

**Quincy Public Schools Curriculum Committee Minutes**

**Board Office Conference Room #231**

**April 8, 2013 – 5:00 p.m.**

**ATTENDANCE**

**Committee members present:** Ann Behrens, Mary Christensen, Jan Cory, Steve Krause, Jeff Mays, Jody Steinke.

**Committee member(s) absent:** Jim Rubottom.

**Board members, staff and others:** Christie Dickens, Danielle Edgar, Laurie Fiorenza, Pam Foust, Ed Husar, Jeff Kerkhoff, John Letts, Joel Murphy, Rick Owsley, Mark Pflieger, Cheryl Vogler.

**1. Call to order**

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

**2. Information provided to Committee**

**A. Transition to secondary institutions.**

Committee members were presented with a report on the “Complete College America” presented by Dr. Harry Berman, Interim Executive Director of the Illinois Board of Higher Education (attached). Dr. John Letts of John Wood Community College and Dr. Ann Behrens of Quincy University provided data regarding remediation as it applies to their institutions.

JWCC – 60.6% require remediation. Of those:		
69.7%	25%	14.2%
Complete remediation	Complete remediation and associated college-level courses in two years	Graduate within 3 years
QU – 13% require remediation. Of those:		
84%	(data not collected)	42%
Complete remediation	Complete remediation and associated college-level courses in two years	Graduate within 6 years

At JWCC, the need for remediation is based on the Compass exam which measures skills in reading, math and writing. Both Dr. Letts and Dr. Behrens indicated that the majority of remediation is required in math. This can often be attributed to the fact that high school students may not take math courses through senior year. The cost to students for remedial courses was discussed. At JWCC, remedial courses are three hours at a cost of \$133 per hour, and the remedial courses do not count toward graduation.

QHS students take the Compass exam as Juniors. Most recent results show 56% of students tested were college-ready in reading, but only 31% were college-ready in math. Danielle Edgar and Jody Steinke discussed the ways QHS staff is communicating to college-bound students and their parents the importance of continuing to take rigorous courses, specifically math, through senior year to be better prepared for post-secondary education. Rick Owsley and Laurie Fiorenza said the communication also takes place at QJHS with students and families about what is needed for college, both academically and financially.

Committee members discussed options for non-college-bound students in the vocational/technical areas that can often lead to good paying jobs. Mark Pflieger said QAVTC is working on earning

certification in additional areas, such as welding. Currently, QAVTC students can earn CNA certification, which enables them to skip eight weeks of JWCC’s nursing program in recognition of prior learning. Pam Foust of JWCC noted that one year of some kind of formal training is needed to be ready for entry into the workforce due to the high skill and technical nature of today’s jobs.

**B. 9<sup>th</sup> Grade Floor at QJHS.**

Rick Owsley said the discussion of QJHS’ 9<sup>th</sup> grade floor dovetails well with the previous discussion regarding college readiness. Since our current school configuration does not allow them to be housed at QHS, the 9<sup>th</sup> grade floor was created in the 2009-10 school with the following purposes:

- Create a high school climate for 9<sup>th</sup> grade students.
- Increase academic achievement of 9<sup>th</sup> grade students.
- Reduce the number of students leaving the 9<sup>th</sup> grade behind on graduation credits.
- Emphasize the importance of earning credits.
- Increase teacher collaboration.

Regarding credits earned, data shows an improvement in the number of students entering QHS with less than six credits earned.

School Year	# of students entering QHS with < 6 credits
2009-10	111
2010-11	105
2011-12	92
2012-13	80

Other academic interventions have been implemented since 2009-10 which have helped increase achievement and credits earned (21<sup>st</sup> CCLC 9<sup>th</sup> hour and Saturday School Credit Recovery; APEX).

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 – None.**
5. **Questions and comments from the Public**
6. **Adjourn: 6:29 p.m.**

**NEXT MEETING: Monday, May 13, 2013 – 5:00 p.m.  
(Pending appointment of new committees)**

## Boosting College Completion: Time is the Enemy

*Report on the Complete College America  
3<sup>rd</sup> Annual Convening of States, Dec.13-14, 2012  
presented by*

Harry J. Berman, Ph.D., Interim Executive Director, IBHE  
to  
P-20 Council Meeting, January 23, 2013

### Remediating Remediation



- Nearly half of entering students (and more than 60% of underrepresented students) are in remediation courses at Illinois' community colleges. Only 14% of those students graduate in three years. Over 15% of freshman at public universities are required to take remediation courses, and only 44% of those students are likely to graduate.

### Guided Pathways to Success

- Too many students earn too many credits – credits beyond those needed to earn an associates or a bachelor's degree. The **average** bachelor's degree graduate earns 136 credits, where 120 credits are usually enough. Associate degree holders earned 80 credits, instead of the expected 60.
- This translates into billions (\$8 billion by students and \$11 billion of subsidized public education) and millions of hours are wasted on unnecessary courses.

### Increasing Course Intensity

- Completing 15 credit hours per semester for 8 semesters means a student will graduate on-time with most baccalaureate degrees.
- A pattern of low course intensity (that is, part-time attendance) reduces the likelihood of degree completion. That is, students who take 15 credit hours per semester are **more likely** to graduate, *even accounting for differing academic ability levels*.