

Curriculum Committee Meeting Minutes

April 14, 2016

Attendees: Deirdre d'Albertis, Laura Schulkind, Marvin Kreps, Joe Phelan

Annual Student Achievement Report

At our April 26 Board meeting, Marvin will present his annual Student Achievement Report. This year, NYS has finalized and provided access to its data dashboard at www.data.nysed.gov. Through this dashboard, reports can be built and data can be queried in very granular ways by selecting particular toggles in the Report Card section.

Given that all the information resides here, in an extremely user friendly format, the committee agreed that the presentation should take a slightly different form this year. The raw data is publicly available, and Marvin will excerpt pieces of it to illustrate our indicators of success and where we face challenges. This portal is a data-rich environment but certainly not information-rich. For instance, Rhinebeck has 255 core classes but offers 387 total classes. What does this mean? We have asked Marvin to interpret the data to provide a better understanding of how our program promotes student learning and engagement, and where we should focus our attention in the CDEP, budgeting and long-range planning process.

Rather than printing 100s of pages of data, Marvin will provide links to the Board and on the district website for the community to access. For the purposes of his presentation, we have asked him to focus on 3-5 year trending data. What are the “red flag” issues? What are the major trends that will have an impact on the financial picture, policy and the educational program?

Generally, the summative data trends very favorably. The formative data highlights where we need to focus more attention, but it is useful in understanding where we need to put supports in place and how those supports have improved outcomes once students reach the higher grades.

It is important to remember that, in a school of our size, achievement data can be skewed significantly based on the numbers of test refusals at a particular grade level. Anecdotally, it seems that students coming from high socio-economic households and lower achieving students, especially the State's urban areas, are refusing the State assessments, which may reflect on the data in Rhinebeck. As a result, the data points don't necessarily reflect the overall achievement of our students.

The committee discussed at length the work of NYSAPE (NYS Allies for Public Education) and NYSUT. It is Marvin's impression that these groups have become much more strident and less willing to compromise with the State moving forward. As a result of their advocacy, the State has called for a full review of the State Learning Standards. The review will include all core subjects, not just ELA and Math. What will this mean for our planning purposes in the CDEP committee? Marvin will address the work of the committee to date and next steps. If all students are to be College and Career Ready by 2022, what does this mean for individual students with different life trajectories?

Next Meeting, April 26, 2016

Respectfully Submitted by Laura Schulkind