



EEE Committee Meeting Minutes February 22, 2018

A meeting for the EEE committee took place on February 22, 2018, in the Mellon Board Room. Committee members in attendance were; Dr. Susan Zola, Dr. Laura Taylor, Daniel Cook, Jaime Roundtree, Mike Lehr, Orlando Thomas, Kathy Richards, Kathy Shannon, Jen White, Angela Schoonover, Dr. Raina Dyer-Barr, Stephanie Eckels, LeeAnn Kelly.

Dr. Laura Taylor welcomed the group to the meeting and informed everyone this meeting is a continuance of the district's efforts to engage the community by sharing achievement information concerning students within our district with a focus on targeted population. Over the years, the committee has shifted focus from presenting data to being engaged in dialogue around ways to better impact the experiences of our students. Fall data will be presented with a reminder that all data presented is always a semester behind from the current date. Next meeting we will present the data for students with special needs.

Minutes from the October 19, 2017 meeting were reviewed and approved by all.

Ms. Cook, Novak Administrator, presented information about Novak Academy and the work it does for Unit 4 students. Novak Academy is an academic alternative school for students who struggle in the traditional high school settings. Students must have completed 9th grade, be an active student within the last 90 days, and have been through the Rtl process.

Ms. Cook walked the committee through the school's enrollment, demographics, goals and initiatives. Professional development for staff is deep in trauma trainings this year. Novak is continuing with the Care4U program, as well as Rosecrance. New programs to the school this year are CU Early program, a program for students with children, and Lead4Life, led by Javae Wright, meets with students two times a month working on goal setting skills. School Connect is another program added, with help from Orlando Thomas, for social emotional learners. The academy has served 81 students so far this year, graduated 18 students, working to increase attendance rates and working to keep discipline referrals under 40. The academy will be moving to a new location after SY18-19.

Dr. Taylor presented the district data presentation with overall enrollment and demographic information. The district serves 10,054 students, 11.10% of our students are English Language Learners, 12.78% of our students partake in special education services and a little over half, 52.58%, of our students receive free or reduced lunch.

Jaime Roundtree presented the elementary update to the committee. Elementary is currently in its fourth year using MAP as one of the data points to assess students' college and career readiness. Students who are at or above the 20th percentile are able to succeed in core classes. Elementary shared data from grades 2-5 with the committee. 3rd grade shows a dip in MAP cohort data. Jaime mentioned once the student hits 3rd grade, the test is no longer read to them, so that can be a factor for the dip in 3rd grade.

Gifted enrollment is holding steady with 11% of the total elementary population participating. African Americans make up 5% of the districts total students enrolled in gifted. District is looking for ways to market the gifted program in order to draw in more students. Dr. Raina Dyer-Barr stated she has heard parents say their child had tested into the gifted program, but they chose not to enroll due to not having a ton of information. Jaime added that some students are staying where they are due to changes within the Gen-Ed classrooms, so needs are being met at the building level. Kathy Shannon mentioned students that

tested into the gifted program, but chose not to attend might be something to track in the future.

Mike Lehr presented the middle school data along with AVID initiatives. 55% of the total demographic of students are enrolled in at least one honors course this year. African American students percentages have dropped to 29% this year in honors courses. We believe the cause of that drop is due to the AVID program now allowing foreign language courses to meet the honors requirement as another option for African American students to experience rigor as several students struggled with CPM. African American students in 7th and 8th grades count for 39% of the students taking an honors or a foreign language course, which is a rise from previous years.

LeeAnn Kelly stated she feels like the number drop in 8th grade honors math may be a concern due to honors math being considered as an indicator of success for college math. Mike Lehr reassured the district keeps reporting this data because we are not dismissing it and there are a lot of structures in place to grow the numbers. This district is not discouraging students from taking reading and math honors, but we are opening up their options for foreign language.

Kathy Richards mentioned having another way to break out the data looking into 6th graders taking an honors class, since foreign language is not open to them.

Dr. Zola asked if we have tracked students within the summer bridge program to honors and if those students are having academic success? Additional sections of math within the summer bridge program have been added knowing we want to grow that honors number.

MAP testing is a way to give parents recommendations for honors reading and math classes. Numbers continue to grow from grades 6-8. Students in 6th grade have been in the system since elementary level, giving us the ability to look at an individual student's projected growth data over time.

Almost half of the students are taking Algebra in the 8th grade. Only 1 student out of 286 did not pass Algebra. Lowest failure rates we have seen in the past couple years.

AVID enrollment is currently at 621 students in grades 6-12, with 383 of those students in grades 6-8. Good news, numbers have grown every year for AVID at the middle school and high school levels.

Dr. Laura Taylor presented the high school data to the committee. The graduation rate for 2016-2017 is a highlight with African American students at 82.7% graduation rate. Hispanic/Latino graduation rates continue to fluctuate. District does not require ACT anymore, which has been replaced with the SAT test. First year with SAT scores and 38.5% of total students in their junior year meet what the SAT considers their benchmark for reading and 37.7% for math. African American scores are 7%. The district will be aiming to raise that percentage, not only for African American students, but for all students. AP Stats and Advanced Composition show an enrollment increase for all students, which is something the district has really worked on to increase throughout the years.

Mr. Orlando Thomas began the Culture and Climate presentation. District continues to partner with multiple programs such as the Youth Assessment Center. Other school initiatives we have purchased are Schools Connect and Second Step, a social and emotional learning tool for campuses. We have 8 district trainers for Youth Mental Health First Aid Training, which is an 8 hour training that provides overview for any staff, coaches, mentors and community members, and has received wonderful feedback. Discipline Equity Advisory Committee meets 1x a month in the fall and 2x in the spring, which looks at discipline disparity and changes to the code of conduct within the district. A group of 12-15 students at one high school had concerns about the sexual harassment policy, which brought forth some changes and the district is taking those to our attorney to review. If approved, the students will have their voice heard, as well as knowing the steps the district will take if those concerns arise in the future. Continued work with Educator and Positive Behavior Facilitation Trainer, Dr. Edna Olive has provided a great 3 year plan to get all administrators trained for PBF.

Gradual decrease in Elementary level suspensions due to one of the components of ACTIONS called Restore classrooms. These two classrooms, K-2nd grade and 3rd -5th grade, serve students from our district Elementary Schools and are housed at Garden Hills Elementary School. An intense level support system is in place for tier 3 students that runs a semester long. With a very small staff to student ratio, intensive social and emotional skill instruction is delivered in a format that meets the needs of previously unsuccessful students. The Restore model is temporary and meant to boost skills of the student and those who work with the student over one semester. It is not a permanent school placement.

Secondary level numbers have decreased dramatically. We are seeing a number of students go through the Alternative Placement Process and that is a proactive way for admin to work with the student before that student commits an offense or fails a class. These students are not eligible to attend Novak, so they attend READY. Students able to attend READY, due to this process, has been very helpful and contributes to the lower number of suspensions. Suspensions by ethnicity and incident numbers are still around the same.

No comments or questions were asked.

Respectfully submitted,
Liz Smith