

**COMMITTEE OF THE WHOLE
EDUCATION COMMITTEE
MINUTES
OF
AUGUST 14, 2024**

Administrator: Dr. Michelle Erb, Assistant Superintendent for Curriculum & Instruction

10. EDUCATION: (Limited up to 60 minutes) Start at 5:15 p.m.

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10.A. Roll Call: Megan, Rebecca, Micki, Terrell, Kris, Becky L, Jake, Shannon, Holly, Elana, Jeremy, Maria, Christy, Mike V., Emily, Marya, Brock, Kyra, Becky S., Kasie, Ryan

10.B. Meeting Minutes Consensus: July 10, 2024

All aye, no opposition

10.C. Public Comments (if any) none

Social media comments were incredible per Megan Hastings. We have more people interested in partnerships with the District per Micki. Mike asked if there could be another public walk through at another time. Jeremy said he would work on that. It is open during orientation as well right now. The building will be open to the public on September 27 for homecoming hallway decorating and showcase.

10.D. Agenda Items

10.D.1. Academic Data: SAT, AP, Dual Credit, Running Start

Jake presenting: Dual credit is being add in each pathway.

PSAT, SAT Data shows we are below the state for performance benchmarks and we will go into a deeper dive on this as we have been below since 2017. Our students were lower than the year before and the State reflects the same numbers and percentages but are a bit higher than us. The data doesn't tell us the why but shows where we need to focus. Last year due to the pandemic many colleges did not use the SAT data and we are seeing the trend to look at portfolios now.

The percentage of students passing English Reading and Writing is higher previous to the pandemic. Math is not trending the same and we will need to find out why or what we can do.

The only thing they tracked up to last year per Jake was entry into colleges and universities.

We need to see if we can get some of the answers from students as well per Jake.

Larry would like to stress the authenticity of math facts, addition facts, multiplication facts. Holly noted that it is a School Improvement Goal at Ralston but it has been a struggle. Jake

noted we can get data from our IAR but to be fair when putting together a SIP, it doesn't mean we are not doing other things but are targeting these in the SIP.

Aaron asked PSAT grade levels: Freshman and Sophomore years per Jake

Everyone takes the test who is here and then scheduled make up days. Summit students are invited to take as well but we cannot force them to do that. Kids that are not going to college can skew the numbers as they know. Jake noted that is why we need to talk to students to find out where they are going.

Ryan noted that when looking at elementary data we look at other districts as well to compare to see what is going on.

It is a required test for graduation by the State but will be changing from SAT to ACT next year per Micki.

PSAT 10 Cohort Data shows now juniors who took as sophomores data. In similar trends with the State it is a downward trend but we still need to ask why scores are going down.

No PSAT data on freshman as they didn't take it.

Jeremy noted we are trying to have students do better in the application of math.

Advanced Placement (AP) Data

Jake noting that more students are taking AP tests. Total AP students 340, and we are up over 50% this year with an upper trend in most courses. There were a couple that had a dip but we are looking into this. Overall AP scores are on the upward trend. These are all grade levels from 9-12. Jeremy noted that it is very encouraging to see the uptick in students. Everyone has access but we did take down some barriers to take an AP course. We want them to take courses and get a BA. GPA's have gone up but are still weighted.

Running Start Data

2024 Running Start

12 students earned their Associates Degree this year.

91.6% - white

8.3% - two or more races

Socioeconomic, Demographic 100% normal (should use a different term like average)

This is communication via counselors and information nights about the program. Jeremy noted there is a lot of interest and there is a screening exam and we typically have 100 sophomores take it. There is no lack of demand but limited supply. It is competitive to meet thresholds to qualify on RVC's side. Then they submit an essay to see if their writing skills are sufficient. It is also a pricey program.

2025 Running Start

16 students enrolled,

75% - white

6.3% - 2 or more

18.8% – Hispanic/Latino/White

Socioeconomic
Demographic Data
81.3% Normal
18.8% Free Lunch

There were less than 5 students who had the opportunity to attend and didn't go into the program. Jeremy noted that one or two per year need some intervention who are struggling. We advocated strongly for RVC's liaison to communicate with us so that we can support and be proactive our students are doing well. They are a full fledge college student at 16 so there are supports that are needed.

Two or three students may qualify and decide not to do it per Jeremy. There is a list waiting for the vacancies.

Dual Credit Data

CLEP exam will earn college credit after a course for College English and College Bio

Dual credit is earned through RVC

We doubled the number of test takers

RVC mandates that for CTE courses students have to have a min GPA of 2.0 to be eligible for dual credit. We continue to work with the college about this. They are the only community college that implemented this last year. Other dual credit courses make sure they pass the Accuplacer test in math to be eligible for dual credit.

We are currently only doing dual credit through RVC. Jake noted it is the ICB and ISBE agreement. We can partner with other four year colleges or community colleges, but RVC provides us with the best rates. It costs \$50 per credit and it would be higher somewhere else. We are talking about CTE having dual credit for next year but not this year. Megan noted we need to have access to the best places we can, i.e. Blackhawk Tech. Jake noted we are working on this. Discussions have already started. We are working with Blackhawk Tech, which is articulated credit and not dual credit.

10.D.2. School Improvement Plans Presentation

Priorities: All align with the District's Mission & Belief Statements

HHS – Jeremy

Focus on 9th grade success, providing supports in all areas and transition support

Focus on increased students and staff community engagement and sense of belonging

Focus on students in technology instructional strategies.

Focus on increasing access to participation in college endorsement areas

Machesney – Jason

Improve ELA Scores

Improve Math Scores

Build School Community

Maple – Emily

Improve percentage of students for making iReady Reading goal

Improve percentage of students making iReady Math goal

Focus on playground and decrease referrals

Focus and improve attendance

Marquette – Brock

Improve proficiency in Math

Improve student proficiency in Reading

Improve stakeholder engagement and build a PTO

Improve teacher collaboration and increase staff sense of belonging

Olson Park – Marya

Increase proficiency in Math

Increase proficiency in ELA

Increase opportunities in SEL for equity learning

Teacher collaboration and increase staff sense of belonging

Parker Center – Becky

Increase stakeholder engagement and parental involvement

Improve vertical alignment between building programs and
Grade levels

Increase proficiency in Reading and Math

Increase feelings of belonging for students and staff

Ralston – Holly

Increase percentage of students at or above grade level in iReady Math

Decrease percentage of students who are one or more grade levels behind in Reading

E-Team will realign the monthly equity themes with District monthly themes and use resources

Improve MTSS data-driven decision making

Rock Cut – Ryan

Getting students on grade level for ELA and Math

Improve climate and culture

Decrease discipline referrals

Windsor – Kasie

Increase all students' performance in reading and math

Provide students and staff with appropriate social and emotional learning tools

Create and maintain a positive learning environment

Note: Loves Park and HMS have already been presented and approved.

Larry noted he liked Ralston's presentation with Holly referencing rote learning

Mike asked if we could look for words to use rather than increase or decrease, what does success look like in the word increase. It is more specific in SIP Plans

10.D.3. Clarification of the Discipline Matrix

Aaron McKnight noting that he has talked with admins and teachers and it seems that there is a reclassification on referrals. He wonders if we could somehow put some examples on how to write referrals or charges so there are not so many adjustments. Also teachers need to know if their referrals are being following through upon. Ryan asked what it means to say changed on the backend Aaron noted it is changed by an administrator after a teacher writes it. Ryan noted that we do not get that. Kasie noted that there can be multiple offenses in a referral so you try to get to understand the thought process of a teacher in writing a referral Aaron noted he though an example would streamline the process. There are many things considered such as situation, preceding factors, how old a student may be, etc. There is more teaching that goes out with discipline at elementary level than secondary level. This is done at SBC meetings. Elana noted as a classroom teacher she doesn't understand what falls under each offense and if an admin changes it they know what it is. Elana noted she heard there are multiple offenses at the secondary level and it can be combined into one referral by an administrator. Brock noted that it is reviewed with staff at PD day and we don't discourage our teachers from writing referrals without admin, but when it is sent to us if we haven't been involved it gets to the parent, if a bigger offense we are called in earlier, i.e. level 2.

Terrell asked that individuals that reach out to the Board contact the administration.

Jeremy clarified we don't combine referrals but do combine consequences.

10.D.4. Teacher Access to Skyward

Micki noted that there was wide open access and we are limiting access for security purposes. We also need to protect student privacy. The teachers can see their own students in their classrooms. It is a balancing act and if a teacher needs access to something they will have it. They can now see schedules as of yesterday. They need to come to Mickie. If people come to the Board send them to an administrator.

10.E. Adjourned at 6:42 p.m.

Minutes taken by
Kris Arduino