

**Parent Superintendent Council
Breakout Session Feedback
January 15, 2008**

Question: What do you see as the strengths, weaknesses and missing elements of the Middle School Evaluation?

Akimel A-al and Altadeña Regions

Strength	Weakness	Missing
Anecdotal data	Limited AIMS – no pre-model data	Survey parents and students
Clarifying/ identifying cost savings in opportunities to spend elsewhere	Communication (where to get the reports) – newspaper, widespread to larger community, channels to give input, relying on flyers from backpacks	Tracking students into high school <ul style="list-style-type: none"> • need input from H.S. staff and students, especially electives • Track students participation in classes • Compare Kyrene students to Tempe Elem – are gains lost after a certain period of time • Talk to H.S. teachers to ask about level of students • Data on students both current in H.S. • Data on 9th/10th grades
Existing channels of communication	Collect data on writing	Analyze pre-2005 KSD data
Students input	Teacher observations (not relying solely on teacher - reports)	Community at large's input (not just parents)
Not including 1 item on writing	Principal assessment of implementation	Measure of foreign language, band/music and how it looks in H.S.
Community input – posting surveys on web, sending electronically, home, etc.		Find out if teachers are using the time effectively from a source other than the teacher – triangulation! <ul style="list-style-type: none"> • Random observation • Review of lesson plans • Amount of engaged time • Rumor is that there is a lot of homework being done • Impact of style of teacher
Having an independent researcher		Analysis of unintended consequences?
		To parents: Are we teaching what you think students should learn? What do you want your student to learn?

Strength	Weakness	Missing
		If got what wanted – how did it go? If didn't – how did that go?
		10 Grades: Exploratories – did exposure to all have a lasting impact? How affect you long-term?
		How are communication/textbook changes factored into the data

Questions:

- How many students are being measured?
- How will we respond to feedback (both + and -) from all (especially teachers)
- How are we making it safe to respond honestly and anonymously
- How will Academic Lab be measured?
- Are students giving anecdotal data?
- How will weaknesses be addressed? How long will it take?
- How will report be publicized for viewing?
- Will Dr. Garcia come back at end of process to report data?

Pueblo and KMS Regions

Strength	Weakness	Missing
Surveys added	Compromising between elective and non-elective (core)	No measurement of the impact at the H.S. level for 2005, 06 and 07
Homework is more complete	Subject area not complete	Compare Kyrene, Tempe EI at H.S. level at entrance competency levels. <ul style="list-style-type: none"> • Placement in all subjects • honors vs. regular vs. remedial • Specifically look at Spanish
	Everything compared to 2005	
	Difficult to assess the loss of programs, eg. Languages, Music	
	Unclear how H.S. prep is measured and impact	
	No measure of H.S. impact of de-emphasized program, eg. Music and Languages	
	Eval is test oriented	
	Not found a way to measure parent opinions	

Aprende and Centennial Regions

+	△
Like the intermediate (68 vs. 90 minutes)	Need for community input
Take it for what it is (all schools have implemented something in addition)	Communication with teachers
4 years of data – good	H.S. input is missing (compared to. . .)
Look more alike than different	H.S. involvement in activities vs. academics
Looking at all 6 schools (uniformity)	Elementary comparisons to M.S.
Big picture and school specific (data)	Use Kyrene assessments as comparisons
Unintended consequences of the model (need H.S. feedback)	Sample size too small/ use larger tests
Feedback from students	What is missing in the model – input from community
Training for teachers	Other discipline programs have been implemented (Character Counts, etc.)
More opportunities for students (not just passive learning)	Need H.S. feedback
Objective discipline data/ kids on task	How to quantify impact on arts achievement
Quiet, calm classrooms and transitions	Evaluate specific outcomes (Reading/ Math) (curriculum changes)
Control group – not good for kids	Enrichment Programs
	What's missing in the Arts? What if you have never seen the other system?