

THE CITY OF LAKE FOREST SCHOOL DISTRICT 67

Title: Education Committee Meeting

Date: Wednesday, January 20, 2016

Time: 8:15 a.m.

Location: West Campus, Seminar A

Participants: Beth Clemmensen, Jeff Folker, Suzanne Sands,
Barry Rodgers, Susan Milsk, Tara Eggers, Carolyn Moore

Administration present: None

Staff Present: None

Approval of Minutes: Motion by Suzanne Sands, Second by Carolyn Moore

Public Comment: None

DISCUSSIONS/PRESENTATIONS:

The Education Committee met on January 20th and was called to order at 8:22am. The first item on the agenda was to approve the minutes from the November meeting, with Suzanne Sands making the motion and Carolyn Moore making the second.

PARCC Assessment – Barry Rodgers

Barry Rodgers presented the Committee with an overview of the PARCC test results for D67. The test grades students on five levels, with levels 4 and 5 being deemed by the State as proficient (although some states are also accepting level 3 as meeting expectations). It is important to remember that this is one of multiple data points used to assess students. Further, this was the first the year for the PARCC test, so last spring's results represent a baseline and will not be used for student placement. However, it is the first real indicator on how we are performing as a district relative to the new common core standards.

The results are as follows: (Percentages are the number of students meeting/exceeding State standards. Lake Bluff D65 was also discussed as neighboring district.)

	<u>Comp</u>	<u>ELA</u>	<u>Math</u>
D67	65%	67%	61%
State	33%	38%	28%
D65	72%	73%	70%

Not surprising, D67 students out-performed the state averages, but as expected, the number of students meeting/exceeding standards was lower than the 90%+ numbers the district as seen in the past with ISAT results. It is important to note that PARCC is a new, more rigorous exam and district curriculum changes to better align with common core standards are relatively new.

In looking at results by grade, the percentage of students proficient varies greatly from year to year, with the math scores generally declining from grade 3 to grade 8. This could be driven by the lower grades having had more time with the CCC-aligned Bridges curriculum, while the upper grades just changed to the new Connected Math curriculum this year. More research is needed to more fully understand the results.

Math by Grade	3	4	5	6	7	8
% Proficient	69.0	63.9	57.8	57.7	69.0	51.6
ELA by Grade	3	4	5	6	7	8
% Proficient	59.5	69.2	69.3	71.1	70.5	63.1

This year's PARCC test will still be administered to all students grades 3-8. However, some important changes have been made for this school year:

- There is only one (vs. two last year) testing window (April 4-18)
- Total testing time has been reduced by 60-90 minutes, depending on the grade
- Results are expected in June (vs. the fall)

Questions expressed by the Committee were:

- 1) Realizing that this is a baseline year, it would still be useful to compare how D67 did relative to its peer districts. While it may not be possible to make conclusions from this data given all the variables at work, it would still be helpful to view the results.
- 2) Although PARCC and ISAT numbers vary, do these results follow any of the same patterns we have seen in the past – particularly when compared to peer districts?
- 3) How do these results compare to the MAP data collected last spring? Do we see any consistent patterns?
- 4) While we expected the percent of students meeting/exceeding standards to be lower with this new test, the number of students exceeding standards seems particularly low especially in light of so many students working “above grade level.” Do we have any hypotheses on why these numbers are low?

ELA Update – Susan Milsk

Susan Milsk provided an update on the implementation of the new Lucy Calkins Writing Workshop curriculum and also gave an overview of the Reading Workshop implementation plan leading to next year's rollout.

On the Writing front, professional development (PD) for teachers will continue through the school year and into the summer. Overall, teacher feedback has been positive on the program, but noting that it requires much more prep time on the part of the teachers to effectively give the lessons. They also asked for more support on how to confer with students and give them meaningful feedback on their writing, so much of the PD investment will be focused on that.

On the Reading front, all of the reading materials have been given to teachers as of this month and PD and planning will begin this month and continue through the summer. Initial feedback from teachers is that the Reading program comes a bit easier having already done the Writing – they are able to better see how the two fit together. Although the ELA teachers are overwhelmed with the implementation of both programs, they are encouraged by the strong feedback received from districts that have implemented the program. Net, the program is designed to encourage more critical thinking skills from students (vs. reading comprehension), uses both fiction and non-fiction texts (which our teachers ultimately choose), and greatly increases the volume of student reading.

There are no plans to modify student levels in ELA for next year.

Inquiry Initiative – Barry Rodgers

The Committee discussed plans around how to formalize some of the inquiry-based initiatives going on around the district. Overall, inquiry-based learning is happening in pockets, but is not systematic in the organization. The team needs to present a plan for how to move forward for next school year, starting with K-4 students. They are targeting to bring something to the BOE in February. The Committee said that it would be more important to have a fully-fleshed out plan, even if that means delaying the presentation to the BOE until March.

Executive Functioning – Barry Rodgers

The Committee discussed options for how we better support our students in the area of executive functioning. Recognizing that our teachers are already overwhelmed with the many curricular changes, the group talked about ways to support teacher practices and support students. Specifically, we discussed developing a teacher academy class for ways to better infuse executive functioning skills into the flow of instruction, looking into bringing in a brainstormers session for parents and students who may be interested, and looking at developing an ELO class for students at DPM. The best timing for these initiatives was identified as 5th grade to help with the transition to middle school and 8th grade to prepare for the transition to high school.

That concludes the Education Committee report.

Motion to adjourn:

The meeting adjourned at 11:00am. Suzanne Sands made the motion and Jeff Folker seconded it.

Next meeting:

Wednesday, Mar 2, 8:15 a.m. West Campus Seminar A