REGIONAL SCHOOL UNIT NO. 40
MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 40
Friendship * Waldoboro * Warren * Washington * Union
1070 Heald Highway * PO Box 701 * Union * Maine * 04862
(207) 785-2277 Fax (207) 785-3119
Michael Cormier, Interim Superintendent Karla Miller, Business Manager
Kimberly Schroeter, Director of Instruction Karen Etheridge, Director of Special Services

Board of Directors Meeting
Thursday, February 6, 2014
Medomak Middle School

MINUTES

School Board Members: Erik Amundsen, Guy Bourrie, Theodore Brown, Sean Donaghy (arrived 6:51 p.m.), Ann Donaldson, Danny Jackson, Lynda Letteney, Margaret Massengale (arrived 6:40 p.m.), Errol Silvestri, Brooke Simmons, Dennis Wooster

Student Representative: Aaron Smeltzer

Other Present: Superintendent Cormier, Andrew Cavanaugh, Robert England, Karen Etheridge, Deborah Howard, Julia Levensaler, Karla Miller, Katherine Race, Kimberly Schroeter, Susan Taylor, Harold Wilson and Christina Wotton

I. The meeting was called to order by School Board Chair, Danny Jackson, at 5:41 pm

a. Pledge of Allegiance
b. Declaration of Quorum 533 – 394
c. Note Absences – Dana Dow, Wayne Luce, Sandra O'Farrell, Robert Williams
d. Adjustments to the Agenda – There were no adjustments to the Agenda

II. Executive Session 1 MRSA 405 (6) E to consult with Legal Counsel

Motion to Enter into Executive Session: Dennis Wooster Second: Brooke Simmons
Vote: 533 – 0
Time In: 5:44 p.m. Time Out: 6:00 p.m.

III. Executive Session 1 MRSA 405 (6) A to hear a personnel matter

Motion to Enter into Executive Session: Dennis Wooster Second: Brooke Simmons
Vote: 533 – 0
Time In: 6:01 p.m. Time Out: 6:37 p.m.

Action as a result of Executive Session:

Motion to suspend a student pursuant to 20-A MRSA §1001(9) for being deliberately disobedient and to have the student return to school on February 10, 2014 subject to a behavior contract drafted by the Principal: Errol Sylvestri Second: Brooke Simmons

Vote: 460 – 73

Board Recess until 7:00 p.m.

The regular board Meeting resumed at 7:00 p.m.

IV. Audience with the Public

V. Approval of Minutes – January 23, 2014

a. Motion to approve the Minutes of January 23, 2014: Dennis Wooster
Second: Margaret Massengale Vote: 560 – 97

VI. Superintendent and/or Chair Reports

a. Superintendent's Report
   i. Mike added Carolyn Rassmusen from Prescott Memorial School to the list of teacher retirees in his report.
   ii. Mike, George and Karla attended a meeting with Warren community members Ed Grinnell and Lance Bukoff and Ray Sisk of Knox County EMA on establishing the Warren Community School as a community shelter if needed.

b. Board Chair's Report
   i. The Medomak Valley High School and Medomak Middle School cheerleaders will be recognized for the achievements at the March 20th School Board meeting.
   ii. Danny attended the Medomak Middle School Sports Award night and was very impressed by the students dress and behavior during the ceremony.
   iii. There will be a Scholarship and Academic Awards Ceremony in May. Danny would like to see more board members in attendance and also for board members to read the student bios at the ceremony.

c. Business Manager's Report
   i. RSU 40 has been approved for Efficiency Maine incentives totaling $90,345.
   ii. Karla was contacted by Brian Keezer of MDOT to see if the school would be willing to take fiscal responsibility of maintaining a flashing beacon at the intersection of Route 1 and Manktown Road.

   Motion to accept fiscal responsibility of the flashing beacon light at the intersection of Route 1 and Manktown Road in Waldoboro by: Margaret Massengale Second: Guy Bourrie Vote: 657 – 0

d. Student Representative(s) Report – None

VII. Presentations

a. Many Flags – Audrey Lovering
A handout from the presentation is attached.

b. MELMAC – the grant, goals and accomplishments thus far
Wendy Ault, Executive Director MELMAC and Kara DeCato, Medomak Valley High School Guidance Counselor and MELMAC Team Member presented on the MELMAC grant. A handout of the grant is attached.

VIII. Reports from Schools

a. Friendship Village School – Attached
b. Miller School – Attached

IX. Educational Issues

X. Action Items

a. Motion to approve the following policies for second reading and adoption:
Margaret Massengale Second: Brooke Simmons Vote: 657 – 0
   i. JJIAA Private School Students – Access to Public School
   ii. JJ-R Co-Curricular and Extra-Curricular Program Cancellation
   iii. ACAD Hazing
   iv. BBBE Term of Office Vacancies
   v. BEC Executive Sessions
   vi. BEDI News Media Services at Board Meetings
   vii. CBI Evaluation of the Superintendent
   viii. DIN Scholarship Trust Funds
   ix. EEAEA Bus Driver Requirements, Training and Responsibilities
   x. EEAEC-E Student Conduct Report
   xi. EEAEC Student Conduct on Buses

b. Principal Evaluation Model – adopt for a pilot year
Motion to adopt the Principal Evaluation Model for a pilot year by: Guy Bourrie
Second: Brooke Simmons Vote: 657 – 0

XI. Committee Reports

a. Personnel Committee – TBD
b. Curriculum Committee – February 18th @ 7:00 p.m. – MMS
c. Facilities & Transportation Committee – February 13th @ 4:00 p.m. – Central Office
d. Finance Committee – February 18th @ 5:00 p.m. – Central Office
e. Negotiations Committee – Central Office
f. Policy Committee – February 12th @ 5:00 p.m. – MMS
g. Region 8 Committee – February 26th @ 7:00 p.m. – MCST
h. Technology Committee – MMS
i. Many Flags Committee – February 13th @ 6:30 p.m. – Rockland – Main St.
j. Anti-Bullying Committee -

XII. Motion to go into Executive Session 1 MRSA § 405 (6) (D) Support Staff Negotiations:
Brooke Simmons Second: Margaret Massengale Vote: 657 – 0
Time In: 8:15 p.m. Time Out: 8:36 p.m.

XIII. Motion to go into Executive Session 1 MRSA § 405 (6) (C) Update on Acquisition of Property: Margaret Massengale Second: Brooke Simmons Vote: 857 – 0
Time In: 8:37 p.m. Time Out: 8:46 p.m.

XIV. Action as a Result of Executive Session
There was no action is a result of Executive Session.

XV. **Other Items/Adjournment**
The meeting adjourned at 8:46 p.m.

All meetings of the Board, except executive sessions, will be open to the public. All actions of the Board will be taken openly and the deliberations leading to Board action will likewise be conducted openly. The public and district employees are encouraged to attend Board meetings. A time of up to thirty minutes in duration for comments by visitors at Board meetings will be scheduled at the beginning of the Board's agenda. Board committee meetings are open to the public. Public input is welcomed but the Board Chair may need to limit discussion.

Administrator's Monthly Report

School/Department: Friendship Village School

Month: February

Staff Updates/Information:

1. Progress Monitoring meeting will be held on Feb 7.

Student Updates/Information:

1. Our Winter concert was held on Jan 30.
2. Students in grade 4 are participating in the Learn to Ski program at the Camden SnowBowl.

Staff and Student Recognition(s):

Other News:

FVS has been placed on Monitor status due to scores on the NECAP assessment. Admin will be listening to a webinar along with the DOI to hear about next steps, but preliminary reports look like we are already doing what needs to be done. Just need to file a brief plan.

MVHS's Storybook Theater presented Bunnicula on Feb 7.

Administrator's Monthly Report

School/Department: Miller School

Month: February

Staff Updates/Information:

1. Progress Monitoring meetings are being held the first two weeks of Feb. to determine if interventions are successful or if new strategies need to be put in place.

Student Updates/Information:

1. Winter Concert was held on Jan. 16. (See the article in The Lincoln County News.)
2. NECAPs are finished and will all be sent home by Monday.
3. All K-4 student and some 5th and 6th grade students participated in an art show at the Tidemark Gallery in Waldoboro on Feb 5th & 6th. The theme of the show was LOVE.

Staff and Student Recognition(s):

Other News:

Miller scores on the NECAP continue to improve, with reading at an all time high.

MVHS's Storybook Theater presented Bunnicula on Feb 6.

MANY FLAGS
EDUCATION, COLLABORATION, INNOVATION

Many Flags is a regional educational collaborative that supports access to innovative educational programming, shared services, and economic opportunities to help raise aspirations and attainment for all community members.

Board Members: Represent 19 towns and 7 school districts

University of Maine System
Thomas Abbott, Ph.D.

RSU #13
Loren Andrews
Nancy Jeffers

RSU #40
Tod Brown
Ann Donaldson

Five Towns CSD
Tori Manzi
Marcia Dietrich

Islands Rep
Kathy Warren (Vinalhaven)

MidCoast School of Technology
Kim Appleby
Lynda Letteney

Core Values:

- Maximize educational opportunities for all community members through multiple pathways
- Promote education as a pathway to successful and rewarding employment
- Encourage innovation academically, personally, professionally and economically
- Integrate area academics with business, industry, and skill needs
- Support life-long learning

Initiatives:

Many Flags, through its collaborative, implements a wide range of initiatives with its partners to meet the needs in education and workforce development. It achieves these projects through collectively leveraging human, social, and monetary capital for innovative learning opportunities and research and development.

The Many Flags Cooperative Programs and Service Advisory Council **(CPSAC)** is comprised of regional superintendents, high school principals, curriculum directors, the Director of MCST, the Director of URock, and the Many Flags Executive Director and Intern. As a collective body, they identify various educational initiatives to complete each year and explore long-term goals.

The Many Flags Community Advisory Council **(CAC)** will be comprised of regional businesses, economic and community development agencies, and the public at large.

This group will provide:

- A link between regional employers and the education institutions,
- Assist and coordinate regional professional development activities,

- Help implement innovative programs within school systems that focus on business and industry skills, 21ST Century marketable skills, character, and citizenship.

Current Initiatives include:

- Teacher In-Service day: Offering sessions with IPads in the Classroom, Proficiency Based Learning, and the Art and Science of Teaching with David Livingston.

- Multiple Pathways for Individual Success Needs Assessment: To determine strengths, weaknesses, opportunities, and barriers (SWOB) for preparing students grades 9 through career with the skills, aspirations, and innovative talents needed to maneuver through multiple pathways for success.

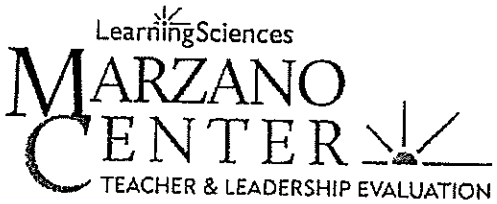
- Conduct Research and Learn from Model Schools & Best Practices to create future initiatives that relate to:
    - Technology integration,
    - Project based learning,
    - Teacher collaboration,
    - Successfully motivate & inspire populations with high percentages of working poor and families in poverty,
    - Career academies.

- Assist MCST and RSU#40 as needed with pilot Bridge Program: Currently working with MCST to help with establishing a scholarship fund for the Bridge Program.

- Promise Neighborhood pilot program with RSU#13: Develop a cradle-to-career pipeline for children to ensure they obtain quality education, graduate from post secondary education and/or vocational training, and grow up to have a successful career in our community. Committed to a two-generation approach: as children and families do not exist independently, neither should solutions to the challenges they face.

Communication Plan to Keep the Public Informed:

- Board Meetings: 2nd Thursday of every month from 7:00-8:30 held at 315 Main St in Rockland in the conference room on the second floor. All welcomed to attend.
- Website: www.manyflags.org
- Monthly TV Show
- Public Forums



LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

2013 Marzano School Leader Evaluation Model Rubric

Exclusive partners with Dr. Robert J. Marzano
for the Teacher Evaluation Model
and School Leader Evaluation Model

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LEARNING AND PERFORMANCE MANAGEMENT

Domain I: A Data-Driven Focus on Student Achievement

Element 1: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Sample Evidences

- ☐ Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- ☐ School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- ☐ Written goals are established for eliminating the achievement gap for all students
- ☐ Written goals address the most critical and severe achievement deficiencies
- ☐ Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- ☐ Scales are in place to chart student and school progress towards meeting the standards
- ☐ When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- ☐ When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- ☐ When asked, faculty and staff can describe the school-wide achievement goals
- ☐ When asked, faculty and staff can identify the school's most critical needs goals

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.

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Domain I: A Data-Driven Focus on Student Achievement

Element 2: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Sample Evidences

- ☐ Written goals are established for each student in terms of their performance on state/district assessments, benchmark assessments, or common assessments
- ☐ Written goals accompanied by proficiency scales are established for each student in terms of their knowledge gain
- ☐ Students keep data notebooks regarding their individual goals
- ☐ Student led conferences focus on individual student's goals
- ☐ Parent-teacher conferences focus on the individual student's goals
- ☐ When asked, teachers can explain the learning goals of their students
- ☐ When asked, students perceive that their individual goals are academically challenging
- ☐ When asked, students are aware of their status on the achievement goals specific to them
- ☐ When asked, parents are aware of their child's achievement goals

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(2): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.	The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused, are established for each student, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs.	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals.	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.

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Domain I: A Data-Driven Focus on Student Achievement

Element 3: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Sample Evidences

- ☐ Reports, graphs, and charts are available for overall student achievement
- ☐ Student achievement is examined from the perspective of value-added results
- ☐ Results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)
- ☐ Reports, graphs, and charts are regularly updated to track growth in student achievement
- ☐ Achievement data for student subgroups within the school are routinely analyzed
- ☐ School leadership teams regularly analyze school growth data
- ☐ Data briefings are conducted at faculty meetings
- ☐ When asked, faculty and staff can describe the different types of reports available to them
- ☐ When asked, faculty and staff can explain how data are used to track growth in student achievement

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader regularly ensures that data are available for tracking overall student achievement.	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.

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Domain I: A Data-Driven Focus on Student Achievement

Element 4: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Sample Evidences

- ☐ Reports, charts, and graphs are available for individual students depicting their status and growth
- ☐ Individual student achievement is examined from the perspective of value-added results
- ☐ Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)
- ☐ Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
- ☐ Teachers regularly analyze school growth data for individual students
- ☐ School leadership teams regularly analyze individual student performance
- ☐ When asked, individual students and their parents can describe their achievement status and growth
- ☐ When asked, faculty can describe the different types of individual student reports available to them
- ☐ When asked, faculty and staff can analyze data of their individual students including all subgroups

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	The school leader attempts to ensure that data are available for individual student achievement, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that data are available for individual student achievement.	The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals.	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.

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Domain I: A Data-Driven Focus on Student Achievement

Element 5: The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Sample Evidences

- ☐ Extended school day, week, or year programs are in place
- ☐ Tutorial programs are in place (during the school day and/or after school)
- ☐ Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
- ☐ Response to intervention measures are in place
- ☐ Enrichment programs are in place
- ☐ Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
- ☐ When asked, teachers can explain how interventions in place help individual students met their goals
- ☐ When asked, student and/or parents can identify interventions in place to meet their goals
- ☐ When asked, students report their school has programs in place to help them meet their achievement goals

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.	The school leader continually examines and expands the options for individual students to make adequate progress.

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Domain II: Continuous Improvement of Instruction

Element 1: The school leader provides a clear vision as to how instruction should be addressed in the school.

Sample Evidences

- ☐ A written document articulating the school-wide model of instruction is in place
- ☐ The school-wide language of instruction is used regularly by faculty in their professional learning communities, faculty and/or department meetings
- ☐ Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
- ☐ Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
- ☐ New initiatives are prioritized and limited in number to support the instructional model
- ☐ The school-wide language of instruction is used regularly by faculty in their informal conversations
- ☐ When asked, teachers can describe the major components of the school-wide model of instruction
- ☐ When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(1): The school leader provides a clear vision as to how instruction should be addressed in the school.	The school leader attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that a school-wide language or model of instruction is in place.	The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understands the instructional model.	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.

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Domain II: Continuous Improvement of Instruction

Element 2: The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Sample Evidences

- ☐ Individual teachers have written pedagogical growth goals
- ☐ Individual teachers keep track of their progress on their pedagogical growth goals
- ☐ Evaluation results, growth plans, and interventions for struggling teachers are available
- ☐ Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
- ☐ A system is in place to effectively evaluate and revise the school's new teacher induction program
- ☐ The school leader has demonstrated a track record of hiring effective teachers
- ☐ The school leader has a track record of retaining effective teachers
- ☐ When asked, teachers can describe their progress on their pedagogical growth goals
- ☐ When asked, teachers can share documented examples of how reflection has improved their instructional practice

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals.	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.

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Domain II: Continuous Improvement of Instruction

Element 3: The school leader is aware of predominant instructional practices throughout the school.

Sample Evidences

- ☐ Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- ☐ Forthright feedback is provided to teachers regarding their instructional practices
- ☐ Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
- ☐ Data are available to document the predominant instructional practices in the school
- ☐ The school leader can describe effective practices and problems of practice
- ☐ When asked, teachers can describe the predominant instructional practices used in the school

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(3): The school leader is aware of predominant instructional practices throughout the school.	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.

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Domain II: Continuous Improvement of Instruction

Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Sample Evidences

- ☐ Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- ☐ Teacher feedback and evaluation data are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- ☐ Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- ☐ Data shows the school leader provides frequent observations and meaningful feedback to teachers
- ☐ Ongoing data are available to support that teacher evaluations are consistent with student achievement data
- ☐ When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.

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Domain II: Continuous Improvement of Instruction

Element 5: The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Sample Evidences

- ☐ Online professional development courses and resources are available to teachers regarding their instructional growth goals
- ☐ The school leader tracks teacher participation in professional development activities
- ☐ Teacher-led professional development is available to teachers regarding their instructional growth goals
- ☐ Instructional coaching is available to teachers regarding their instructional growth goals
- ☐ Data are collected linking the effectiveness of professional development to the improvement of teacher practices
- ☐ Data are available supporting deliberate practice is improving teacher performance
- ☐ When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	The school leader attempts to ensure that job--embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.	The school leader ensures that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which teachers improve their instructional practices.	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.

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Domain III: A Guaranteed and Viable Curriculum

Element 1: The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Sample Evidences

- ☐ Curriculum documents are in place that correlate the written curriculum to state and district standards
- ☐ Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
- ☐ Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
- ☐ Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- ☐ School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
- ☐ Evidence is available demonstrating the assessments are accurately measuring the state and district standards
- ☐ When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
- ☐ When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.	The school leader ensures that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.

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Domain III: A Guaranteed and Viable Curriculum

Element 2: The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Sample Evidences

- ☐ A written list of essential elements is in place
- ☐ A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
- ☐ Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)
- ☐ Time available for specific classes and courses meets the state or district specifications for those classes and courses
- ☐ Data are available to show that students are ready to be contributing members of society and participate in a global community
- ☐ Data are available to show that students are college and career ready
- ☐ A plan is in place to monitor the curriculum is taught in the time available to teachers
- ☐ When asked, teachers can describe which elements are essential and can be taught in the schedule time
- ☐ When asked, students report they have time to learn the essential curriculum

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.

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Domain III: A Guaranteed and Viable Curriculum

Element 3: The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Sample Evidences

- ☐ Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- ☐ Parents are aware of their child's current access to the essential elements of the curriculum
- ☐ All students have access to advanced placement or other rigorous courses
- ☐ All students have a prescribed program of study that documents access to courses
- ☐ Data are available to show teachers have completed appropriate content area training in their subject area courses
- ☐ Data are available to verify student achievement in critical content and standards
- ☐ When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics
- ☐ When asked, students report they have the opportunity to learn the critical content of the curriculum

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.

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Domain IV: Cooperation and Collaboration

Element 1: The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Sample Evidences

- ☐ Teachers have opportunities to engage in instructional rounds
- ☐ Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- ☐ Teachers have regular times to meet and discuss effective instructional practices (e.g. lesson study, professional learning communities)
- ☐ Teachers have opportunities to interact about effective teaching via technology
- ☐ Instructional practices are regularly discussed at faculty and department meetings
- ☐ Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
- ☐ Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
- ☐ Data are available to document that teachers who participate in observational rounds improve their pedagogy
- ☐ When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.

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Domain IV: Cooperation and Collaboration

Element 2: The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Sample Evidences

- ☐ Teachers are advised of the specific types of decisions in which they will have direct input
- ☐ Data-gathering techniques are in place to collect information from teachers
- ☐ Notes and reports are in place that describe how teacher input was used when making specific decisions
- ☐ Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)
- ☐ Groups of teachers are selected and utilized to provide input regarding specific decisions
- ☐ Teacher leaders are enabled to proactively initiate, plan, implement and monitor projects
- ☐ The school leadership team has critical roles in facilitating school initiatives
- ☐ Data are available to show input is used by the school leader
- ☐ When asked, teachers report they feel their input is valued and used by the school leader

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially OR the school leader does not attempt to do so.	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.	The school leader continually seeks new venues for teacher input regarding important decisions.

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Domain IV: Cooperation and Collaboration

Element 3: The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Sample Evidences

- ☐ Professional learning communities (PLCs) are in place and meet regularly
- ☐ PLCs have written goals
- ☐ The school leader regularly examines the PLC's progress toward goals
- ☐ Common assessments are created by PLCs
- ☐ Student achievement and growth are analyzed by PLCs
- ☐ Data teams are in place and have written goals
- ☐ The progress of each data team towards reaching its goals is regularly examined
- ☐ To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings
- ☐ When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy
- ☐ When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.

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Domain IV: Cooperation and Collaboration

Element 4: The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Sample Evidences

- ☐ Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
- ☐ Data are archived and reports regularly generated regarding these data
- ☐ The manner in which data are used is made transparent
- ☐ The school improvement team provides input to the leader regarding the school improvement plan
- ☐ Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
- ☐ Faculty and staff are assisted with career planning and continuing educational opportunities
- ☐ Teacher leaders and other faculty are empowered to share in the leadership of the school
- ☐ Potential leaders are identified and guided in career development
- ☐ The school leader can cite examples of where teacher input has resulted in effective change at the school
- ☐ The school leader demonstrates ongoing mentoring of teacher leaders
- ☐ When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- ☐ When asked, teachers can identify examples of when their input has resulted in effective change at the school

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegates responsibilities, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.

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Domain IV: Cooperation and Collaboration

Element 5: The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Sample Evidences

- ☐ Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
- ☐ Data are archived and reports regularly generated regarding these data
- ☐ The manner in which these data are used is made transparent
- ☐ Data are available to show that input from the school's diverse population is valued and used
- ☐ An interactive website is provided for students, parents, and the community to provide input
- ☐ Appropriate social networking technologies (e.g. Twitter, Facebook) is utilized to involve students, parents, and community
- ☐ Focus group meetings with students and parents are routinely scheduled
- ☐ The school leader hosts or speaks at community/business luncheons
- ☐ The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
- ☐ The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning
- ☐ When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.	The school leader attempts to ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that input is regularly collected from students, parents, and community.	The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.

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Domain V: School Climate

Element 1: The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Sample Evidences

- ☐ A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- ☐ Professional development activities consistent with the leader's growth plan have been identified
- ☐ Evidence of leadership initiatives is available
- ☐ Adherence to district and state policies and procedures is evident
- ☐ The school leader has demonstrated his or her ability to be a problem solver
- ☐ The school leader has identified mentors and regularly interacts with them
- ☐ When asked, faculty and staff identify the school administrator as the leader of the school
- ☐ When asked, faculty and staff describe the school leader as uncompromising in regards to raising student achievement
- ☐ When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- ☐ When asked, faculty and staff generally agree as to the vision provided by the school leader

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(1): The school administrator is recognized as the leader of the school who continually improves his or her professional practice.	The school leader attempts to demonstrate leadership skills and engages in activities to improve his or her professional practices, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader demonstrates leadership skills and continually engages in activities to improve his or her professional practices.	The school leader demonstrates leadership skills and continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.

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Domain V: School Climate

Element 2: The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Sample Evidences

- ☐ The school leader is recognized by the school community as one who is willing to "take on tough issues"
- ☐ The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- ☐ When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- ☐ When asked, faculty and staff describe the school leader as an individual who will follow through with his or her initiatives
- ☐ When asked, faculty and staff describe the school leader as one whose actions support his or her talk and expectations
- ☐ When asked, faculty and staff describe the school leader as one who speaks with candor and "takes on tough issues"

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(2): The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.	The school leader attempts to perform with integrity and in the best interest of all students, but does so sporadically or inconsistently OR the school leader does not attempt to do so.	The school leader performs with integrity and in the best interest of all students.	The school leader performs with integrity and his/her actions are in the best interest of all students AND monitors the extent to which faculty and staff perceive him or her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.

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Domain V: School Climate

Element 3: The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Sample Evidences

- ☐ Clear and specific rules and procedures are in place for the running of the school
- ☐ Faculty and staff are provided the means to communicate about the safety of the school
- ☐ Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- ☐ Evidence of practicing emergency management procedures for specific incidents is available
- ☐ Evidence of updates to the emergency management plans and communication of them to the faculty and staff is available
- ☐ When asked, faculty and staff describe the school as a safe and orderly place
- ☐ When asked, the faculty and staff describe the school leader as highly visible and accessible
- ☐ When asked, faculty and staff describe the school as a place focused on learning

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.	The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.	The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.

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Domain V: School Climate

Element 4: The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Sample Evidences

- ☐ Clear and specific rules and procedures are in place for the running of the school
- ☐ Social media is utilized so that students may anonymously report potential incidents
- ☐ A system is in place for mass communicating to parents about issues regarding school safety (e.g. a call out system)
- ☐ Coordination with local law enforcement agencies regarding school safety issues is a routine event
- ☐ Parents and community are engaged to give input regarding issues of school safety
- ☐ When asked, parents and students describe the school as a safe place
- ☐ When asked, parents and students describe the school as an orderly place
- ☐ When asked, community members perceive the school as safe and orderly
- ☐ When asked, parents, students and community members describe the leader as highly visible and accessible

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(4): The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.	The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct AND monitors the extent to which students, parents, and the community share the perception that the school environment is safe and orderly.	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.

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Domain V: School Climate

Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Sample Evidences

- ☐ Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
- ☐ Detailed budgets are developed, submitted, and implemented
- ☐ The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
- ☐ Data are available to show that resources and expenditures produce results (i.e. curriculum programs improve student learning)
- ☐ The school leader manages time effectively in order to maximize focus on instruction
- ☐ The school leader appropriately directs the use of technology to improve teaching and learning
- ☐ Adequate training is provided for the instructional technology teachers are expected to use
- ☐ When asked, faculty and staff report that they have adequate materials to teach effectively
- ☐ When asked, faculty and staff report that they have adequate time to teach effectively

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.

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Domain V: School Climate

Element 6: The school leader acknowledges the success of the whole school, as well as individuals within the school.

Sample Evidences

- ☐ The accomplishments of individual teachers, teams of teachers, and the whole school is celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) is recognized
- ☐ The incremental successes of students and teachers is routinely recognized
- ☐ The successes of the diverse school community is celebrated
- ☐ When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
- ☐ When asked, students, parents and community report their accomplishments are adequately acknowledged and celebrated

Notes:

Scale

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.	The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.

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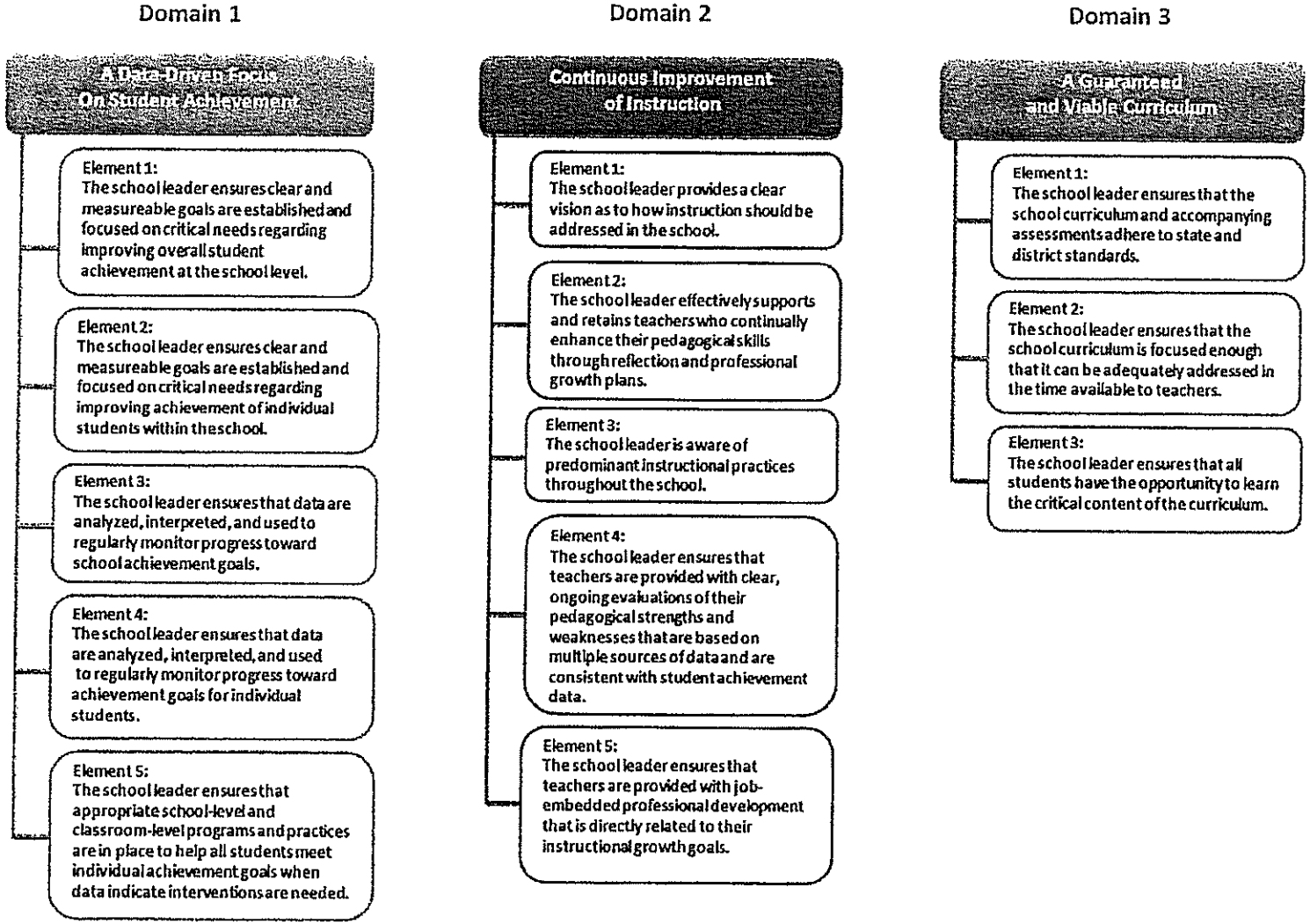
2013 Marzano School Leader Evaluation Model - New York



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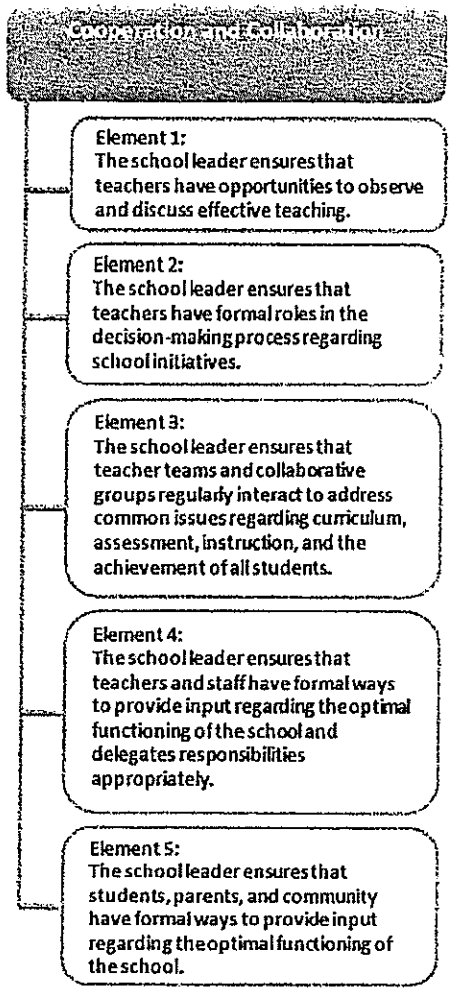
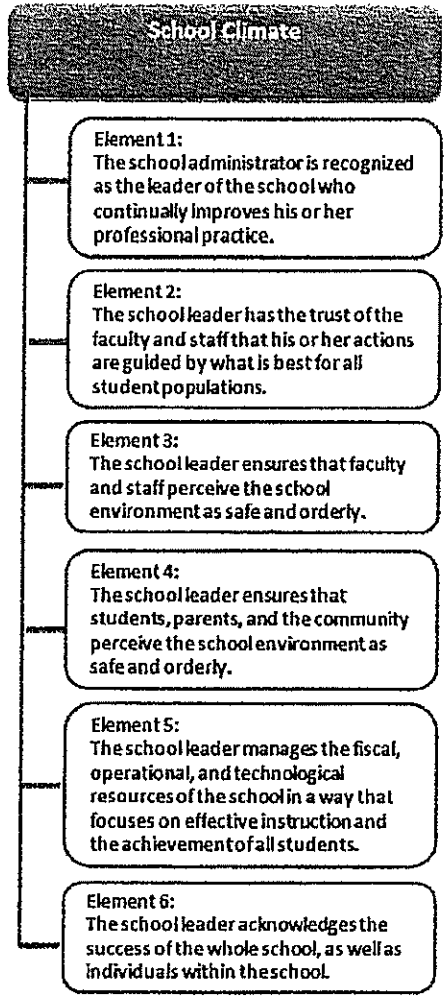
Domain 4



Domain 5



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Presentation to the RSU #40/MSAD #40 Board of Directors

Medomak Valley High School
***2013 Connect Aspirations to a Plan* Grant**

February 6, 2014
7:00 PM

Wendy L. Ault, Executive Director
Ed Nunery, Grant Coach

ault@melmacfoundation.org
www.MELMACFoundation.org
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MELMAC
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Two Strategic Focus Areas Were Identified as High Leverage Based on Internal and External Screening Criteria

Phase I:
Study of Studies
Secondary Research

Educational Needs in Maine

Phase II:
Intensive Primary and Secondary Research

The *Gap to College*

Decision:
2 Strategic Focus Areas

Connect Aspirations to a Plan

- Improve the ability of Maine students from middle school through high school to better understand options for postsecondary study
- Increase college enrollment of students graduating from Maine high schools

Awards made in
2003, 2005, 2007, 2011, 2012, 2013

Support Early Success in College

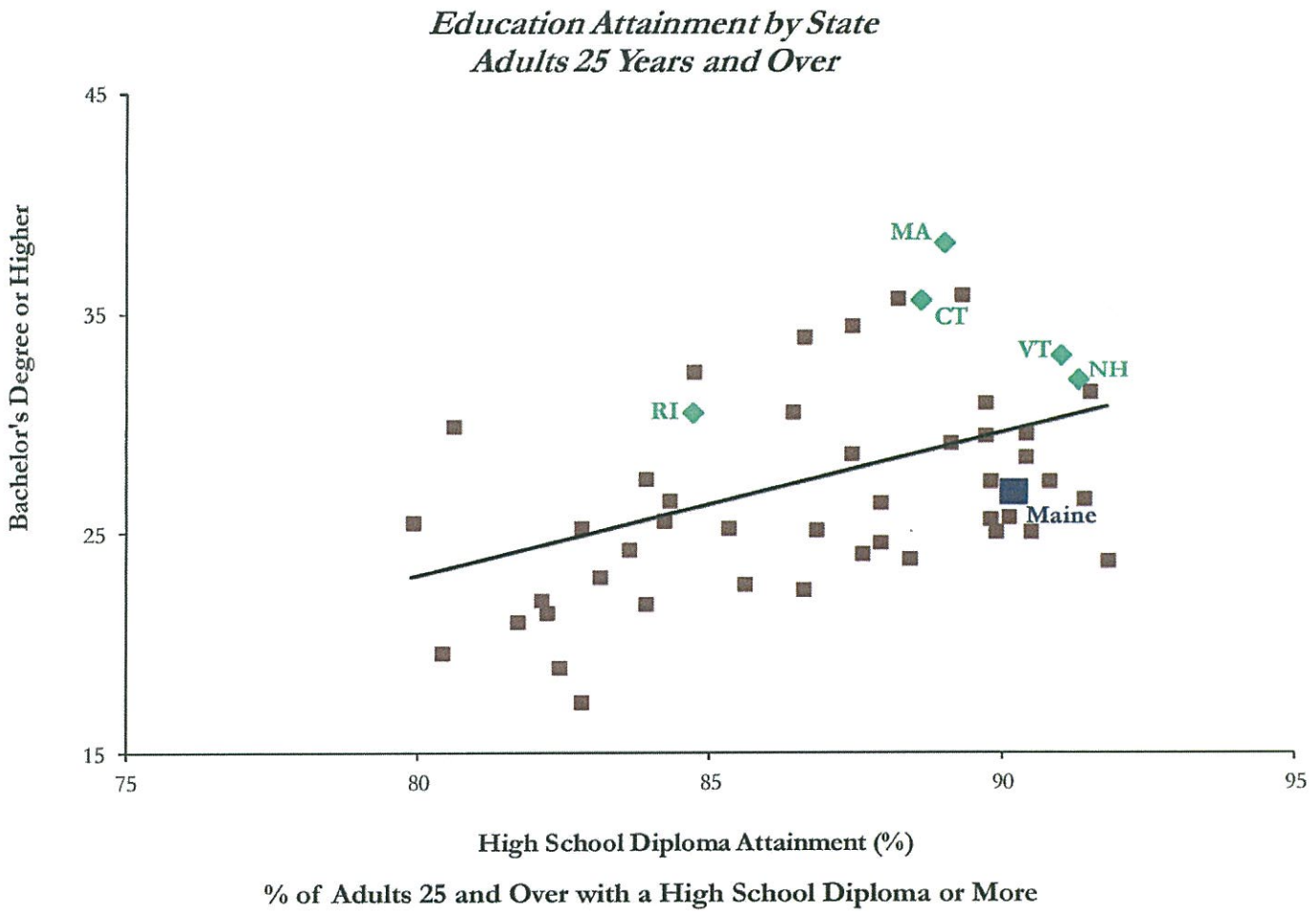
- Improve the ability of students at Maine colleges to successfully navigate the transition to college, particularly in the first and second years
- Increase the retention and graduation rates of students at Maine postsecondary institutions

Awards made in
2005, 2007, 2013

Over a 10-year period, these two focus areas are the core strategy for statewide impact

Maine's College Attainment Rates Are Below Expectations, Particularly Given the Performance of New England Peers

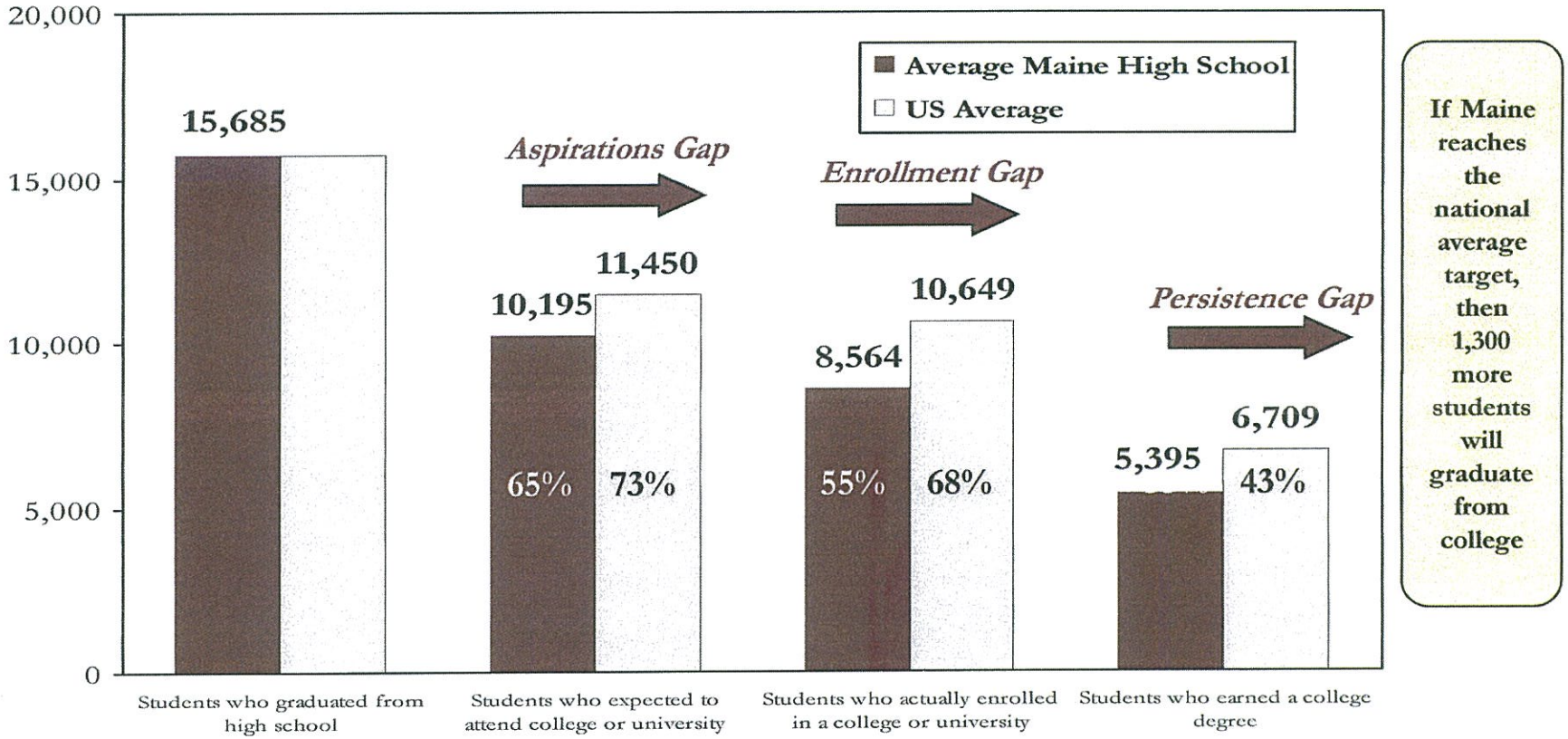
Rates of Attainment for a Bachelor's Degree vs. Rates of Attainment for a High School Diploma



Source: 2010 US Census Data

High School Graduates' Aspirations, Enrollment and Persistence Rates Contribute to the *Gap* from High School Graduation to College Attainment

Projected Educational Attainment of Public School Graduates



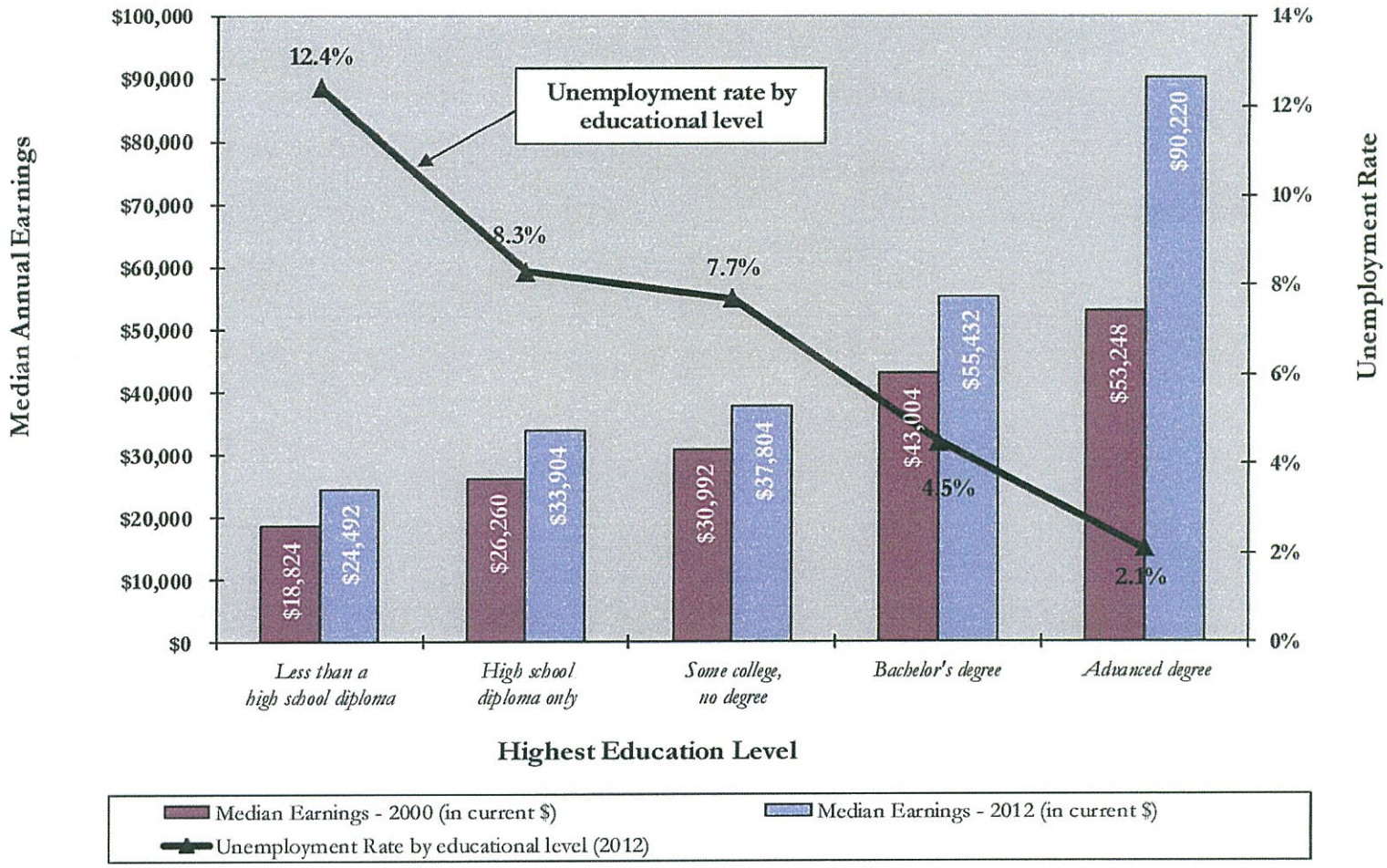
While 85% of Maine 9th graders are expected to graduate from high school (77% nationally), only 47% (52% nationally) will enroll in college and only 30% (32% nationally) will earn a college degree

Source: Maine Education Policy Research Institute, Maine Department of Education, and National Center for Education Statistics.

The College Degree Premium

$21,528 more per year (63% pay increase) & almost half the unemployment rate for those earning a bachelor's degree vs. those with a HS diploma only

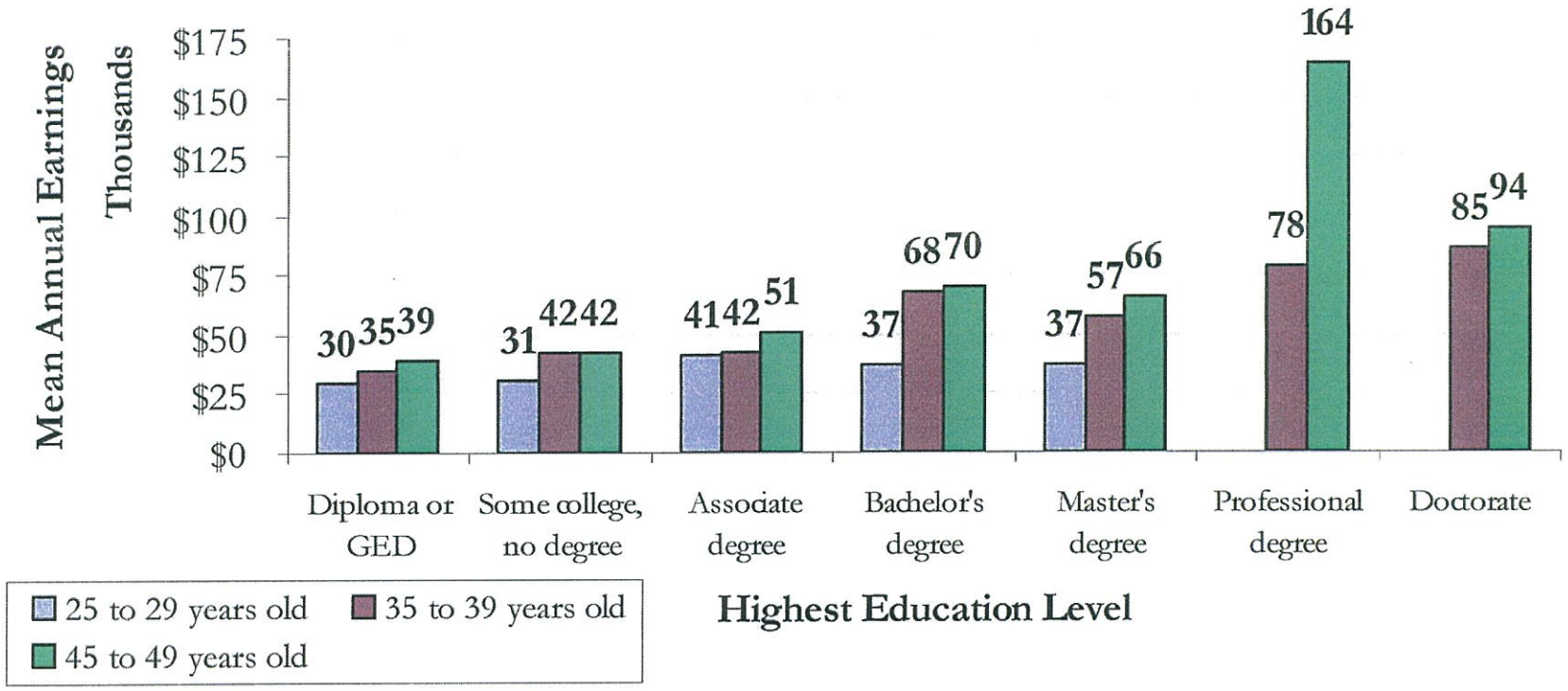
The earnings gap based on education status has grown dramatically since 2000



Source: Bureau of Labor Statistics, Current Population Survey (http://www.bls.gov/emp/ep_chart_001.htm), May 22, 2013

The College Degree Premium in Maine

Young adults in Maine with an Associate or Bachelor's college degree earn $7,000 to $10,000 more a year than those with only a high school diploma. After twenty years in the workforce, this income gap grows to $12,000 (Associate) to $31,000 (Bachelor's).

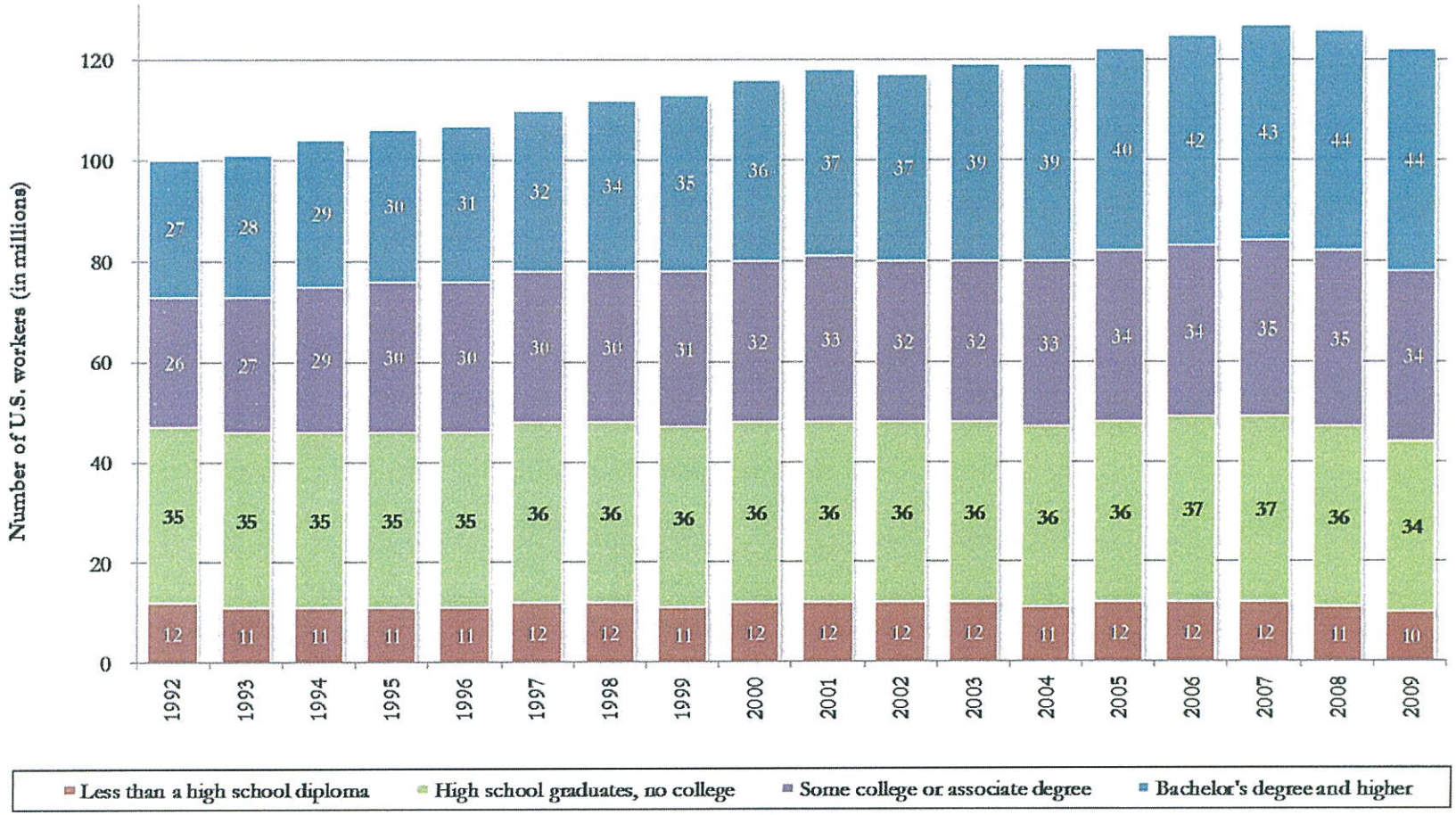


Source: US Census Bureau, Current Population Survey, Maine 2005-2006 for full-time, year-round workers

For the College Educated: Increased Employment Opportunies

Increased employment in the U.S. over the past two decades has been among workers who have taken some college classes or who have associate or bachelor's degrees, but mostly among workers with bachelor's degrees. During the 1992–2009 period, the number of college-educated workers increased from 27 million to 44 million. In contrast, the number of employed people with a high school diploma or without a high school diploma has decreased from 47 million to 44 million.

Number of employed people in the U.S. 25 years and over by educational attainment, 1992–2009 annual averages



Source: Bureau of Labor Statistics, Current Population Survey (http://www.bls.gov/spotlight/2010/college/home.htm#cps_emp), September 2010

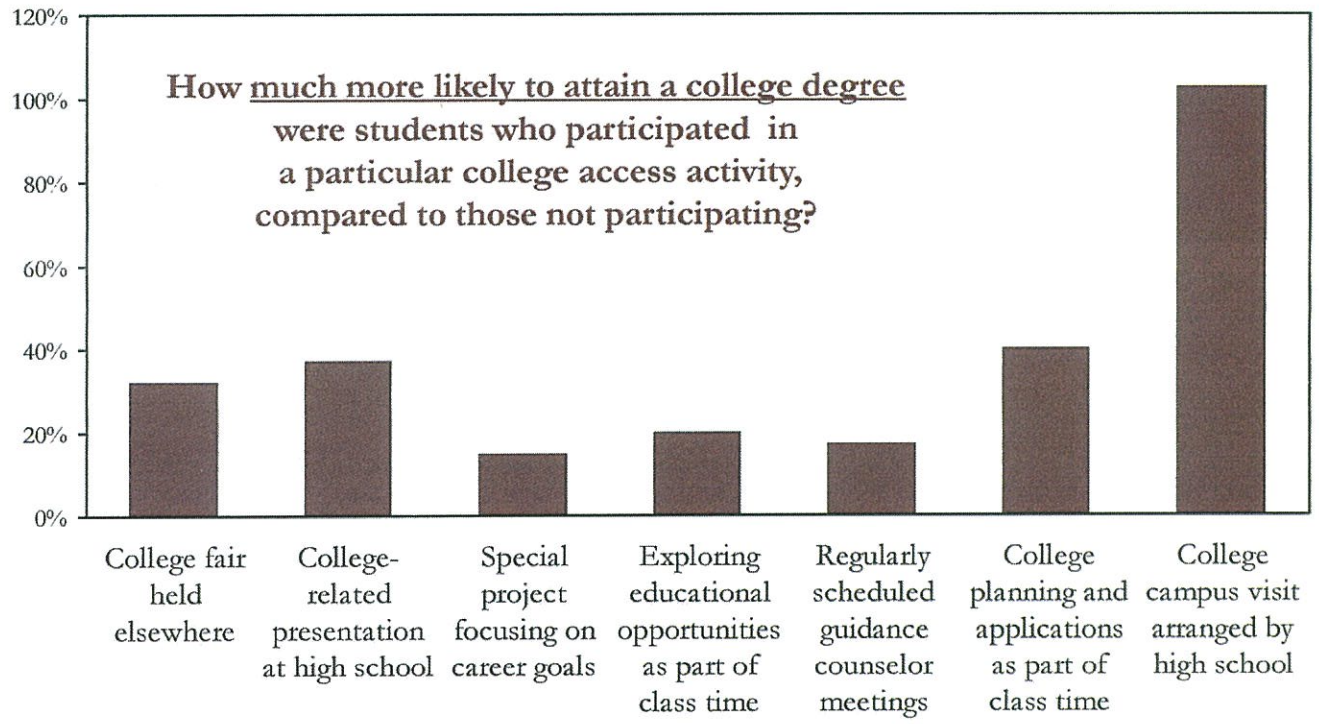
Proven Activities to Increase College Enrollment Rates

Students Participating in Certain College Access Activities Are Much More Likely to Enroll in and Graduate from College

Young adults whose high schools offered the programs cited reporting participation

Most Influential Activities for Students *(in order of impact)*

1. College visits
2. In-class college planning
3. College presentation at high school
4. College fairs



Source: Mitchell Institute,
Barriers to Postsecondary Education in Maine, July 2002

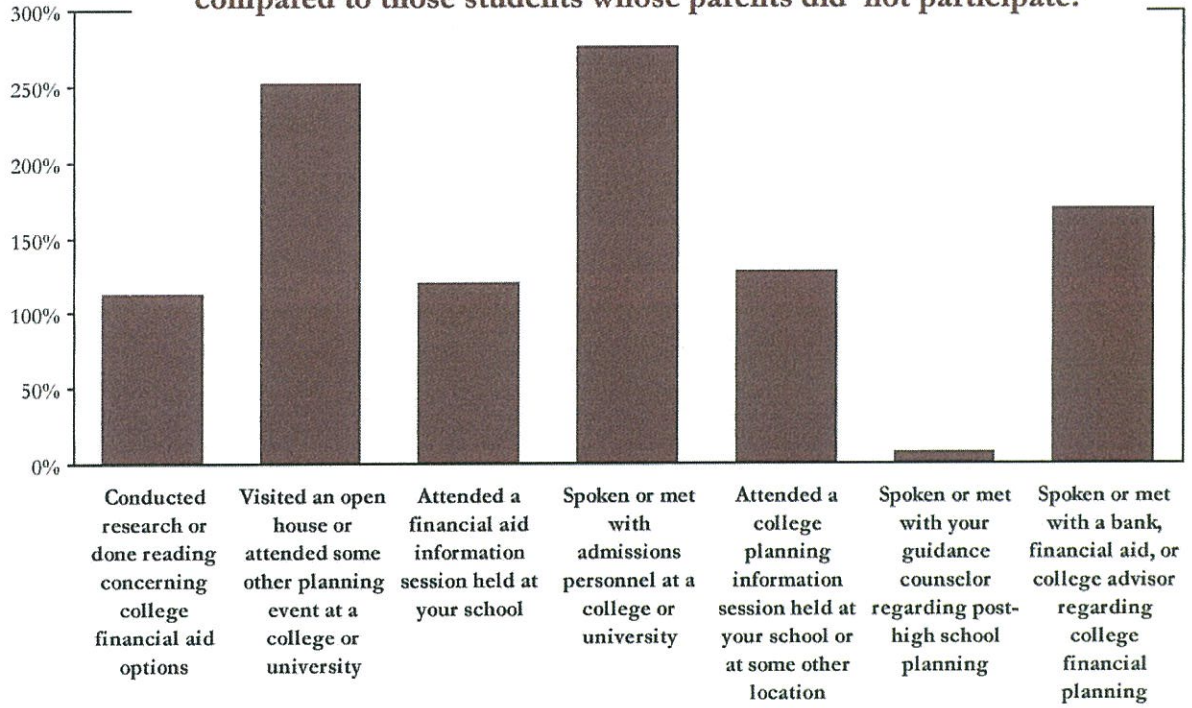
Parental Engagement and Involvement is Critical

Students with Parents who are Proactive in College Planning Are Much More Likely to Enroll in and Graduate from College

Most Influential Activities for Parents *(in order of impact)*

1. Spoke with Admissions professional
2. Attended college open house
3. Spoke with financial aid advisor
4. Researched college planning and options

How <u>much more likely to attain a college degree</u> were students whose parents participated in a particular college access activity, compared to those students whose parents did not participate?



Parents without college degrees are the least likely to take these action steps to help students plan for college – though participate more in events held at schools

Source: Mitchell Institute, *Barriers to Postsecondary Education in Maine*, July 2002, D-35
FSG Analysis of Mitchell Institute Data

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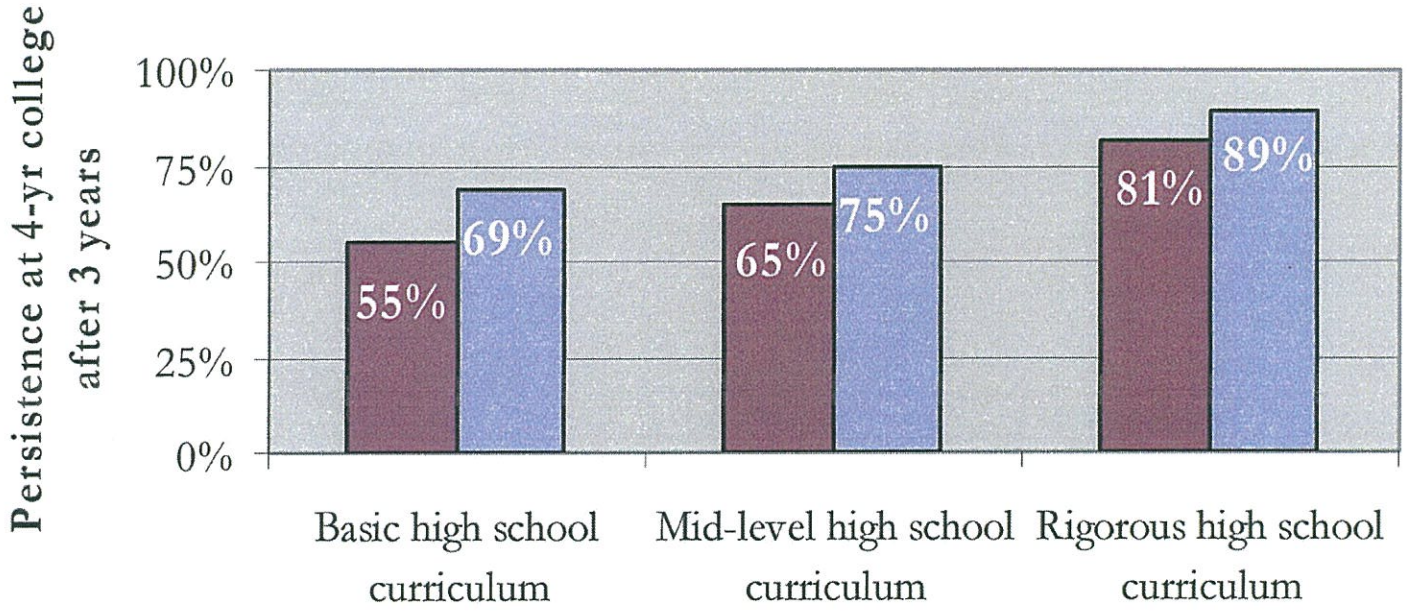
High school curriculum has a great impact on college persistence

College persistence rates by high school curriculum and by parents' education



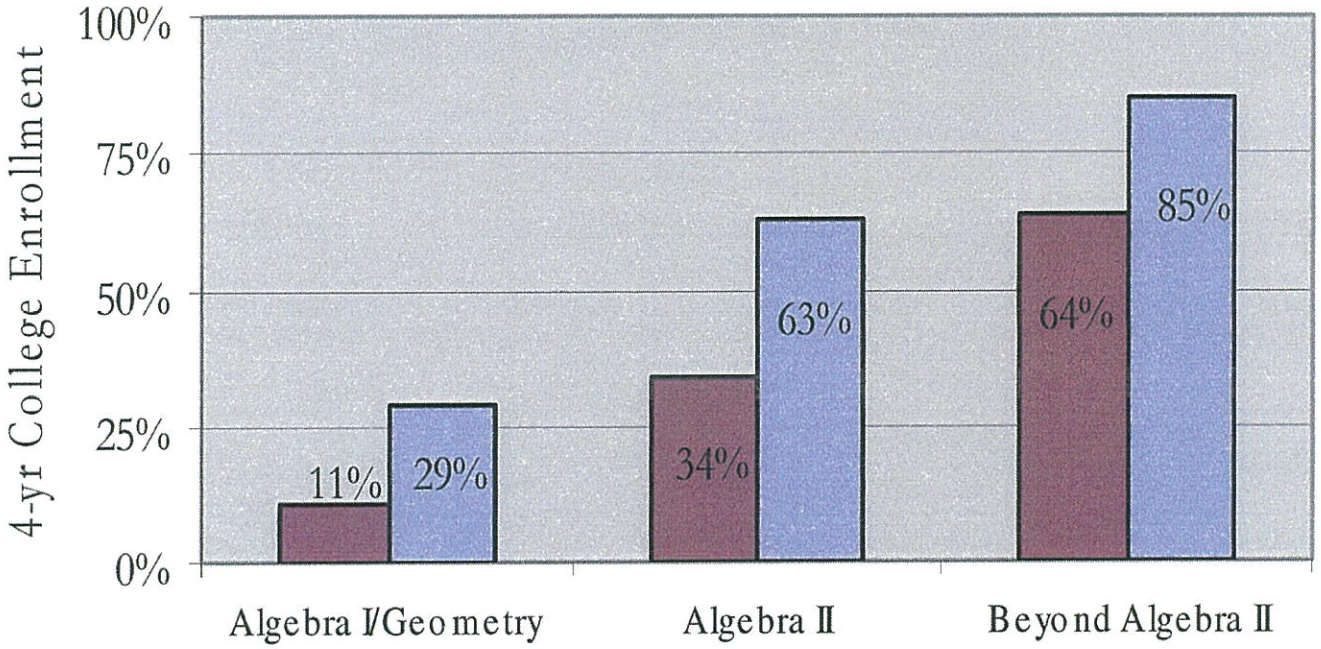
Source: US Dept of Education, NCES, Indicator 23

Basic curriculum: 4 yrs English & 3 yrs of math, science & social studies
Rigorous curriculum: 4 yrs English and math (including pre-calculus); 3 yrs of foreign language, social studies and science (including biology, chemistry and physics); 1 honors/AP course

First-generation students <u>persist in college at almost the same rate</u> when completing a <u>rigorous high school curriculum</u>, minimizing the impact of parents' education

Academic Preparation Rate

College enrollment rates by students' highest math course taken and by parents' education



Taking one additional math course makes a big difference!

Parents with high school diploma or less

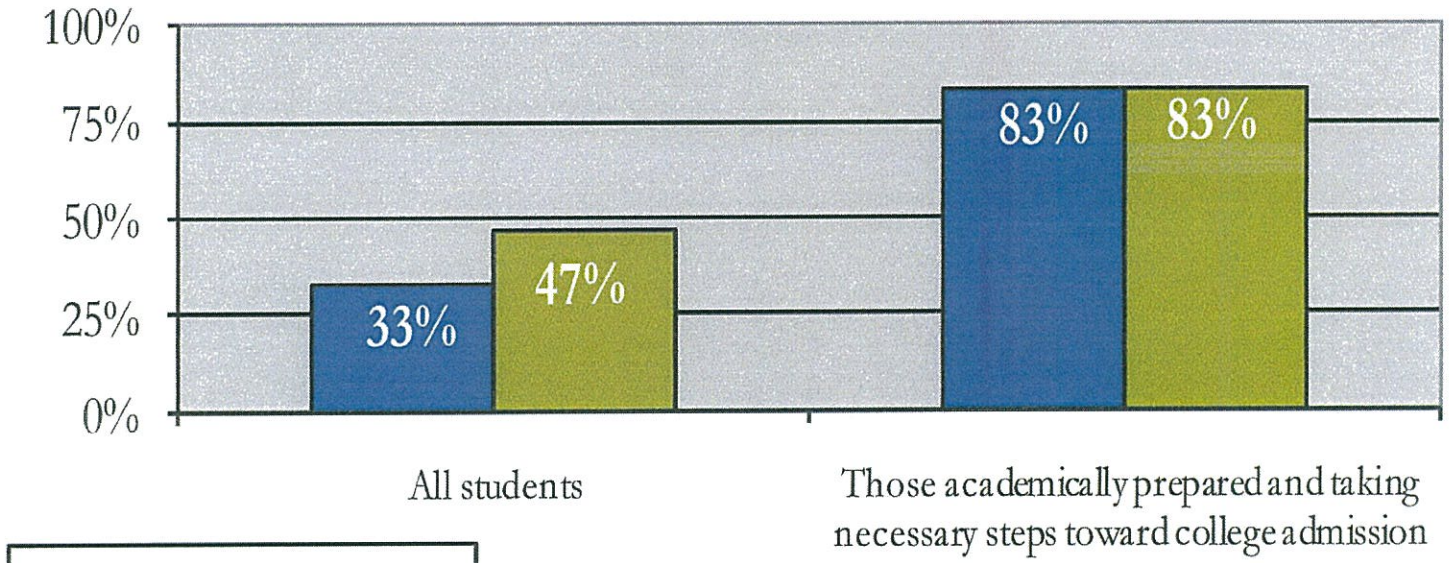
Parents with bachelor's degree

First generation students enroll in college at almost twice the rate when completing a math course beyond Algebra II

Source: Choy, Susan. Access & Persistence 2002 American Council on Education

FAFSA Completion Rate

Financial Aid – The Great Equalizer



College Enrollment Rates

When academically prepared and taking the necessary steps toward college admission, low-income students enroll at the same high rate as middle-income students

Source: Choy, Susan. Access & Persistence 2002
American Council on Education

Proven Best Practices of College Access Programs

Required College Access Services for the *Connect Aspirations to a Plan* Grant

- No carve-outs – ALL students need assistance
- Require data reporting and opportunity for timely data analysis
- Fund Grant Coaches – outside the grant - provide technical support and encouragement as well as promote accountability (Medomak Valley HS Coach: Ed Nunery)
- Program for Eighth Graders to ensure successful transition to HS
- Engage Parents – #1 challenge for all grantees
- College Visits – in-state and out-of-state, small and large campuses, 2-year and 4-year – ideally for all sophomores and juniors
- Give PSAT/PLAN to all sophomores and juniors – all students "college material"
- Give PSAT and/or SAT/ACT to all juniors – all students taking necessary steps to apply to college
- Program to ensure successful transition to post-secondary institutions
- Summer interviews – during July following graduation from HS
- College Enrollment survey – conducted in fall following high school graduation; documents the number of students who actually enrolled in college. In addition, graduates from the previous school year that enrolled in college are contacted.

Proven Best Practices of College Access Programs

Required College Access Services for the *Connect Aspirations to a Plan* Grant

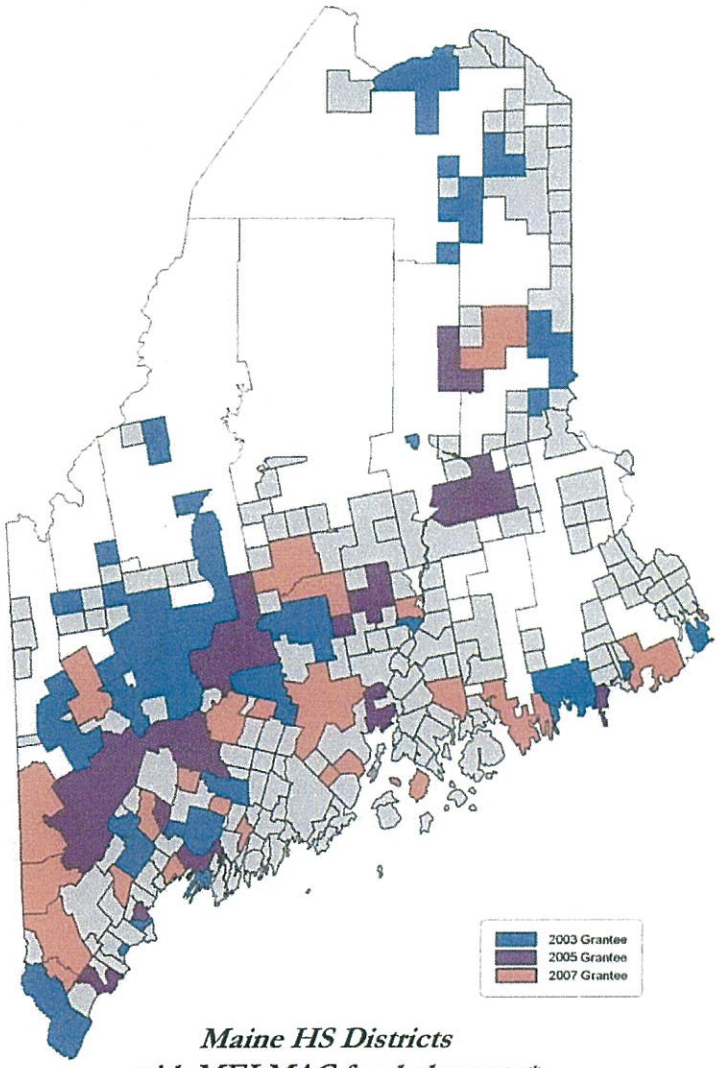
- Increased focus on filing the FAFSA and providing Financial Aid information programs – goal is for all students to complete the FAFSA by March 1
- Promotion of early college opportunities – increased exposure to opportunities for HS students to take college courses and receive college (and possibly HS) credit
- Local match requirement – build sustainability into funding strategy in years three and four
- Data tracking – using online student college search and application assistance product to assist with data tracking and analysis
- Annual presentation to local School Board – inform leadership about higher education enrollment – February 6, 2014
- Quarterly Peer Learning Sessions – professional development sessions hosted by the Foundation with required attendance for all grantees
- Use of Accuplacer
- Create and maintain a College Access Team
- Presentation to the faculty and staff – January 9, 2014

Funding for *Connect Aspirations to a Plan*

Over $11.7 million in awards since 2003

- Impact on Maine High Schools
  - 82 high schools representing all 16 counties
  - 65% of all Maine high schools, public & private
  - 67% of all Maine high school students reached
  - The most needy Maine high schools and students targeted – MELMAC grantee high schools have an initial lower HS graduation rate and lower college going rate than those Maine HSs not receiving grants

- Impact on Maine Career & Technical Centers
  - 9 career and technical centers
  - 33% of all Maine career and technical centers
  - 39% of all Maine CTE students reached



Maine HS Districts with MELMAC funded grants*

** Map does not show Maine high school districts with MELMAC funded grants in 2013*

Current *Connect Aspirations to a Plan* Grants

2012 Grantees

*† Carrabec HS
** Brewer HS
Edward Little HS
Ellsworth HS
† Fort Kent Community HS
*† Gardiner Area Regional HS
Hodgdon HS
Jonesport-Beals HS
Lewiston HS
* Lisbon HS
Machias Memorial HS
Maranacook Community HS
Massabesic HS
Monmouth Academy
Mt. View HS
† Mt. Abram Regional High School
Narraguagus High School
Oxford Hills Comprehensive High School
Penobscot Job Corps Academy
Piscataquis Community HS
Sacopee Valley HS
Shead HS
* South Portland HS
Southern Aroostook Community School
Sumner Memorial HS
† Telstar Regional HS
* Upper Kennebec Valley High School
Washburn District High School
** Windham HS
** Winslow HS
York HS

Portland Arts and Technology HS
Tri-County Technical Center
Waldo County Technical Center
Westbrook Regional Vocational Center

Maine Association of Student Financial Aid Administrators

** High schools funded since 2003* *** Partnership with Jobs for Maine's Graduates* *† MELMAC Partnership Grant with Elementary/Middle School*

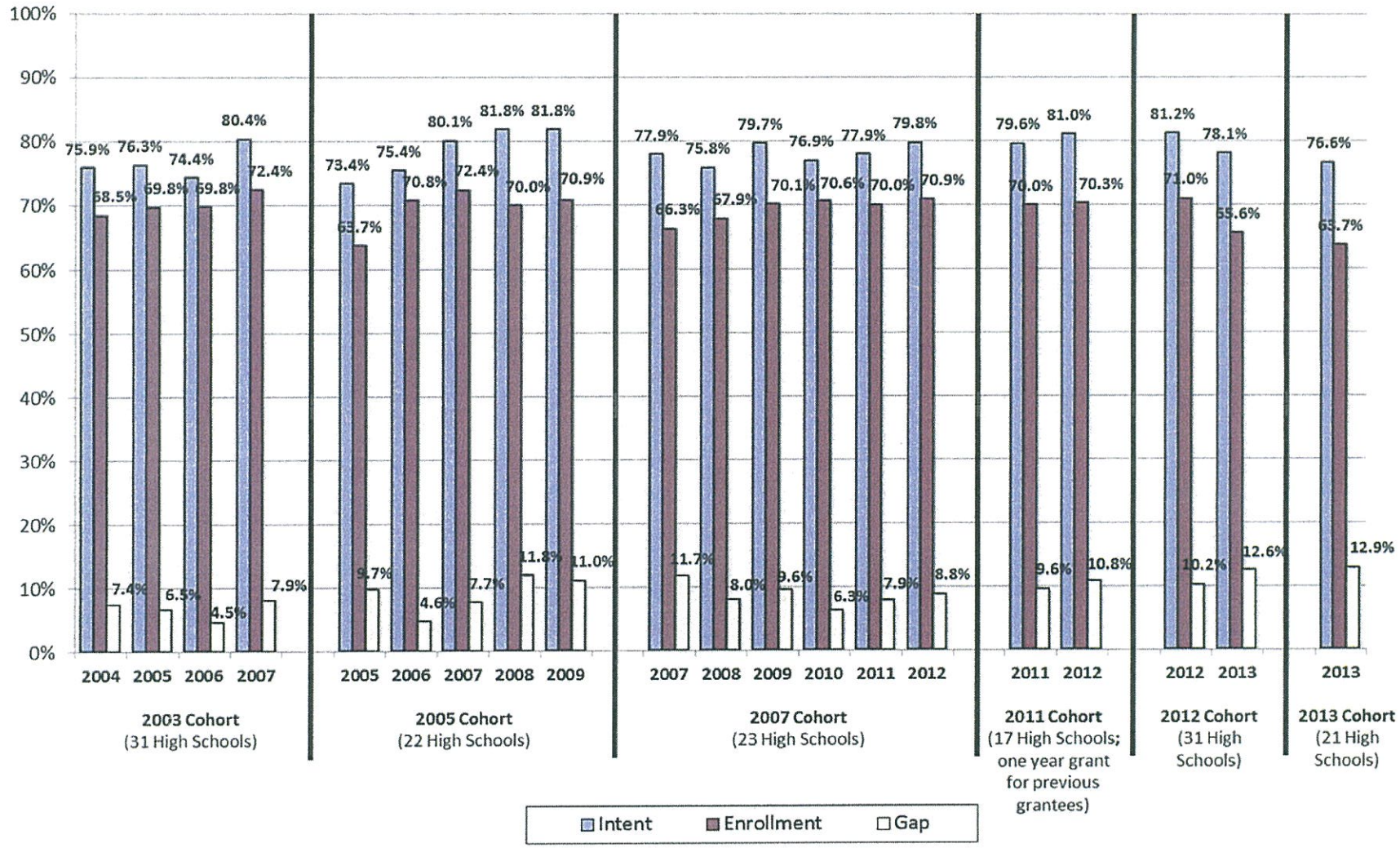
2013 Grantees

Belfast Area HS
Biddeford HS
Central Aroostook HS
Deer Isle-Stonington HS
Erskine Academy
Forest Hills HS
Fort Fairfield Middle/HS
Gorham HS
Greenville Consolidated School, Union 60
Lawrence HS
Lee Academy
Maine Central Institute
Medomak Valley HS
Messalonskee HS
Mt. Ararat HS
Nokomis Regional HS
Oak Hill HS
Old Town HS
Van Buren District Secondary School
Waterville Senior HS
Wiscasset HS

Region Ten Technical HS
Region Two School of Applied Technology
Somerset Career and Technical Center

High School Grantees

Intent to Enroll, Actual Enrollment, and the Aspirations Gap



2003 Grantees – 1 did not report in 2006, 4 did not report in 2007 | 2005 Grantees – 1 did not report in 2005, 1 did not report in 2007, 2 did not report in 2008, and 5 did not report in 2009
2007 Grantees – 1 did not report in 2012 | 2012 Grantees – 2 have not yet reported in 2013

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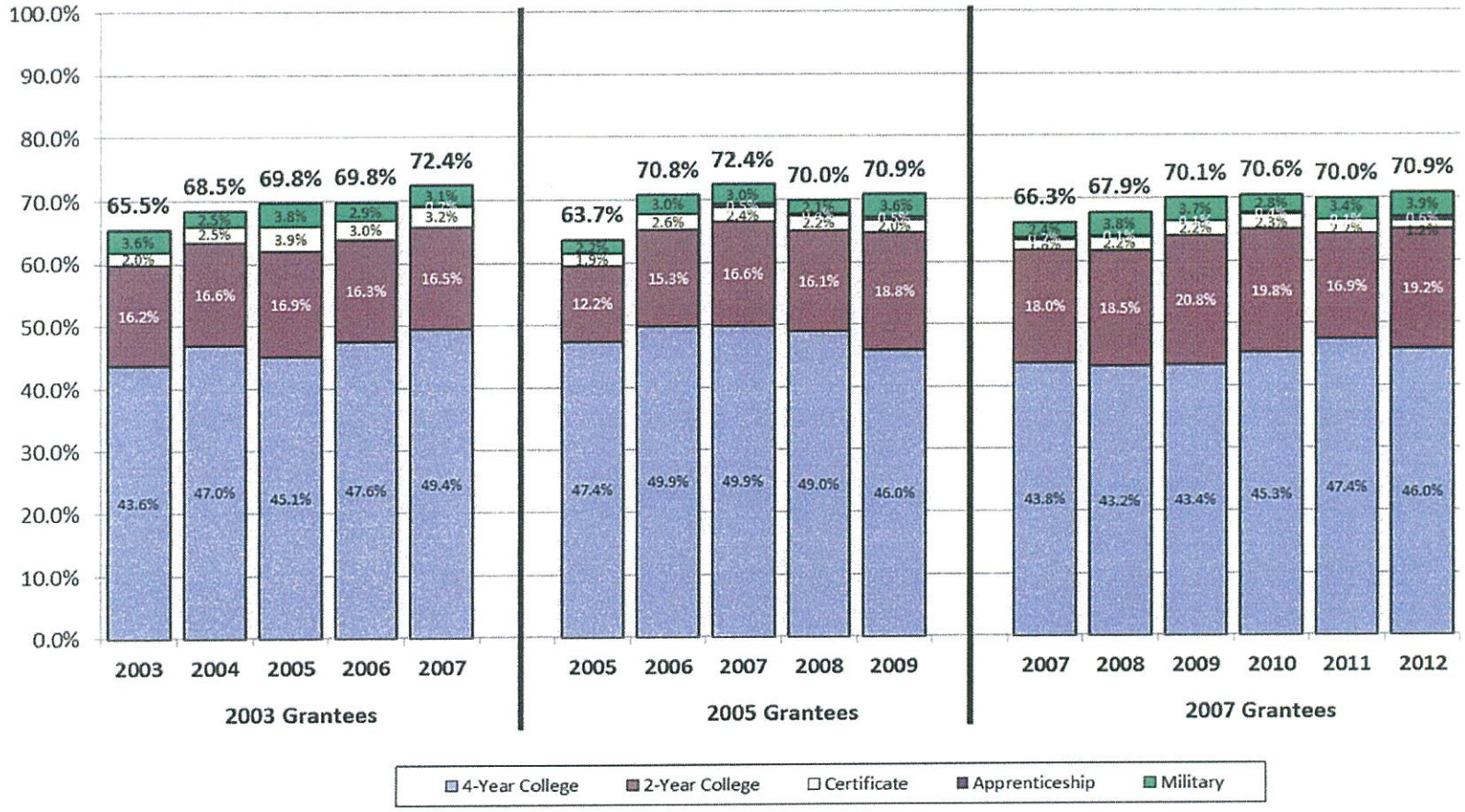
High School Grantees
Higher Education Enrollment Rates – By Cohort

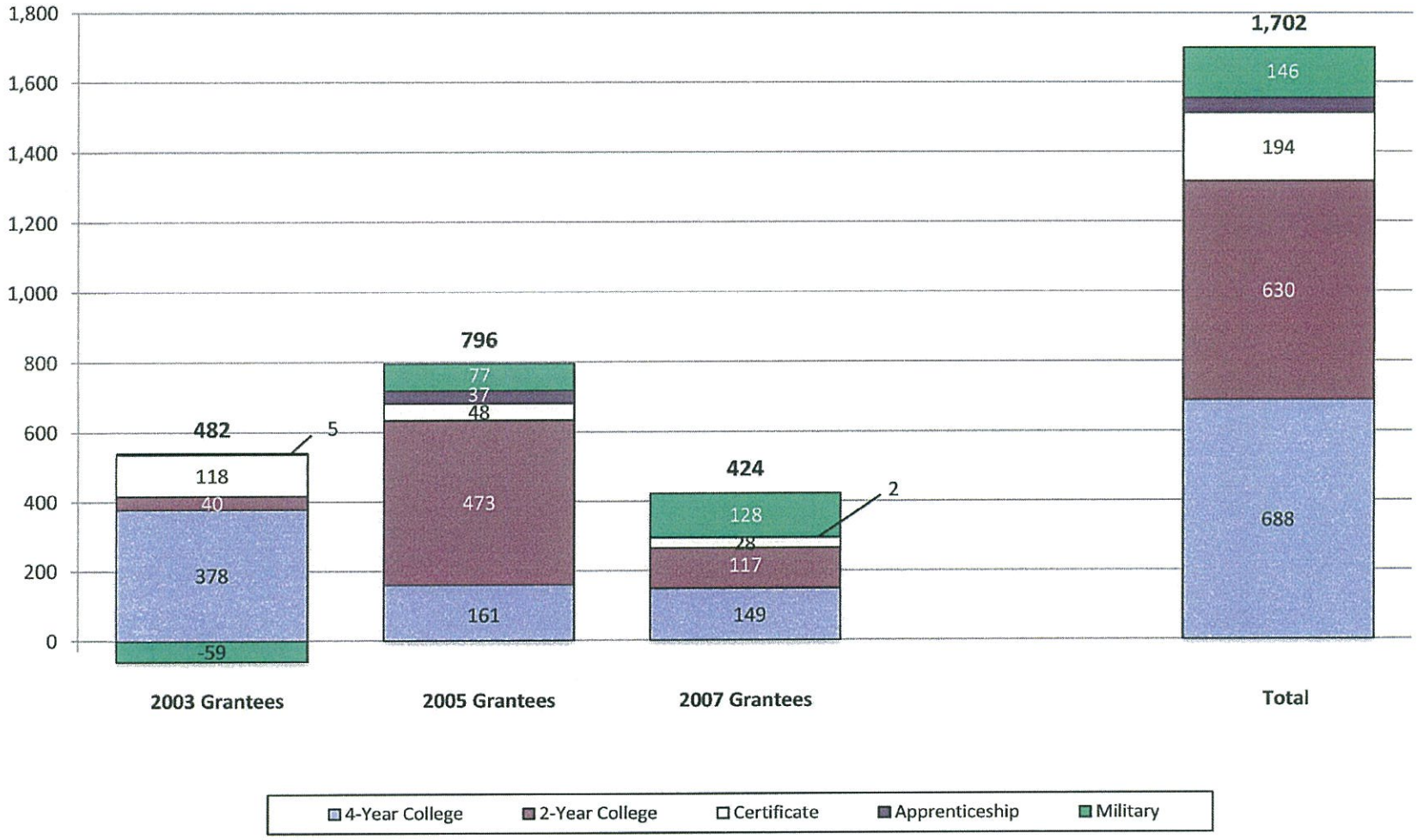
Progress of the first 3 *Connect Aspirations to a Plan* cohorts:
Since 2003, 1,702 more students participated in higher education (1,318 in college)
after nine years of college access activities at the 75 (distinct) MELMAC funded high schools
(30 schools in 2003, 22 schools in 2005, and 23 schools in 2007)



2003 Grantees – 1 did not report in 2006, 4 did not report in 2007
2005 Grantees – 1 did not report in 2005, 1 did not report in 2007, 2 did not report in 2008, and 5 did not report in 2009
2007 Grantees – 1 did not report in 2012

MELMAC High School Grantees
Higher Education Enrollment Rates – By Cohort

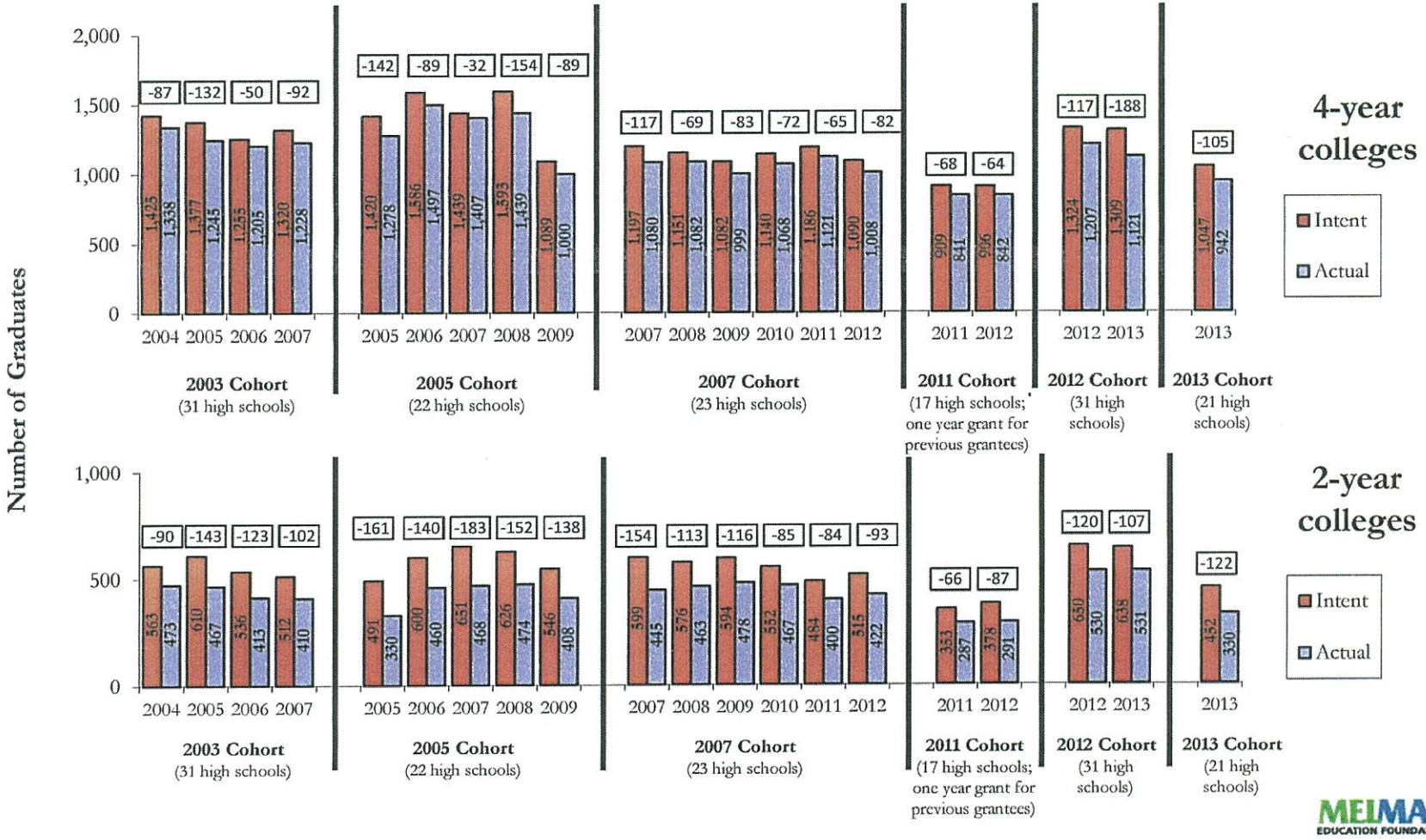
At what types of higher education programs did the additional 1,702 students enroll?



Note: Negative percentages occur in the "gap" when actual enrollment for a post-secondary activity is greater than the reported intent for that activity.

Higher Education Intent and Enrollment Rates
MELMAC High School Grantees - By Cohort

Since 2004, 4,276 students (8.7% of all graduates) indicated their intent to enroll in a 2 or 4-year college but had not enrolled by the fall following graduation, the so-called "summer melt" (1,897 with 4-year and 2,379 with 2-year college intentions)



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MEDOMAK VALLEY HIGH SCHOOL

MELMAC
EDUCATION FOUNDATION

Structure of 2013 *Connect Aspirations to a Plan* Grant

MVHS

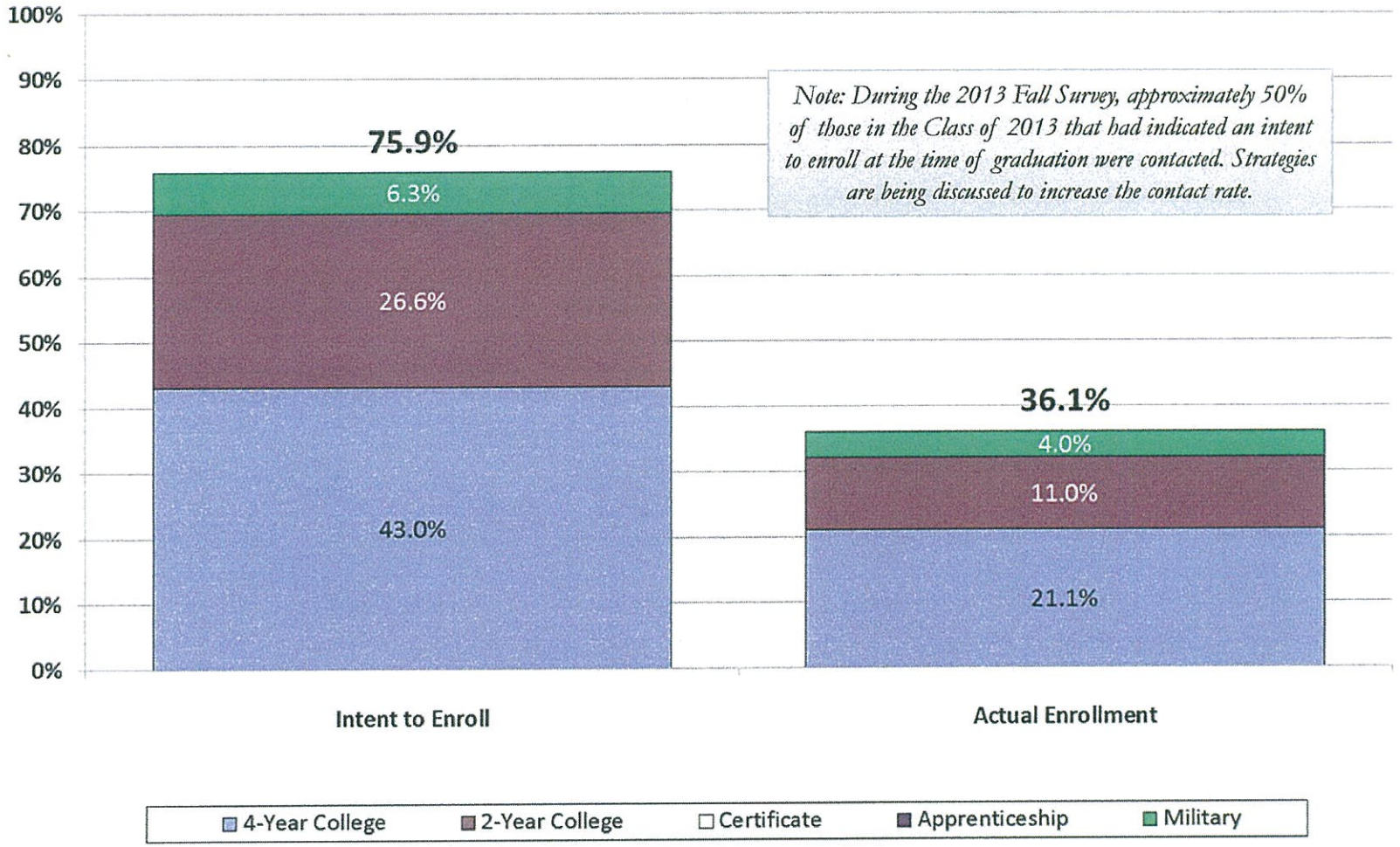
	Grant Size						
	X-Small	Small	Medium	Large	X-Large	CTE	CTE
	<100 students	101-300 students	301-600 students	601-900 students	>900 students	<400 students	>400 students
Planning Grant (3 months)	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000
Year 1	$6,000	$10,000	$14,000	$18,000	$22,000	$14,000	$18,000
Year 2	$6,000	$10,000	$14,000	$18,000	$22,000	$14,000	$18,000
Year 3	$4,800	$8,000	$11,200	$14,400	$17,600	$11,200	$14,400
	Match: $1,200	**Match: $2,000**	**Match: $2,800**	**Match: $3,600**	**Match: $4,400**	**Match: $2,800**	**Match: $3,600**
Year 4	$4,200	$7,000	$9,800	$12,600	$15,400	$9,800	$12,600
	Match: $1,800	**Match: $3,000**	**Match: $4,200**	**Match: $5,400**	**Match: $6,600**	**Match: $4,200**	**Match: $5,400**
TOTAL (from the MELMAC Education Foundation)	$21,000	$35,000	$49,000	$63,000	$77,000	$49,000	$63,000
TOTAL with match from the local school district (plus 3 month planning)	$27,000	$43,000	$59,000	$75,000	$91,000	$59,000	$75,000

**school size is based on the number of students enrolled in the 2012-2013 academic year*

Medomack Valley High School

Intent to Enroll, Actual Enrollment, Gap in Enrollment

Class of 2013



Medomak Valley HS College Access Program Highlights

➢ Program for Eighth Graders:

- Middle and High School guidance counselors discuss transition to high school with 8th graders focusing on meeting college entrance requirements
- Middle and High School teachers host an informational meeting with pizza for eighth graders and their parents in the fall. The meeting begins with pizza at MMS, followed by a walk to the high school for dessert. Rising freshmen and their parents become familiar with the high school, discuss postsecondary planning options, and learn about the financial aid process
- Eighth grade students visit MVHS for a presentation by each academic department outlining course options. A tour of MVHS is led by high school peer mentors and all freshmen teachers and department heads attend
- Middle school guidance counselors use "Choices" to assist students with career planning and to develop an electronic career portfolio that follows students through high school

➢ Use of Standardized Testing:

- Sophomores and juniors take the PSAT in the fall
- MVHS teachers attend a workshop outlining the SAT and review techniques to help students improve test-taking skills
- Math and English teachers provide weekly PSAT/SAT prep using YouTube videos and/or the SAT online prep class
- MVHS offers a one semester SAT Prep course (0.5 credit)
- Juniors take the SAT in the spring
- The ASVAB and Accuplacer are offered

➢ College Visits:

- Eighth grade visits to at least one out-of-state college
- Sophomores and juniors visit at least one college campus, have lunch in the cafeteria, meet with MVHS graduates attending the college, and possibly attend an on-campus event
- Juniors attend the NEACAC College Fair held at the Augusta Civic Center in the spring
- Parents of sophomores and juniors are invited to a "College Field Trip" evening program presentation to outline the purpose of mandatory college visits for sophomores and juniors

Source: Medomak Valley High School 2013 Implementation Grant application

Medomak Valley HS College Access Program Highlights

- **Financial Aid Education Activities:**
  - The MVHS guidance department hosts a financial aid night in the fall for students and their families with a presentation by FAME
  - MVHS guidance counselors meet individually with seniors and their families to discuss postsecondary plans and funding options
  - FAFSA completion data provided by FAME is monitored to ensure the FAFSA is filed by seniors

- **Promotion of Early College Opportunities:**
  - Juniors and seniors with a "B" average or better can enroll in up to two courses per semester at University College in Rockland at no cost
  - Tuition is waived for juniors and seniors that enroll in up to two courses per semester at CMCC
  - KVCC instructors work with MVHS students enrolled at the Mid-Coast School of Technology
  - CMCC/KVCC courses to be taught at MVHS
  - Dual enrollment classes offered through Thomas College

- **High School to College Transition Program:**
  - College acceptances and military enlistment are announced at "Student of the Month" assembles
  - MVHS guidance counselors offer a career/postsecondary planning presentation in junior English classes. Students receive the Maine Education Services "College Road Map" publication
  - MVHS graduates currently enrolled in a 2- or 4-year college, the military, or training program, are invited to present in small groups about their experiences

- **Ongoing:**
  - Summer Interview and Fall Survey
  - Faculty presentation: January 9, 2014
  - School Board presentation: February 6, 2014

Source: Medomak Valley High School 2013 Implementation Grant application

MELMAC
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TYLER/GRANDMAISON MELMAC SCHOLARSHIP

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Tyler/Grandmaison MELMAC Scholarship
Supporting Early Success in College
Overview for the Classes of 2006-2013

- **$1,500.00 scholarship awarded to a graduating senior from each Maine high school. It is disbursed in the third semester of college study.** Chosen by the High School principal, the student must meet established criteria and face significant challenges in the pursuit of college.
- **$2.1 Million in scholarships since 2001** - 114 scholarships in 2001, 145 in 2002, 144 in 2003, 142 in 2004, 136 in 2005, 140 in 2006, 149 in 2007, 143 in 2008, 142 in 2009, 147 in 2010, 144 in 2011, 144 in 2012, and 145 in 2013.

	Awarded 2006		Awarded 2007		Awarded 2008		Awarded 2009		Awarded 2010		Awarded 2011		Awarded 2012		Awarded 2013	
	Awarded	Persisted	Awarded	Persisted	Awarded	Persisted	Awarded	Persisted	Awarded	Persisted	Awarded	Persisted	Awarded	Persisted	Awarded	Persisted
Participating High Schools	140	134	149	139	143	139	142	136	146	145	144	140	144	132 *	145	-
	(93%)	(94%)	(99%)	(88%)	(93%)	(96%)	(92%)	(96%)	(94%)	(98%)	(95%)	(97%)	(95%)	(92%)	(97%)	-
Gender																
Male	42%		28%		30%		30%		43%		29%		30%		28%	
Female	58%		72%		70%		70%		57%		71%		70%		72%	
Highest Math Course Completed																
Less than Algebra II	11%		7%		5%		4%		5%		4%		6%		2%	
Algebra II	19%		25%		18%		24%		20%		17%		19%		19%	
Higher than Algebra II	70%		68%		77%		73%		75%		79%		75%		79%	
Parents' Level of Education																
High School Diploma or less	51%	*First Gen 75%*	53%	*First Gen 73%*	40%	*First Gen 72%*	49%	*First Gen 76%*	47%	*First Gen 72%*	45%	*First Gen 74%*	50%	*First Gen 77%*	35%	*First Gen 72%*
Some College	19%		15%		23%		25%		19%		20%		17%		25%	
Associate Degree	6%		5%		9%		3%		6%		9%		10%		12%	
Bachelor's Degree	22%		24%		24%		21%		24%		23%		19%		25%	
Advanced Degree	3%		3%		4%		3%		5%		3%		4%		3%	
College Type Attending																
4-Year College	91%		87%		91%		90%		91%		94%		90%		92%	
2-Year College	9%		13%		9%		9%		9%		5%		10%		8%	
Certificate Program/Apprenticeship	0%		0%		0%		1%		0%		1%		0%		0%	

** 12/18/2013*

Medomak Valley High School

Tyler/Grandmaison MELMAC Scholarship Recipients

Year	Recipient	Home Town	College/University Attending
2001	Jason Dec	Waldoboro	Wheaton College
2002	Megan Brock	Waldoboro	Mt. Ida College
2003	Katherine Houghton	Warren	Boston College
2004	Alaina Ennamorati	Waldoboro	Northeastern University
2005	Alysn Ludwig	Waldoboro	St. Joseph's College (Maine)
2006	Megan Bradstreet	Warren	University of New Hampshire
2007	Madison Cox	Warren	Lyndon State College
2008	-	-	-
2009	Ashley Swan	Waldoboro	University of Maine at Farmington
2010	Jason Vinal	Union	Husson University
2011	Amber Massicotte	Union	Manhattanville College
2012	Erica Dailey	Union	Saint Lawrence University
2013	Mikaela Lynann Hersom-Lilly	Waldoboro	Thomas College