ER9 included:
 - ✓ Integrated Language Arts
 - ✓ Mathematics
 - ✓ Data Collection & Analysis Initiative (Consultancy)
- CT State Department of Education released new CT Science Framework and Grade-Level Expectations in 2007
- The addition of the Science CMT 2008 for Grades 5 and 8
- Commitment to improving student achievement and success in science education

Yearlong Tri-State Visit Preparation

- ✓ Establishment of an ER9 Tri-State Science Visit Steering Committee co-chaired by E. Marie Mas, assistant superintendent for curriculum and instruction, and Thomas McMorran, head of school for Joel Barlow High School.
- ✓ Pre-visit consultation with executives of Tri-State Consortium
- ✓ External training by Tri-State for total of 32 teachers across ER9, grades K-12, to familiarize them with the visit process and program evaluation model
- ✓ Development of essential questions

Yearlong Tri-State Visit Preparation

- ✓ Training of teachers on the collection of evidence for each of the eight program indicators
- ✓ Development, distribution, and analysis of responses of science curriculum surveys for each of the following groups: parents, students and staff
- ✓ Development of schedules for classroom observations and interviews of administrators, teachers, parents, and students
- ✓ Organization and consolidation of school-based evidence boxes by grade level for each assessment model indicator. Distribution of background information on the tri-district to Visiting Team members prior to visit

Essential Questions

1. *To what extent does our K-12 science program show evidence of alignment and articulation across the districts?*
2. *To what extent does our K-12 science program show evidence of an inquiry-based approach to learning?*
3. *To what extent does our K-12 science program show evidence of use of data from multiple sources to inform our instructional practices?*

Components of the Three Day Tri-State Visit

(October 21-23, 2009)

- Visiting Team reviews evidence, formulates questions for interviews, and organizes teams for school-based visits
- Visiting Team conducts separate interviews of district and school administrators, board members, teachers, parents, and students
- Visiting Team shadows students/classroom observations
- Representative members of the Visiting Team and the ER9 Tri-State Steering Committee participate in a consultancy activity which is based on the Annenberg Institute for School Reform Consultancy Protocol
- Visiting Team processes scoring and reaches consensus on commendations/recommendations
- Visiting Team co-leaders meet with the superintendent and the ER9 Steering Committee co-chairs to provide preliminary evaluation feedback

Program Evaluation Documents

- Executive Summary
- Tri-State Consortium Easton-Redding-Region 9
Visit Report
- Tri-State Science Next Logical Steps

Notable Commendations

- Development of electronic portfolios and student profiles based on data
- Development of excellent performance-based tasks
- A meaningful, sustained approach to professional development at the secondary level
- Implementation of science notebooks/journals
- District Master Assessment Plan to collect district-wide data from multiple sources
- Noticeable effort to move K-8 towards a culture of an inquiry-based instructional approach

Notable Commendations

- Collaboration between special education and general education science teachers to differentiate instruction
- Cross-district performance appraisal process
- ER9 Strategic Plan's mission and beliefs of the tri-district and explicit links with school improvement plans
- Effective use of resources offered by Redding Education Foundation and Easton Learning Foundation
- Utilization of parent newsletters, Web sites, and e-boards to encourage parental involvement

Recommendations

- Establish common time and resources to align curriculum and to provide professional development opportunities; this would require comparable elementary and middle school schedules.
- Incorporate science textbooks/printed materials at the elementary level
- Develop and implement an independent research program at the high school
- Continue professional development to implement the use of science notebooks/journals K-12

Recommendations

- Develop performance-based assessments and common scoring rubrics
- Review primary grade assessment practices for report cards
- Create a tri-district committee to develop performance-based assessments, common scoring rubrics, common practices related to inquiry-based learning, and related professional development
- Coordinate and articulate professional development for inquiry-based learning

Next Steps

- Convene a K-12 Science Vertical Team/Curriculum Committee
- Develop and monitor an action plan responsive to recommendations and implications for:
 - ✓ Professional development
 - ✓ Curriculum and assessment
 - ✓ School-based action
 - ✓ Budget process
- Prepare for Tri-State two-year follow up visit
- Incorporate action plan into August 2010 Strategic Plan Review

To-Do List

Week of June 14-18, 2010			
Date	Time/Location	Event/Task	Preparation
Monday, 6/14/10	10:30 a.m. – CO	Cabinet Meeting	
6/14/10		Interviews – Assistant Principal SSES	
Tuesday, 6/15/10	7:00 p.m.-JBHS	Region 9 BOE meeting	
Wednesday, 6/16/10	7:30-8:30 a.m.	Final Easton TEAM Meeting	
6/16/10	10:30 am. – JBHS	Social Studies Meeting	No BOE members
6/16/10	3:30 p.m. – CO	Meet w/Kim Fox Santora and Mike Cicchetti	RE: Hiring of Judy Keklik
6/16/10	3:45 p.m. – CO	Interview Judy Keklik	
6/16/10	4:30 p.m. – Party for Carrie LaTorre - Diana Rimmell's home at 25 Easton Heights Lane, Easton, CT		
Thursday, 6/17/10	9:00 a.m.-noon – "The Club" at Rentschler Field, Hartford, CT	CSDE/CES Core Standards meeting	*continental breakfast is served at 8:00 a.m.
6/17/10	6:15 p.m.	Inga	
Friday, 6/18/10	7:40 a.m. – RES	Final Redding TEAM Meeting	
6/18/10	1:00-2:00 p.m. – JRMS		
	6:30 p.m. – JBHS	Grade 8 Recognition Ceremony	
Week of June 21-25, 2010			
Date	Time/Location	Event/Task	Preparation
Monday, 6/21/10	VACATION DAY		
Tuesday, 6/22/10	Last Day of School – Redding and Region 9		
6/22/10	10:00 a.m. – RCC	Grade 4 Stepping Up Ceremony	
6/22/10	5:00 p.m. – O'Neill Center	Graduation – Joel Barlow High School	
Wednesday, 6/23/10	Last Day of School - Easton		
6/23/10	8:30 a.m. – JRMS Community Room	TEAM Training – Redding Mentors	
Thursday, 6/24/10	8:30 a.m. – HKMS	TEAM Training – Easton and some JBHS Mentors	
6/24/10	5:00 p.m.	Dinner for Linda Loud	
6/25/10	7:30 a.m. – Mark Twain Library???	Administrative Retreat	
6/26/10	6:00-10:00 p.m.- Robertos	Pat DeCoster's 50 th Birthday Party	
Week of June 28-July 2, 2010			
Date	Time/Location	Event/Task	Preparation
Monday, 6/28/10	8:30 a.m.-3:00 p.m.- JRMS	Science Curriculum Workshop	
Tuesday, 6/29/10	8:30 a.m.-3:00 p.m.- JRMS	Science Curriculum Workshop	
Wednesday, 6/30/10	8:30 a.m.-3:00 p.m.- JRMS	Science Curriculum Workshop	

TASKS

- Set up curriculum committee work days for summer 2010
- Strategic Plan
- OCR Resolution – Key Date June 4, 2010 – deadline for Marsha Moses to submit a draft Board Guidance to OCR for comment. Once OCR approves the document: 60 days from that point to train RES principal and assistant superintendent on its application, review investigative report. Within 90 days of approval of document, provide a written report on Board's review, reinvestigation if necessary, etc.
- Develop Wellness and Human Resources pages on the ER9 Web site
- Define "pre-assessment" for Glossary of Common Terms
- Survey DRG A – Class of 2012 how many students were also enrolled in the school district when they were in grade 8