

Community Unit School District 200

Administration and School Service Center

130 West Park Avenue

Phone: (630) 682-2002

Wheaton, Illinois 60189-6400

Fax: (630) 682-2227

NOTICE

CITIZENS' ADVISORY COMMITTEE (CAC) MEETING

BOARD OF EDUCATION
DISTRICT 200
DUPAGE COUNTY, ILLINOIS

A Meeting of the Citizens Advisory Committee (CAC) of Community Unit School District 200, DuPage County, Illinois will be held on Wednesday, October 19, 2022, at 7:00 – 8:30 p.m. at the Wheaton Warrenville South High School, 1920 S. Wiesbrook Rd., Wheaton, IL. The agenda of the meeting is as follows:

1. Call to Order
2. Public Comment
3. Introduction of New Members and Returning Members
4. Approval of Minutes – September 21, 2022
5. Open Meetings Act Reminders and Training
 - i. <https://foiapac.ilag.gov/>
6. Selection of Chair and Vice-Chair for 2022-2023 School Year
7. The Role of FastBridge in Learning Acceleration and in a Balanced Assessment System
8. What is the Buzz?
9. Adjourn



Chris Crabtree
Board of Education, District 200



Superintendent of Schools, District 200

Community Unit School District 200 is subject to the requirements of the Americans with Disabilities Act of 1990, as well as Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities who plan to attend this meeting and who require certain accommodations in order to allow them to attend and/or participate, or who have questions regarding the accessibility of the meeting or the facilities, are requested to promptly contact the School District's ADA/Section 504 Coordinator at (630) 682-2000. TT/TDD Service is available through the above number.

Citizens Advisory Committee (CAC)
Oct 19, 2022 - Meeting at WWSHS

Call to Order

- The meeting was called to order at 7:04 pm by Dr. Schuler.
- This meeting was conducted in the LLC at WWSHS.
- 33 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst Supt Melissa Murphy, Asst. Supt Brian O'Keeffe, Board Members Angela Blatner and Brad Paulsen.

Public Comment

- Harold Lonks - Open Meetings Act

Welcome and Introduction of New Members and Returning Members

- Thanked everyone for joining this year.
- Reviewed the history of the two subcommittees that were formed this offseason - the rules/by-laws committee tied in with the new membership selection committee.
- Dr. Schuler asked all attendees to introduce themselves since new members were joining for the first time.

Approval of Minutes from September 21, 2022

- N. Mead - What is the Buzz comment regarding a parent who spoke at public comment during a board meeting who applied to be on a commission in Wheaton and two members of the Board of Education sent letters to the city about his appointment. There was a request for this to be recognized in the minutes of Sept 21, 2022.
- Motion to approve the minutes as modified: S. Jahns; second: M. Henegsbaugh. All in favor.
- Minutes of Sept 21, 2022, were approved.

Open Meetings Act Reminders and Training

- <https://foiapac.ilag.gov/>
- Dr. Schuler provided background on this and what triggers the OMA.
- 3 requirements - 1) have to keep minutes; have to be approved at the next meeting that follows; workflow - when we send out next month's agenda, you will see the previous month's minutes. Minutes are also shared with the Board of Education. Once approved by the CAC group, they are put on the following board agenda. 2) have to take the OMA training - if you don't take that, you can't participate. (*Once you have completed the training - please send a copy of the certificate to Dianna Hutchison so we know you have completed it.) 3) has to be a posted agenda and has to be an opportunity for public comment.
- Dr. Schuler asked new members this year and those new from last year to try to complete the training by the next meeting. (This only applies to those new last year and this year).
- Dr. Schuler will send out the link to those that need to complete the OMA training.

Selection of Chair and Vice-Chair for 2022-23 School Year

- Only one candidate for both chair (Greg Biziarek) and vice-chair (Brooke Gennaro).
- Need to take action to approve the officers.
- Motion - N. Mead; there was a second to approve. All in favor.
- Dr. Schuler will also send the link to the updated by-laws to the new members.

- Chair and vice chair virtually meet with Dr. Schuler a week in front of meeting to review agenda; chair and vice chair also assemble membership committee and if needed, by-laws subcommittee, and any other subcommittees. The chair facilitates the monthly CAC meetings. Both the chair and vice-chair participate in the subcommittees.
- Anything that prohibits the chair/vice-chair from continuing to serve if they run for the board? No

The Role of FastBridge in Learning Acceleration and in a Balanced Assessment System

- Melissa Murphy provided a PowerPoint handout on "The Role of FastBridge Related to Learning Acceleration and Balanced Assessment".
- Spent time on Portrait of a Graduate (POG) last year, a precursor to the strategic plan. Core anchor at the heart of POG is academic excellence strategies. One of the core strategies under this is to accelerate learning.
- Four Guiding Questions to be reviewed:
 - What is a balanced assessment system?
 - What is the FastBridge assessment?
 - How does the FastBridge assessment support learning acceleration?
 - What feedback do CAC members have so that D200 can best communicate this information?
- 3 broad goals in the Educational Services Dept are related to college and career readiness, accelerating learning, and a balanced assessment.
- What is balanced assessment? A system of assessments that work together to provide a variety of evidence to support educational decision-making.
- A balanced assessment system includes classroom, interim, and external assessments. The purpose, frequency, and examples of each of the three parts of a balanced assessment system were noted.
- Interim assessments - this is where FastBridge fits in.
- External assessments - includes State IAR testing.
- Balanced assessment and aligning the three types of assessments.
- Provided examples of IAR released test items and Illustrative Math (IM) test items - both questions are real-world math problems with context to it; students may have to answer multiple questions on one set of information. This shows the benefit of having classroom assessments so teachers can adjust their instruction and provide students with help since they will have more information frequently.
- IAR and FastBridge are computer-based tests.
- Illustrative Math (IM) is the curriculum that we adopted - provides all of the instructional lessons and assessments the students take in K-5 math classrooms. Also are piloting this in grades 6-8.
- IAR score report - divides scores into five proficiency levels:
 - Level 5: exceeded expectations
 - Level 4: met expectations
 - Level 3: approached expectations
 - Level 2: partially met expectations
 - Level 1: did not yet meet expectations
- Illinois says being proficient is level 4 or level 5, and set cut score higher than other states.
- The cut score magic number is 750 on any test a student takes for IAR for all levels.
- IAR score report - shows the percentage of students across the state of IL that received scores at each of the levels 1-5.
- Timing piece - IAR results from last year will officially be released at the end of this month. Results will be part of the IL report card. IAR is taken in the Spring (early April) and then the results are provided at the end of Oct. There is some scoring by hand and a lot of open-ended response items.

- IAR was first administered in 2019. When the results are received from Spring 2022 IAR, you can compare IAR results from 2019 to 2022.
- Does the state funding for the district have anything to do with IAR? No, other than you have to participate in the accountability system.
- Does the district get aggregate info or by student? Both - will see aggregate information on the report card, but do receive individual results.
- Confirmation that 3% of 4th graders in the state received a level 5. Is this high?
- FastBridge assessment suite contains universal screening and progress monitoring tools for reading, math, and behavior.
- FastBridge universal screening for both math and reading - provided a list of each assessment, the grade levels for the assessment, and a description of each one.
- Will do a deep dive into academic portion of the assessment - reading and math tonight. Behavior portion can be addressed at another time.
- Four D200 core actions to accelerate learning:
 - Adopt high-quality instructional materials
 - Provide teachers with ongoing professional learning needed to provide Tier I instruction to all students
 - Use assessments to prioritize learning
 - Focus interventions on students most in need and create instructional coherence
- Universal screener (all students in a grade level take the universal screener) and progress monitoring (some students in a grade level are assessed using the progress monitoring tools).
- An example given about taking your child to the doctor and taking height and weight (universal screening) and may require regular check-ins on their weight, if too thin etc. (progress monitoring).
- Accurate universal screening sets the foundation for a successful multi-tiered system of support (MTSS) and understanding student risk levels.
- How large is this pool that FastBridge is comparing D200 students to? Fastbridge is a very large sample, national norms.
- MTSS - help to shape school improvement. All students get tier I instruction; some students get tier II (need more specialized help) and a small number of students get tier III (need very specialized help). Tier II and III are those that we progress monitor.
- Students needing Tier III support are assisted during the day by one of the specialists.
- Fastbridge normative data - scores reported according to national percentiles. Percentile means the student scored as well as or better than that percent of students taking the test in that grade. Percentiles are broken into colored bands.
- Students in the green band represent the 31-85th percentile - how do students distinguish themselves in that band?
- Normative data - there is a time period that is set by the assessment company when you have to take them.
- Students scoring at or above the 50th percentile are pretty secure with their grade-level learning, and is the goal for long-term academic success.
- Band of blue and green together (used to evaluate how effective universal core instruction (tier I) - all of these students can be successful in grade-level learning - the teacher may need to do different things with students at different points/levels in the blue/green.
- Are we looking at different districts to see what they are doing curriculum-wise if we are not scoring as high on FastBridge assessments? The opportunity to network with other districts, especially our comparable districts using FastBridge.
- Growth data - an important component of FastBridge. We will get that growth data when students take the next assessment in the winter. The growth data and what this is measuring.
- Shared FastBridge data for a current grade four cohort.

- The difference between the IAR scores and FastBridge scores - noted the difference between items with an explanation. Also noted on the ELA test - there is a writing component with IAR, and with FastBridge there is just reading.
- Comment - Impressed by the specificity of the assessment results and what their child needs to work on.
- Noted the teacher receiving data and the goal to adjust instruction as needed.
- As the assessment scores increase, will IAR increase? The IM math curriculum just started this year. We have not used a tool like FastBridge in the past. Do think there will be a correlation - if we see growth, will see a correlation in IAR scores. Noted skill building taking place both in IM and in FastBridge.
- Not every student who needs additional support or intervention has an IEP (individualized education plan) and is in tier 2 or 3.
- Ongoing cycle for instructional improvement: administration of FastBridge (fall, winter, spring) > analyze and interpret data (district level, building level, grade level teams) > establish goals and create action plans (even by students) > implement and evaluate effectiveness.
- Need to do everything we can for those students falling between 30-50% to be as successful as possible in grade-level learning; if they inch above the 50%, they will be much more secure in grade-level learning.
- IAR has benchmarking capabilities with other schools/districts.
- Are there other districts nearby that are using FastBridge? Noted this is the first year using FastBridge.
- Most interested in knowing and understanding on an individual level where is the student at the start, where are they with grade level expectations, what are we doing to accelerate learning if they are struggling, and what are we doing to maintain their progress if they are doing well. We are monitoring the individual progress of students using the ongoing cycle for instructional improvement.
- National norming is very effective in knowing where students sit relative to students that are going to be pursuing similar pathways to them.
- How are we communicating that to parents so an individual parent knows and understands where their child is at and how to ask the teacher the right questions.
- Interested in feedback - will load student national percentiles into ParentVue. A letter will accompany this (a draft of the parent letter was provided to the group). Looking for feedback from the group on the letter, including the following:
 - What feedback do CAC members have about the parent letter?
 - Do CAC members have additional feedback for D200 to consider to best communicate about FastBridge?
- Not all districts across the nation use FastBridge. Most districts across the country use some form of interim assessment.
- How did D200 decide on FastBridge vs. other options? It is a local decision. The District was using FastBridge in that progress monitoring way and the team evaluated a number of options, and selected FastBridge. The school board approved the decision to use FastBridge.
- There is a lot of reading in the math assessment - noted this would be difficult for students that are behind in reading.
- The table groups were asked to review the letter and the questions they are seeking feedback on.
- Each table group was asked to provide the yellow feedback forms to Mrs. Murphy and to email anything else that is thought of later.
- By the next meeting - the rest of the metrics that are on the IL report card, including IAR, will be out. The District 200 dashboard and metrics included on the dashboard were also noted.

What is the Buzz? (What are people talking about out in the community)

- A lot of talk about the role of the PTA and what power/authority they may have over certain things at the school. Confusion over the power the PTA has. Specifically noted an example at Wiesbrook.
- Rachel - BASP (Before and After School Program) waitlist that was brought up at the last board meeting; parents still waiting to hear back on that.
- Parent-teacher conferences - noted at least one building (P-Hill) only had one week to sign up, which makes it hard to arrange child care. This was not the case with all buildings. Asking for more lead time to accommodate schedules.
- Secretary shortage in the buildings was noted; what are we doing to alleviate stress for them? Psych shortage districtwide was also noted. How are we supporting psychs?
- There has been a lot of support schoolwide and rallying around students going through different things.
- Chorus concerts being back in buildings - excited
- Test scores in the district and if we are being consistent with other districts in the state and not trying to inflate our scores to make ourselves more relevant?
- Longfellow PTA sponsored project - positive feedback about working with the district and the facilities staff on a project.

Adjourn

There was a Motion to adjourn and a second; All in favor.

The meeting was adjourned at 8:36 pm.