Quincy Public Schools Curriculum Committee Minutes
Board Office Conference Room #214
February 10, 2014 – 5:00 p.m.

Committee members present: Debby Cashman, Stephanie Erwin, Denette Kuhlman, Jan Leimbach, Cheryl Vogler, Jan Zeidler, Jim Rubottom, Lauren Kiest

Committee members absent: Jeff Mays, Jan Cory

Board members, staff and others: Anne Cashman, Kim Dinkheller, Carol Frericks, Stephanie Erwin, Ed Husar, Jeff Kerkhoff, Jody Steinke, Julie Stratman, Dan Sparrow, Joel Murphy, Julie Schuckman, Danielle Edgar, Melanie Schrand, Brad Funkenbusch, Cindy Crow, Cheryl Dreasler, Dan Sparrow, Tammy Stegeman, Chrissy Cox, Richard McNay, Brian Trowbridge, Jim Sohn, Sara Cramer, Rick Owsley, WGEM and KHQA reporters

1. **Call to order**

Stephanie Erwin called the meeting to order at 5:04 p.m.

2. **Information provided to Committee**

A. Baseline Data on Common Assessments for Building-Level Student Growth SMART Goals

Carol Frericks presented Northwest Evaluation Association (NWEA) Projected Proficiency Summary Report for 7th grade Math and Reading Measures of Academic Progress (MAP) to the group, as it had been requested at last month's meeting.

Julie Stratman introduced representative administrators from each level who explained how baseline data is gathered to measure student growth aligned to the SMART goals for school improvement. A packet was handed out to those present with baseline data for each level. Julie explained this was handed out today so this can be compared with new data which will be presented next month, to determine student growth.

K-3-Anne Cashman explained in grades 1-3 a Fountas & Pinnell assessment is used along with a writing portfolio assessment. Kindergartners are not assessed until second semester as most are not reading when they enter kindergarten in the fall. SMART Goals are based on the text level they want students to be reading in January and at the end of the year.

Quincy Junior High School-English and Math goals are Common Core aligned. They use the Delaware Writing Rubric. They established baseline data in September using an argumentative essay, and they used anchored scoring. They did their second assessment today and will show student growth in March. Kim Dinkheller gave an explanation of Measures of Academic Progress (MAP), and RIT (Rausch UnIT). The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement and academic growth over time.

Quincy High School-Jody Steinke said for English they are also using the Delaware Writing Rubric and the same staff development as QJHS. They assessed all students, except those in honors or Special Education classes. Danielle Edgar explained that with math they chose to pilot **A**ssessment and **LE**arning in **K**nowledge **S**paces (ALEKS) with the students most at risk in Algebra 1. ALEKS is a web-based,

artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. Danielle said their data has shown student improvement with the use of ALEKS.

Jim Rubottom asked if there was any correlation with Illinois Standard Achievement Test (ISAT). Danielle stated that it might not correlate with Prairie State Achievement Examinations (PSAE) but it would help improve the score on those tests. ALEKS is aligned with the Common Core State Standards (CCSS). MAP is also 100 % aligned to CCSS, so any growth should correlate directly with CCSS. This applies to Delaware Writing Rubric as well; success will predict success on ISAT which will be 100 % aligned to CCSS for the spring 2014 assessment. Carol stated the goal is to report to the Curriculum Committee in March on student growth and then again at the end of the school year in June. Julie was asked if Chicago Math and ALEKS can be used together. She stated that Chicago Math trainers are coming tomorrow and that is something that can be discussed, as there has been no exposure to ALEKS at the elementary level to date. Carol stated ALEKS has been purchased by McGraw-Hill, and we use their Glencoe products, so there is integration with those products.

B. Next Generation Science Standards Update

Cheryl Vogler gave an update on Next Generation Science Standards (NGSS). She stated that NGSS will identify content and science and engineering practices that all students learn from K – HS graduation. States have previously used the *National Science Education Standards* from the National Research Council (NRC) and *Benchmarks for Science Literacy* from the American Association for the Advancement of Science (AASS) to guide the development of current state science standards. The NRC, National Association of Science Teachers, the AAAS and Achieve, Inc. embarked on a two-step process to develop the NGSS.

Phase 1: Framework for K-12 Education released in 2011, was a critical first step because it is grounded in the most current research on science and science learning and identified the science all K – 12 students should know.

Phase 2: States Developing Next Generation Science Standards

- Process managed by Achieve (not to be confused with Achieve the Core.org)
- Collaborative development of K – 12 science standards, rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally-benchmarked science education.
- 41 member writing team from 26 states, comprised of K – 12 and postsecondary education, and the scientific, engineering, and business communities with expertise in cognitive, life, earth, and physical sciences and engineering. The team was charged with creating standards true to the NRC Framework that also took into account feedback from states and stakeholders.

QPS 172 had 2 teachers (Tammy Stegeman and Cheryl Vogler) who viewed these standards prior to public release through an opportunity with the American Federation of Teachers. In addition, Dave Brown (Baldwin), Gail Hermann (QHS retired), Tammy Stegeman (Madison) and Cheryl Vogler (QJHS) sat on the ISBE NGSS review team. NGSS were adopted by ISBE in January and are now under judicial review.

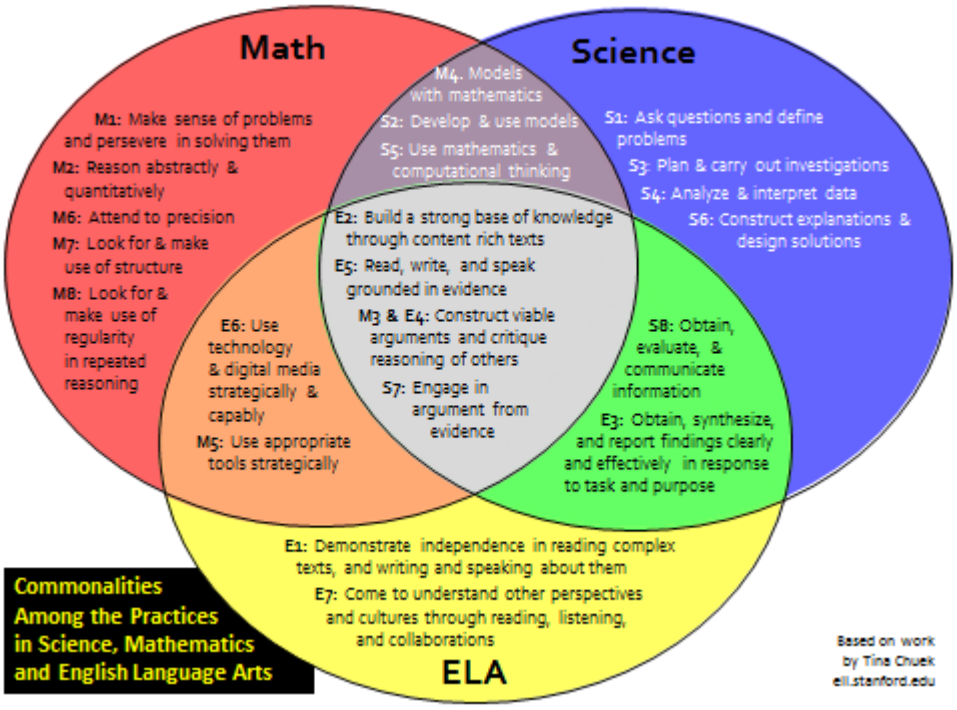
NGSS by the numbers:

There are 8 practices, 4 disciplinary core ideas and 7 crosscutting concepts. These are used to develop the performance expectations. Performance expectations combine practices, core ideas and

crosscutting concepts into a statement of what is to be assessed. They are not instructional strategies or objectives for a lesson.

Cheryl presented a PowerPoint on NGSS. Some items pointed out included:

- 26 Lead States-Illinois is both a Lead State Partner and Writing Team member
- Conceptual Shifts in NGSS:
  - Shift 1: Science makes connections to the real world and science comes alive and is intertwined in their lives.
  - Shift 2: Performance expectations indicate what students need to do to show proficiency toward science literacy.
  - Shift 3: There is a progression of coherent learning starting at Kindergarten and continuing through their senior year in high school.
  - Shift 4: These standards allow for students to get a deeper understanding of content.
  - Shift 5: Integration of science and engineering with math and ELA grades K-12.
  - Shift 6: The NGSS are designed to prepare students for college, career and citizenship.
  - Shift 7: The NGSS CCSS ELA and Math are aligned.
- 3 Major Dimensions of Science Education:
  - Scientific and Engineering Practices
  - Crosscutting concepts that unify the study of science and engineering through their common application across fields.
  - Core ideas in four disciplinary areas: physical sciences; life sciences; earth and space sciences; and engineering, technology and the applications of science.
- Disciplinary Core Ideas-Life Science, Physical Science, Earth & Space Science, Engineering & Technology.
- Commonalities among the practices:



Cheryl also demonstrated how to navigate the NGSS website to those present. She also mentioned Stephen Pruitt, Vice-President of Achieve, Inc., is in charge of developing the Next Generation Science Standards.

C. <u>Grading and Promotion Update</u>

Carol went over the Curriculum Committee Task Forces Citizens Advisory Council Committee member list, and reported that they will be discussing graduation honors in their meetings. They will be looking at information gathered from other Large Unit District Association (LUDA) schools and the Task Force will report back to the Curriculum Committee with any recommendations in April. Any recommendation that is made by the Task Force will be for implementation during the 2014-15 school year.

Carol also stated there is continuous dialogue with administrators regarding the implementation of Policy 6:280 Grading and Promotion. She and Julie have reached out to other districts for more specific information, and have received new information from the Decatur school district.

D. PARCC Update

Julie Stratman stated that this will be the last year for ISAT. The district will begin using the Partnership for Assessment of Readiness for College and Careers (PARCC) in the 2014-15 school year. Quincy Public Schools are involved in field testing PARCC this year. Adams school is hosting 2 classes, Baldwin will be testing a paper-pencil version of PARCC, and QJHS and QHS will be testing the technology piece. QPS will not receive any scores from these tests, this is a dry run to test technology and determine if test booklets and information are as clear as they need to be. The testing will be done at the end of March and also in May. Next school year the entire district will use PARCC. Julie was asked whether there will be a science and social studies component on PARCC, along with Math and ELA. That has not been determined yet. Also, if our technology is not in place district wide, there will be a paper-pencil option.

E. Technology Plan Update

Carol shared the Rising Star Continuous Improvement Team (RSCIT) report. The Board has asked the RSCIT members to look at and monitor the district technology plan. The RSCIT reviewed the district technology plan with Joel Murphy and Dmitry Andrievsky, and began drafting the following priorities for school improvements to integrate technology.

A. Curriculum: Currently all faculty have access to the technology needed to run Curriculum CONNECTOR.

1. August 1, 2014 - K-12 faculty will utilize Curriculum CONNECTOR to access the new ELA and Math curriculum guides and common assessments aligned to the CCSS. All faculty will utilize Curriculum CONNECTOR as an online portal for lesson plans and administrators will have access to lesson plans for review.
2. August 1, 2015 - K-12 will utilize Curriculum CONNECTOR to access the new Science/Social Studies/Physical Education/Social Emotional curriculum guides and common assessments aligned to the new Illinois Standards.

B. Instruction (Teaching and Learning): The group shared the current status of student access to technology for teaching/learning opportunities at school.

1. February 14, 2014 RSCIT will discuss successful teaching/learning models for technology integration and blended learning.

2. February 14, 2014 Plans will be made to survey faculty by discipline regarding technology integration and blended learning.

C. Assessment

1. PARCC Implementation for 2014-2015. QHS and QJHS will have first priority for implementing technology in order to take the PARCC assessment online.
2. MAP Implementation for 2014-2015. Determine next steps for MAP implementation.

Carol and Julie discussed Curriculum Connector and the fact that teachers will have access to English Language Arts and Math common curriculum and assessment, and have a place to store their personal lessons plans. They will also have the opportunity to search other district's unit and lesson plans. Plans are being made for Curriculum Connector to be accessible online for all K-12 faculty members in August of 2014. In year 2, curriculum leadership teams will build Science and Social Studies curriculum aligned to the Illinois Standards. They also stated that they are discussing the next steps for planning MAP implementation district wide.

3. **Recommend to the Board of Education for Action** –none

4. **Consider any other matter relating to the Curriculum needs or concerns of the District-**none

5. **Questions and comments from the Public**

6. **Adjourn: 6:06 p.m.**

NEXT MEETING: Monday, March 10, 2014 – 5:00 p.m.