



EEE Committee Meeting Minutes August 24, 2017

A meeting for the EEE committee took place on August 24, 2017, in the Mellon Board Room. Committee members in attendance were: Dr. Susan Zola, Angela Ward, Dr. Jennifer Ivory-Tatum, Dr. Laura Taylor, Kathy Richards, Jen White, Angela Schoonover, Dr. Raina Dyer-Barr, Stephanie Eckels, Azark Cobbs and Minnie Pearson.

Mrs. Ward welcomed the group to the meeting and asked members to review and approve the minutes from the April 27, 2017 meeting.

Revisiting Our Purpose

After group introductions, Mrs. Ward provided a brief history of EEE and what the purpose of the committee is about. Mrs. Ward read from the Education, Equity and Excellence Committee policy giving information regarding memberships for EEE and the different equity areas that are covered within these meetings and presentations. Next meeting will be October 19, 2017 and new members will be announced and welcomed. Information on how to join EEE, reminding committee members they serve two or three year terms, and may be served consecutively for up to six years was provided. The Board of Education shall vote to determine final committee membership. Applications to join as a EEE committee member can be picked up at the front desk of the Mellon Administrative Building and returned to the same location no later than August 31, 2017. New applicants will be approved at the October 10, 2017 BOE meeting.

Data Presentation

Mrs. Ward presented the district enrollment for SY 17, Racial/Ethnic Diversity and the district's demographics for English Language Learners, SPED and SES, noting ELL is at 9.7% and growing from previous 5% the year before. All numbers are increasing and that is a great thing.

Mrs. Ward welcomed Dr. Jennifer Ivory-Tatum to the district starting her first year with Unit 4 schools as the Assistant Superintendent over elementary education.

Dr. Ivory-Tatum presented the elementary data for the second semester of the 2017 school year. Providing the definition of MAP testing and how it is used within the district. Informing the audience that Unit 4 will be benchmarking in December before winter break rather than the usual January MAP testing. Looking at the overall totals for Winter and Spring Math MAP, an increase in African American 2nd grade students from almost 60% to about 65%. Hispanics had a little of a decrease, 67.5% down to 63%. 3rd-5th grades went down just a little by 2%. We know we have some work to do with 3rd-5th grades and have put a lot of focus on 2nd grade. They are allowed to have certain parts of the test read to them which may help to understand some of the vocabulary.

Ms. Pearson asked will the committee be shown other districts data and how it compares to our district? She mentioned it helps when sharing with the community that Unit 4 is doing a great job at using MAP testing.

Dr. Zola mentioned that Jaime Roundtree put together some PARCC data to compare to other districts and it was great to see that information. Not all districts around us do MAP testing but it is something we can look into for district comparisons.

Mrs. Richards asked if Dr. Ivory-Tatum could remind us why we look at, 'at or above the 20th percentile'? Dr. Ivory-Tatum responded by stating the 20th percentile indicates the students who are getting what they need from our regular CORE curriculum. Dr. Zola added students who are in 20% or above, changes their needs in a Tier 1 core curriculum and students falling below that will more than likely need additional supports.

Mr. Cobbs formally welcomed Dr. Ivory-Tatum to Champaign and Unit 4, stating she will be a valuable asset to Unit 4 team.

Dr. Ivory-Tatum continued presenting MAP reading data for Winter and Spring semesters. There was a slight increase for 2nd grade Hispanic and African American students. Dr. Jan Richardson has come in for literacy, and will be working with our 3rd grade teachers for the slight decrease we have. She noted 4th and 5th grades have not received as much professional development, in which Dr. Cummings is coming to provide the work this year. Looking for that trend to go up for SY18. She explained enrichment and what it does for our students.

Mrs. Ward mentioned from a parent's perspective, one of her daughters did not have the enrichment program and now has that opportunity. She had wondered if someone would recognize that her daughter is strong in the arts and STEM. She stated the exposure changes the level of engagement and the feel of a campus.

Ms. Pearson asked how often do regular teachers get to collaborate with enrichment teachers to know what students need? Principal at Stratton, Mrs. Stephanie Eckels responded back to Ms. Pearson, giving an example from her building, every student gets drama. The enrichment teachers work directly in other classes to collaborate with other teachers as well.

Mrs. Richards spoke on behalf of parents, stating it would be great going forward if the district could keep coming back and reminding people of what the purpose of enrichment is. She stated we should have something that we can point people to so we are all on the same page, rather than hearing things through word of mouth or from other parents and not exactly knowing.

Mrs. Ward presented the middle school data. She mentioned next time we meet you will see a lot more stream line data due to moving to MAP testing. Unduplicated enrollment is shown, meaning the actual number of individual students enrolled. Students may be enrolled in one or more classes, but they are counted only once. 2,041 of our students get to experience honors course work. 36% of African Americans students are in honors classes. When you move into Math you have a lot of reading in math so literacy plays a big portion of the math data. Mrs. Ward let everyone know our focus question, "Do our students have the vocabulary and access to do well in these areas? How can we re-engage our students that may shy away from this area?" Our African American students for AIMSweb Math went up, but we will be moving away from AIMSweb. Improvement for 7th grade in AIMSweb reading.

Ms. Pearson asked how do the year-round students compare to the students that are not year-round with reading and math? Mrs. Ward responded to Ms. Pearson's question letting her know elementary is only year-round, we do not have year-round in the middle schools, but it is something to look at for elementary school data for the future.

Mrs. Ward explained AVID brings in 319 African American students but it's becoming more diverse. There is reading, writing, and inquiry everyday. Students learn how to collaborate and troubleshoot and talk with one another. They are welcome to sit down with tutors that are available as well. There is an alert system if a student is below a C as well and it's not just specific to one group of students.

Dr. Laura Taylor presented the High School data. High School has a lot of students in honors and has worked to demographically increase the African American and Hispanic/Latino student enrollment. Advanced Comp courses are an added opportunity for students to get college level courses. If you receive a three or higher within an AP course the colleges in Illinois must take that credit and count it towards

college courses. We absolutely want to increase the Advanced Placement summary course. The percentages are going up in every way that we want them to and consistently adding students and we continue to maintain our scores. African American exams are up from 26 to 43 in the last year, highest in the last six years. Low income is highest in the last six years as well.

Mrs. Ward asked if there were any questions regarding the high school data presented.

Dr. Zola reminded the group that one of our key goals for EEE is not lose our focus on equity work and recognize our truths and share them.

Mrs. Richards mentioned she was thinking about big themes that jump out for her;

1.) 18% of African American students in 6th grade in honors math, that's a specific curriculum hurdle that will be talked about.

2.) You can see some of the progress in professional development from k-2nd grade and now we are

going to move that focus to grades 3-5.

She mentioned those are big themes and it's helpful to walk away with some concrete takeaways.

Ms. Pearson asked is there a parent piece to support parents? Dr. Taylor responded to Ms. Pearson that there is a requirement to reach out to parents if their student slips below a C.

Mrs. Ward liked the questions, adding were there other ways we can reach out to parents to get them more involved and knowing. Adding there are 100 summer slots for students that are new to honors this year. We used AVID Bridge curriculum over the summer.

Dr. Zola makes mention that University of Illinois Chicago did a study of 20 year examination of districts around the state. Our district is right on with scores but the poverty level has increased. We have maintained a level of success within our school district. Noting, the reality of school work is that it's a continuous human organization. There will never be a day where we say, "we got this, we're done", we build the hearts and minds and spirits of the human so you're never going to arrive at an ending when building humanity. It's not about us as educators, it's about us as a community.

Mrs. Ward ended the meeting by letting everyone know the next meeting we will have the Special Ed report, and Climate pieces included. Takeaways from this meeting will be:

1. Go back and think about what we do in comparison to other districts with MAP
2. How MAP is being enhanced through STEM
3. How do we engage the parents to help students

Respectfully submitted,

Liz Smith