

Curriculum Board Meeting Minutes

Meeting Date: August 21, 2017 @5:00 p.m. – SSC

Members:

<u>Attendance</u>			
Kimberly Hatchett	Yes	<u> x </u>	No
Daniel Barreiro	Yes	<u> x </u>	No
Alex Arroyo	Yes	<u> x </u>	No
Dr. Marion Hoyda	Yes	<u> x </u>	No
Dr. Mark McDonald	Yes	<u> </u>	No <u> x </u>
Heather Kincaid	Yes	<u> x </u>	No
Dr. Lori Campbell	Yes	<u> x </u>	No
Chris Heath	Yes	<u> x </u>	No
Diane Argueta	Yes	<u> x </u>	No
Araceli Ordaz	Yes	<u> x </u>	No
Ed Moyer	Yes	<u> x </u>	No
Analy Gonzalez	Yes	<u> x </u>	No

Ms. Kincaid opened the meeting at 5:00 p.m.

I. Community Service

Ms. Kosak, principal at EAHS, and Ms. Orstead, AP at EAHS, presented proposed changes to the district’s community service policy. The current community service requirement for EAHS is that students must complete 40 hours within their four years of attendance. The current board policy states “a minimum of 20 hours must be completed by the end of the student’s sophomore year. Students who have not earned 20 hours of community service credit will not be promoted to junior (11th grade) status until such time as the 20-hour requirement has been met.”

The district serves many students needing to help support their families and/or care for younger siblings after school, the new proposal aims to eliminate the community service requirement. The community service requirement also prevents some students from achieving 11th grade status, which makes them ineligible to sit for the SAT exam as juniors. As the district, we are striving for more students seeking post-secondary opportunities, it’s vital that all students take the SAT in the spring of their third year of high school.

The district will continue to encourage students to serve the community and those who complete the 120 hours will earn a silver cord to wear at graduation, which more than 100 students currently do each year. Additionally, the achievement will be noted on students’ transcripts so that potential institutions of higher education and/or employers will be aware of the service.

This is not a state requirement and other districts generally do not require it. The committee recommends to place Community Service on the next full BOE meeting for discussion.

II. Technology 1:1 Update

Ms. Reyes Childress acknowledged the hard work of the technology team. She presented an update on the 1:1 technology initiative which began in the 2013/14 school year to ensure all students had access to a device in school no matter what classroom they were in. During the 2017/18 SY, D131 is on track to surpass this 1:1 goal. Total number of students (excluding Pre K) as of 2016/17: 13,719. As of the 2017/18 SY, the devices currently on site or in process are as follows:

- 531 Total Carts
- 16,395 Total Student Devices
- 8,100 iPads & 8,295 laptops

All elementary and middle schools will be at a 1:1 plus ratio; EAHS will have 3,025 devices for 3,839 students, equaling 79%.

Reasons for more devices than students are as follows:

- Carts are equipped with 30 devices; many class sizes are below 30 students.
- Overage in carts is needed to prevent loss of instructional time due to malfunction or damage of devices.
- Specific devices are needed for various assessments.

In an effort to better align technology devices with curriculum demands, resources, and assessments, the following goals have been established:

Elementary

- Kinder thru 2nd Grades 1:1 classroom iPad carts - **accomplished**
- 3rd - 5th Grades 1:1 cart per classroom (30% iPads, 70 % laptops)

Middle School

- ELA & Social Studies 1:1 laptop cart per classroom
- Math 1:1 iPads or laptop cart per classroom
- Science 1:1 tablet cart per classroom - **accomplished**

High School

- ELA & Social Studies 1:1 laptop cart per classroom
- Math & Science 1:1 iPads or laptop carts per classroom

Question was asked: How often are we rotating bringing in new devices, due to changes in technology? Ms. Reyes Childress explained district is on a three-year cycle for laptops and slightly longer on iPads.

III. PARCC and SAT Assessment Updates

Mr. Moyer presented last year's PARCC and SAT data. This is preliminary district data after all corrections have been done – final scores will be available at the end of September/beginning of October. District shows an overall, incremental improvement of PARCC scores in SY 2016/17 over SY 2015/16. Mr. Moyer stated state averages for PARCC are not yet available, but once they are, he will include that data in his presentation for comparison purposes. The district trend is that most students in all grade levels are in Level 2 of PARCC scoring, which indicates “partially met expectations.”

Mr. Moyer believes this means the district needs to become laser focused on Tier 1, core instruction with all students. Ms. Kincaid added that one of the things the district doing is shifting the professional development focus from language arts to math for SY 2018. Given the fact that new curriculum resources were put into place last year (in math and reading) the overall takeaway is positive.

Mr. Moyer also presented SAT data for the high school. The majority of D131's students are in the “need to strengthen skills” band in math and evidence-based reading and writing (EBRW), the district's scores

are slightly better but still need improvement. Ms. Hatchett requested further performance information on subgroups. Mr. Moyer agreed he can break out the data that way.

Finally, Mr. Moyer presented AP results. The number of students taking AP tests at EAHS has steadily risen over the past six years. The percentage of students with a score of 3 or above (which indicates college success in comparable class) is rising – it hovers around the upper 30s. The state percentage stands at 65% of students scoring at a 3 or above. Dr. Hoyda pointed out that part of the rationale for having more students take AP classes is to show students the rigor of college-level work. The number of AP Scholars has also increased.

IV. Seal of Biliteracy & Commendation of Biliteracy

Ms. Argueta presented. She explained that as of SY 2017/18, the district is going on its third year of providing the Seal of Biliteracy and Commendation of Biliteracy which gives students at the junior and senior level the opportunity to apply for either.

Background info:

- The award is made by EA School District 131 recognizing a student who has attained proficiency in English and one or more other world languages by high school graduation.
- It is a permanent recognition of biliteracy on a student’s high school transcript and diploma.
- It serves as a record of attainment of biliteracy for students, employers, and universities.
- It is a statement of accomplishment, and is evidence of a student’s readiness for career and college and for engagement as a global citizen.

The breakdown of students who have attained either is as follows:

	Spanish/English	French/English
Seal of Biliteracy	37	2
Commendation Towards Seal of Biliteracy	14	10

The students take the AP or AAPPL test in order to receive either the Seal or the Commendation in their world language; and the SAT, ACT, or ACCESS test to demonstrate English-language proficiency.

Ms. Argueta has been talking to the high school to increase awareness of these biliteracy initiatives to students. Some parent participation in the form of workshops might be good as well.

V. Preliminary Graduation Update

Ms. Kincaid presented preliminary graduation data for SY 2017. The four-year graduation rate was 67.17% with 671 graduates and 328 non-graduates, broken down by subgroup. The five-year graduation rate stands at 69.06%. The freshmen on-track data increased from 71.28% in FY 2016 to 75.97% in FY 2017, an increase of almost 5%. This is based only on school-year credits, so it will actually be higher once summer school is factored in.

Ms. Hatchett asked for a plan for those students not on track. Ms. Kincaid mentioned summer school as well as the opportunity for credit recovery during the school year with night school and eAchieve, as well as some off-sequence classes (especially in math) to help. Members of Teaching & Learning met with the high school recently, and they will be doing more data analysis to determine which classes

contributed to freshmen being off-track. Also looking at additional supports they can put in place to push the percentage over 80%.

Mr. Barreiro asked about what efforts the high school makes to inform parents of the status of their student(s). Ms. Kincaid explained that counselors make phone calls regarding the classes that students fail, but she will follow up with the high school to determine what specifically is being done. Ms. Reyes Childress also mentioned triangle teams at the high school that include the social worker, the counselor, and the dean of the student. Ms. Reyes Childress explained that their role is currently being refined.

Ms. Hatchett asked if sophomores and juniors could be added to find out how many of them are on track; Ms. Kincaid said that could be done in-house; the current Freshmen on Track data is part of state reporting. But the data can be provided to the committee.

In answer to a question, Ms. Reyes Childress said most students get off-track during their freshman and sophomore years. If they can be caught there and kept on track, then there will be fewer kids falling off track later.

Question was asked if any effort was made to get input from students in terms of barriers, etc.; Ms. Reyes Childress explained that there's a student advisory committee composed of students from every grade level – star students and ones who struggle – so it's a diverse group. It's been very helpful in pinpointing some things that we have delved into more deeply.

VI. Title – School Wide and District Plans

Ms. Kincaid presented both district and school-wide Title I plans per ESSA requirements. These must be approved by the board of education prior to applying for Title I funding. Each school formulated a plan in the same template and all are included in the committee packet. The plans are up for full board approval on August 21, 2017, directly following the curriculum committee meeting.

Question was asked if there's a way to track progress on these plans going forward; Ms. Kincaid explained that the Title plan is connected with their school improvement plan, and with their principal goals. The school improvement plan (SIP) requires the schools to track their data three times over the course of the year.

VII. New Business

September and October curriculum committee meetings will cover the following:

- a) Alternative Campus Update (September)
- b) Summer School Update (September)
- c) Destiny Inventory Update (October)
- d) Mentoring Update (October)
- e) City Partnership Update (September/October)

VIII. Public Comments

None.

IX. Adjournment

Meeting adjourned at 6:13 p.m.