



## **EEE Committee Meeting Minutes Thursday, August 27, 2015**

A meeting of the EEE Committee was held on Thursday, August 27, 2015 beginning at 4:00 p.m. in the Mellon Board Room. Members present: Angela Smith, Judy Wiegand, Azark Cobbs, Lee Ann Kelly, Cathy Mannen, Suyata Dey-Kootz, Laura Taylor, Joe Williams, Kathy Shannon and Jonathan Westfield.

Introductions were made and Ms. Smith thanked everyone who was able to attend the meeting. She reviewed the purpose of the EEE Committee, referencing Board policy. Ms. Smith indicated the focus of this meeting would be the data presentation that reflects the state of the District.

### **Approval of Minutes:**

Ms. Smith said that a copy of the June meeting minutes were included in each packet. She provided an opportunity for members to review the notes. A change was made to the second paragraph, fourth sentence to now read, "The data will provide information on student performance/achievement, special education, discipline and other District trends, with a focus on how African American students are performing in comparison to their counterparts." A motion was made by Lee Ann Kelly, seconded by Dr. Judy Wiegand to approve the minutes as presented. Motion carried.

### **Data Presentation**

Ms. Smith provided an overview of the upcoming data presentation. She explained that our data tells the story of how we are responding to the numbers. She shared that as a District we look at the data and how we respond to it. The data is the "so what." This data presentation will highlight some of the "now what" -the initiatives that derived from examining the data. The District believes by building strong schools we are also helping to build a stronger community.

The presentation began with a look at the demographic breakdown of the population of Unit 4 as of September, 2014. These numbers came from the ISBE website, include Early Childhood students and will be updated again in September of 2015.

ELEMENTARY - Dr. Susan Zola provided explanations of data for elementary. She provided a detailed example of why the district is using Measures of Progress, MAP. Results from MAP testing are timely, scores are known at completion of test and show where students are performing in comparison to their peers at the same grade nationally. MAP testing is used in reading and math, three times a year to ensure students are making progress and moving toward meeting benchmark standards.

Using second grade as an example, the 2015 Spring MAP Math Data showed 56.3% of African-American Students were at or above the nationally normed average range. This means that a little over half of African American students are on track without intervention. Second grade students on a whole are 75% on track to meet standards without interventions.

Jaime Roundtree, Elementary Curriculum Director provided information on the student enrollment numbers in elementary gifted classes and the beliefs behind enrichment programs in Unit 4. Gifted enrollment numbers increased due to increasing the size of one of the classrooms.

A task force monitors gifted and enrichment programs. The team looked at magnet versus pull out enrichment. The recommendation of the Task Force is to revisit the current model of 30% push in and 70% pull out and flip it to a 70% push in of enrichment and gifted curricula into the classroom with only 30% pull out for additional enrichment/gifted programs. The goal is to change the disparity in participation and mirror the demographic of all students. A rearrangement in the elementary campuses is underway for a push in model.

#### SECONDARY:

Ms. Smith and Dr. Laura Taylor explained the secondary data presented to the committee.

Ms. Smith explained that AVID has served as a means to enter more students into honors level courses at middle school. AVID also places the teacher as the advocate (point person) for student achievement. Demo Status is when AVID moves from a few classrooms to the entire building. AVID helps build confidence and determination while providing supports to help students achieve their goals. This system of support also guarantees students a place in honors courses.

Ms. Smith highlighted the MS Honors program which changes from the elementary and allows for more points of access in general. By allowing students to enter either honors reading or math, opportunities increase. AVID helps support students as they enter for the first time.

Dr. Taylor provided insight into the HS Honors. The numbers have stayed about the same and there is not too much shift. There is a focus on providing access to all students. On the whole the district is up. The district monitors closely the numbers and watches trend data.

AP Enrollment is more difficult to get access points. Dr. Taylor shared that a new law in 2016-17 will require all IL state colleges accept AP test scores of 3+. Unit 4 was awarded the Advanced Placement Honor Roll for the 2013-14 school year. AP Scores are good and going up. Dr. Taylor also explained that the AP Board designated race differently than the District does.

ACT Aspire is a different assessment than what was used in the past. The ACT has big impacts on students which is why the District has chosen to use this assessment. It helps students think of their junior year ACT earlier by providing predicated reports for middle school students. These reports indicated strengths and weaknesses, allowing the opportunity to make targeted choices for improvement in deficit areas. ACT Aspire allows for tracking of data and trends from middle school to high school. The data collected in ACT Aspire allows the District to look across demographics, cohorts, and individual students. This data is useful as it provides the district with a snapshot of where we are on target, where we are lagging and what changes we can provide to reach benchmarks. Various slides were shown offering different ways ACT Aspire data can be displayed to provide a multitude of data points to aid in instruction, intervention and curriculum choices.

Dr. Taylor indicated that as a District our ACT score is higher than the global rate but not within the demographic makeup of the District. The hope is ACT Aspire data will help bring scores up for all students.

Dr. Taylor spoke about the graduation rate and explained in 2010 the state of Illinois changed the way graduation rates are calculated to reflect a true cohort graduation rate. The rate is measured in 4 years; however students in special education have programs in place that allow some to stay for six years.

**Special Education (SPED):**

Dr. Elizabeth deGruy presented the Special Education data. She began by providing the definition of risk ratios, understanding what the numbers mean and when the Illinois State Board of Education monitors the district. Data is collected at the end of each semester. Some numbers may appear inflated due to the small number of students within that demographic category.

African American students are 4.3 times more likely to be diagnosed with an SLD (Specific Learning Disorder).

ED (Emotional Disorder) risk ratio is higher over time specifically due to a community change.

The Pavilion doubled the number of beds available to adolescents.

### **Culture and Climate**

Orlando Thomas presented the Culture and Climate data noting that the district was invited by the OCR to present at a LUDA Conference on the initiatives and supports put in place at Unit 4.

Mr. Thomas highlighted the following items:

- Social Justice Framework
- Summer Youth Employment Program
- ACTIONS - family focus
- Youth Mental Health First Aid Grant
- Operation Hope
- Operation Hope, Jr. (middle school)
- PBF
- Student Resource Officer - one of the best in the nation. Surveys continually come back with high marks from parents, students and teachers.
- READY - 13 seniors, 100% graduation
- Restorative Practices - United Way grant
- Youth Assessment Center - keep students out of the Juvenile Detention Center
- Community Coalition

The increase in the numbers is in part to reporting issues at elementary. That has been clarified. 1% of the student body accounts for 48% of the incidents. 92% of students enrolled in Unit 4 have never been suspended. Some students may need more than what the district can provide. We will continue to investigate the “whys” of students with 3 or more suspensions and be proactive in this school year to ask “what do you need for better outcomes?”

Expulsions are down with help of READY. There is a secondary checklist prior to expulsions designed to ask critical questions before expulsions happen.

Angela Smith presented on Operation Hope, Jr. at the middle school. This is a solution-orientated program designed to assist students with academic/behavior issues. 18 students accepted the invitation to attend the Operation Hope, Jr. program this summer. The students were wrapped around with teachers, community members, and district staff to improve both academic and behavioral skills. It provided students with the power to re-write their own stories. It also put advocates all around them.

Angela Smith discussed the Lead 4 Life program at middle school which targets larger groups of students. Some of the program highlights include building resilience, defining purpose and offering hope to middle school students during some of their most challenging years.

Angela Smith later discussed the Third Grade Portfolio Project, an initiative that came from EEE. The EEE committee recommended the program as a way to break the mentality around the school-to-prison pipeline. The pilot program aims to dismantle stereotypes by introducing underrepresented youth to multiple authentic readings, field trips, motivational speakers and family engagement. This program is also supported by the Lead for Life team.

ACTIONS is in its third year of a three year pilot. Tightening systems at this point, family focus, early identification of students, and better marketing.

Youth Mental Health First Aid is available at no cost thanks to a grant. This program encourages community members and staff to create an action plan for students.

Meeting adjourned: 5:40 p.m.

Respectfully submitted:

Robin Ferguson  
Recording Secretary