

PERA Committee
Meeting Minutes
Wednesday May 19, 2014
3:30pm-4:30pm

Present: Adam Larsen, Kip Crandall, Ranae Leamanczyk, Andrew Nelson, Teri Schuster, Ann Tilton, Jeff Donmeyer, Pam Steele, (Observer), Jennifer Youngren (Observer)

BEGIN: 3:30pm

1. Review of 5/7/14 Minutes and Minutes accepted with minor change
2. Adam provided list of certified staff
 - Went through and pinpointed some staff for piloting next year
 - RCD trained staff are all doing it for sure
 - Concern- no counselors marked to pilot- principals need to discuss with them what they (the counselors) would like to see for student growth.
 - We looked over teachers retiring, and then there was discussion on how we get something in place for the teacher assuming their position if retiring teachers are left out of pilot. We do have some wiggle room as far as new teachers and which assessments they will use for Type II & III.
 - New teachers can use the previous teacher's unit plans as guides and make them their own still teaching the set priority standards. They can change the content and the performance tasks.
 - We have all areas covered for piloting except for: counseling, Special Ed., Foods, Ag, Industrial Arts, Art, Nurse, and Business.
 - Adam also mentioned they we may be hiring a social worker for OES
3. Adam provided simulated data for MAPS reading/language arts and math test scores
 - Looked at fall-spring 2013/14 data looking at national norms and student target growth
 - All areas were at or over 50% of students having growth.
 - 40%-60% of students showing growth is where we want to be
 - It was questioned if MAP can be problematic as far as outliers.
 - Adam gets a report of kids who race through the test and do not try
 - For pilot next year, we would evaluate on Type I and II/III for fall 2013-spring 2014 then also fall 2014-Winter 2015.
 - It was questioned whether we would be comparing apples to oranges since they are different students as well as the teacher may have changed test format based on RCD assessment training.
 - Could reading and English be separated since they are tested separate, or could we do it both ways to see how it comes out? Adam states he could do any of those things for the pilot.

- Further discussion on how to make evaluations fair as far as having all teachers evaluated on a Type I, even if students are not tested in that area on the Type I. How is it fair to only have reading/English/math be evaluated on a Type I, II/III, but everyone else gets to “write their own tests?” Not finished discussing this.
4. Left off with the beginning of a discussion regarding low SES kids. Still waiting for 2nd grade data from Teri.

END: 4:35pm