

Quincy Public Schools Curriculum Committee Minutes

Board Office Conference Room #231

September 12, 2011 – 5:00 p.m.

ATTENDANCE

Committee members present: Mary Christensen, Jan Cory, Cindy Crow, Steve Krause, Jeff Mays, Jim Rubottom, Jody Steinke, Patricia Viniard.

Committee member(s) absent: Ann Behrens, Zigrida Brown.

Board members, staff and others: Christie Dickens, Danielle Edgar, Mickey Elliott, Diane Glaub, Ed Husar, Jeff Kerkhoff, Lonny Lemon, Luan Sandberg.

1. Call to order

Steve Krause, committee chair, called the meeting to order at 5:00 p.m.

2. Information provided to Committee

A. QHS Data and Update on Restructuring Plan. Danielle Edgar and Jody Steinke presented data regarding ACT, PSAE, graduation rate and AP grades.

- **ACT** data show a trend of increasing scores. In 2005 – 2006, the average ACT score was 19.7. It has risen consecutively since then, with the 2010 – 2011 average being 20.7. Danielle and Jody noted that more QHS students than ever are scoring 30 and above on the ACT.

- **PSAE** results for 2010-11 represent last year's Junior class. In reading, 55.8% of students scored "Meeting" or "Exceeding," a decline of 4.6% from 2010. For math, 50.2% of students scored "Meeting" or "Exceeding," a decline of 7.4%. Committee members noted that the one area that did not see a decrease was Economically Disadvantaged students in reading. The 2.6% increase for this subject and demographic group was attributed to the Reading Intensive class and other targeted interventions. Danielle and Jody expressed a concern for the increasing "middle" group of students scoring 18-19 on the ACT and 5 on the ACT WorkKeys assessment. While these scores may get students admitted to some colleges, they are a "Does Not Meet" on the PSAE. Jody noted that one important step to improve achievement for all students is ensuring that every classroom consistently utilizes the most effective instructional practices (e.g., problem-solving, analyzing, applying, collaborating).

- The **graduation rate** saw a reduction from 90.1% in 2009-10 to 87.9% in 2010-11. Danielle explained the significant calculation change made by the state for 2010-11. A graduation cohort is formed when a student enters 9th grade. Now, only those students from the cohort who earn a diploma in four years are ever counted for graduation. Therefore, any student who goes beyond the four years (e.g., an IEP student who by law, and our moral responsibility, can be educated through age 21, as well as numerous other students with unique or extenuating circumstances who need some additional time to complete graduation requirements) is now counted against the graduation rate. Danielle noted that in meetings she has had with other Western Big 6 principals, all are reporting a 3 – 10% drop in the graduation rate for 2010-11.

- The number of **AP grades reported** reflects a significant increase from 2010 (153 in 2010; 207 in 2011). QHS expects the number of students taking AP classes to further increase. The number of students enrolling in dual enrollment classes has decreased, largely because the majority of them are now being taught during 9th hour, for the first time this year.

- Because QHS did not make AYP, the school is in its third year of implementing a **Restructuring Plan**. Danielle and Jody presented revisions/updates they have made to QHS's restructuring action steps. Some of the key points discussed were:

- Rigor has been added by requiring three science credits for graduation, beginning with the class of 2015. Although not a requirement for the current junior class, there has been an increase in their science enrollment, with 382 students enrolled in a third year of science.
- Instructional time has been increased by eliminating the Advocacy period.
- Content area reading strategies taught in Biology and US History and being utilized in all content-area sophomore courses.
- A mandatory 9th hour for students who have been identified as at-risk of not graduating. Of the 125 students enrolled, 100 are consistently attending daily. Staff is addressing how to improve attendance for those not attending regularly.
- Continued efforts to work with 9th grade students to make them feel they are part of the high school and getting them to start thinking earlier about their four-year plans, graduation requirements and post-high school plan.
- Continued successful implementation of Project Lead the Way engineering and digital electronics classes. Committee members also discussed the hope of adding PLTW's Biomedical program.

Member Mays noted the wealth of opportunities that are available to enhance the high school experience at QHS – for both college-bound and vocational students.

Committee members also received a copy of the **ACT High School-to-College Success Report**. The report, released for the first time this summer, provides data for ACT-tested public high school graduates who attended a public postsecondary institution in Illinois. For QHS students who were enrolled in College Developmental Courses, their average high school GPA was 3.05 (state average, 2.83) and their average first year college GPA was 2.38 (state average, 2.44). The percentages of QHS students who earned the ACT benchmark score that predicts College Readiness included: 71% met the ACT benchmark for **English**; 44% met the ACT benchmark for **Math**; 48% met the ACT benchmark for **Reading**; 24% met the ACT benchmark for **Science**; and, 18% met the ACT benchmarks in **All Four Content Areas**.

3. **Recommend to the Board of Education for Action**

n/a

4. **Consider any other matter relating to the Curriculum needs or concerns of the District**

5. **Questions and comments from the Public**

6. **Adjourn: 6:17 p.m.**

NEXT MEETING: Monday, October 10