

**Northshore School District
Curriculum Materials Adoption Committee Minutes
December 12, 2017
3:30 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Tuesday, December 12, 2017 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:30 p.m.

ATTENDANCE

Present: Obadiah Dunham, Dave Wellington, Heather Miller, Becky Anderson, May Peltó, Rebecca Nielsen, Carlos Lazo, Nancy Dodson, Tiffany Rodriguez, Janice Rendahl, Kim Osgood, Shelby Reynolds, Shannon Colley, Kelly Griffin, Sarah Takayoshi, and Angie Maynard.

Late: Kelly Griffin (4:15 PM)

Obadiah Dunham welcomed Carlos Lazo, a Spanish teacher from North Creek High School, to the committee. Carlos is replacing Gavin Molitor.

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the October 16, 2017 CMAC meeting. Correction to be made on page 1, Labor Management needs to be changed to Association Administration Leadership Team (AALT).

Does the CMAC committee have access to the members on the ELA Adoption/Pilot team? Obadiah will get the list of members and share it with the committee.

It was MOVED by Becky Anderson and SECONDED by Rebecca Nielsen to approve the October 16, 2017 CMAC minutes as corrected.

Obadiah called for the question. The motion was carried and the minutes were approved as corrected.

2020P Update

A subcommittee met and reviewed 2020P, and presented a draft for committee members to review. Obadiah reviewed the approval process when changes are made to a procedure. We, CMAC, are recommending changes, however, Cabinet approves changes to procedures. In addition, to the subcommittee's recommendations, there are layout and organizational changes that need to be made. We will make those changes, and then Rebecca and Obadiah will present it to Dr. Reid for review and then on to Cabinet for approval.

Snapshot of Changes:

- Defining field testing and parameters for field testing
- Elementary read aloud books

- Eliminated Fast Track
- New editions of current textbooks
- Parameters regarding multiple requests for reconsideration

Committee reviewed the draft changes to 2020P.

Questions:

Q: Why was Fast Track eliminated?

A: Fast Track was meant for technical writings for CTE programs. The most recent materials, such as *One Minute Manager*, that have been submitted via the Fast Track process have not been technical writings. Fast Track was similar to our Standard submission process; however, it differed in that it did not have CMAC reviewers other than the chairperson. With the Fast Track materials that have been coming through for approval, it seems appropriate to have more CMAC reviewers.

Q: Can anyone field test materials without notifying the principal?

A: Teachers notify their principals when they want to field test a supplemental material. Principals are to notify CMAC that they are field testing materials so that we are aware and it is added to the CMAC tickler. Teachers are not to field test core curriculum, but they can field test supplemental materials. The subcommittee worked on defining field testing and piloting. Field testing is for supplementary materials, and piloting would be reserved for core curriculum materials. These definitions are not set as of yet. Part of the reason for notifying the building principal is to make them aware of the material that will be field tested, and to give them the opportunity to talk with the staff member regarding any questions or concerns they may have. This gives the principal notice and if questions arise they are aware and can address them.

There was discussion of materials for a field test. Can you only have five copies of the materials? A teacher or a building can purchase 30 copies as part of the field test, but they need to understand that the materials may not be approved and the purchase will need to come out of their budget.

There was discussion regarding the language on read alouds.

Q: If the novel is a read aloud, why does it matter if students have a paper copy in their possession?

A: A novel is different from a poem or an article. When teachers are reading a novel aloud, teachers have the discretion to edit parts of the book. They can leave out sections that a CMAC review may have an issue with. The CMAC process also gives teachers a certain level of comfort in that the materials have been reviewed and are supported by the district.

Why do novels and curriculum come through CMAC? Is it to make sure that materials are not controversial or would be of concern to the community or against our district's philosophy or values? On the other hand, we are relying on the teacher's professionalism to select and use appropriate materials.

We want the CMAC process to be supportive of teachers. A novel becomes a core text when you read aloud a novel and each student has a copy. This process allows us to know what materials are being read at each grade level. When every student has a novel, then the teacher no longer has control over the novel. Novels are a higher-leverage instructional tool. Secondary teachers bring through all the novels they use. It seems the protocol should be the same at all levels for novels as the instruction being provided is similar. We are targeting specific skills when we teach using a novel as opposed to a teacher reading a novel aloud.

Our recommended language was:

Materials that do not require CMAC approval:

- Texts (e.g., novels, picture books, magazines, etc.) teachers read aloud where students don't have access to their own copy
- Temporary supplemental instructional materials
- Five or fewer ~~print~~ copies of ~~materials~~ texts (e.g., novels, picture books, magazines, etc.) that are being used for reading clubs and literature circles.

After discussion, it was recommended we change the language as follows:

Materials that do not require CMAC approval:

- Novels teachers read aloud where students don't have access to their own copy.
- Temporary supplemental instructional materials
- Five or fewer ~~print~~ copies of ~~materials~~ texts (e.g., novels, picture books, magazines, etc.) that are being used for reading clubs and literature circles.

The committee agreed to remove picture books and magazines, etc. from the language in the first bullet.

Digital Resources was removed because it is not a specific curriculum type, it applies to all curriculum.

Differences Between Field Testing and Piloting

We could define them as follows:

- field testing is used for supplemental materials; and
- piloting is used for core curriculums.

CMAC Application Instructions – Draft of Page 3 Revisions

Obadiah distributed a draft revision of page 3 of the CMAC Application Instructions. The subcommittee discussed changes to this document regarding new editions of previously adopted text and the number of reviewers needed for each submission category.

Obadiah reviewed the draft changes regarding the Consent Agenda language for new editions of previously adopted text. Should a new edition of a previously adopted text be a Consent Agenda item or a Standard submission item? For example, *Words Their Way* has a newer edition. The differences are a few pictures and layout for ease of use. *SpringBoard* is another curriculum that has had minor changes. It is suggested that we would have a sponsor and the chairperson review the new edition, and if only minor changes then it could move forward for approval. If the sponsor or the chairperson believes that there are major changes, the new edition will need to move forward through the standard process.

We reduced the number of teacher reviewers to three to be consistent across all of the submissions areas.

The committee will review the document, and bring feedback to the January meeting.

Assessment Reviewer Forms

We have drafted Assessment Reviewer forms for principals, teachers and CMAC members. These draft forms are our attempt to capture the necessary information for assessment reviews. All the forms are identical except for the title. Please review and bring suggestions and feedback to the next CMAC meeting.

Core Curriculum Adoption Cycle

Every year 2020P says that CMAC will review this document annually. Obadiah reviewed terms in 2020P and alignment with the Adoption Cycle handout.

We have an implementation phase, refinement phase, and maintenance phase. Obadiah reviewed the process. Every research and organization phase does not mean that it will end in adoption. We may determine that the material that we have is appropriate.

Q: Does the science 3-year roll out affect the trajectory?

A: It might a little bit, we will have to see. Last year, we extended the implementation phase for 6-8 science, and we may need to adjust the cycle process.

This is an attempt to make a fair allocation process. Each content area has the same number of years and phases. It is important to note that a content area may not need the same attention and life cycle as listed.

Q: Elective and world language are not addressed?

A: All electives are not equal. Many elective areas do not use textbooks. We are wrestling with AP and IB processes. AP and IB are different in that when AP/IB says that there is a new textbook, in order to teach the course we have to adopt the new textbook. For World Language, we may need to consult with World Language staff to determine needs.

Q: What about music and PE.

A: Health is on the core adoption cycle as it requires a textbook and is required. PE on the other hand does not require a textbook. They need supplies and equipment such as balls, mats, etc., but there might be needs around professional development for PE teachers. Music may also have needs for sheet music and professional development.

This document is the core adoption cycle but that doesn't mean that other areas don't have needs. They may be working with Curriculum and Instruction directly on needs. How do we reflect the support for elective courses? We continue to wrestle with this question.

Social, emotional learning (SEL) is on the list now as it is a core curriculum. There was discussion around SEL at the elementary. Second Step was purchased last year, and elementary schools are in different phases of roll out, which was difficult to reflect on the adoption cycle document.

INFORMATIONAL PRESENTATION

Highly Capable Program Screening and Assessment - Jen Benson, Director of Intervention Programs.

Jen has been working on overhauling our highly capable program. Part of Jen's theory and work is the assessment process we have been using is not equitable. We have been using biased assessments that favor certain populations. In her efforts, Jen has been working with Dr. Donna Ford in creating equitable access to the highly capable program for all students.

Understanding Highly Capable Identification Process

Current Process:

- Nomination/registration window
- Schedule assessment – 1-2 Saturday sessions
- Assessment administration of academic and cognitive measures
 - Iowa Test of Basic Skills (ITBS)
 - Cognitive Achievement Text (CogAT)
- Multidisciplinary Selection Team (MST) Convened
 - Applied eligibility criteria and offered eligibility

- Parent Acceptance of Services/Parent Appeal of Eligibility
 - Convene Appeals Team

Proposed Process for 2017-18:

- Universal Screening
 - Naglieri Nonverbal Achievement Test (NNAT2)
 - A cognitive measure
 - School day administration
- Students scoring in the 85th percentile and above move to assessment
- Assessment Administration of academic and creativity measures:
 - Iowa Test of Basic Skills (ITBS)
 - Torrance Test of Creative Thinking (TTCT)
 - School day administration
- Multidisciplinary Selection Team (MST) convenes
 - Applies eligibility criteria and offers eligibility
- Parents Acceptance of Service/Parents Appeal of Eligibility
 - Convene Appeals Team

The Universal Screening process eliminates the nomination/registration window. All students at identified grade levels are screened and are given opportunity. Not all students will be eligible for the highly capable program but students will be screened and thus have an opportunity to move onto assessment for eligibility into the program.

Why are the Revisions Necessary?

Administrative Procedure 2190P:

*Highly capable students are students who perform, or show potential for performing, at significantly advanced academic levels when compared to others of their age, experiences or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, **and/or creative productivities** within a specific domain.*

In the past, Northshore has not assessed students on creativity. Students can qualify for highly capable services in this area.

New Law: EHB 2242, Signed June 30, 2017:

"...makes equitable identification of low-income students a priority..."

Based on this new law, OSPI requires that a district's Highly Capable Comprehensive Plan, FP217, include action steps for prioritizing the equitable identification of low-income students.

Northshore's Action Steps to address equitable identification:

- Universal screening – screening all students in specific grade levels.
- Modification of tools – unbiased tools and creativity assessment
- Modification of administration of assessments – no longer testing on Saturdays.

Jen shared current demographics in our highly capable program. Right now, we have significant racial underrepresentation and overrepresentation that needs to be addressed. A system that is working equitably should have mirror demographics – all demographic data and special programs demographics should mirror one another. It is believed that we have eligible unidentified children in our underrepresented

categories, and these students have not been given the opportunity due to our tools and structures for identification.

Ethnicity ³	2017-18 All Northshore						2017-18 Northshore HiCap					
	2017-18 Student Count	% of Student Population	Free & Reduced		Special Ed		HiCap Student Count (Jul 2017-Sep 20, 2017)	HiCap % of Student Population	Free & Reduced		Special Ed	
			Count	% of District	Count	% of District			Count	% of District	Count	% of District
White	12,684	57.11%	1,102	8.69%	2,956	23.30%	812	44.52%	8	0.99%	31	3.82%
Asian	4,269	19.22%	255	5.97%	531	12.44%	809	44.35%	10	1.24%	10	1.24%
Hispanic	2,814	12.67%	1,449	51.49%	864	30.70%	62	3.40%	2	3.23%	4	6.45%
Two or More	1,904	8.57%	262	13.76%	453	23.79%	135	7.40%	2	1.48%	4	2.96%
Black or African American	436	1.96%	167	38.30%	117	26.83%	6	0.33%	0	0.00%	1	16.67%
American Indian or Alaska Native	62	0.28%	19	30.65%	39	62.90%	0	0.00%	0	0.00%	0	0.00%
Native Hawaiian or Other Pacific Islander	39	0.18%	12	30.77%	11	28.21%	0	0.00%	0	0.00%	0	0.00%
Grand Total	22,208	100.00%	3,266	14.71%	4,971	22.38%	1,824	100.00%	22	1.21%	50	2.74%

At the recent Highly Capable Consortium meeting the following quote by Glenn Singleton was shared:

“The most troublesome achievement gap is the racial gap – the difference in student achievement between White and Asian students and their Black, Latino, Native American, Southeast Asian, and Pacific Islander counterparts. Without question, poverty and wealth impact student achievement as well. Statistically, however, even within the same economic strata, there is an achievement gap based on race.”

The CogAT, the tool we previously used for cognitive testing, has a ten-point differential between White and Asian students and their Black and Hispanic counterparts. This means that Black and Hispanic students would typically score at least 10 points below their White and Asian counterparts because of their race and ethnicity. This information and review of data has brought us to the place we are now in revising our highly capable processes.

Universal Screening Tool

The Naglieri Nonverbal Ability Test (NNAT2) is a universal screening tool. It is a nonverbal measure of general ability. The NNAT2 is intended to assess cognitive ability independently of linguistic and cultural background. A measure of cognitive potential, rather than what has been mastered through access to instruction.

- Measurement without requirement to read, write or speak
- Students presented with a set of items, containing pictures that form a pattern – require spatial analysis
- All information needed to solve each question is presented in the item and no background knowledge is needed – no vocabulary, math or reading skills required.
- A Spanish version is not necessary as it is a non-verbal assessment.

Naglieri Assessment Delivery

A culturally neutral evaluation of students’ nonverbal reasoning and general problem-solving ability, regardless of the individual student’s primary language, education, culture or socioeconomic background.

- **Age Range:** Ages 4 through 18, Grades Pre-K through 12
- **Administration:** 30 minutes; Online; Group-administration
- **Languages:** Nonverbal assessment

This year and possibly next year, we are going to give the Naglieri to all K-8 students due to the significant racial underrepresentation that needs to be addressed. In the future, we will look at only screening specific grade levels. For this year and possibly next year, we need to work toward identifying any and all students we may have missed in our previous process.

As part of this process, we will also screen all current highly capable students. This will allow us to look at the data and help us in determining if we have chosen the right tool. The data we receive will not impact current identified students' eligibility in the program.

Students that score in the 85th percentile and above on the NNAT2 will move forward for assessment. Proctors will administer the ITBS and TTCT in small groups during the school day. It should take a little over an hour for the administration of these assessments.

This fall, the highly capable team tested over 90 kindergarten students and qualified 40 students. These students took the Naglieri and the Torrance. About half of the students received eligibility through the Torrance and half through the Naglieri. The results were interesting, if a student was high in cognitive, they were low in creative, or if a student was high in creative, they were low in cognitive. There were only three students that scored high in both areas. When we apply this data at a district level, it makes one wonder how many students did we not give opportunity to as we did not use a tool that assessed in this area. We have not assessed creative thinking in the past, and students have not been allowed to shine in the creative area. Kindergartners will be assessed again at the end of first grade as we know that there is a lot of growing that students do between the ages of 5 and 6.

Torrance Test of Creative Thinking (TTCT)

Testing requires the examinee to reflect upon their life experiences. Invite examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words). A measure of creative potential.

- Requires responses that are mainly pictorial in nature
- Small amount of writing is required if directed to label or name pictures they have drawn
 - Proctors could assist with verbatim writing of the title
- Environment established by the proctor is NEW from typical test taking situations
 - "Have fun!"
- Small group (15), 30-minutes

This instrument has been used for identification of the creatively gifted and as a part of gifted matrices in states and districts in the USA, especially in multicultural settings, and for special populations around the world.

- **Age Range:** Grades K - Adult
- **Administration:** 30 minutes; paper/pencil
- **Scoring:** Scored locally or by STS (3-6 week timeline)
- **Languages:** Available in Spanish

We will be sending the Torrance in for scoring as it is challenging to interpret student's drawings and time consuming.

By implementing the use of the NNAT2 and the TTCT, we are capturing from students'...

<u>Naglieri</u>	<u>Torrance</u>
<ul style="list-style-type: none">• Critical Thinking• Patterning• Logic• "Atypical" Assessment Experience<ul style="list-style-type: none">○ Fun!	<ul style="list-style-type: none">• Creative Thinking• "Out of the Box" Thinking• Brainstorming• Atypical Assessment Experience<ul style="list-style-type: none">○ Fun!○ Draw anything YOU can think of

Benefits of Results

- Secondary class placement throughout the ability continuum
 - Data on all students
 - Opportunity in course selection/enrollment in areas of strength
 - Typically, “reserved” for designated highly capable students
- Looking at creativity for the first time
 - Opportunity to demonstrate potential in multiple areas, beyond academics
- Providing our culturally and linguistically diverse students opportunity to demonstrate their highly capable potential
- Draw attention to student needs
 - Example: High ability (cognitive), yet not matching academic achievement

Implementation and Professional Development Plan

Naglieri Field Test

NSD Technology Department

- STS Support

School Based Scheduling by SDLT

- January “window” for completion
- Teacher administration
- SDLT identifies content area teacher to administer (secondary)

Online

Video Tutorial / Documents

Spring 2018

Return to CMAC

- Results
- Next Steps

Torrance Field Test

No Technology Support Needed

HiCap Department to Schedule

- February/March “window” for completion
- Prioritize middle school and 5th Grade

Trained Proctors

Results Communicated to Administrators,
Teachers, Families

Spring 2018

Return to CMAC

- Results
- Next Steps

We will screen/assess January through March for placement and services beginning in the fall.

Cost and Funding

Naglieri Cost/Funding

- \$9.95 per student (online), includes scoring and reports
- Total Purchase Cost = **\$140,000**
- Grades K-8, All students

Funding Source:

- Assessment Budget

Torrance Cost/Funding

- Assessment packs of 20 is \$66.
- Scoring cost, \$8-\$10 each dependent upon English or Spanish version
- Total Purchase Cost = \$4,422
- Total Scoring Cost = \$13,330
- Total Estimate = **\$17,752**

Funding Source:

- Assessment Budget

Questions

Q: Is the universal screening given by teachers or proctors?

A: It is administered by teachers. The assessments will be administered by proctors.

Q: Is the Torrance available in languages other than Spanish?

A: At this time, there is only Spanish available.

Q: Will interpreters be hired for students needing this accommodation on the Torrance?

A: Yes.

Q: What is the timeline for services?

A: We are screening/assessing January through March for program placement and services next fall.

Q: There are potential shifts in the makeup of highly capable students. What professional development will be put in place for teachers to work with these types of students?

A: As we make modifications to assessments, eligibilities and designation, we need to support teachers of students of diverse populations. This fall the focus has been on re-designing the screening and eligibility process. There has been discussion on next steps in supporting our teachers and how that could possibly look. For instance, TenMarks was offered this year to teachers of identified math students to assist them in their classroom instruction. This gave students access to content that teachers did not have to necessarily plan for. It is not a perfect plan. Jen is seeking support today and piloting linguistically and culturally appropriate tools to start the work. The process will then shift to how do we serve students in classrooms, how do we support teachers, what resources do teachers need. Jen is starting a highly capable professional learning community (PLC) and an advisory team. Her goal is that through that work we will have a diverse group of teachers, specialists, learning center teachers and administrators come together and help guide the work. This year, Nancy Hertzog, from UW, has provided professional development to support our AAP/EAP teachers. Jen has been working closely with Dr. Donna Ford, from Vanderbilt, who is completing our highly capable program review and is providing us with feedback. In addition, Jen has been sending out monthly resources and quick tip emails to principals and hope that they are sharing pertinent information with teachers. This is a big project and it is understood that a plan for support and professional development will be needed.

This process is going to create a group of diverse learners and the program is going to be different. Students will be identified in different ways and everything is going to shift. It is important that teachers are made aware of this fact.

Q: Do students only take the assessments once?

A: In the old system, they were assessed in kindergarten and re-assessed at the end of first grade and again before they entered middle school. New system is they are assessed in kindergarten and re-assessed at the end of first grade unless they are new. Once a student has been identified, students do not need to test again.

Q: Could you address the parent perspective of the parents that you meet with that are active in having their students identified as highly capable? What is the point of prep classes and packets? We know that there are prep classes that parents enroll their students in to prepare them for the highly capable eligibility testing. Is there a way to address these concerns? When we look at the over and under representation data, we know that wealth and access plays a role in this process.

A: Businesses are profiting from supporting parents in accessing these assessment materials and preparing their children for possible eligibility. We have seen that there are two parent

groups – those parents that want their children to experience similar questions prior to taking the assessment and those that believe that their child can study and be highly capable. Jen related that when she was a 4th grade teacher she wanted her students to practice questions similar to questions that they would see on a state assessment. She did not want them to experience certain questions for the first-time on a high stakes assessment without having experienced those same type of questions in her classroom setting. There are those parents that simply want to know what the assessment is going to be and look like in an effort to provide a similar experience for their child prior to the assessment. This eliminates the element of surprise. In looking at the Torrance, it would be difficult to teach someone to be creative when you give someone a set of lines. When we look at cognitive potential, it is measuring what they know. We may never win this battle. There will always be these groups. It is an interesting dynamic. We are focusing on representation and equitability to support all students.

Q: When is the screening window?

A: The window opens January 8.

Q: Can parents opt-out of the universal screener?

A: No, the universal screener does not have an opt-out or an appeals process. If a parent is vehemently against this, and we have something in writing we would want to support the parent. However, it would be important to discuss with the parent the reasons for this process as we do not want to eliminate an opportunity for a student.

Q: Is the opt-out process the same for the highly capable program as is it for our other assessments?

A: Yes.

Q: All students will be screened including those on Individualized Education Plans (IEPs)?

A: Yes.

Jen will return in the spring with results on the Naglieri and the Torrance. We will want to analyze those results before we move for approval. This is a field test proposal and not an implementation request.

Q: The Torrance is the assessment?

A: The Torrance and the ITBS are the assessments.

Q: Are the Torrance and the ITBS equally weighted for qualification?

A: The MST will need to determine that for grades 1 through 8. For kindergarten, the MST allowed eligibility on either the Torrance or the ITBS.

Q: Has Dr. Ford provided guidance on qualifying?

A: Yes, Dr. Ford advises qualification on creativity, achievement or cognitive as that is the state definition of highly capable.

Q: How do you assess the entire district without having teachers proctor?

A: There should only be a small percentage moving forward. Students must score in the 85th percentile as opposed to 85%. It could be a fairly large group. 1700 kindergartners were screened this fall, and 90 moved forward for assessment.

Q: Will you test all students in one location at the same time?

A: Most likely.

Q: As this is a field test, will we be using this data for placement determination this coming fall even if we determine that this screener was not the screener we should use?

A: Yes. Worst case scenario is that it continues to over identify over-represented groups and does not identify students in our under-represented groups. This would leave use in the same predicament that we are in. We will bring data back in the spring and move forward from there.

Is there any more information besides student data that committee members would like Jen to bring back to the committee this spring after she has completed the field test?

If there are any questions that arise through the field testing, please reach out to Jen or Obadiah.

Jen will be sending out a communication to staff on this process. Jen and team will develop tutorials for staff that will help them feel good and confident about testing.

As a reminder, this year we are testing kindergarten through eighth grade. This year is different and may feel heavy, but next year it may be kindergarten, first and fifth grade only that we screen. Due to the problems we have found and the revision of our processes, we are behind. We are working hard on developing a process that provides opportunity for all students.

Jen shared that she has been working with the school board and Dr. Reid over the course of three board meetings on the development of this “new” process and this is why she is here now at this time informing us on this next step. Jen is following district protocol and process which has taken time. Jen will share this information with staff so that they are aware of the timeline.

Jen’s purpose for attending CMAC was to inform the team of the field testing.

ADJOURNMENT

It was MOVED by Nancy Dodson and SECONDED by Janice Rendahl to adjourn the meeting.

The meeting was adjourned at 5:22 PM.

The next meeting is January 23 at 3:15 PM in room 208.