

Bill Roberts CSC Meeting

Date: 10/17/2017

Attendees: Jake White, Adie Tate, Trich Lea, Jackie Whitney, Christopher Ng, Nikki Tomkinson, Poorvi Parkhie, Sarah Connolly, Kelly Crist, Vicky Mierau, Maggie O'Toole, Kelly Dulong, Kerry Mierau, James Justus, Andrea Vincent, Chelsea Teutsch.

Agenda (Primarily review of SPF framework)

1. **The committee went through each individual page of the SPF framework to discuss individual scores, breakdowns, school enrollment makeup (free and reduced lunch, students of color, etc) and changes from past years**
2. **Data is available at <http://spf.dpsk12.org/en/elementary-schools/>**
 - a. Overall Score is 67.06% (last year was 75%)
 - b. Important Notes
 - i. This covers a 2 year period for SPF data
 - ii. Growth is weighted 3X that of status (are students performing at grade level, etc.)
 - iii. Certain outcomes are measured only in certain grades, which can make determining where deficits/achievements are difficult. For example, elementary math testing is reflected in grades 3-5th but elementary reading may be tested from Kindergarten to 5th.
 1. iStation is the common literacy/reading test; this is because this test has been standardized nationwide
 2. Concerns from teachers that iStation does not actually measure the reading but rather literacy skills
 - iv. Bill Roberts is compared statewide as well as to a smaller cohort of schools in DPS that are selected for similar size, makeup, etc.
 - v. This is the first year that specific elementary scores are broken out and have individual weight
3. **Overall Assessments of SPF Data**
 - i. Middle School scored very well – this is reflective of significant resources being directed there as previously determined by administration and the CSC committee. These include high ratios of interventionists and other teacher support.
 - ii. Elementary school will need increased support to improve growth and achievement
 - iii. Continued work is needed to address academic gaps in select populations, such as students in poverty (free and reduced lunch), students of color, and english language learners.
 1. Gaps can occur because both groups can make improvements but if high achieving groups have higher gains than others, gap will increase despite all improving
4. **Changes that Administration/Teachers have made/implemented in regard to SPF Data and past experience**
 - a. iStation testing will now be monthly instead of 3 times per year).
 - i. Attempting to get children more familiar with the test itself but teachers actively trying not to “teach to” the test just to improve scores
 - ii. Literacy teachers continue to use DRA-based assessments to truly understand children’s reading levels
 - b. Administration/CSC committee will look into rebalancing support for middle school vs. elementary school
 - i. Middle school scored so well it may be possible to direct some support there back to elementary school
 - ii. Administration/CSC committee had already identified this as a potential need LAST year and now have a dedicated interventionist for elementary school students
 - c. Brainstorming about how to emphasize typing skills (necessary for testing and for finishing the testing on time)

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- i. Discussion on use of chromebooks, positive feedback from 2nd graders/2nd grade parents on how useful it is for the kids to have chromebooks
- d. Administration has already implemented OG (literacy) training
 - i. Standardizing how literacy is taught across the grades
 - ii. Result of a successful grant application by Principal Lea to pay for this training
- e. Teachers have been collaborating across grade level with teaching plans
- f. Administration has increased the focus on data meetings with teachers/staff
 - i. Trying to better understand in “real-time” how students are doing, how to re-teach topics that students may have difficulties with
- g. CSC Committee will need to keep these issues in mind during the budget meeting in the Spring for how to prioritize resources

5. Important Parent/General Comments (paraphrased)

- i. Scores are just scores, it is also important to understand how teachers are actively TEACHING in the classroom
- ii. Bill Roberts maintains an approach that focuses on the child – testing is important feedback but administration and teachers do not want to “teach to the test”
- iii. Need feedback from the school on skills that may be important baseline skills for children taking standardized testing like typing, multiplication, etc.
- iv. Growth is rewarded heavily, so schools that have done poorer in the past (and now improved) are doing better
- v. Growth is designed to see how students move up in “bands” – i.e. are they individually improving year to year

Other non-SPF items

From the PTA: there are some additional funding and spending this will be voted on by the PTA at next meeting - to vote you need to be a (paying) PTA member or staff.