Rochester School Board
Instruction Committee Minutes
School Department Boardroom
December 15, 2016

DRAFT

Members Present	**Members Absent**	**Also Present**
Mr. Robert Watson	Mr. Matthew Pappas	Mr. Michael Hopkins
Mrs. Amy Malone	Mr. Raymond Turner	Mr. Kyle Repucci
Mr. Thomas O'Connor		Guests & Public
Mrs. Karen Stokes		

The Chair called the meeting to order at 7:32 p.m. with a quorum present.

Approval of Minutes
Mrs. Stokes moved, second by Mrs. Malone, to approve the minutes of the November 15, 2016 Instruction Committee meeting. The motion passed unanimously.

EdElements Article & Data – No Action Required
Mr. Kyle Repucci, Assistant Superintendent, reviewed the data. On January 18, 2017, representatives from EdElements will be coming to the Rochester Middle School for a walk through 8:00 a.m. – 11:00 a.m.; Committee members were invited to attend.

Draft 2017-2018 Calendars (2nd Reading)
The Administration presented the calendars for second review and approval.

Mr. O'Connor moved, second by Mrs. Stokes, to recommend the Board approve the 2017-2018 school calendars. The motion passed unanimously

State Professional Development Plan – No Action Required
Mr. Repucci explained we are looking to have the five year plan approved by the end of June 2017. A draft will be shared with the Committee at the March meeting.

SRSD Writing K-12 Training – 11/28 &11/29 – No Action Required
Mr. Repucci introduced Mrs. Heidi Zollman, Curriculum, Instruction and Assessment Coach, who shared about a two day workshop that was recently held for teachers on writing, which is one of our district goals; Self-Regulated Strategy Development (SRSD) Training is a research based approach developed to teach kids to be their own learners. District Professional Development is scheduled for January 30, 2017 where teachers will be learning more about this concept. The Committee requested that data be brought to a future Instruction Committee meeting.

EM4 Training – Dec. 19 – No Action Required
Mr. Repucci introduced Ms. Meghan Walkama, Fourth Grade Teacher, who shared her EM4 technology tools. She thanked the Board for professional development opportunities and stressed the importance of follow up trainings; more training dates will be scheduled in the future.

Field Trips – No Action Required
Reviewed

Public Comment
None

Other
None

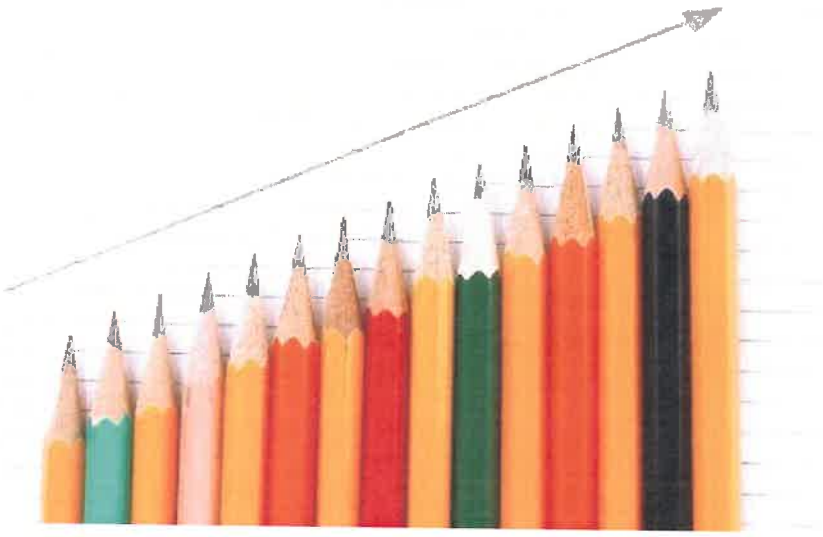
Adjournment
Mrs. Stokes moved, second by Mr. O'Connor, to adjourn. On a unanimous vote, the Committee adjourned at 7:11 p.m.

Respectfully submitted,
Mr. Robert Watson, Chair

Education Elements Follow
Nov 12 · 6 min read

Education Elements Gets Results

By Michael B. Horn, Co-author of Blended and Disrupting Class, and Board Member of Education Elements



As Education Elements moves into its sixth year supporting schools and districts, its latest impact report builds the case that personalizing learning for students isn't just a one-hit wonder but a sound strategy for boosting outcomes for all students.

Districts deliver

In 2015, the Christensen Institute and Evergreen Education Group published 12 case studies of how traditional school districts improved students' learning outcomes after implementing blended learning. As I noted at the time, it shouldn't have been news that districts were using blended learning. They may use it more often than charters. What was news was that a handful was achieving great results. Sadly, it was challenging to find more than 12 getting concrete results on which we could report—a key reason why charters have received more attention than their district counterparts around blended learning.

Fast forward to now. The Education Elements report alone specifically highlights seven districts with concrete, measurable, and objective positive results around student outcomes from personalizing learning. And given the overall results from the portfolio of districts, there are undoubtedly more shining stories.

The anti-Hawthorne effect

Many innovations in education result in a boost in student outcomes in the first year, only to fade away over time as people stop observing them as intently—a classic case of the Hawthorne effect.

In contrast, it appears that the benefits from personalizing learning may grow over time. Several of the districts with which Education Elements works have now completed their third year of blending learning. For example, the Enlarged City School District of Middletown, NY, which serves over 7,000 students, 74% of whom qualify for free or reduced-price lunch, is in its third year of implementing blended learning. Thirty-three percent more students hit their growth targets in reading and 39% more did so in math this past school year. And in years past they also saw improvements-it's just that that scores keep going up. In other words, more students are doing better as the district gains more experience personalizing learning.

Growth and proficiency

As others and I have written, measuring individual student growth should be the most significant element in determining quality. But as I've also written, today's most widespread measures of growth are sometimes misleading. They do not easily help us understand if students are growing toward proficiency, not just growing more than students in their "norm group."

Kudos to Education Elements for reporting the growth measures in ways that are not misleading, but also for providing multiple outcome measures. The districts in the Education Elements report appear to show evidence of academic quality along proficiency, growth that greatly outpaces nationally normed targets, and improvement relative to schools and classrooms in the same district that are not blending.

In Piedmont City School District in Alabama, schools saw huge increases in students in grades 3 through 5 scoring college and career ready (proficient or above) on the ACT Aspire summative exam—from 47% in 2014–15 to a whopping 71% in 2015–16 in math and from 28% in 2014–15 to 42% in 2015–16 in reading. Piedmont Middle School just completed its second year of personalizing learning and showed similar leaps in students scoring proficient or above on the ACT Aspire exam—from 22% in 2014–15 to 47% in 2015–2016 in math and from 27% in 2014–15 to 41% in 2015–16 in reading.

Across almost 17,000 students from five of the districts that work with Education Elements and take the nationally normed NWEA Measures of Academic Progress (MAP), students achieved average growth of 142% in reading and 121% in math, compared to nationally normed MAP growth targets.

In Greeley-Evans School District 6 in Colorado, nine schools have implemented blended learning. According to the report, "students in grades 2 through 5 in blended classrooms outperformed the district average on every Math and ELA common assessment. Across the district, 56% of blended students scored proficient or advanced on math common assessments, compared to the district average of 49%, and 45% of blended students scored proficient or advanced on ELA common assessments, compared to the district average of 37%."

What's also interesting is that 93% of teachers say that thanks to blended learning, they can now provide more differentiated instruction. This is important because research has shown that while differentiating—or personalizing—can be important for student success, executing it in a classroom with lots of students is really hard. As James Delisle put it in a commentary for Education Week, "Although fine in theory, differentiation in practice is harder to implement in a heterogeneous classroom than it is to juggle with one arm tied behind your back." This data point suggests that through blended learning, differentiating is no longer aspirational.

Not just academic

Academic outcomes matter, but increasingly people are awakening to the fact that other outcomes matter, too. In schools personalizing learning, 85% of district leaders say students are more engaged

compared to before they implemented blended learning, and 70% of teachers agree. In measures that start to address whether students are building agency—likely critical for college and career success—three-quarters of school leaders say students are taking more ownership of their learning since implementing blended learning, and 78% of teachers say students are showing more self-direction.

In upstate New York, Syracuse City School District, which serves over 20,000 students across 34 schools, began personalizing learning at 10 of their elementary, middle, and K–8 schools in 2015–16. Over 90% of teachers report feeling more effective and say they enjoy teaching more in a blended-learning environment.

Outcomes not inputs

Ultimately what I love about this report is that the districts and schools featured are breaking the mold of "how" school has always been done and they are getting results. They are throwing off the confines of public policies and regulations that have focused on compliance and inputs with the knowledge that they lock a system into a set way of doing things and inhibit innovation. Focusing on outcomes, on the other hand, encourages continuous improvement against a set of overall goals and can unlock a path toward the creation of a student-centered education system.

Of course, the inputs do matter. And these districts are sweating the details of those inputs. Just not the ones prescribed in a one-size-fits-all way. If these districts were personalizing learning for students but not seeing results, then using blended learning to personalize would be a negative, not a positive. But that is not the case.

And as Education Elements closes the book on its 5th year of working with schools, that's ample reason to be excited for the next 5 years ahead. Public schools are working hard, and that hard work is paying off.

About the Author

Michael Horn is the co-author of two books which fundamentally changed the way we think about education: Disrupting Class and Blended. Both an Education Elements board member and one of the predominant thought leaders about personalized learning, Michael will share his thoughts on how the world has changed since writing his books and what we can expect of the future. If you have heard Michael speak before prepare yourself for a different experience this time around.

Rochester School District
2017-2018 School Year Calendar

	Mo	Tu	We	Th	Fr
AUGUST/	**TW**	**TW**	30	31	1
SEPTEMBER	4	5	6	7	8
(22 Days)	11	12	13	14	15
	18	19	**ER**	21	22
	25	26	27	28	29

	Mo	Tu	We	Th	Fr
FEBRUARY				1	2
(17 Days)	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28		

	Mo	Tu	We	Th	Fr
OCTOBER	2	3	4	5	6
(21 Days)	9	10	11	12	13
	16	17	**ER**	19	20
	23	24	25	26	27
	30	31			

	Mo	Tu	We	Th	Fr
MARCH				1	2
(19 Days)	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	**TW**
	26	27	28	29	30

	Mo	Tu	We	Th	Fr
NOVEMBER			1	2	3
(17 Days)	6	**TW**	8	**ER**	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

	Mo	Tu	We	Th	Fr
APRIL	2	3	4	5	6
(16 Days)	9	10	**ER**	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

	Mo	Tu	We	Th	Fr
DECEMBER					1
(16 Days)	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

	Mo	Tu	We	Th	Fr
MAY		1	2	3	4
(22 days)	7	8	**ER**	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

	Mo	Tu	We	Th	Fr
JANUARY	1	2	3	4	5
(20 Days)	8	9	**ER**	11	12
	15	16	17	18	19
	22	23	24	25	26
	TW	30	31		

	Mo	Tu	We	Th	Fr
JUNE					1
(10 Days)	4	5	6	7	8
	11	12	13	14	*SD*
	SD	*SD*	*SD*	*SD*	*SD*
	SD	*SD*	*SD*	*SD*	

TW = Teachers' Workshop **ER** - Early Release Day **SD** = Makeup Day for Snow

Student Days Out

August 28-29	Teachers Return - TW	January 15	Martin Luther King Day
September 4	Labor Day	January 29	Teachers' Workshop
October 9	Columbus Day	Feb 26 - Mar 2	Winter Break
November 7	Teachers' Workshop	March 23	Teachers' Workshop
November 10	Veterans Day	April 23 - 27	Spring Break
November 22 - 24	Thanksgiving Recess	May 28	Memorial Day
Dec 25 - Jan 1	Holiday Break		

Early Release: September 20; October 18; November 9; January 10; April 11; May 9

180 Instructional Days 5 Teacher Workshop/Parent Conference Days 10 Makeup Days - Snow

DRAFT
10/07/16

Maple Street Magnet School
2017-2018 School Year Calendar

	Mo	Tu	We	Th	Fr
AUGUST	**TW**	8	9	10	11
(18 Days)	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
SEPTEMBER					1
(20 Days)	4	5	6	7	8
	11	12	13	14	15
	18	19	**ER**	21	22
	25	26	27	28	29
OCTOBER	2	3	4	5	6
(16 Days)	9	10	11	12	13
	16	17	**ER**	19	20
	23	24	25	26	27
	30	31			
NOVEMBER			1	2	3
(17 Days)	6	**TW**	8	**ER**	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
DECEMBER					1
(16 Days)	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
JANUARY	1	2	3	4	5
(20 Days)	8	9	**ER**	11	12
	15	16	17	18	19
	22	23	24	25	26
	TW	30	31		

	Mo	Tu	We	Th	Fr
FEBRUARY				1	2
(17 Days)	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28		
MARCH				1	2
(19 Days)	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	**TW**
	26	27	28	29	30
APRIL	2	3	4	5	6
(16 Days)	9	10	**ER**	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
MAY		1	2	3	4
(22 Days)	7	8	**ER**	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
JUNE					1
(19 Days)	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	SD/TW	

Student Days Out

August 7	Teachers' Workshop	Dec 25 - Jan 1	Holiday Break
September 4	Labor Day	January 15	Martin Luther King Day
October 2 - 6	Fall Break	January 29	Teachers' Workshop
October 9	Columbus Day	Feb 26 - Mar 2	Vacation Week
November 7	Teachers' Workshop	March 23	Teachers' Workshop
November 10	Veterans Day	April 23 - 27	Vacation Week
November 22 - 24	Thanksgiving Break	May 28	Memorial Day

Early Release: September 20; October 18; November 9; January 10; April 11; May 9

200 Instructional Days 4 Teacher Workshop Days 1 Snow Day/Teacher Workshop Day

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10/07/16

K-12 Writing Professional Development

What is SRSD?

SRSD stands for "Self-Regulated Strategy Development." It was developed based on extensive evidence-based research. SRSD is a pedagogy designed to help students improve their writing through strategy instruction and self-regulation.

There are two fundamental concepts of SRSD:

Self-regulation:

"Deliberate, conscious control of cognitive activity."

Strategy:

"Plan of action used to achieve an overall aim."

(Quotes from Dr. Karen Harris)

Important points to remember:

- SRSD is **not** a scripted program
- SRSD **is** a pedagogical framework
- SRSD is a collection of best practices
- SRSD offers resources for teachers to use when teaching writing
- SRSD involves a Six-stage Gradual Release Model
- SRSD incorporates the writing process: plan, write, revise, publish
- SRSD offers explicit support and immersion in real writing

Professional Development Model:

"Train the Trainer" Model: Cultivate Professional Learning Leaders Model

Attend course at least four times: initially as learner, then as observer, then leads parts then leads full course, with support present. Then use think SRSD materials to lead courses within district.
(Pilot group teachers can follow this path)
Participate in regular (monthly) webinars to remain current

POW + TIDE

Pick My Idea(s)
Organize my notes
Write and say more
+
T- Topic introduction
Did I tell what it's all about?
ID- Important details (3 or more)
Did I develop my points?
E- End
Did I wrap it up right?

Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). ***Powerful Writing Strategies for All Students.*** Baltimore, MD: Paul H. Brookes Publishing Co., Inc

POW + TIDE

Pick My Idea(s)

Organize my notes

Write and say more

+

T- Topic introduction

Did I respond to topic?

I - Important evidence

Did I develop the topic?

D – Detailed examination

Did I examine the evidence?

E- End

Does conclusion relate and extend?

SRSD Overview

SRSD Stages	Key Elements
Stage 1: Activate and Develop Background Knowledge	Collect pre-assessment Build enthusiasm Introduce mnemonic (planning) Evaluate exemplar essay Review mode parts and terms Discuss key general writing concepts Introduce self-regulation
Stage 2: Discuss it	Introduce Graphic Organizer Map out, or outline, exemplar essay(s) Repair essays (revision) Discuss students' current attitudes about writing Review benefits of strategy use Develop understanding of importance of effort Discuss when/where to use strategies, establish commitment
Stage 3: Model it	Introduce self-talk Model a think aloud, using self-regulation and writing strategies Analyze modeled think aloud for strategies and self-regulation Lead Collaborative plan/write Build collaborative partnership
	Introduce scoring Score samples (option: collaborative writes) Score with scales (then graph) Support goal setting
Stage 4: Memorize it	Daily review of mnemonic and strategies Can add motions, song, etc. to aid memorization Internalize personalized self-statements
Stage 5: Support it*	Students given needed time daily to plan, write, revise etc. Scaffold planning and writing with gradual release of control Fade graphic organizers, word charts, etc. Regular scoring practice Introduce new or higher level goals as appropriate Introduce peer-feedback Support internalizing strategy use Provide feedback on writing, and self-regulation Discuss and support transfer Small group conferring Differentiate instruction
*Students plan, write, revise and publish in this stage	
Stage 6: Independent Practice	Use strategies and self-regulate independently Fade overt self-instruction to covert Ensure transfer of strategies and self-regulation Collect final (post) assessment
Cycle back again with higher level elements as instructional focus, or begin new mode	

ELA Data from Schools Following thinkSRSD's Support Plan

School/District/State	2013	2014	Gains
Pingree/Weymouth **MCAS**	3rd Gr: 56% 4th Gr: 46%	3rd Gr: 63% 4th Gr: 67%	+10%
Ayer Shirley **MCAS**	3rd Gr: 58% 4th Gr: 52%	3rd Gr: 69% 4th Gr: 60%	+10% 4th: Highest Ever
Worcester Arts Magnet **MCAS**	All: 80%	All: 85%	+5% Highest Ever
Wayland **MCAS**	3rd Gr: 75% 4th Gr: 74%	3rd Gr: 82% 4th Gr: 81%	+7% Highest Ever
School/District/State	**2014**	**2015**	
Holden, MA (partial roll out) **MCAS**	All: 69%	All: 75%	+6%
New York, NY **ENY**	All: 38%	All: 42%	+4% Highest since ENY
Jeffco, CO **CMAS Sci**		Gr 5: +30% Gr 4: +18%	+24%
Cumberland, RI **NECAP Sci**	All: 13%	All: 44%	+31% Highest Ever
Worcester Arts Magnet **PARCC***	MCAS: 85%	PARCC: 84% #38/875 in MA	~ increase (PARCC lower than MCAS statewide)
Wawecus School, MA **PARCC***	MCAS: 33%	PARCC: 40%	+7%
Thorndyke School, MA **PARCC***	MCAS: 52%	PARCC: 57%	+5%
Clarke Street School, MA **PARCC***	MCAS: 36%	PARCC: 38%	+2%
NAEP for State of Tennessee (40,000 teachers)	NAEP (2015) shows TN remains "fastest improving state in USA".		
School/District/State	**2015**	**2016**	
Worcester MS (Burncoat) **PARCC**	PARCC: 44%	PARCC: 54%	Gr 7: 4% Gr8: 17%
Worcester Arts Magnet, MA **PARCC**	PARCC: 84%	PARCC: 87%	3% Highest ever
Thorndyke, Worcester, MA **PARCC**	PARCC: 57%	PARCC: 59%	2%
Burncoat ES, Worcester, MA **MCAS**	MCAS: 38%	MCAS: 41%	3%
McGrath, Worcester, MA **MCAS**	MCAS: 38%	MCAS: 41%	6%
BF Norton, RI **PARCC**	PARCC: 33%	PARCC: 41%	7%
Cumberland, RI **PARCC**	PARCC Gr 6: PARCC Gr 5:	PARCC Gr 6: PARCC Gr 5:	6% 5% cohort gain (steady for gr to gr)
Acton-Boxborough (partial) **MCAS**	MCAS: 82%	MCAS: 85%	Gr 4-6: 3%
Hopkinton **MCAS**	PARCC: 81%	PARCC: 86%	5% Highest gains ever

*Shows tests taken paper & pencil in schools that teach writing 5x weekly and confirmed implemented SRSD.