

SCHOOL COMMITTEE

(Official Report)

Regular Meeting

November 18, 2014

Called for 6:00 PM in the Dr. Henrietta S. Attles Meeting Room, Cambridge Rindge and Latin School, 459 Broadway, Cambridge, for the purpose of discussing any and all business that may properly come before the Committee.

Members Present: Ms. Cronin, Mr. Fantini, Mr. Harding, Ms. Kelly, Ms. Nolan, Mr. Osborne, Mayor Maher (ABSENT)

Mr. Fantini in the Chair.

Also Present: Student School Committee Member Lucy Sternbach

A quorum of the School Committee being present, the Chair called the meeting to order at 6:15 PM.

1. Public Comment:

There being no one signed up to speak, on a motion by Mr. Harding, seconded by Mr. Osborne, it was voted to close public comment.

The Chair recessed the Regular Meeting for the purpose of convening the Budget Sub-Committee (Committee of the Whole) meeting for the purpose of a public hearing on the budget guidelines. The Chair ceded the chair to the Budget Sub-Committee Co-Chairs, Mr. Harding and Mr. Osborne, and announced that the Regular Meeting will reconvene following the Sub-Committee meeting.

Budget Sub-Committee Meeting (Committee of the Whole) November 18, 2014

Called for the purpose of a public hearing on the FY16 Budget Guidelines.

Members Present: Ms. Cronin, Mr. Fantini, Mr. Harding, Ms. Kelly, Ms. Nolan, Mr. Osborne, Mayor Maher (ABSENT)

Mr. Harding and Mr. Osborne, Co-chairs

A quorum of the budget Sub-Committee (Committee of the Whole) being present, the meeting was called to order at 6:22 PM.

Mr. Harding and Mr. Osborne welcomed the public to the Budget Sub-Committee meeting and opened the hearing on the FY16 budget guidelines.

Public Hearing on Budget FY16 Budget Guidelines:

The following individuals were heard:

- Nadia Shalaby, Fayerweather St.
- Zina Gomez-Liss, Bay State Rd., (ceded her time to Pia Cisternino)

- Pia Cisternino, Holworthy St.
- Doug Tuttle, Clark St.
- Molly O'Brien, Pleasant St.
- Abby Fechtman, Thorndike St.
- Matthew Austin, Chestnut St.

Ms. Cronin asked the Budget Sub-Committee Co-Chairs to consider the scheduling of a presentation by the various department heads to share how they use their allocated funds to achieve their goals.

Mr. Fantini suggested that the co-chairs work with administration to come up with a proposal to address this request. Mr. Osborne noted that budget retreats are planned and they are working closely with the Superintendent and Chief Financial Officer and will be updated during the Cabinet review of the budget. The Committee intends to continue to be open to receiving public comment on the budget by electronic means.

Mr. Osborne announced the following tentative budget calendar dates:

- December 9th, Special Meeting to officially approve the Budget Calendar
- January 13th, Budget retreat
- February 10th, Second budget retreat
- March 10th, Superintendent to present proposed budget at a public meeting
- Week following March 10th, public hearing on proposed budget
- Early April, School Committee vote to adopt proposed budget

Ms. Nolan suggested that in anticipation of the budget process, if a presentation by each of the departments is not possible, that the Members receive a summary report from each department reviewing where they are in this budget and what they are finding in their ability to achieve their goals. Ms. Nolan would also like this report from our partners (non-profits, city agencies, etc.).

Ms. Spinner informed the Members that the administration receives annual reports from our partners which include City Sprouts, Cambridge School Volunteers, Breakthrough, Workforce, and Tutoring Plus. Ms. Spinner will forward these reports to the Members.

On a motion by Mr. Fantini, seconded by Ms. Nolan, it was voted to close the public hearing on the FY16 Budget Guidelines.

Adjourned (6:54 PM)

Judith T. Martin
Executive Secretary to the School Committee

The time for recess having expired, the Chair returned to the Regular Meeting (6:55 PM).

2. Student School Committee Report:

Ms. Sternbach reported on the following:

- The term ended on November 7th
- The Addams Family musical will open on December 5th and run through December 13th
- The winter sport season will begin on December 1st
- The highlights of the fall sports season included the boys' track team finishing 2nd in the State and 2nd in All States
- The football team is still going strong and will be playing on Thanksgiving day

Mr. Fantini announced that he is chairing this meeting since the Mayor and the City Council Members were attending the National League of Cities Conference.

3. Presentation of the Records for Approval:

On a motion by Mr. Harding, seconded by Mr. Osborne, it was voted to accept the Minutes of the following meetings as presented:

- Special Meeting – October 21, 2014
- Regular Meeting – October 21, 2014
- Special Meeting – October 28, 2014
- Roundtable Meeting – October 28, 2014

4. Reconsiderations: None

5. Unfinished Business/Calendar

On a motion, by Ms. Kelly, seconded by Ms. Nolan, it was voted to place on file **#14-219**, Contract Award: that the School Committee award a contract to the following vendor for Temporary Clerical Services; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

The Resource Connection, 161 South Main Street, Middleton, for the period July 1, 2014 to June 30, 2015 in the amount of \$90,000.00

6. Awaiting Reports:

- ✓ Report by the 2014 summer meeting on the district's efforts to meet the needs of advanced learners including a summary of accomplishments, a plan for future improvements, how success is measured and specific goals for advanced learners. Further that the district includes CALA and other parent input into the report. (Nolan) (C14-098), 5/20/2014
- ✓ Report by fall 2013 on AP program at CRLS (C13-133) (June 4, 2013)

Ms. Nolan asked for an update on Awaiting Reports. Dr. Young responded that Ms. Feynman and the CALA parent group will be presenting at the December 2, 2014 meeting; the AP program report is still a work in progress.

7. Superintendent's Agenda:

7a. Presentations: None

7b. Innovation Agenda:

Ms. Nolan asked if MBTA passes could be made available at the Upper school campuses to provide easier access for middle school students.

7c. Consent Agenda:

Ms. Cronin moved, seconded by Ms. Kelly, to bring forward the Superintendent's Consent Agenda for discussion and adoption. Ms. Nolan removed **#14-223** and **#14-225**; Ms. Cronin removed **#14-228** and **#14-232** and Mr. Fantini removed **#14-224** and **#14-226**

On the following roll call, it was voted to adopt items **#14-227**, and **#14-229** through **#14-231**: **#14-227**, Contract Award, that the School Committee award a contract to the following vendor for Student Nursing Services; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

Family Lives, 36 West Main Street, Westborough, for the period September 1, 2014 to June 30, 2015, in the amount of \$67,000.00.

#14-229, Contract Award, that the School Committee award a contract to the following vendor for Software Renewal; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

Kannon Communications, 36 Brunswick Ave, Gardiner, ME, for the period November 1, 2014 to October 31, 2015, in the amount of \$26,833.15.

#14-230, Contract Award, that the School Committee award a contract to the following vendor for Special Education Services; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

Pathfinder Village, 3 Chenango Road, Edmeston, NY, for the period July 1, 2013 to June 30, 2014 in the amount of \$32,000.00.

#14-231, Approval of Gifts and Miscellaneous Receipts:

1. that the School Committee accept and approve a gift of \$983.64 to the Graham and Parks School made from O'Connor Portraiture, Inc., as commission for fall student portraits to be used for the general support of the school;
2. that the School Committee accept and approve a gift of \$400.00 to the Cambridge Rindge and Latin School made from Shaw's for the general support of the school.

Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

Supplemental Recommendation:

#14-235, Grant Award (Revised), that the School Committee accept and approve the following grant award in the amount and for the period indicated:

Birth to Grade 3: Race To The Top Early Learning Challenge for the period July 1, 2014 to December 30, 2015 in the amount of \$166,018.00. Project/Grant SC15117.

Description: The purpose of this grant is to support and improve the alignment of curricula, instruction, assessment and professional development among the various providers of early childhood education and services in Cambridge, including the public schools and community based programs. CPS is using a portion of this grant (\$50K) to support the work of the Early Childhood Task Force established by the city Manager. In addition, CPS will use this grant to support work with members of the early childhood community across the city to develop and begin implementation of a comprehensive alignment project for educational services offered to Birth to Grade 3 youth in Cambridge. The goal of this project is to improve the continuity, coherent, and quality of education and care of children ages 0 to grade 3 in Cambridge. To facilitate this work, a .75 project manager will be hired. This is a 13-month, grant funded position. The project coordinator will report to the Assistant Superintendent for Elementary Education and work in partnership with the CPS Coordinated Family and Community Engagement Program (CFCE). During the next 13 months, the project coordinator will:

- Lead the effort to develop a reciprocal partnership and common language among members of the birth to grade 3 service provider community;
- Convene a representative team of early childhood education providers in order to identify practices of high quality programs and gaps in access to quality improvement resources;

- Work in concert with CPS administrators and community partners to develop and begin implementation of a professional development plan to support program improvement and alignment efforts as well as a strategic plan for carrying this work forward after the grant period ends.

CPS Target Population: Administrators and staff in programs serving children from birth to 3rd grade.

Outcomes & Measures of Effectiveness: Strengthened cross-sector partnership; development of a plan for aligning programmatic elements and beginning of implementation. Improved transition from pre-school to school age programs, and, ultimately, improved outcomes for students.

Mr. Harding asked for clarification on this revised grant award. Ms. MacDonald provided background on this grant award which was previously adopted by the Committee in hiring the consultant to work with the City's Early Childhood Education Task Force. The other part of this grant needs to focus on how we take the lead in bringing service providers together. An alignment leadership team has been created. The alignment team will look at the social, emotional and readiness indicators and write a strategic plan with the ultimate goal to close the achievement gap between low income and non low income students in grades 3 in reading and math. Those will be the outcome measures. As we move forward, Ms. Nolan would like to see clearly defined goals in future reports. On a motion by Mr. Harding, seconded by Mr. Osborne, on the following roll call, it was voted to adopt **#14-235**: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

8. Non-Consent Agenda:

#14-223, Revision to the Field Trip Policy, that the School Committee approve the revision to the Field Trip Policy as detailed in the document (first reading). Ms. Nolan moved, seconded by Mr. Fantini, a substitution to the Field Trip Policy which blended the original policy which was the MASC model policy passed at the October 21st Regular Meeting and added much of the language proposed (on file in School Committee office). Mr. Harding suggested that since the conversation was about travel to and from athletic events not field trips that creating a separate policy using this substitution motion may distinguish between the two types of transportation used. Attorney MacFarlane indicated that the policy could be separated out. The proposed change would be to adopt a new policy entitled, Student Transportation in Private Vehicles for Athletic Events, Academic Team Events and Co-Curricular or Extra-Curricular Activities. The Field Trip Policy would remain as is. Attorney MacFarlane suggested clarification in the policy regarding the age of the driver. Ms. Nolan amended her substitute motion to include in the preamble that all drivers must be 21 years of age. On the following roll call, Ms. Nolan's substitute motion as amended creating a new policy entitled, Student Transportation in Private Vehicles for Athletic Events, Academic Team Events and Co-Curricular or Extra-Curricular Activities, was adopted: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

On a motion by Ms. Nolan, seconded by Mr. Harding, it was voted to suspend the Rules for the purpose of moving reconsideration of the foregoing vote on the creation of the new policy, Student Transportation in Private Vehicles for Athletic Events, Academic Team Events and Co-Curricular or Extra-Curricular Activities. The Rules having been suspended, a motion to reconsider the foregoing vote, hoping the same would not prevail, failed of adoption.

On a motion by Ms. Nolan, seconded by Mr. Osborne, it was voted to suspend the Rules for the purpose of voting the new policy, Student Transportation in Private Vehicles for Athletic Events, Academic Team Events and Co-Curricular or Extra-Curricular Activities, as a second reading. The Rules having been suspended for the purpose stated, on the following roll call vote, the Student Transportation in Private Vehicles for Athletic Events, Academic Team Events and Co-Curricular or Extra-Curricular Activities Policy was adopted as a second reading: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

#14-224, Special Needs Contracts for Day and Residential Program Services not available from the Cambridge School Department, that the School Committee award contracts to the institutions as detailed in the list in amounts not to exceed the shown rates, having been approved by the Operational Services Division of the Commonwealth of Massachusetts, funds to be provided from the General Fund Budget and/or the Grant Fund Budget.

	<u># Active Contracts</u>	
Day	18	\$1,124,667.46
Residential	4	\$576,836.90
45 Day Program	0	N/A
Total Current Rec	22	\$1,701,504.36

Mr. Fantini inquired if Cambridge belonged to any collaborative. Dr. Greer, Assistant Superintendent of Student Services, responded that Cambridge belongs to the Shore Collaborative. Mr. Fantini requested that the total number of contracts in the previous year be indicated on future recommendations. Ms. Nolan acknowledged Dr. Greer's leadership in the early processing of special needs contracts for day and residential program services. On a motion by Mr. Osborne, seconded by Ms. Kelly, on the following roll call vote, it was voted to adopt **#14-224**: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

#14-225, Contract Award, that the School Committee award a contract to the following vendor for Temporary Clerical Services; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

The Resource Connection, 161 South Main Street, Middleton, for the period July 1, 2014 to June 30, 2015, in the amount of \$50,000.00.

Ms. Nolan asked what transpired to address the Committee's concerns regarding this contract. Mr. Maloney indicated that mutual understandings reached would be addressed in future negotiations with the CEA Unit C Unit. After reviewing the use of temporary clerical services during the last 4 years, Ms. Spinner feels that \$50,000 is a satisfactory estimate for this contract. On a motion by Ms. Nolan, seconded by Ms. Cronin, on the following roll call vote, it was voted to adopt **#14-225**: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

#14-226, Contract Award, that the School Committee award a contract to the following vendor for a Transportation Management System; funds to be provided from the Revolving Fund and the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

Education Logistics, Inc., 3000 Palmer Street, Missoula, MT, for the period December 1, 2014 to August 31, 2017 in the amount of \$121,425.00

Mr. Maloney provided an update on our transportation practices. There will be an onboard tracking system and online application which will be rolled out slowly due to the amount of training involved. The vendor will sign a data breach contract to insure cyber data security. On a motion by Ms. Kelly, seconded by Ms. Cronin, on the following roll call vote, it was voted to adopt **#14-226**: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

#14-228, Contract Award, that the School Committee award a contract to the following vendor for FAST Team assessments; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

Cambridge Health Alliance, 1493 Cambridge Street, Macht Bldg., Room 306, Cambridge, for the period September 1, 2014 to June 30, 2015, in the amount of \$136,000.00

Ms. Cronin wanted to assure that this contract covered summer needs. Dr. Greer indicated that if a student is hospitalized over the summer, she would receive a report. On a motion by Ms. Cronin, seconded by Ms. Kelly, on the following roll call vote, it was voted to adopt **#14-228**: Ms. Kelly YEA; Ms. Nolan YEA; Mr. Osborne YEA; Ms. Cronin YEA; Mr. Harding YEA; Mayor Maher ABSENT; Mr. Fantini YEA.

#14-232, Grant Awards, that the School Committee accept and approve the grant awards in the amounts and for the periods indicated.

1. **Title III / English Language Acquisition for Limited English Proficient (LEP) Students**, for the period November 24, 2014 to August 31, 2015, in the amount of \$81,516.00. Project/Grant SC15737.

Description: This grant will fund supplemental services after school and during the summer to improve the educational performance of limited English proficient students in K-12 by assisting these students to learn English and meet State academic content standards. It will also provide stipends/travel for Professional Development for mainstream and Sheltered English Immersion (SEI) teachers via trainings in WIDA's English Language Development standards and by supporting attendance at the State MATSOL conference of 15 staff.

CPS Target Population: Approximately 500 LEP students in grades K-12, including SIFEs (Students with Interrupted Formal Education), will receive intensive instruction to accelerate their English Language acquisition and improve their academic outcomes as measured by performance on local and state assessments.

Outcomes and Measures of Effectiveness: As measured by progress on the local and state assessments, LEP students will transition into and succeed in mainstream English classes.

2. **The Big Yellow School Bus**, for the period November 18, 2014 to June 30, 2015 in the amount \$2,000.00. Project/Grant SC14856.

Description: The Mass. Cultural Council provides \$200 grants (generally for bussing fees) to individual schools that apply to take a field trip to a cultural event. Typically 10 – 12 CPS schools apply and receive awards each year, so we request a \$2,000 appropriation annually.

CPS Target Population: CPS students in the applying classroom (s).

Outcomes and Measures of Effectiveness: These visits help foster creativity and innovation in students and provide critical exposure to cultural institutions. Students will become more engaged and better informed about their cultural environment.

Ms. Cronin asked about the programs that the Title III / English Language Acquisition for Limited English Proficient (LEP) Students grant supported. Dr. Turk indicated that this was a federally funded Title III DESE category grant and would assist LEP students in achieving grade level standards and graduation requirements as well as continuing their learning of the English language. Ms. Cronin expressed concern for the language acquisition and literacy piece. She supports phonics instruction. Ms. Cronin would like assurance that students who are at high risk have consistent instruction. Dr. Turk will speak to Dr. Madera, Coordinator of Bilingual Programs, about details on the programming. Mr. Fantini asked Dr. Turk to include information on who would provide the supplemental services. At Ms. Cronin's request, it was voted to place **#14-232** on the Calendar.

9. School Committee Agenda (Policy Matters/Notifications/Requests for Information):

On a motion by Ms. Kelly, seconded by Ms. Cronin, items **#14-233** and **#14-234** were brought forward for discussion and adoption. Ms. Nolan removed **#14-233**.

#14-233, Motion by Ms. Kelly, that to better understand student support staff work in each school community and the possible need for greater student support, the School Committee requests a comprehensive analysis of the roles, responsibilities, and caseloads of school adjustment counselors, guidance counselors, school social workers, and school psychologists; the staffing and reporting structure and FTE; and the work each does with students, teachers, and school administrators in each school community, including the role each has regarding student behavioral health, behavioral concerns and responses (including disciplinary actions), classroom management, and school climate by January 31, 2015. Ms. Kelly commented that she has discussed this motion with Dr. Greer and Dr. Turk. She felt that in consideration of the budget process, it was important to take a look at student support personnel across the district and what their roles are. She also considered the work being done by the School Climate Sub-Committee on moving forward the goals on the issues of school climate and discipline. Ms. Nolan asked that an understanding of what best practice is be included. How can we identify improvements to our school climate and provisions of services in next year's budgets based on this review. Mr. Osborne inquired who would be doing this comprehensive report? Dr. Young responded that Dr. Greer is ready to work on this. Ms. Cronin asked if the systems are in place in our buildings to properly support students. On a voice vote, **#14-233** was adopted.

It was voted to accept, as presented, **#14-234, Report of the Meeting of the October 22, 2014 Curriculum Sub-Committee.**

**Meeting of the Curriculum Sub-Committee
Dr. Henrietta Attles Meeting Room
Wednesday, October 22, 2014
4:00 PM – 6:00 PM**

Called for the purpose of discussion around the district-wide assessment, reviewing an inventory of assessments currently being given, and reviewing DESE recommendations for improving our assessment system moving forward

Members Present: Ms. Cronin, Chair; Mr. Fantini, Ms. Nolan,

Also Present: Ms. Kelly, Dr. Young, Superintendent; Dr. Turk, Deputy Superintendent; Dr. Huizenga, Asst. Supt. Curriculum, Instruction and Assessment; Maryann MacDonald, Asst. Supt. for Elementary Education; Ross Benson, CRLS Math teacher; Elissa Spellman, Breakthrough

A quorum of the Sub-Committee being present, the Chair called the meeting to order at 4:05 PM

Ms. Cronin in the Chair.

3 Handouts presented: Agenda, Assessment in CPS PowerPoint presentation & Assessment Inventory. (On file in the School Committee Office)

The Chair called the meeting to order and introduced Dr. Huizenga who will be presenting.

Dr. Huizenga thanked everyone for coming out and walked all present through the following presentation:

Assessment in CPS:

Agenda

1. Review the Current CPS Assessment System and share results of our internal audit/inventory
 - Summary
 - Breakdown by Type
 - Breakdown by Minutes
2. Moving to a Balanced Assessment System
3. Delving into Assessment Types
4. Next Steps – DESE recommendation

Why do we assess?

- To diagnose student's academic needs
- To progress monitor student learning
- To place or group students for instructional purposes
- To measure whether students have met specific learning goals
- To benchmark students' learning progress against curriculum pacing expectations
- To determine student course grades/marks
- To predict student performance on summative assessments such as MCAS
- To compare individual students' performance to norms
- To communicate with parents about their children's progress
- To provide feedback to students and teachers on their students' progress

Step 1 – Auditing our Assessment System.

- Once the Inventory was completed, the next step is to ask:
 - Was it balanced?
 - Was there repetition?
 - Are there gaps?
 - Was it coherent?
 - Are we getting the data we need to impact student outcomes?

Questions Continued....

- Are there areas for potential integration?
- Do assessments match learning targets?
- What types of strategies are used?
- Do teaching strategies match learning targets?

Dr. Huizenga referred to the handout on Assessment Inventory which outlines the CPS assessments and the State MCAS assessments using data source, type, content area, dates of collection, grades assessed, schools assessed and how the data is used.

Dr. Huizenga returned to the PowerPoint presentation.

Summary of CPS Assessments – looking at the number of assessments, Kindergarten has 10 assessments which appear to be a lot, but as they go to higher grades, we notice more assessments because of district wide assessments being introduced. Also, when looking at Summary of CPS Assessments, Dr. Huizenga mentioned the fact that the number of assessments increase along with grades levels and explained the reason is because there are areas for integrating assessments and curriculum.

Breakdown by Type:

- Diagnostic Assessments – 39 minutes per year
- Formative Assessments – 342 minutes per year
- Screener Assessments – 197 minutes per year
- Interim – we don't have common benchmark assessments in this area across the district. There is an imbalance. This is one area where there is a gap.
- Performance Based – We don't see these in common across the district, another gap
- Summative – 711 minutes per year K-12

Breakdown by Minutes – Estimated number of minutes of class time used for assessments per year in CPS in Core Content Areas (ELA, Math, Science, SS)

On average, there is less time in state standardized assessments than in overall district assessments.

Instructional Minutes

There is an average of 42,480 minutes of core content instructional time.

Time not taken into account

1. Preparation for assessment
2. Transition to and from assessment
3. Differences in time needed by individual students on each assessment
4. Individual assessments given by teachers
5. Assessments that are unique to schools (e.g. Spanish fluency assessments at Amigos, assessments at individual elementary schools)

Step 2 – Balancing Assessment

- A balanced assessment system takes advantage of assessment **of** learning and assessment **for** learning; each can make essential contributions.
 - Of learning = how students demonstrate what they learned
 - For learning = that which is formative for teachers to use to drive instructional practice
- Assessment for learning, when done well, is one of the most powerful, high-leverage strategies for improving student learning that we know of. Educators collectively become more skilled and focused at assessing, disaggregating, and using student achievement as a tool for ongoing improvement.
- When both assessment **of learning** and assessment **for learning** are present in the system, assessment becomes more than just an index of school success. It also serves as the cause of that success.

Assessment **of learning** and assessment **for learning** need to work hand in hand.

Indicators of Sound Assessment Practice

- Assessment process and results serve clear and appropriate purposes.
- Assessment reflect clear and valued student learning targets.
- Learning targets are translated into assessments that yield accurate results.
- Assessments provide info for teachers to effectively differentiate instruction.
- Assessment results are managed well and communicated effectively to all stakeholders, i.e. teachers, parents and community.
- Students are involved in their own assessments.

Access What? Deconstructing the Standard into Learning Targets

- Knowledge Targets
- Reasoning Targets
- Skills Targets
- Product Targets
- Ability to Create

Concept of Transfer. Teachers don't understand why the students demonstrate they can do the work, but when they test, they fail. What is practiced in the classroom has to transfer into real time, real life. We have to make sure our kids not only learn the rules of the game in practice, but are also able to actually play the game. What students do in practice needs to be familiar to them in the real game. One problem we face is that students can do the drill, but they cannot apply it in real life. So we need our curriculum, instruction and our assessment practices to prepare them for the game using application of transfer.

Links Among Achievement Targets and Assessment Methods

- Targets
- Open Response
- Extended Written Response
- Performance Assessments
- Multiple choice
- Tech-Enhanced

Balanced Assessment System

Year-Long Curriculum and Instructional Program

- Summative/Outcome

- Benchmarks
- Formative/Progress monitoring
- Diagnostic
- Screening

Summative/Outcome Assessments

- Statewide High-Stakes Accountability Assessments – MCAS and /or PARCC
- Interim Benchmark Summative Assessments
- End of Unit Assessments – which include both traditional format and transfer/performance tasks
- Cornerstone Assessments – At key transition grades
- Occurs after material is taught
- Includes unit assessments or other graded performances
- Can be constructed locally or provided with curriculum materials
- Counts towards grades or shows proficiency
- Is not diagnostic

Example of a Transfer/Performance Based Task

- Unit - Making Arguments
- Summary
- Overview: Part I
- Overview: Part II
- Rationale

Interim and Benchmark Assessments

- Assessments given at regular and specified intervals throughout the school year and is designed to evaluate a pupil's knowledge and skill relative to a specific set of academic standards and produces results that can be aggregated by course, grade level, school in order to:
 - ✓ Provide an early warning of performance on later high stakes assessments
 - ✓ Raise programmatic questions that require further investigation

Interim/Benchmark Assessments

- ✓ Common Assessments should be given district wide
- ✓ Why?
 - Efficiency
 - Equity
 - Effective Monitoring
 - Informs individual teacher practice
 - Team Capacity
 - Collective response

Cornerstone Assessments are performance based tasks at key performance rates. Can students perform/apply and transfer their understanding. Summative assessments are outcome based at the end.

RBT Theory of Action – Teachers teaching solo v. teachers having their peers share the workload. Key practices include collaboration: Dr. Young stated that the “Before” slide described a question of what am I going to teach. The question in the “After” slide is what do the kids need to learn? When the teachers get together, they solve the question of what is important for the student. We use our data to focus on results.

Common Assessments: create systems to monitor each student's attainment of the essential learning's on a timely, ongoing basis through the use of teacher developed common formative assessments that are tied to standards.

Key to do's

- Collaboration: Create systems and procedures to develop the collective capacity of staff to work together interdependently as members of collaborative teams

- Curriculum: Clarify what each student must learn by course, grade level, and unit of instruction by engaging all staff in an ongoing process to build shared knowledge of essential learning's
- Common Assessments: Create systems to monitor each student's attainment of the essential learnings on a timely, ongoing basis through the use of teacher – developed common formative assessments that are tied to standards
- Focus on Results:
 - ✓ Use goals that focus on results rather than activities
 - ✓ Use data to inform professional practice

Questions for Benchmark Assessments

- What should the number of Benchmark Assessments be to provide a good indication of student performance and district performance?
- In what content areas should we assess in common?
- At what grade levels should we assess?

Universal Screeners

- Otherwise known as GOI's (General Outcome Indicators)
- Similar to taking your temperature at the doctor's office.
- If a learning issue is flagged on a Universal Screener, it is important to go deeper to diagnose the issue with further assessment.
- Occurs three times a year: Fall, Winter, Spring

FAST Universal Screeners

- Concepts of Print
- Onset Sounds
- Letter Names
- Letter Sounds
- Word Rhyming
- Word Blending
- Word Segmenting
- Decodable Words
- Nonsense Words
- Sight Words
- Sentence Reading
- CBM Reading
- Reading
- Benchmark Scores for Composite

Diagnostic

- Students who are identified as below, or well-below on General Outcome indicators, are given a more extensive and lengthy assessment to **Diagnose** more deeply the learning issue at hand.
- Diagnostic assessment is like a more detailed medical exam after the temperature check flags the patient for further analysis.
 - i.e. Observation Survey

Progress Monitoring needs to be continuous in order to know when to intervene.

Setting Goals and targeting interventions

Daily Formative Assessment

- Students can self assess
- Allows the students to tell the teacher that it is going too fast.
- For the purpose of adjusted instruction to improve student learning

Moving Forward Communication

- How do we share assessment information with parents?
- How do we achieve cross-district collaboration and sharing amongst staff?

District Systems and Processes

- Adding and deleting assessments
- For monitoring and adjusting curriculum and instruction based on needs of students
- What we do with the information and how it's used
- How we create assessments
- Developing assessment literacy in staff

District Review Report

- The district should establish and communicate consistent expectations regarding the analysis and use of assessments for curricular and instructional improvement by ensuring communication and providing the support needed to continually build staff capacity to use data.
- The Assistant Superintendent for Curriculum and Instruction **should convene a task force** comprised of the assessment specialist and representative principals, coordinators, coaches and teachers to address questions people have about assessments and the use of assessment data.

The Chair thanked the presenter and opened the floor for questions and comments from the Sub-Committee Members and all others in attendance.

Discussion Summary:

We need a task force look at our data. It was also stated that phonics curriculum needs to be stronger.

Dr. Huizenga stated she plans to meet with MaryAnn MacDonald in the next month to put a district wide literacy committee together to make decisions on the best ways to implement stronger phonics programs across the district. District wide literacy programs will be expanded this year. There was a suggestion to look at the presentations at the Regular Meeting on 10/21/14 and take note of the King Open and Kennedy Longfellow schools progress using consistent assessments. Their progress within 1 year is impressive and their efforts were applauded.

Ms. Nolan stated it is good to know we do not have many duplicative assessments, and affirmed it good that this issue was addressed. It was also mentioned that it is not always the test, but the environment when in testing mode that is problematic. Some students test on Monday and others test on Tuesday or Wednesday. The school is in testing mode on all of those days, when in truth, only 3% of the time is on student testing. If the information from assessments is good, and is used well, everyone agreed it is beneficial. On the question of do we have Common assessments? The answer was that we have some, but they have not been used in all schools. Quarterly assessments have not been used for the last several years also. Another question was asked regarding students who are above the standard? Dr. Huizenga answered that they will be challenged. Pre assessments distinguish these students and if they have already mastered the material presented to them, they are not given busy work, they are moved on. This is already done in math, what about the other subjects? The other subjects are being developed for Pre assessments also. The social and emotional development may not be able to keep up with their academic and cognitive development. The Chair stated that if the curriculum is aligned, the assessments will fall into place. How much will the parents be involved in the progress that students will be allowed to see? Cornerstone Assessments are performance based tasks that show how students are doing at the end of a school year. Dr. Huizenga brought up that IEP's for every student is not possible yet. We are not trying to give our teachers more work. On the question of how close are we to providing teachers with tools to capture more data? Dr. Huizenga replied that she would like to have a conversation with teachers and have them tell her what the best platform is. We need to extend our assessments to our partners of summer programs to reduce summer losses on progress.

Mr. Fantini stated that Assessments being done in hours instead of days was interesting. Having a good assessment system is going to prevent bad MCAS results. He asked if we have a data platform that all of this data is entered into so that everyone has access to the data that we are seeing in this

presentation? Dr. Huizenga answered we have data in different places. We don't have an overall one stop to shop for data system. This issue will be explored by the Teaching and Learning Team. Aspen contains an assessment component, it is not robust, but the platform does exist. Aspen is currently more solid in curriculum than data. Mr. Fantini also stated that our partners need access to our data.

Dr. Huizenga stated that Benchmark Assessments are Interim Assessments, the purpose being to inform us of where the student is. Another question was raised regarding what report cards mean? Summative and Unit Assessments make up part of the student's grade. How would you engage parents in understanding the different assessments? Dr. Huizenga responded that we are going to have to educate the parents about the new curriculum.

On the Math Frameworks, we are asking students to understand how numbers work. Word problems are unsolvable if we read the question wrong. We have to educate our parents to understand what we are asking of our students. Some of the Members want to know when we are going to roll out this assessment system, and Dr. Huizenga informed them that we first have to set up the curriculum.

A question was raised under Special Assessments regarding the Chinese and Portuguese students. They are not included in this presentation. The response was they exist but are not on this list. Mary Ann MacDonald added that the Chinese students are using the Stamp Assessment, and also stated there were Benchmark Assessments, maybe there was some confusion with those and Common Assessments and Quarterly Assessments. Dr. Turk mentioned some of these assessments have not been used in years but we are bringing them back.

Mr. Benson, CRLS math teacher, mentioned the new DDM's for the high school this year. Elissa Spellman stated she would like to have more access to assessments in order to know what is going on during the school year and use the information during the summer months at Breakthrough. This should happen for the Workforce and Compass Programs also. Mr. Fantini stated that he is confident that we are moving toward excellence.

Dr. Young expressed his appreciation for Dr. Huizenga's work, and asked one question on collaboration. How do you teach people, whose professional careers are isolated and have individual interests, to let down their defenses and collaborate? Dr. Huizenga responded by stating in order for that to happen everyone needs to develop trust in relationships and cultivate the ability to be vulnerable with personal information. We all need to learn how to let our defenses down and share failures along with successes.

Adjourned (5:55 PM)

Adjourned
Dosha Ellis Beard
Confidential Secretary

10. Resolutions (letters of congratulations, letters of condolence):

11. Announcements:

Mr. Fantini announced that he attended events this week at the Cambridgeport School and the Peabody School and praised their outstanding community engagement efforts. He requested that Ms. Likis, Chief Planning Officer, email the Members as other events are scheduled.

12. Late Orders:

It was voted to adopt the following motions:

Motion by Mr. Harding, that the School Committee recognize and send a letter of congratulations to Isaiah McLeod, CRLS student, who signed his National Letter of Intent to commit to play basketball at Southern Connecticut State University.

Motion by Mr. Harding, that the School Committee send a letter of condolence to the family of Ms. Doriss Thorne.

Mr. Harding asked for suspension of the Rules to read a joint motion by Mr. Osborne and Mr. Harding to be placed on the agenda for the December 2, 2014 Regular Meeting. On a motion by Mr. Harding, seconded by Mr. Osborne, it was voted to suspend the Rules for the purpose stated. The Rules having been suspended, Mr. Harding read the following joint motion:

That in follow up to the annual Affirmative Action presentation to the School Committee of October 7, 2014, the Affirmative Action/Recruitment Officer submit to the School Committee an outline of a strategic plan for the improved recruitment and retention of CPS teachers of color to support the district's stated goal of 30% diversity among the teaching staff. This plan outline should articulate proposed specific teacher recruitment and retention activities, programs, and initiatives that will occur on a monthly and/or quarterly schedule during SY2014/15 and SY2015/16. The strategic plan outline will be provided to the Committee by the first meeting in January 2015.

On a motion by Mr. Osborne, seconded by Mr. Harding, it was voted to adjourn (7:55 PM)

Judith T. Martin
Executive Secretary