

Quincy Public Schools Curriculum Committee Minutes

Board Office Conference Room #231

August 11, 2014 – 5:00 p.m.

Committee members present: Debby Cashman, Jan Zeidler, Cheryl Vogler, Jeff Mays

Committee members absent: Jim Rubottom, Jan Leimbach, Denette Kuhlman, Loren Kiest, Jan Cory

Board members, staff and others: Kim Dinkheller, Jeff Kerkhoff, Julie Stratman, Ed Husar, Brian Peuster, Michaela Fray, Dan Sparrow, Carol Frericks, Mike McKinley, Tracee Farmer, Joel Murphy

1. Call to order

Jeff Mays, committee chair, called the meeting to order at 5:05 p.m.

Information provided to Committee

A. Textbook Adoption-Advanced Placement Foreign Language 2014-2015

Mike McKinley, AP Spanish teacher spoke to the committee about the need for new textbooks for AP Spanish, specifically eTexts. He provided this rationale:

The recent AP Course Audit required the course description for our high school course to be completely rewritten. One of the options was to adopt sample syllabi already written and approved by the AP Board. I chose the most appropriate course description that will meet the needs of our students by better preparing those who choose to sit for the AP exam, as well as help other advanced Spanish students to prepare for a typical college entrance Spanish language test. The adoption of this new two-year sequence should help to raise AP test scores as well as to encourage other students to pursue specific college entrance examinations.

The new course syllabus requires the extensive use of “authentic resources”: audio and video recordings, nonliterary texts such as newspaper and magazine articles, audio, visual, and audiovisual materials. These authentic resources must also be related to the six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Community, Beauty and Aesthetics.

Given the requirement of authentic resources which reflect the course themes, the selection of appropriate materials must be used to meet the course requirements for not only the AP Spanish course but also the Composition & Composition courses (1 and 2) which serve as a 2 year sequence for AP Preparation, which is also a recommendation by the College Board.

The use of eTexts is by far the most logical and cost efficient choice for appropriate materials based upon the following:

AP Course descriptions change more frequently than the average use of any newly adopted textbook.

Quincy High School already has a set of Chrome tablets that will be available for use by my four Advanced Spanish classes. I have already checked the compatibility of the software with the tablets and they are compatible.

Students will be able to access their account from home, do readings, and submit tests, homework assignments, practice tests, as well as access up-to-date authentic resources. This is the most critical aspect of the request for eTexts for Advanced Spanish. Any hard copy text or resource becomes culturally outdated very soon after it is made available for purchase. AP Spanish test scores have had a decline over the previous years due to several factors: out of date resources combined with new course descriptions as well as the combination of AP students with CC2 students in same hour. Jeff Mays made a motion to recommend the Advanced Spanish eText purchase proposal to the Board at the August 20, 2014 meeting.

B. Junior Achievement Implementation Update

Brian Peuster, from Adams County United Way, came to the meeting tonight to seek approval to implement 3 new sections of JA, a 5th grade program, an 8th grade program, *America Works*, and *Personal Finance* for Consumer Ed classes at QJHS and QHS. These programs had all been discussed in detail at the June Curriculum Committee meeting. He stated this would be implemented at no cost to Quincy Public School District. Brian did stress that they are in need of volunteers to teach the JA courses. Jeff Mays stated he would like to see Service Hours become a requirement for QHS students, and then they could possibly volunteer to teach JA classes. Brian would like to roll out these new programs at the end of August. Jeff Mays made a motion to recommend the Junior Achievement Implementation proposal to the Board for approval at the August 20, 2014 meeting.

C. Summer School Report

K-6: Tracee Farmer, Summer Academy Coordinator for K-6 reported that all K-6 students were housed at Baldwin this year for Summer Academy. Tracee went over the information included in the Power Point presented to the committee, *Summer Academy 2014*. She noted that students who were determined to be at least 2 years behind in reading were sent a letter stating they were required to attend summer school. For those who chose not to attend a form was completed and signed by the parent indicated why the student did not attend. There was a question about the number of students, non-title schools were able to send to summer school this year. Julie Stratman explained that Title I funds pay for summer school, and that all students from the Title I schools are admitted first, along with the students being considered for retention at the non-Title I schools. If there were additional spots, this was communicated to non-Title I principals to select students to fill those spots. Tracee said it is evident to teachers in the fall which students have attended summer school. She also pointed out that the level of student growth does not necessarily mean grade level.

STUDENT GROWTH

	F&P Administered	+1 Level of Growth	+2 Levels of Growth	+3 (or more) Levels of Growth
Kindergarten	39	27	3	0
1 st Grade	50	23	6	1 (3)
2 nd Grade	35	20	1	0
3 rd Grade	48	14	0	0
4 th Grade	47	24	8	1 (5)
5 th Grade	48	31	6	0
6 th Grade	23	13	1	0
Totals	290	152	25	2

62% of students grew at least one level in reading.

Quincy Junior High School: Cheryl Vogler, Summer School Coordinator for the 21st Century Community Learning Center went over the information for QJHS contained in the power point. She stated 144 students were invited to attend summer school and 123 accepted. Those that were invited and did not accept were contacted by QJHS staff, either in person or by phone. Curriculum Based Measurement (CBM) was used this summer for the first time. Their student growth data is outlined below.

STUDENT GROWTH- ELA

	Pre-Test (# of students tested)	Post-Test (# of students tested)	# of students with 5% + growth
7 th Grade ELA CBM	80	74	56
7 th Grade ELA Vocab	80	74	69
8 th Grade ELA CBM	44	40	17
8 th Grade ELA Vocab	42	40	38

59% of students grew in grade-level ELA curriculum.
87% of students grew in knowledge of academic vocabulary

STUDENT GROWTH- MATH

	Pre-Test (# of students tested)	Post Test (# of students tested)	Post-Test 5% + growth
7 th Grade Math	78	78	72
<i>7th Grade students mastered between 28% and 83% of the topics attempted using the *ALEKS online mathematics course</i>			
8 th Grade Math	44	40	38
<i>8th grade students mastered between 37% and 80% of the topics they attempted using the *ALEKS online mathematics course.</i>			

72% of students grew in mathematics.

*ALEKS is a personalized learning course that uses adaptive assessments to determine what a student is ready to learn in mathematics.

STUDENT GROWTH- STEM

	Pre-Test (# of students tested)	Post Test (# of students tested)	Post-Test 5% + growth
7 th Grade Science	76	74	59
8 th Grade Science	39	37	26

76.5% of students grew in science.

Quincy Senior High School: Carol reported on Quincy Senior High School Summer School. She stated that Traditional Summer School included courses including Consumer Ed and Drivers Ed and BTW and also, QHS Learning Center served students this summer to complete courses. QHS Mandatory Summer School served 136 students, with a total of 264.5 credits recovered. Carol noted that students must be proficient before moving to the next level with Edgenuity, a research-based video course curriculum, which offers intervention, credit recovery, and standardized test preparation. Additional data from summer school:

- Assisted 29/38 senior students in completing graduation requirements to receive their 2014 diploma.
- Parents were contacted by phone weekly and received information on their child's progress in Edgenuity.

- Average daily attendance in QHS Summer School varies because of the self-pacing of Edgenuity. When students complete the credit being attempted they are checked out of summer school.

At the conclusion of the reports on Summer School, Jeff commended the committee and school administrators for their hard stand on retention, stating the Board appreciates this and Jeff thanked those present for advancing this cause.

D. Retention

Julie Stratman went over the *Total 2013-2014 Retentions* document that was given to the committee. She stated conferences were held with parents last March to discuss possible retentions, and she said most parents were very receptive. It was communicated to families that summer school was mandatory and that they must attend 90% of the time. Dan Sparrow noted that students could only recover 1 failed class during summer school, and also that IEP students will not be retained but will receive in-school enrichment. Sparrow stated that Measures of Academic Progress (MAP) information provides teachers and administrators with good data on student's progress. He also noted that those students who are retained will be monitored and if adequate growth is achieved, they could possibly get back to grade level. Many of these students who attended summer school on a regular basis have frequent absences during the regular school year, it is hoped their attendance will become more consistent this year. A total of 46 students will be retained this year.

E. Technology Plan Update

Carol stated that our Digital Conversion Learning Corporate Partner will be QPS Foundation. They have provided money to purchase 320 laptops for Quincy Public Schools. The next step will be to establish a technology committee to oversee Professional Development for teachers to put policies in place. There will then be open discussion about the next steps.

F. ACT/WorkKeys for 2014-2015

It was noted that ACT/WorkKeys will be voluntary next year, but still paid for by the state, and will run parallel to PARCC. Some districts are dropping ACT/WorkKeys because of the additional time students would be away from instruction. QHS has recommended that 11th graders continue to use ACT/WorkKeys as it is a known value for career and college readiness. Also, Jeff stated that WorkKeys is embraced by employers. Jeff would like the committee to discuss how much time assessments take away from instruction.

G. Grading Practices/Accelerated Curriculum

Jeff asked member Cashman to chair the discussion on grading practices/accelerated curriculum at next month's meeting.

The 5 Essentials Survey was distributed to committee members, Jeff asked members to look over for discussion at next month's meeting.

Member Vogler asked the committee to review the priority list that had been established last July (2013) for the Curriculum Committee, and each point was discussed. This will be discussed in greater length at a future meeting.

2. **Recommend to the Board of Education for Action**-Junior Achievement Implementation Proposal;
Advanced Spanish eText Purchase Proposal
3. **Consider any other matter relating to the Curriculum needs or concerns of the District –**
 - Cashman: Grading practice review 80/20, 90/10, Re-Take Policy.
 - Cashman: Accelerated Curriculum - Baldwin
 - Mays: Balanced Assessment Schedule for 2014-2015
4. **Questions and comments from the Public**
5. **Adjourn: 6:39 p.m.**

NEXT MEETING: Monday, September 8, 2014 – 5:00 p.m.