



# ROCORI SCHOOL DISTRICT

## ROCKVILLE • COLD SPRING • RICHMOND

**Respectful, Open and Honest, Compassionate, Optimistic, Ready, Inclusive**

Date: 11/10/17

**District Committee Norms:**

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| <b>Communicate Effectively</b> <ul style="list-style-type: none"> <li>Listen for Understanding</li> <li>Clear and Consistent information going out to each building <b>all staff</b></li> <li>Notes and Agendas Timely Posted</li> </ul> | <b>Manage Challenges</b> <ul style="list-style-type: none"> <li>Be Respectfully Curious</li> <li>Engage in Problem Solving</li> <li>Value Differences and Support Committee</li> </ul>   |
| <b>Motivate for Optimal Performance</b> <ul style="list-style-type: none"> <li>Be on Time</li> <li>Attend Meetings</li> <li>Engage and buy in to build understanding of decision making</li> </ul>                                       | <b>Collaboration for Success</b> <ul style="list-style-type: none"> <li>Assume positive Intentions</li> <li>Help Others Succeed</li> <li>Support the Purpose of the Committee</li> </ul> |

**Agenda:**

| Time | Agenda  | Action Steps and Meeting Notes   |
|------|---|--|
| 7:00 | <b>Action Item:</b><br><i>Agenda items that need to be approved</i>                 |  |
|      | <b>Old Business:</b><br><i>Agenda items carrying over from last month's meeting</i> | <p>1. Perception Survey</p> <p style="margin-left: 40px;">a. <a href="#">District Comprehensive Needs Assessment (used in past years)</a></p> <p style="margin-left: 40px;">b. <a href="#">2013 Comprehensive Need Assessment-SE/Metro Regional Center of Excellence</a></p> <p>Feedback:</p> <p>Academic coaches could answer a lot of questions across district because they have been in classrooms.</p> <p>Early Childhood modified the question to apply to their building. It was nice to have something that aligns but ability to modify.</p> <p>Do we want everyone to use the same survey or are we okay with people using their own and just coming back with the data?</p> <p>It would be nice to have some district question but be able to have your own building questions.</p> |

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|  |                             | <p>Survey (a), CSE did not like the administrative questions. They liked the more specific Math and Reading questions from survey (b).</p> <p>Using one blanket survey is going to get a lot of skewed results or a lot of blank answers (because some questions may not apply to everyone)</p> <p>Secondary Rtl did like the administrator questions on survey (a) because it made their building teams look at communication between administrators.</p> <p>Principals appreciated the feedback as well.<br/>Time needs embedded for staff to take this survey.</p> <p><b>Vote: Use survey (a) district wide and survey (b) is optional</b><br/>R-0 Y-0 G-21<br/><b>Approved</b></p> |
|  | <p><b>New Business:</b></p> | <ol style="list-style-type: none"><li>1. Orton-Gillingham Training</li></ol> <p>There are questions around OG. How we are moving forward with it? We are using it in Title as an intervention. This discussion will be move to the next meeting.</p> <ol style="list-style-type: none"><li>2. Benchmarks<ol style="list-style-type: none"><li>a. Purpose</li></ol></li></ol> <p>We started with benchmarking using NWEA. Some building use for student placement. The original reasons for benchmarks, secondary needed to use something for students coming in without MCA data (Non-public students starting at ROCORI)</p>  |

b. Current use at each building

The secondary uses the benchmarks daily. Secondary uses benchmarks to as progress monitoring for interventions.

Title uses FAST benchmark to serve students. They are serving the students with the highest needs (High Risk Students). Many of these students are actually need Tier 3 services. Is Title for the highest need students or the middle students?

c. Subcommittee to Update

FAST is not correlating to the MCA. It is possible that aReading and aMath correlation validity is low with the MCAs. CBMs have a more valid correlation.

Title feels like they are missing students who did well on FAST but are struggling in the classroom.

Research shows Fluency is always your best predictor [of how students will do on the MCA]. It is the most reliable.

Are we going to switch to Math and Reading CBM? There has been no discussion of this.

FAST is a national company but MCA are not. We have only used FAST for a couple of years.

Discussion about how best to allocate resources. If there are more students in interventions than what we have resources for, we need to look at supporting and strengthening the core subjects. We need to provide our information to Curriculum and Staff Development

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|  |  | <p>Committee so they can look into our core deficits. We need to be proactive instead of reactive. --</p> <p>We need to see how the FAST correlates to MCA. We also need to update the other test benchmarks.</p> <p>We need to look at the data we do have. The amount of exceeds for 5<sup>th</sup> grade were 5, and when FAST data say 35 students are college and career ready.</p> <p>Sub Committee: Heidi H, Sam C, Margy B, Marsha, Kristi S, Kelly E, Mary H</p> <p>SAT Process will be discussed at the next meeting.</p> |
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**Next Meeting: December 8, 2017**

Attendees: Shelly M, Suzanne S, Judith S, Mary H, Steph R, Mark J, Mike R, Mary S, Marsha G, Jake Z, Erin T, Jon C, Steph H, Joel B, Margy B, Jamie B, Craig L, Sam C, Patricia A, Shelly C, Nancy A, Sharon P, Kathy V, Heidi H, and Ambur C