

## Quincy Public Schools Curriculum Committee Minutes

Board Office Conference Room #231

February 11, 2013 – 5:00 p.m.

### ATTENDANCE

**Committee members present:** Mary Christensen, Steve Krause, Jeff Mays, Jody Steinke, Patricia Viniard.

**Committee member(s) absent:** Jan Cory.

**Board members, staff and others:** Ann Behrens, Cindy Crow, Christie Dickens, Kim Dinkheller, Danielle Edgar, Jason Fink, Krista Finklea, Laurie Fiorenza, Ed Husar, Jeff Kerkhoff, George Meyer, Joel Murphy, Mark Pfleiger, Gayle Roskamp, Jim Rubottom, Cheryl Waterman, Jess Wert, Jan Zeidler.

#### 1. Call to order

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

#### 2. Information provided to Committee

##### Initiatives Update.

**7 Habits:** Dr. George Meyer gave a background of how Stephen Covey's "7 Habits of Highly Effective People" has been adopted in schools. The project has been supported by the United Way of Adams County and has raised about \$488,000 to support it since 2008. The United Way provided about \$115,000 of that amount, with the rest coming from private donations and grants. The 7 Habits framework is being used in 28 Adams County schools, and over 1,700 educators have been trained. Dr. Meyer reported that 7 Habits/Leader in Me has led to improved academic performance and fewer disciplinary referrals in schools where the process is well developed. Schools that work to achieve "Lighthouse" status show the most significant improvement in those areas. Achieving this status involves meeting 146 criteria established by Franklin Covey. Lighthouse schools incorporate the Eighth Habit, which is the leadership component of the curriculum, and Dr. Meyer stated that this is the difference-maker because students are taking on leadership roles and setting goals, both personal and academic. He noted that Dewey and Washington Schools have implemented 7 Habits/Leader in Me at a level to make them worthy of Lighthouse status. 7 Habits was implemented for the first time at Junior High in August 2012; continued emphasis on implementation is recommended. Additional recommendations include rejuvenating the Leader in Me process at Baldwin School.

**Project Lead the Way (PLTW):** QAVTC director Mark Pfleiger reported on the progress of PLTW since its introduction in 2010-11 in which 45 students completed the Introduction to Engineering Design (IED) class. Two courses have been added: Principals of Engineering (POE) and Digital Electronics (DE). A fourth class (Computer Integrated Manufacturing or CIM) will be added in 2013-14. Mark outlined the following measures/indicators of success for the program:

- Modest to moderate growth in enrollment for all three courses currently offered.
- Initiation of a FIRSTRobotics student organization. Funding for this has been provided from private donations and a JC Penney grant.
- Spring 2012 course assessments indicate that Quincy's PTLW students scored very well compared to national averages: IED – 91% of students scored at or above national average; POE – 100% at or above national average; DE – 100% at or above national average.
- College credit and scholarship opportunities for students, and number of seniors planning to attend college for engineering related programs was shared.

- The QAVTC program has been evaluated and recommended to be a PLTW Certified Program.

Mark said that future plans include adding the option for 9<sup>th</sup> grade students to take IED which would enable students to complete four courses during their high school career. He would also like to continue exploration of the Biomedical strand of PLTW. It was also noted that this is the last year of the three-year start-up funding from the Kern Foundation grant, and additional support from community partners will be needed.

**Early Childhood:** ECFC data for current EC students (letter and number ID for fall and winter) and former EC students (first quarter Kindergarten proficiency and Grade 3 ISAT proficiency) was reported. Trish pointed out only 4-year-olds are being served this year, which was a reduction in the program based on uncertain funding. Due to changes in state grant requirements, the PreK program will be a 5-day a week program for 2013-14. Head Start will remain a 4-day program.

**Comprehensive Intervention Model (CIM):** CIM, utilized across K – 6 buildings currently, is a coordinated approach for providing Tier 2 and 3 interventions to struggling readers/writers; examples of CIM interventions include Reading Recovery, Comprehension Focus Group, Assisted Writing, and Guided Reading Plus. CIM also meets the legislated RTI (Response to Intervention) requirement. For the 2012-13 1<sup>st</sup> semester, 476 K – 6 students received small group intervention and the increase in number of reading levels ranged from 1.9 (grade 3) to 3.3 (grade 5). Some schools provided numbers of non-IEP students who are not meeting literacy standards first semester and did not receive intervention due to lack of personnel. The four schools providing this information indicated an additional 262 students in need of intervention. Reading Recovery results showed that students who entered in fall 2012 had an average RR text level of <1, which is lower than Benchmark Level A (the expectation for a beginning first grader is Benchmark Level D). A <1 text level means that at entry, the average RR student was unable to repeat three-word sentences across three pages after the teacher read the first two pages to the student to establish a pattern. At mid-year, the average gain for RR students was 6 text levels.

**Reading Intensive Class:** This was implemented at the secondary level to provide individualized, small-group reading and writing intervention at the secondary level. Students are assigned to the class. First semester results for QJHS and QHS were reported.

- **QJHS:** Has 6 sections of Reading Intensive class, taught by two teachers, with a total enrollment of 57 students, including (first semester) many students with IEP's.  
55/57 students (96%) increased their reading level:
  - 19/57 (33%) increased reading level by 1 year
  - 25/57 (44%) increased reading level by 2 years
  - 9/57 (16%) increased reading level 3-5 years
  - 2/57 (4%) showed no measurable growth
- **QHS:** Has 2 sections of Reading Intensive class, taught by one teacher, with a total enrollment of 20 students. These are the 20 lowest readers without IEP's in the sophomore and junior class. Gains are not as great as those of QJHS students; however, Jody Steinke noted that 14 of the 20 students earned English credit who had previously failed English and were consequently credit deficient prior to the intervention.

Average grade level fluency increased from 6.35 to 6.7:

- 8 students increased by at least 1 grade level
- 8 students remained at the same fluency level
- 4 students decreased fluency level

Average grade level comprehension increased from 5.25 to 5.7:

9 students increased by at least 1 grade level

11 students remained at the same comprehension level

**READ 180:** This reading intervention program—used with special education students at the secondary level—targets adolescent illiteracy and special needs using technology and print. First semester results reported were:

- **QJHS:** 54 students served, with 100% increasing their Lexile, ranging from 77-263 points.

- **QHS:** 77 students served:

10 students increased Lexile by  $\geq 100$

6 students increased Lexile by 70 to 99 points

12 students increased Lexile by 40-69 points

18 students increased Lexile by 39-10 points

31 students increased Lexile by  $\leq 10$  points

Note: Lexile measures range from below 200L (beginning readers) to above 1700L (advanced readers).

**CCR (College and Career Ready):** This was previously the AVID program, which is designed to help underachieving students with high academic potential prepare for entrance to colleges and universities—often as first generation college attendees. Continuing with the AVID network and using the AVID materials was cost-prohibitive, so the district developed CCR which is modeled similar to the AVID program. Trish thanked Jody Steinke for being instrumental in tailoring CCR to best meet the needs of our students. Jody commended the CCR teachers for their critical role in effectively implementing the program (QJHS teacher Kim Dinkheller and QHS teacher Greg Altmix).

- **QJHS:** For 2012-13, 23 ninth grade students are enrolled in CCR. The average GPA for the group is 3.05, and all students are enrolled in at least two advanced courses. CCR teacher Kim Dinkheller said that changes will be made in the identification process for 2013-14 with potential CCR students completing an interest survey. Previously, students were interviewed by a panel of three Junior High staff, which was difficult for many students.

- **QHS:**

	Enrollment	GPA	Average Attendance	Average Credits	# students increasing GPA, 2011-12 to 2012-13
Sophomores	20	3.1303	95%	12.25	8
Juniors	23	2.9999	94%	19	8
Seniors	14	2.6001	93%	23.75	11

Jody Steinke said the drop-off in enrollment numbers for the seniors is attributed to students moving out of the district. One student graduated as a junior. Of the 14 senior students, 6 are going to a four-year college or university, 7 are going to a two-year or technical school, and one will enter the military. Four students have earned scholarships. Jody said community partnerships have been a positive component. Community business leaders talk to CCR students about local opportunities for employment and careers. Tutors from Knapheide and Bank of Springfield work with CCR classes on Tuesdays and Thursdays. During second semester, senior CCR students will tutor QJHS CCR students once a week.

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: 6:35 p.m.**

**NEXT MEETING: Monday, March 11, 2013 – 5:00 p.m.**

Reports on District Initiatives will continue, including:

- 9<sup>th</sup> Hour – QJHS & QHS
- Alternative Program
- 9<sup>th</sup> grade floor @ QJHS

**Note from Trish Viniard:** Important questions came up at this meeting as they have in the past, including:

- What are the most salient data points that should be analyzed for each program/intervention?
- How can we provide context for the data, so we have points of comparison to better evaluate the “value added” of a program or intervention effectiveness?
- How do we isolate and determine the effect of a program or intervention that is directly impacted by other internal (school- or district-level) and/or external (home, family, community) factors?
- How do we prioritize interventions and programs—and which students will have access to them—in difficult financial times?
- If a child needs multiple years of intervention, how can we say that the previous interventions were successful?
- What is the district vision and plan regarding the optimal programs and staffing levels in order to facilitate the greatest impact on student success?

The upcoming changes in district leadership—both Central Office administration and the Board of Education—will provide an excellent opportunity to discuss these questions and reach some agreements.

*Summary of Information from Dr. Joseph Murphy (“Closing the Achievement Gap”):*

- The answer for underachievement lies in a combination of layered in-school and out-of-school factors.
- Prevention trumps intervention, and early intervention trumps late intervention.
- At-risk students will need to ongoing support/intervention, so supports should not be withdrawn.
- Districts must “reset priorities” and “reallocate resources” to ensure: (1) Students on the wrong side of the achievement gap have excellent teachers; (2) Preschool, summer school, before-/after-school, and 1-on-1 services are provided to those who need them; (3) Instruction includes basic skills, teaching for understanding, and culturally-responsive pedagogy; (4) All low-income and African American students complete a rigorous curriculum; (5) Develop a cohesive system for collecting, analyzing, and using data to understand, address, and close achievement gaps; (6) Develop a culture of high academic press and high personalization; (7) Mix students by race and class; (8) Build links between home-school that focus on student learning; (9) Provide high-quality PD to ensure that schools do their part of close achievement gap; (10) Reduce class size in primary grades and reduce school size.