

Quincy Public Schools Curriculum Committee Minutes
Board Office Conference Room #214
September 9, 2013

Committee members present: Debby Cashman, Jan Cory, Jim Rubottom , Lauren Kiest, Denette Kuhlman, Jan Leimbach, Jeff Mays, Cheryl Vogler, Jan Zeidler.

Committee member(s) absent: Stephanie Erwin.

Board members, staff and others: Anne Cashman, Kim Dinkheller, Danielle Edgar, Carol Frericks, Steve Eigninger, Jeff Kerkhoff, Julie Stratman, Mickey Elliott, WGEM reporter

1. Call to order

Jeff Mays, committee chair, called the meeting to order at 5:07 p.m.

2. Information provided to Committee

A. ISAT and PSAE data

Carol Frericks presented ISAT and PSAE data, providing explanation and clarity on OLD vs. NEW cut score comparisons; and the alignment to the Common Core State Standards.

1. Illinois State Achievement Test-ISAT Grades 3-8

- **Higher Cut Scores on ISAT**-The new cut scores for the ISAT have resulted in a sharp drop in the number of students whose ISAT scores meet or exceed standards. Examples were shown applying new cut scores to previous years, when compared in this way, there were not significant drops, and in some areas even slight improvements.
- **Aligned to Higher Standards**-20% of the 2012-2013 ISAT questions were aligned to the Common Core State Standards.
- **QPS ISAT Results and Comparisons**- More information can be found at this site <https://iirc.niu.edu/MyIIRC/NewCutScores.aspx>
- **Changes Ahead for ISAT**-
 - 100% of the ISAT Questions will be aligned to the CCSS.
 - Value Table Model Approach-Sets specific levels of individual student growth, and assigns a value, or growth expectations, that is the same for all students in the state.
 - Higher performance expectations pave the way for a new assessment to replace the ISAT.
- **More information about ISAT is attached at end of Curriculum Committee minutes.**

2. Prairie State Achievement Examination-PSAE 2012-2013

- **PSAE Test Components-PSAE is comprised of separate tests**
 - PSAE Day 1: ACT English, ACT Mathematics, ACT Reading, and ACT Science
 - PSAE Day 2: ISBE-Developed Science, WorkKeys Applied Mathematics, and WorkKeys Reading for Information.
 - WorkKeys® Locating Information completes the battery of three WorkKeys assessments required for students to be eligible to receive a National Career Readiness Certificate (NCRC).
 - Since its first administration in spring 2001, PSAE Day 2 has included the other two WorkKeys assessments required for eligibility-WorkKeys Applied Mathematics and

WorkKeys Reading for Information. Data from the WorkKeys Locating Information will be reported separately and will not be part of any PSAE reporting.

Jeff Mays stated the new standards will provide clarity on what students need to know at every level in their academic journey. Carol pointed out this is great information to target to deficiency, and provide not just remediation but retention. As more states adopt these standards, there will be more opportunity for comparison, state by state.

B. 5 Essentials Survey Report Baseline Data 2012-2013

This survey looked at the satisfaction level of students, parents, and teachers. QPS did not have adequate parent input for this survey; for results to be reported a minimum of 30% return was required. Some schools in the district did make the 30% return, but not all. The report does reflect teacher responses and students in grades 6-12. Results of these surveys indicated that, on average, schools in Quincy Public Schools are “organized”.

- Multiple Measures of School Performance-Test scores alone do not provide a full picture of teaching and learning in any one school.
- 5 Essentials Survey Results for 2012-2013
 - Under recent legislation (Senate Bill 7 and PERA), ISBE is mandated on a biennial basis to implement a learning conditions survey.
 - The survey identifies five indicators that lead to important student outcomes: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments and Ambitious Instruction.
 - For more information visit this site
<https://illinois.5-essentials.org/2013/s/quincy/report/report-exec.pdf>

There was discussion of relevance of questions as they apply to the high school level. It was also pointed out that the goal is to get the families of students involved.

C. District School Improvement Plan (Rising Star)

Rising Star is a new online platform for districts and schools for data-informed continuous improvement planning on the Illinois Interactive Report Card (IIRC). Quincy Public Schools will be using Rising Star this year. A committee of 15 has been selected to serve on the district improvement plan team, and will include teachers, administrators, and community members. If committee members are interested, additional training is available in a 30 minute webinar, regarding Rising Star.

D. Common Core-impacts on K-12

Julie Stratman presented information on Common Core and how it will impact students and expectations in the classroom. She showed examples of the expectations of a student at the end of 12th grade, and for students at the end of third grade. Each year students will be expected to reach specific standards in preparation for graduation. It was suggested that in order to communicate these new standards effectively to parents they need to be presented in layman terms, by avoiding “school speak”.

E. Priorities for Committee

Committee members provided input on topics they would like to see discussed

- Ensuring that resources are available to teachers to implement CCSS.
- Chairman Mays will poll committee members to prioritize topics.
- Rising Star strategic plan meeting. Carol will send to members.
- Class rank, grade scale, re-take policy, and TAG program.

- **Recommend to the Board of Education for Action – None**
- **Consider any other matter relating to the Curriculum needs or concerns of the District – None.**
- **Questions and comments from the Public**
- **Adjourn: 6:53**

NEXT MEETING: Monday, October 21, 2013 – 5:00 p.m.



September 9, 2013

ISAT 2012-2013

1. Raised Cut Scores on 2013 Illinois Standards Achievement Test (ISAT)

- In January, the Illinois State Board of Education raised the cut scores for the ISAT, given to third through eighth grade students each spring, in Math and English language arts. This change is similar to changing a grading scale and requiring higher scores to earn a specific letter grade.
- The ISAT cut scores are grouped into ranges necessary to meet four specific performance level classifications: Exceeds, Meets, Below and Warning.

2. Increased performance expectations on ISAT with 20% of the questions aligned to Common Core State Standards (CCSS)

- Illinois' previous expectations for our elementary and middle school students did not align to these new learning standards. Our high school test, the Prairie State Achievement Exam that's given to all grade 11 students, however, includes the ACT and does provide a good indicator of college and career readiness. Therefore, the state is aligning the ISAT with the PSAE to provide administrators, teachers and parents a better picture of students' progress toward success in college and the work force after high school graduation.
- Schools are now implementing curricula and instructional approaches that meet the Common Core State Standards, which serve as guidelines outlining the content and abilities students must master and demonstrate at each grade level to continue on the path to college and career readiness.

3. Notice to Parents: Individual student's ISAT scores will be affected

- Your student will have to score higher in order to be classified in the performance levels of meeting or exceeding standards. As a result, some students who were previously categorized as exceeding standards will now be classified as meeting standards, and some students previously classified as meeting standards will now be classified as below standards.
- These new expectations do not mean that our students know less than they did before or are less capable than they were in previous years. Instead, it means that we expect a higher level of knowledge and skills to be demonstrated by students to meet and/or exceed grade-level standards. ISBE raised the bar on expectations to

more accurately reflect each student's progress toward meeting college and career readiness benchmarks. If you have concerns, don't hesitate to contact your child's teacher or the school administration. Teachers should be able to create a plan to accelerate your child's progress and ensure that he or she is ready for college and career by the end of high school.

- We will know sooner whether or not kids are on track for college and careers. We also will be able to provide the appropriate supports and interventions for students at an earlier point in their academic career, thus boosting a student's chances for success in college and the work force.