

Ichabod Crane Central School District
Board of Education Academic Committee Meeting
January 7, 2020

Members: **Present:** Elizabeth Phillips, Regina Rose, Susan Ramos

Administration Present: Lee Bordick, Superintendent, Suzanne Guntlow, Assistant Superintendent

Regina asked three questions at the start of the meeting: 1)What has been done regarding the use of a standardized, norm referenced test for reading? 2)Was the Reading Street contract renewed, and why? 3) What steps are being taken regarding the Math results in grades five and six?

Suzanne and Lee provided the following information:

- 1) A committee of about 15 teachers has been investigating standardized tests. A representative from the Bethlehem School District met with the committee and shared information about the test they use. The committee also met with a former employee of Wyantskill, where NWEA, a well known testing company has been used.. Both of these tests are given three times a year. They provide feedback and strategies for followup instruction, as well as norm-referenced Grade Equivalents for grades K-8. The committee will make a decision regarding these tests by March or April. Regina expressed concern that it was another layer of testing, on top of the F&P and other tests given now. Lee and Suzanne said that the tests were not lengthy nor difficult to administer. Unlike the F&P, which is administered to every k-3 child individually, these tests are administered to entire classes at one time. The committee agreed that it is important to have a valid, normed standard to use when measuring student progress.
- 2) Suzanne reported that the Reading Street program being used in grades k-3 expired on 6/30/19. It was renewed because teachers have spent many hours of curriculum work customizing the program to our needs regarding writing and assessment. The K-3 ELA Committee recommended keeping it. Journeys was also renewed for grades 4-6. New publishers are being reviewed for grades 7&8.
- 3) Math and ELA state exam results were examined on the District's Professional Development day in October. A Questar facilitator helped all K-8 teachers examine the gaps in ICC scores as compared to the region. The Triple A strategy (Assessment, Analysis, Action) is being employed to address the deficits.
- 4) The School Improvement Team meets three times a year; their next meeting is February 5. The District can now use DataMate to drill down on test results, including common assessments, to identify specific areas needing attention, and to provide appropriate professional development in a effort to close the gaps in achievement in grades 3-12.

The prepared agenda was then followed:

I Riders' Pathway to Success:

1. The targets for 2019-2020 have been updated.
2. Data Analysis as discussed above.
3. Mid-year meeting of District Team as discussed above

II Response to Data:

Several steps are being taken in response to data collected. These include Academic probation, Study Skills Curriculum, Middle School Academic Lunch, Targeted Homerooms, Tiered Study Halls (HS), expanded summer school offerings, and other strategies. It was noted that since the implementation of such strategies in the High School, the graduation rate has improved significantly.

III Marking Period Data Report:

A marked improvement in the graduation rate was noted. Data shows that in June 2018, 85.5% of seniors graduated. In June 2019 the rate rose to 94.9%. These are building rates, not the SED district rates which include off-campus students. SED data is reported one year later than local data, and the June 2019 SED data is not yet available.

IV Fountas & Pinell

K-5 data was reviewed . F&P Fall results were reported with three categories shown together as one number. (Approaching, At or Exceeding expected levels.) *(Note: When reviewing notes & materials to write these minutes, I noticed this, and will ask Suzanne to separate out “Approaching”, so that we know what percentage of kids are actually “At or Exceeding expectations”, which is how results have been reported previously. At this time, the data as reported does not allow comparisons to last year.)* (N.B. In response to this italicized note, Suzanne will report the data as requested to the Academic Committee.)

V Response to Intervention (RTI) Committee

The district has established a district-wide committee of 15 members representing K-12 Special education teachers, Reading and math specialists, ELA curriculum leaders and Administration. Their goals are to investigate Middle and High School Comprehension Assessment tools, and to set clear criteria for AIS (Academic Intervention Services).

Respectfully Submitted,