

**Dist. 205 Board of Education**  
**Nov. 15, 2016**  
**7:35 – 10:30 pm**

**Board member Bastedo absent**  
**Public: ~50 Staff: 9 Press: 1**  
**LWV Observer: J. Dorner**

The Board was in closed session from 6:30 p.m. for an individual student matter, employment of employee and approval of closed session minutes of 9/27/16, 10/11/16 and 10/26/16.

President Ebner called the meeting to order and led the recitation of the pledge of allegiance.

**Public Comment:**

Gerry Sorrentino, D205 teacher spoke about a problem with communications. Issues the teachers would like to discuss do not end up on building or district leadership team agendas. She said that the teachers are not allowed to contact their Board member liaisons.

Katy Padberg, D205 teacher and Union President, spoke about the survey that certified staff took this past spring: results have not yet been released to staff. She asked for the Board's help in opening up communications.

A parent from Field school objected to the way REACH students are chosen for the program and the process the District has for filing a protest.

Susan Kupcyk, a D205 parent, also said she was concerned about communication, specifically with parents. The communications with parents need to be faster, clearer and more effective.

**Recognition/Presentations:**

A. Shining Star Recipients: Suzanne Creer, Emily Maciuszek and Katherine Swiniuch were recognized for making a positive impact on the students and staff of the District.

B. Board Member Appreciation Day Recognition: Dr. Moyer stated Nov. 15<sup>th</sup> is School Board Members Day in Illinois. "Our school board members serve without monetary compensation to make public education and District 205 the best it can be for every child. They bear responsibility and oversight for an overall annual budget of \$150 million; 8,350 students from Early Childhood through 12<sup>th</sup> grade; nearly 1,000 employees; and 15 buildings that sit on 125 acres."

C. International Center for Leadership in Education (ICLE) Fall Leadership Academy Report: All Middle School principals and assistant principals, middle school special education supervisor, Dr. Moyer, Dr. Kosteck (Assistant Superintendent for Student Services) and Mary Baum (Assistant Superintendent for Learning and Teaching) attended this conference. These administrators were to learn about applying the Rigor and Relevance framework in the middle schools as well as response to intervention (RTI). This will help with decision making with the Middle School Task Force.

D. York High School Report and New Course Proposals: York Assistant Principal, Ryan Doherty, gave the following presentations:

- 8<sup>th</sup> Grade Placement Process English, Math, Science and World Language have multiple levels. All 4 use Middle School evaluation as one criterion and the following for placement.

English: D205 writing assessment, PSAT 8/9 evidence-based reading and writing score, PSAT 8/9 total score, Argumentative essay.

Math: D205 Math assessment, PSAT 8/9 Math score, MAP Score for preAlgebra and Algebra.

Science: PSAT 8/9 evidence-based reading and writing score, PSAT 8/9 total score.

World Language: D205 Common Unit Exam

The middle school staff is asked to reflect on each student's response to challenges, problem solving skills, intellectual curiosity & creativity, resilience, self-advocacy and communications

skills.

D205 schools will give the test during a school day in December. Parochial /Private schools will have evening tests on Dec. 7<sup>th</sup> and 8<sup>th</sup>.

- Math Pathways/Algebra 2 – A plan is being developed to support students who begin in Algebra A to reach Algebra 2 in their junior year.
- New Course Proposals:
  - Dual Credit – Indiana University – ACP (Accelerated College Program) Sociology
  - Dual Credit – College of DuPage – Technical Writing and 2D Game Design

E. National Consortium for Secondary STEM Schools: York Principal, Erin DeLuga, and D205 STEM Coordinator, Dave Beedy, submitted a report on this organization. Ms. DeLuga is the Secretary of this group. There are 150 schools in it nationally. The group believes in open access to career readiness, a move that York is making. STEM for all:

- Professional – research opportunities
- Technical – internships
- Occupational – skill building

The York counselors' roles have changed and they are going through professional development to help them. There were 4 different sample programs of study given for international business, health sciences, information technology and engineering.

F. Key District Performance Indicators (KPIs)/School Report Cards: Charles Sprandel, Director of Research, Assessment and Quality Analysis, presented

KDPIs:

- ACT Composite –
  - 2014 – 24.0
  - 2015 – 24.2
  - 2016 – 24.7
  - 2016 ACT Composite Comparison Districts – Barrington D220 (25.0), Naperville D203 (24.8), D205 (24.7), Indian Prairie D204 (24.7), Geneva D304 (24.2), St. Charles D303 (23.8), Batavia D101 (23.6), Wheaton D200 (23.5). State (20.8).
- EPAS (Educational Planning and Assessment System) Growth – A cohort growth measure from the 8<sup>th</sup> grade EXPLORE test to the 11<sup>th</sup> Grade ACT.
  - 2013-14 – 6.8
  - 2014-15 – 6.6
  - 2015-16 – 6.2
- AP Participation – The percent of eligible students participating in at least one AP course.
  - 2013-14 – 37.5%
  - 2014-15 – 41.6%
  - 2015-16 – 42.1%
- Graduation Rate – 4-year cohort graduation rate as defined by the IL State Board of Ed (ISBE).
  - 2013-14 – 95.2%
  - 2014-15 – 94.4%
  - 2015-16 – 93.9%
- Achievement Gap – Elementary and Middle School – gap in fall MAP score; York – gap in average score for the 11<sup>th</sup> grade ACT
  - Gaps were calculated for those who are Hispanic, African American, those who have an

IEP (Individual Education Plan) and those who receive FRL (free and reduced lunches).  
Gaps are maintaining and some are increasing recently.

- On Track for College and Career Readiness – Elementary and Middle School – the percent of students at or above the trajectory score for the fall MAPs. For York – the percent of students at or above a composite score of 23 on the 11<sup>th</sup> grade ACT.
  - About 50 - 60% of 5<sup>th</sup> & 8<sup>th</sup> grader in the last three years increased in reading and math except 5<sup>th</sup> grade math went down.
  - High schoolers increased from 59.1% to 60.9% to 61.9% in the last 3 years.
- ELL (English Language Learners) Progress measures the percent of former ELL students that meet the college and career readiness trajectory.
  - Those who have recently (within) 2 years transitioned out of the ELL program, 54% (Reading) 57% (Math) were on or near target, those who were former ELL program attendees 67% (Reading) 57% (Math) were on or near target and slightly under 80% (Reading) 75% (Math) of **all** students were on or near target.
- MAP Average Growth
  - Elementary reading growth has increased by about 6.2 per year for the last 3 years.
  - Elementary math growth has increased by about 7.4 per year for the last 3 years.
  - Middle school reading growth has increased by about 2.8 per year for the last 3 years.
  - Middle school math growth has increased by about 3.5 per year for the last 3 years.
- Post Secondary Experience – percent of seniors with at least one post-secondary experience in high school such as AP, ACP, Dual Credit courses or courses with industry certification:
  - 2014 – 75.8%
  - 2015 – 80.5%
  - 2016 - 81.5%

Some DPI (district performance measures) will disappear (EPAS-related measures) and others will be added, e.g. SAT/PSAT related measures.

District/School Report Cards: The PARCC (Partnership for Assessment of Readiness for College and Career) has established a set of performance levels to categorize each student’s results. D 205’s results are in front of each level.

English/Language Arts

2014-15   2015-16

5%	6%	Level 1 – Did not meet expectations
13%	13%	Level 2 – Partially met expectations
25%	25%	Level 3 – Approached expectations
47%	46%	Level 4 – Met expectations (student is on track for college and career)
11%	9%	Level 5 – Exceeded expectations (student is on track for college and career)

When comparing the percentages of students at levels 4 & 5 to the comparison districts, D205 is 6<sup>th</sup> highest out of the 8 districts.

Math

2014-15   2015-16

5%	6%	Level 1 – Did not meet expectations
14%	14%	Level 2 – Partially met expectations
28%	29%	Level 3 – Approached expectations
44%	44%	Level 4 – Met expectations (student is on track for college and career)
8%	8%	Level 5 – Exceeded expectations (student is on track for college and career)

When comparing the percentages of students at levels 4 & 5 to the comparison districts, D205 is 5<sup>th</sup>

highest out of the 8 districts.

The report card contains financial information.

Instructional Spending per Student (includes only activities dealing w/teaching of students).

	<u>2013</u>	<u>2014</u>	<u>2015</u>
District	\$8,013	\$8,588	\$8,823
State	\$7,094	\$7,419	\$7,712

Operational Spending per Student (includes all costs).

	<u>2013</u>	<u>2014</u>	<u>2015</u>
District	\$13,078	\$13,417	\$13,744
State	\$12,045	\$12,521	\$12,821

Mary Baum, Assistant Superintendent for Learning & Teaching, addressed the achievement gaps. She said the previous level of rigor did not match the common core state standards; that instructional practices relied primarily on the whole class; that interventions in math do not currently exist for students in K-8 and that interventions in reading for grades 6-8 lack flexibility. As a response, she said

- o new curricula are aligned to the Common Core State Standards (CCSS) and show increased rigor
- o new curricula support personalized instruction to meet individual students' needs.
- o technology is an accelerator for student learning
- o adopting Eureka math in K-8 will support timely interventions
- o the Middle School Task Force is committed to incorporating time for intervention in the school day
- o Instructional coaches provide support to teachers
- o Professional learning communities (PLCs) provide learning for peers
- o Common assessments will continue across grade levels

**Approval of Board Meeting Minutes:** Minutes from 10/26/16 were approved.

**Superintendent's Consent Agenda** The Board approved:

- Personnel Report
- Financial Report
- New Courses at York High School

**Superintendent's Action Item Agenda:** The Board approved:

- Donation for Field – The PTA is donating \$2500 to the school library to fund an art gallery of student work and to purchase duplicate copies of popular and high-interest books.

**Action on Closed Session Item:** The Board approved the dis-enrollment of Student “B,” after determining that the student was not a D205 resident. The student’s family was charged \$6,328.09 tuition since the beginning of the school year.

**Superintendent's Communication:**

A. Freedom of Information Request – One request concerning District documents was granted.

B. November Principal Professional Development – Principals worked on the Kagan Cooperative Structures that can be utilized in their buildings. Future-ready learning was also addressed by

discussing the rigor rubric language.

C. Focus 205 – The facilitating team meets tomorrow and another community session is set for Dec. 5<sup>th</sup>. Summary documents from the last F205 meeting are now on the website.

**Board Communications:** Mr. McDonough spoke about the City of Elmhurst/D205 negotiations about the property at Bryan Middle School. He said there have not been any further alternative offers from the City. He continued by saying D205 remains open to these negotiations. He spoke of the Intergovernmental Agreement (IGA) from 2004. Since 2004, the district has been repeatedly assured that the “make whole” date was 2014, but the City stopped communicating about the time that the district was concerned about the Bryan negotiations.

**Upcoming Meetings:** The next regularly scheduled meetings are Tuesday, Dec. 13th at 7:30 pm. All committee meetings as well as the regularly scheduled Board meetings are held at the D205 Center:

- Monday, Nov. 28, 2016, 7:00 pm – Special Board of Education Meeting: Board self-evaluation, which will be in closed session, facilitated by a member of the IASB – IL Association of School Boards.
- Tuesday, Nov. 29, 2016, 7:00 pm – Special Board of Education Meeting: Board self-evaluation, which will be in closed session, facilitated by a member of the IASB – IL Association of School Boards. (President Ebner asked Board members if they could meet at 6:00 pm that evening.)