



Curriculum, Assessment and Instructional Services, 2010-2011

November 3, 2010

Minutes

Topic	Notes/Actions Taken	Person Responsible
<p>Welcome and opening remarks; Review of purpose of committee and commitments</p>	<p>Welcome and Opening Remarks</p> <p>Notebooks</p> <p>Curriculum, Assessment and Instructional Services (CAIS) is</p> <ol style="list-style-type: none"> 1. the result of the alignment of numerous district instructional/educational committees 2. ensures cogency with the SVUSD Strategic Plan (adopted 2007-2008) 3. supports and implements wildly important goal: <i>Optimal learning for every student by name by need by skill</i> 4. promotes professional learning 5. contributes to professional reflection 6. provides curriculum leadership 7. district ambassadors 8. focuses on learning <p>The <u>role</u> of the CAIS committee is advisory and task/product-oriented.</p> <p>Parking Lot chart provided.</p> <p>Please turn phone to discrete/vibrate mode and step out if you need to use it.</p> <p>All items from meeting, including agenda, minutes, and attendance, will be posted on the SVUSD Ed Services Website. AYP/API PPT will be emailed to committee members.</p> <p>CAIS was formed to reduce the number of small committees and to bring all grade levels together. These are our kids K-12. Will ensure the cogency of the work for the students. By Name, by Need, by Skill.</p> <p>Thank you (all) for your service and dedication to our children and community.</p>	<p>Micheline G. Miglis, Assistant Superintendent, Educational Services</p>

<p>Where are we? AYP and API Longitudinal Data</p>	<p>The committee reviewed longitudinal data with Micheline. Please see Single Plans for Student Achievement (SPSA) and work with your principal relative to the site specific goals. Being held accountable to Annual Measureable Objectives (AMO) by the NCLB, whether we agree or not. Steady increase each year moving forward of about 10-11%. Socio-Economic Disadvantaged (SED, free/reduced lunch) needs special attention as a significant subgroup in our district; Hispanic subgroup. AYP (federal, <i>No Child Left Behind</i>) measures proficient and advanced API, on the other hand, is CA accountability system, and measures all students moving into proficient and advanced quintile bands 2009 adopted new ELA curriculum district wide and that might be why AYP for ELA went down some. This is sometimes referred to as the Implementation Dip. Math all grades AYP Basic little change over time. Need to talk about that more at school sites; look carefully at all students. Which moved in to Basic, which have remained Basic? Who and how many moved into Proficient from Basic? Grades 2-7 mathematics, good job. Math is basically an open book test, refer to the blueprints. 8th thru 11th math, very low AYP. Jr. high and high school need to join together. Greater analysis is needed, specifically, look at the kids. Are we offering the appropriate instructional minutes, in other words, single vs. double blocks of sections in the master schedule? Taking a closer look at 8th graders and whether or not to give CST Gen Math or Algebra. Looking at student by student. Need to teach what is needed for testing before the test and the rest, afterwards. Cluster reports from OARS will help find out what areas the students need support in. Looked at API Need to be at least 800. Top API score is 1000. Need to check out students that are on the verge of moving to next level. Better to look at their scale scores over time (if available) than the bands.</p>	<p>Micheline G. Miglis</p>
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<p>Q1 District Wide Data</p>	<p>The committee reviewed Quarter 1 benchmark data as a result of Quarter 1 assessments in October; then, in small groups of cross grade level teachers, the members reviewed and noted areas of strength and areas needing attention or further focus. We are working on a handy flip chart to use as a guide for OARS.</p> <p>Looking at Q1 Benchmark Results, need to interact with all grade levels. Principals will be receiving thumb drives with K-12 Q 1 benchmark tests to review with teachers and see what areas we need more work in and to also guide conversations about digging deeply at the items and standards.</p> <p>Kinder may want to look at skills on test so that it will show more info in reports, in other words, separate the skills for reporting purposes Principals need to share with teachers their site data (by grade, for example, or subject/content)</p> <p>Need to work on confidence of how Kindergarten test relates to 1st grade test, relates to 4th grade test, etc.</p> <p>Are tests interrelated? Tests between 1st and 2nd, up and down.</p> <p>Need to go over tests with Professional Learning Communities.</p> <p>Communicate between grade levels.</p> <p>Was the test appropriate? Does it mirror state expectation?</p> <p>The <i>up and down</i> between strands, interesting.</p> <p><u>The small cross-grade groups of teachers reported out:</u></p> <ul style="list-style-type: none"> • Tests might be too lengthy. Need to look at that. Gaps • ELA Blueprints were used in most grade levels but if not used, it shows in report. • CST and Benchmarks not weighted the same. Also, if only one question on a standard, it can skew the results. • K-1 needs to look at upper grade results. • Same weights weren't used in all grade levels. • Validity of tests should be a main focus for this committee. • Kinder and 1st Grade ELA, Kinder reflects pre-existing skills. • Some tests were done with pacing guides with standard goals. • Need to look at history of students, what kinds of skills they bring with them. • State test questions are worded differently than the benchmarks. • Math 6-12 Algebra I has a wide variety of students. There is Algebra I support class now at SVHS. 	<p>Micheline G. Miglis Teachers report-out</p>
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	<ul style="list-style-type: none"> • Is the test adequate or rigorous enough? • Is there a consistency between textbooks and tests? • Are Algebra teachers using the same textbooks? • Proficiency drops off after grade 5. Some grades don't have all standards on Benchmarks. 	
Review Q 2 Benchmarks and Certify	<p>Micheline handed out Q2 Benchmarks for review to be returned to Lori by next Wednesday, November 10.</p> <p>Some grades/subjects don't have a draft; Micheline proposed to use Blueprint created tests for Q2 if we don't have a test ready to go yet.</p>	All
Time permitting, <i>These Gifts I Bring</i>	Team building activity-no time; postponed.	Micheline G. Miglis
Meeting adjourned:	The next CAIS meeting: December 1, 2010, 2:00-3:30 in SVHS Rm H2.	Micheline G. Miglis