

Note: This is a write up of notes taken by Shirley Larsen. They are only as correct as I recorded them correctly. Make sense?

Davis County School Board
Administration Building 3rd Floor Board Room
Board Workshop - 3:00 p.m.
September 16, 2014

Mrs. Pam Park: Introduced the proclamation to promote better school attendance.

She said it shows the school board cares. This is not a punitive thing, just making families aware.

5th “whereas” talks about ‘children of color’ ...is it racist?

Patti Brown: Talked about the visitors who are coming to do accreditation October 5th-8th.

Half of them will be from out of state, half from in state.

Monday, October 5th will be spent doing interviews with school board members.

Tuesday, October 6th they will make school visits

Wednesday, October 7th they will be back at the District office.

They will tell strengths and also share things that can be improved on.

Mrs. Lowe: School board meeting scheduled for October 7 at Sunset Jr. is cancelled. Next meeting will be October 21st at Sunset Jr.

Dr. Toone discusses Sage testing

The state is gearing up to release the data from the Sage tests. People are going to wonder ‘what happened’.

He showed a silly video about CRT’s being outdated (it wasn’t convincing to me) and that bubble sheets are a thing of the past. “We have better ways of figuring out what our students do.”

Utah joined SBAC and then withdrew to use Utah funds to contract with AIR for SAGE tests in October 2012. The testing from this last spring was the “operational pilot”.

“Utah controls content on these tests.”

Some states are using the test we developed...we know Florida is one.

There are three components of the SAGE test:

1. FORMATIVE

This allows teachers to create their own tests to determine what their students know and need. It is a tool for instruction. In Dr. Toone’s opinion is this test shouldn’t be used for grading purposes, although some may use it that way. How often “formative” tests are given is up to the teacher. Teachers create their own teacher based assignments. They can (if they know how the program works) share these tests with other teachers.

2. INTERIM

The interim testing is done the end of January to end of February. Helps to know if teachers are getting the right kind of information.

3. SUMMATIVE

This is the “long big” end of year adaptive test that the ‘legislation’ deals with.

LANGARTS

–Grades 3-11

–Reading

–Writing

MATH

–Grades 3-12

SCIENCE

–Grades 3-12

Dr. Toone then showed a video called “A Different Mode of Assessing” put out by the State School board which was to show how teachers feel about the new testing system. Four or five teachers were used in the making of this video. (My personal take on this was that it was just a bunch of propaganda to help support Common Core and SAGE testing). One teacher said, “there are higher level learning targets”. One said, “kids were more nervous” but this was counteracted with someone saying once they started on the test they were ok. Another teacher said the tests “gave them more opportunity to tap into higher levels of learning”. The test also makes teachers accountable for knowing and understanding the core.

Dr. Toone said “We had some feedback that wasn’t positive.” Such as the writing sections were too long and the secondary math was too hard.

This summer the State School Board has been rank ordering the tests questions and asking “where do we draw the line between proficient and non proficient”. Teams of experts were gathered to go through the questions page by page to decide where the proficient kids should be getting them right.

Dr. Toone said we cannot compare the 2013 tests to the 2014 tests because they are a different kind of test. The 2013 CRT test showed that 78% of students were proficient. On the 2014 tests, only approximately 38% were proficient. He said, “You can’t make a longitudinal comparison.” “This year is first for baseline.” They talked a little about NAPE (which went over my head). “Proficient now means that we are meeting higher standards for College readiness.”

SAGE RESULTS will be released:

Mid-October “I’m very confident that opt out had no effect on results.” Only about 2% opted out.

Release to educators and parents: Mid-November

Release of school grading: UCAS for review in mid-December

PROJECTED IMPLICATIONS for ACCOUNTABILITY

UCAS Mechanism for title 1 funding.

Peter Cannon asks: “What if student has 80% on class work but isn’t proficient?”

Dr. Toone: “It is up to teachers to discuss with the student and parents.”

Mr. Larsen: How will we know if we compare to Finland and China?

Mr. Toone said we wouldn’t from this.

Proficiencies are significantly lower in the 2014 SAGE tests. “I shouldn’t use the term lower because we can’t compare the tests longitudinally.” –Dr. Toone

PROJECTED SCHOOL GRADES

A = 0

B = 0

C = 8%

D = 61%

F = 31%

These grades will mean we will need a policy change. The grades show that the standard is not being met.

Next year the reporting of the SAGE test will be immediate so the teacher who administered the test will also be able to discuss it with the student and parent.

Mrs. Lowe: "Grades reflect more than a test."

The 2012 Legislature instituted the computer adaptive tests.

Teachers have to pause instruction so kids can take tests. "We're pretty close to having too much testing." -Dr. Toone

"Test was too unwieldy." Writing too long. Secondary math too hard.

"The test doesn't get shorter. The questions get harder."

"System tries to get kids to top out."

"We'll find questions that are frustrating for students."