

Quincy Public Schools Curriculum Committee Minutes

Board Office Conference Room #214

March 10, 2014 – 5:00 p.m.

Committee members present: Debby Cashman, Stephanie Erwin, Jan Leimbach, Cheryl Vogler, Jan Zeidler, Lauren Kiest, Jan Cory, Jeff Mays (on speaker phone)

Committee members absent: Denette Kuhlman, Jim Rubottom

Board members, staff and others: Anne Cashman, Kim Dinkheller, Carol Frericks, Stephanie Erwin, Ed Husar, Jeff Kerkhoff, Jody Steinke, Julie Stratman, Dan Sparrow, Julie Schuckman, Danielle Edgar, Melanie Schrand, Brad Funkenbusch, Cindy Crow, Chrissy Cox, Brian Trowbridge, Jim Sohn, Sara Cramer, WGEM and KHQA reporters, Bob Gough, Marcey Wells, Lori Miles, Russell Ash, Jason Fink, Mark Pfeigler

1. Call to order

Stephanie Erwin called the meeting to order at 5:05 p.m.

2. Information provided to Committee

A. Student Growth Reports for ELA and Math

Julie Stratman stated that school administrators from each level will discuss the Student Growth Reports for ELA and Math:

- ECFC – Julie Schuckman explained the Student Growth Data for Early Childhood stating data was gathered the end of September and the end of December, and will also be gathered late spring. 2 areas of kindergarten readiness were presented, Letter ID and Number ID. When tested in September 27% of students could identify 15 or more letters of the alphabet, and that number increased to 60% when tested in December. 12% of students tested in September could identify the numbers 0-10, and that number increased to 29% in December. She stated there has been more focus on number identification in the past few years and she expects to see improvement in that area.
- K-3 – Anne Cashman addressed the Student Growth Data for K-3 stating the same assessment was used in both September and January. She stated we should see students shifting, and approaching *meeting* or *exceeding*. She also said there is focus on those *below* to provide intervention, so she expects to see a shift with those students also.
- Baldwin – Jason Fink presented the Student Growth data for Baldwin stating their assessments were completed in October and January, and they will assess again in May. He stated there was a 2 to 5% improvement from October to January, and students were also targeted for intervention based on these assessments. There were only 48 days of instruction in this period, the next assessment period will be longer. Jason stated they are seeing growth in higher areas as well, pointing out assessment drives instruction at all levels.

Committee member Jan Zeidler said she would like to see data that represents all elementary students, for comparison. Julie Stratman will provide that information. Jeff Mays stressed the importance of adequate feedback loops across all levels, K-12.

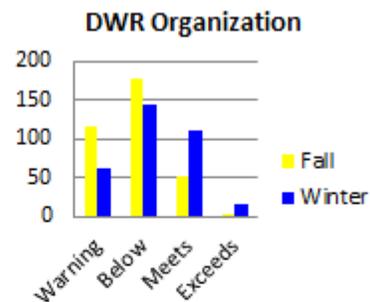
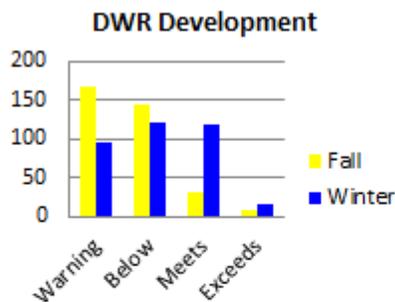
- QJHS – Kim Dinkheller presented the Student Growth Data – Winter, for QJHS.

**Quincy Junior High School- Fall to Winter Growth Data
 ELA (English/ Language Arts)-
 Argumentative Writing- Delaware Writing Rubric (DWR)**

- **SMART Goal:** By February 15th, 2014, 50% of Quincy Junior High School students in English I, with 90% attendance or better, will grow one cell on the Delaware Writing Argumentation/Opinion Rubric in the areas of Development and/or Organization based on the Pre-Test administered in September and Post-Test administered in January 2014.

- **Outcome: Meets/Above Target**

349 students with 90% or better attendance and valid growth scores. 208/349 (60%) grew one cell in either development or organization.



Summary

Total number of students with valid growth scores: 349
 DWR Development Mean: 6.46
 Students at/or above mean: 254 (73%)

Total number of student with valid growth scores: 349
 DWR Organization Mean: 4.6
 Students at/or above Mean: 286 (82%)

of Students- DWR Development

	Fall	Winter
Exceeds:	7	15
Meets:	31	119
Below:	144	120
Warning:	167	95

of Students- DWR Organization

	Fall	Winter
Exceeds:	3	29
Meets:	53	112
Below:	178	145
Warning:	115	63

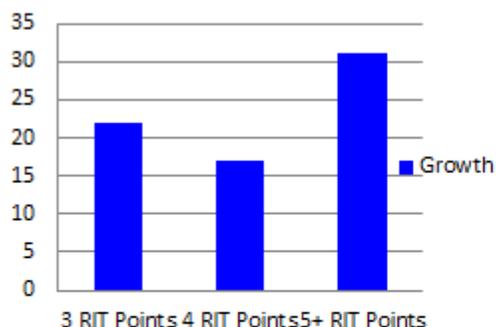
**Quincy Junior High School- Fall to Winter Growth Data
Math
NWEA MAP Mathematics Test**

- **SMART Goal:** By February 15th, 2014, 50% of QJHS 7th Grade students in Math Intervention, with 90% attendance or better, will grow 3 RIT points on the Type I MAP Assessment in the area of math content and problem solving based on comparing data from MAP test administered in the Fall of 2013 to MAP test administered in Winter 2014.

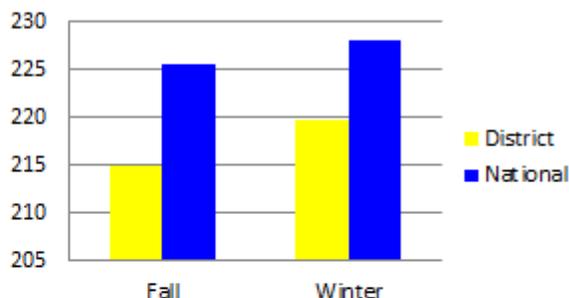
- **Outcome: Meets/Above Target**

335 students with 90% or better attendance and valid growth scores. 200/335 (60%) grew 3 or more RIT points on the NWEA MAP Mathematics Test.

MAP Test RIT Points



3 RIT Points	22 students
4 RIT Points	17 students
5+ RIT Points	161 students



Summary of Scores

- Total Students with 90% or better attendance and valid growth test scores: 335
- Mean RIT: 219.7
- Average: District Grade Level RIT Score: 219.7
- Students At or Above District Grade Level RIT Score: 253
- National Average: Norm Grade Level RIT Score: 228
- Students At or Above Norm Grade Level RIT Score: 142

Kim stated the Delaware Writing Rubric that they use is aligned to the Common Core, and provides more rigor. They are also using the rubric for grading purposes. It was pointed out it is not user friendly for students, and they hope to remedy this and make it available K-12. There is focus on the importance of argumentative essays, where students provide information, but also present an argument with supporting and opposing ideas on an issue.

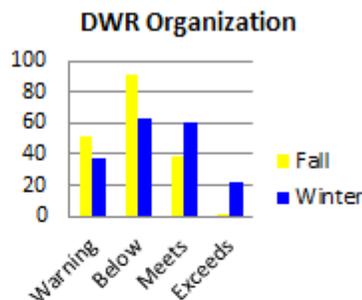
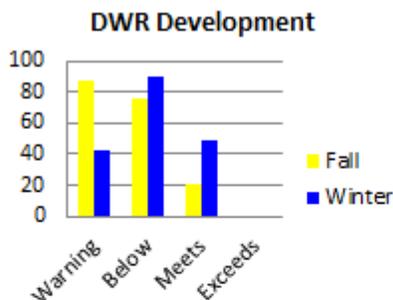
- QHS – Jody Steinke presented the Student Growth Data – Winter, for QHS.

**Quincy Senior High School- Fall to Winter Growth Data
 ELA (English/ Language Arts)-
 Argumentative Writing- Delaware Writing Rubric (DWR)**

- **SMART Goal:** By February 15th, 2014, 50% of Quincy Senior High School students in English II, with 90% attendance or better, will grow one cell on the Delaware Writing Argumentation/Opinion Rubric in the areas of Development and/or Organization based on the Pre-Test administered in September and Post-Test administered in January 2014.

- **Outcome: Meets/Above Target**

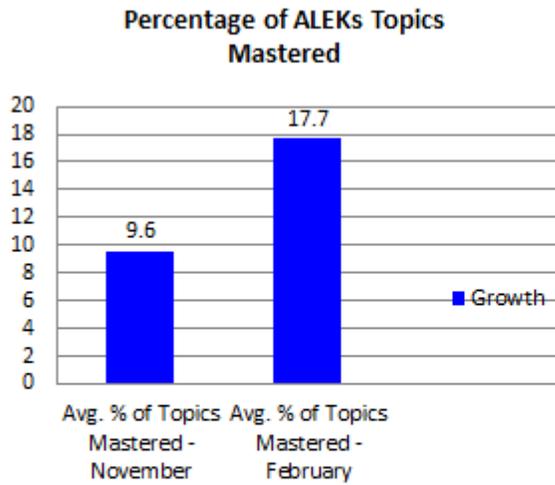
182 students with 90% or better attendance and valid growth scores. **115/182 (63%)** grew one cell in either development or organization.



Summary					
Total number of students with valid growth scores: 182			Total number of student with valid growth scores: 182		
DWR Development Mean: 5.93			DWR Organization Mean: 4.65		
Students at/or above mean: 134 (74%)			Students at/or above Mean: 82 (45%)		
# of Students- DWR Development			# of Students- DWR Organization		
	Fall	Winter		Fall	Winter
Exceeds:	0	0	Exceeds:	1	22
Meets:	21	49	Meets:	39	60
Below:	76	90	Below:	91	63
Warning:	87	43	Warning:	51	37

**Quincy Senior High School- Fall to Winter Growth Data
Math
NWEA MAP Mathematics Test**

- **SMART Goal:** By February 15, 2014, 50% of Quincy Senior High School students in Algebra I/Math Intensive, with 90% attendance or better, will show mastery in 3 of the 6 content strands measured in the ALEKS course titled Foundations of High School Math. Content strands are as follows: 1) whole numbers and integers, 2) rational numbers, 3) measurement, proportions, percents, and probability, 4) variable expressions and equations, 5) functions and graphs, and 6) geometry.



Summary

- Total Students in ALEKS/Algebra I: **38**
- Total Students with 90% or better attendance: **23**
- Mean Growth %: **8%**
- Students At or Above Mean: **11**

Jody stated QHS data mirrors QJHS with 63% of students with 90% or better attendance showing growth. He emphasized the Delaware Writing Rubric is much more rigorous and is similar to Advance Placement (AP) courses.

Kim stated that Measures of Academic Progress (MAP) is a tool which allows teachers to see where students are lacking and where they need to be challenged. Kim pointed out that MAP testing was impacted by the weather both locally and nationwide. She stated that data from MAP testing administered at the end of the school year can be transferred to the student's teacher for the next year.

Danielle Edgar discussed the use of **Assessment and LEarning in Knowledge Spaces (ALEKS)** with the students most at risk in Algebra 1. She noted they hope to get a better picture of growth with the end of year assessment, given the number of snow days this last assessment period. Danielle mentioned that 60% of these students met the attendance goal of 90%, noting attendance rate is generally not strong with kids at risk. For students taking Algebra 1 and using ALEKS, they will receive 1 required math credit and one elective credit if they pass, if they fail they must repeat.

B. Graduation Honors Update

Jan Leimbach reported on the progress of the Curriculum Committee's, Citizens Advisory Council (CAC) which was created to look at graduation honors. She stated they have had 3 meetings so far and they are looking at the following:

- Current practice
- Other LUDA policies
- College and university admission criteria
- Scholarships available to Valedictorian/Salutatorian
- OVERGRAD

Jan explained OVERGRAD is a service students can use to post their courses and grades online and universities can find them. Students can also research universities they are interested in to see if they fit the criteria the university has established for admission. The hope is students will begin to see the importance of taking a more rigorous course load in preparation for college admission. Jan stated the CAC will meet one more time and then make a recommendation to the Curriculum Committee on Graduation Honors.

C. Retention and Promotion Update

Julie Stratman mentioned the Light's Retention Scale has been used by all administrators in the past. She stated guidelines have recently been established which will require a conference be set up with the parents of any student a year or more behind in their reading levels to discuss their progress. K-8 has already begun this process, and meetings with parents have been set up. Many students who are struggling are not in regular attendance, so this is something that must also be addressed. Retention decisions will be based on maturity level, the student's ability, level of academic achievement, and motivation, self-image, and social adjustment will also be considered.

The importance of planning for an increase in retention was stressed. Carol also pointed out that our Policy 6:280 has a retention process in place, but procedures used in the past have not been effective.

The use of new tools along with the Light's Retention Scale provides more depth, and encourages more conversation. The importance of looking at each child individually when making retention decisions was discussed. It was noted that there has been a shift in attitude on the topic of retention. Committee member Lauren Kiest suggested the Curriculum Committee hold a separate meeting to discuss retention in more depth.

D. New District Mission and Vision Statements Presentations

Committee members were given a handout which contained the top choices for our mission and vision statements as decided by the Rising Star Continuous Improvement Team (RSCIT) members at the district and building levels. The decision was made to combine the top 3 choices and to include *college and career readiness*. These statements were presented to committee members so they can review in advance of the next Curriculum Committee meeting on April 14th. These statements will be discussed at next month's meeting and then possibly submitted to the Board for approval.

E. Diesel Equipment Technology Proposal for QAVTC

Mark Pfeleger handed out a *Proposal to Establish a Technical Program in Diesel Equipment Technology*. Mark stated they are looking at expanding into a new area, Diesel Equipment Technology. He said the need for this type of training has been identified locally as well in the labor market statewide. He stated this could include construction and agricultural equipment as well. Mark noted that in order to start this program they will need to close a program and the program he is proposing to close is Auto Body. He said he feels by introducing a diesel equipment technology program they are being responsive to the needs of our region. Mark noted that the closest diesel technology program is 2 hours away at Spoon River College in Canton, IL, and there is a waiting list to enroll in the program. He is proposing to spend next year re-tooling and preparing the diesel lab, and to begin the program in the 2015-2016 school year. Mark discussed the types of certification that might be provided to students, these include industry certification, occupational certification, and also certifying their competencies. Mark stated that local employers have expressed an interest in this type of program, and he hopes this can lead to some type of internship component for the program, and also possibly some corporate funding. Prerequisites for enrolling in the program, and the type of instructor needed were also discussed. Mark said that area schools from Adams and Pike County have expressed an interest in a diesel equipment technology program. Mark also pointed out that QAVTC students could prep for the in-state CDL while still in high school. This proposal will be reviewed at the next meeting on April 14th.

Other: Curriculum Committee member Lauren Kiest addressed the committee stating he would like to have more discussion on topics presented at Curriculum Committee meetings. He feels the reports presented at meetings are valuable, but are not paramount and he would like more discussion. Julie Stratman pointed out that the reports are required by law, and are presented to the Curriculum Committee and then to the School Board. Jeff Mays and Stephanie Erwin both assured Lauren that he can provide input on the priority of topics discussed at Curriculum Committee meetings.

Committee members requested Curriculum Committee meeting materials be sent to them in advance of the meetings.

Debbie Cashman would like the alignment of classes discussed at our next meeting.

3. **Recommend to the Board of Education for Action –none**
4. **Consider any other matter relating to the Curriculum needs or concerns of the District**
5. **Questions and comments from the Public**
6. **Adjourn: 7:14 p.m.**

NEXT MEETING: Monday, April 14, 2014 – 5:00 p.m.