

MINUTES
BOARD OF EDUCATION MEETING
COMMITTEE OF THE WHOLE MEETING
COMMUNITY UNIT SCHOOL DISTRICT 200
February 22, 2023

The Committee of the Whole meeting for the month of February of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the School Service Center, 130 W Park Ave, Wheaton, IL by Board President Chris Crabtree, on Wednesday, February 22, 2023, at 7:00 PM.

ROLL CALL

President Crabtree noted two of the Board Members were traveling for work and would be participating remotely. Upon the roll being called, the following were present:

Board Members: Mrs. Chris Crabtree
 Mr. Rob Hanlon (participated remotely – joined at 7:04 PM)
 Mr. Dave Long
 Mrs. Angela Blatner
 Mrs. Susan Booton
 Mrs. Julie Kulovits (participated remotely)
 Mr. Brad Paulsen

Also in Attendance: Dr. Jeff Schuler, Superintendent
 Dr. Charlie Kyle
 Mrs. Erica Loiacono
 Mrs. Melissa Murphy
 Dr. Brian O’Keeffe
 Dr. Chris Silagi
 Mr. Jason Spencer

PLEDGE OF ALLEGIANCE

Dr. Chris Silagi led the Board in the Pledge of Allegiance.

SUSPEND THE RULES AND ADJOURN TO WORKSHOP SETTING

MOTION

Member Booton moved, Member Paulsen seconded to suspend the rules and adjourn to a workshop setting. Upon a roll call vote being taken the vote was: AYE 6, NAY 0.

The motion carried 6-0.

Instruction

Vision 2026 – Academic Excellence Strategies

The Vision 2026 Strategic Plan has six strategies for academic excellence. This year, the work plan included a focus on three of the strategies:

- 1) Implement learning acceleration strategies and programming
- 2) Design and implement a balanced assessment system
- 3) Expand programming to prepare students for a full range of post-secondary opportunities

The 2022-23 work plan and data indicators are included on the CUSD 200 Vision 2026 Dashboard.

Mrs. Melissa Murphy, Assistant Superintendent of Educational Services provided an update for all projects included in the 2022-23 work plan for three of the academic excellence strategies. The update also included the next steps that will be taken for the remainder of this school year. The update was attached to the Board report, and included information on the following:

- Implement Learning Acceleration Strategies and Programming
 - Three Guiding Questions
 - What is included in the 2022-23 work plan?
 - What has been accomplished this year?
 - What are the next steps?
 - Learning Acceleration Work Plan (Four Priorities)
 - Implement Illustrative Math (IM) in K-5
 - Pilot and adopt a high-quality ELA curriculum for K-5
 - Pilot and adopt a high-quality math curriculum for 6-8
 - Engage in collaborative research to begin the curriculum work in ELA and Social Studies for 6-8
 - Curriculum Implementation Framework
 - Phase I – Research (MS: ELA and Social Studies)
 - Professional Learning
 - Establish an Instructional Vision
 - Review Materials
 - Select Materials to Pilot
 - Phase II – Pilot and Select (K-5: ELA)
 - Pilot Materials
 - Select Materials to Adopt
 - Phase III – Prepare to Launch (MS: Math)
 - Training
 - Develop Local Implementation Materials
 - Phase IV – Teach and Learn (K-5: Math)
 - Continued Support Through 3 Pillars: Coach, Plan, Train
 - Monitor Data
 - Seek Feedback
 - Adjust Plan
 - Annually Reset
 - Implement Illustrative Math in Grades K-5
 - Accomplished Phases I, II, III, IV
 - Pilot and Adopt High-Quality ELA Curriculum for K-5
 - Accomplished Phase I and a portion of II; planned next step (22-23) for III
 - Pilot and Adopt High-Quality Math Curriculum for 6-8
 - Accomplished Phase I, II; planned next step (22-23) for III
 - ELA and Social Studies for 6-8
 - Accomplished and planned the next step for a portion of Phase I
 - Next Steps – Learning Acceleration
 - Continue to complete items listed as “planned next steps”
 - Utilize knowledge gained from the implementation of IM and ELA pilot materials to develop additional guidance for components of POG
 - Review the results aligned to dashboard metrics to set goals and determine areas for focused school improvement planning

- Prepare the work plan for 2023-24
 - Provide staff with high-quality instructional materials for newcomers
- Design and Implement a Balanced Assessment System
 - Three Guiding Questions
 - What is included in the 2022-23 work plan?
 - What has been accomplished this year?
 - What are the next steps?
 - Balanced Assessment Work Plan (Three Priorities)
 - Implementation of FastBridge
 - IM Classroom Assessments
 - Implementation of a New Analytics Platform
 - Dashboard – Goal Setting & Winter Results
 - Academic Excellence: Math (K-8)
 - Academic Excellence: Reading/ELA Achievement (K-8)
 - Ongoing Cycle for Instructional Improvement
 - Administration of FastBridge (winter administration)
 - Analyze and Interpret Data (workshops and data dives)
 - Establish Goals and Create Action Plans (individual mid-year principal conferences)
 - Implement and Evaluate Effectiveness
 - FastBridge Parent Communication
 - Scores shared with parents after fall/winter administration
 - Fall/winter scores available in ParentVue
 - Communication to parents included an explanation of assessments, how to access results in ParentVue, and who to contact with questions
 - Illustrative Math Classroom Assessments
 - Utilized collaborative planning time to review assessments included in each unit
 - Focused on utilizing pre-unit practice problems to plan for unfinished learning and intervention support
 - Provided guidance for principals and coaches on assessment protocols for PLC conversations
 - Implementation of Student Analytics Lab
 - BOE approval of Student Analytics Lab purchase in September
 - Vision 2026 data associated with dashboard metrics is being migrated to this system
 - EC-12 admin team received an overview and each building has arranged for follow-up training with key leaders
 - Full implementation will begin next year
 - Next Steps – Balanced Assessment
 - Administer FastBridge in May
 - Utilize spring FastBridge results to prepare for 2023-24
 - Continue to support staff with implementation of Student Analytics Lab
 - Research technology tools to support the administration of IM classroom assessments and future elementary ELA assessments to support PLC work
- Prepare Students for a Range of Post-Secondary Opportunities
 - Three Guiding Questions
 - What is included in the 2022-23 work plan?
 - What has been accomplished this year?
 - What are the next steps?

- College and Career Readiness Programming (Two Priorities)
 - Career Pathways
 - Early College Coursework & Industry-Recognized Credentials
- Industry-Recognized Credentials
 - Academic Excellence: High School
 - Expanded definition of *students completing advanced coursework* to include industry-recognized credentials
 - Technology Center of DuPage (TCD) offers programs for students to receive industry-recognized credentials
 - D200 team has identified work projects that will result in better supporting students to earn a credential
- Career Pathways
 - Work-Based Learning: Introduction to Teaching Internship
 - Stats for number of students enrolled by semester, number of cooperating teachers and schools, number of hours per semester
 - ISBE College and Career Pathway Endorsement
 - The Postsecondary and Workforce Readiness Act
 - Planning for Future Career Pathways Work
 - Prioritize the pathways to further develop beyond the Education and IT pathways for Vision 2026 work plan
 - Evaluation Results: Top 3 Pathways to Develop (feedback from HS leaders, CAC, and 8th-9th grade students)
 - Arts, Audio/Video Technology, and Communications
 - Health Science
 - Science, Engineering, and Mathematics
 - Early College Coursework: Expanding Dual Credit
 - Includes: transferable general education courses, career pathway courses, and other courses for 2023-24, 2024-25, and 2025-26
 - Pathways to Develop
 - Early College Coursework/Industry Recognized Credentials
 - Advanced Placement (AP)
 - College of DuPage Dual Credit Possibilities
 - TCD: Dual Credit
 - TCD: Industry-Recognized Credentials
 - Work-Based Learning
 - CAC Feedback
- Reviewing Graduation Requirements
 - In order to provide more students the ability to take courses aligned with Career Pathways
 - Considerations
 - Current graduation requirements were not designed with Career Pathways in mind, but focused on providing a broad experience
 - Many students are unable to access electives aligned to Career Pathways until their junior year
 - Current graduation requirements could limit internships or work-based learning opportunities
 - HS team does not want to lower the number of credits (24) required to graduate, but consider adjustments to provide more flexibility
 - College and university requirements will be considered as part of this review

- Next Steps – College and Career Readiness
 - Conduct a review of graduation requirements
 - Continue work for building a supportive pathway for Intro to Teaching students from HS to post-secondary experiences
 - Continue to work collaboratively with TCD to support students earning industry-recognized credentials
 - Continue the course development and course approval process for additional dual-credit courses
 - Provide an update to the Board about HS grading
 - Begin reviewing MS elective options to align with HS Career Pathway opportunities and Career Exploration opportunities
 - Begin planning for the 2023-24 school year

There was additional information/comments on the following:

- Illustrative Math (IM) implementation (Gr K-5): The Director of Elementary Instruction meets with a group monthly that includes representatives from every elementary school (who engage with their building staff). The reps provide feedback that the District uses to work with the team and math coaches. Adjustments to the plan are made based on that feedback.
- A document detailing the K-5 IM Professional Learning for 2022-23 was included in the Board green folders and attached to the agenda item. The admin team has been very involved in the professional learning opportunities.
- K-5 ELA Pilot with two resources: Bookworms and American Reading Company (ARC Core). Two classrooms from each building and specialists (PACE, multilingual specialists, resource teachers, LLC directors) are participating in the pilot. A decision will be made in April and be brought to the Board in May.
- A significant amount of time and work is involved in the foundational professional learning before getting to the pilot phase.
- March 3 – all MS math teachers will be participating in IM training; are in the process of developing local implementation materials.
- A steering committee (made up of teachers from all MS) has been formed to begin the professional learning phase for the ELA and Social Studies MS curriculum work. The HS department chairs are also a part of this work.
- ISBE has adopted some new standards for Social Studies; however, the final version is not yet available.
- D200 had three administrators that were a part of an ISBE statewide professional learning group last summer for the new Social Studies standards.
- Mapping out benchmarks for the ELA and math curriculum – clarity for staff on what success looks like for Portrait of a Graduate (POG) components – communication and problem-solving.
- A sheet containing multilingual enrollment data was provided to the Board. The newcomer data for 2022 and 2023 was noted. Newcomers are defined as students with beginning language levels that need a lot of support in English language learning. There has been a large increase in the number of newcomers.
- The multilingual specialists have asked for specific resources that are designed specifically for newcomers (and created for teaching beginning language learners). The specialists have been researching and reviewing materials. A recommendation will be brought to the Board at a future meeting.

- The challenge with attempting to balance moving newcomers learning progression forward while they are focusing on language acquisition.
- Newcomer population and the distribution across the District; the impact on staffing the buildings.
- Multilingual learners (ML) program numbers – the need to look at those actively receiving support as well as those that have just exited the program.
- MS Multilingual coach specifically working to ensure kids will be successful with the IM curriculum.
- Note-taking sheet included in the green folders – includes three important points are taken away from the presentation, something that “squares” with your hopes for our students and what is still “circling” in your head and what questions do you still have?
- Redesign of the District Dashboard – a result of wanting more information on the dashboard, specifically by grade-level bands.
- Current dashboard vs. last year (now have seven metrics for math vs. one previously).
- Have baseline data for FastBridge for 2nd through 5th-grade students, and will have baseline data for Kindergarten and 1st-grade students after this spring.
- Reminder - the IAR Assessment given by the State is different from FastBridge Assessment.
- MS Admins expressed it would be valuable to have reading/ELA coaches at the MS level.
- Mid-year principal conferences – Dr. Silagi and Mrs. Murphy sat with each principal together and asked where they are seeing good growth and where they are not seeing growth and why. After this, what leadership goals do they need to see to adjust?
- The most important assessments are the ones we give students every day in the classroom.
- The Director of MS Instruction looked at trends from the winter FastBridge assessments and is engaging with the HS Asst. Principals for Freshman Bridge so they are more knowledgeable about their incoming ninth graders and their needs.
- Working on identifying what a program to provide summer learning for students that enter into the PACE program later than 3rd grade could be.
- Students that graduate with an industry-recognized credential have a leg up in the labor market when they graduate, and this is important for those students that will not go onto post-secondary college or university.
- TCD programs – our team has asked for a monthly calendar that outlines when each of the industry-recognized credential assessments takes place so our counselors can support the students and be in communication with the students/families. We have also asked for more data sharing – report data by the semester of students earning an industry-recognized credential.
- Feedback regarding the Into to Teaching Internship – helps students figure out if they want to pursue teaching or not, students have loved being in their former buildings, have had the opportunity to be at different levels, and have had great relationships with staff members and mentors.
- For students to earn an ISBE college and career pathway endorsement on their transcript:
 - they must create an individualized college and career plan (through SchoolLinks)
 - they must engage in hands-on or work-based learning experiences (this is why they are not participating at Jefferson as the state does not allow ECC to count as part of the hours)
 - they have to complete two years of coursework in that particular area
 - they must meet the standards for non-remedial college coursework

There were questions and/or additional discussion on the following:

- “Shifts” related to the professional learning study for the ELA pilot – making adjustments in teaching practices based on new research on how students learn; what some of the shifts were that were made; how they were made.
- The use of Fountas and Pinnell by staff as it relates to the shifts that have taken place.
- Newcomer students: enrollment in schools (beginning of school year vs. during the year). Higher volume of newcomers on the north side of town – reasons? Any advantages to consolidating newcomers due to staffing efficiencies? The assessments/tests newcomer students take.
- Tracking of multilingual enrollment data.
- The benefits of ML students being in all buildings vs. consolidating – ensuring students have models, practicing language skills.
- State of IL and any accommodations for ML students during assessments/testing.
- Districts have to show 95% participation – a challenge if parents/students opt out of testing.
- IAR State test – challenging problem sets, and rich in language. This can be a disadvantage for students struggling with language.
- Multilingual coordinator/coach role – one at the elementary level and one at the MS level working with teams.
- Math language routines – eight protocols and practices developed to allow multilingual learners to best access math within the classroom.
- Important to remember how hard our teachers and buildings are working; students are happy and being supported.
- FastBridge is aligned with the Illinois Learning Standards.
- Local assessments in the past vs. FastBridge – the local assessments were grade-level tests. FastBridge is different because it adapts. The target for proficiency adjusts as the school year goes on.
- Is there a way to personalize summer programs for students based on FastBridge data? How do we utilize some of the information we have to determine when it is appropriate to extend learning opportunities to students?
- Any thoughts given to an MS bridge program? Noted transitional points for students.
- There are 18 programs at TCD with industry-recognized credentials. A small handful of these programs require students to continue beyond the time they are with the District.
- The number of students at TCD (150 last year) and how many receive credentials at the end (47% last year).
- Early College Coursework/Industry-Recognized Credentials - Any thoughts to online options for students should a course fit with an actual pathway?
- Clarification on Intro to Teaching numbers – 47 of 65 students did both semesters 1 and 2.
- Have talked a lot about education and learning programs this year and have so much focus on all aspects of student learning and on the whole child. Not all things can be measured on a test.
- Concern for students who want to pursue highly selective colleges/post-secondary education, as those schools look to the rigor of our schools; cannot entirely dismiss test scores.
- Noted there are examples of three different pathways that reflect three different levels/degrees of rigor. Whatever interest/path a student sees, the opportunity should be there.
- The profiles for each of the two D200 high schools; the importance to reflect high levels of rigor and coursework, as well as having the TCD and industry-credential options.
- Appreciation for the multiple pathways for all D200 students.

- Appreciation for the Career Pathways video – asked about doing other videos about some of the other things presented to communicate to the community some of the great work that is being done.
- IM – have we found a need to supplement areas within this? Communication piece – if we see there are holes anywhere, are we putting together something for supplemental materials? Intervention was noted – have identified the need to research other intervention programs that could be used.
- Teachers being unaware of the Dashboard, asking where they could find/locate the Dashboard and the data. Want to make sure we are bringing them along in some of these discussions, why decisions are made and help all to remember the big picture.

Dr. Schuler shared a document with the Board that was attached to the agenda, *Illinois Report Card Analysis – CUSD 200, 2019-2022*. The following was noted:

- Dashboard product is done by ECRA Group
- The tools ECRA has available, one being the IL Report Card Analysis.
- Interesting information to look at, including elements that are on the IL State Report Card.
- Noted a couple of years of missing data (in 2020 there was no test data, and in 2021 – limited data because we did not have all students in schools).
- This is one way to look at test results over time – look at the last ten years, there have been six different versions of a state test. Every time the state adjusts/changes that test, it throws out the historical data.
- One thing a test score does is help you understand the performance of your students relative to the performance of every other student that is taking that same assessment.
- Student achievement chart – page 3; District percentile – how does D200 performance rate vs. all other Districts in the state? Includes data for 2019, 2022, as well as the District percentile change from 2019 to 2022.
- This data is provided for all indicators.
- Noted the two growth pieces – good performance relative to the State and higher growth scores. The State looks at how your students progressed – what was their score increase relative to all students that were at the same starting point?
- The 2022 report card showed some good progress in almost all areas within the plan (the exception being 8th grade algebra).
- Student demographics relative to the State were also noted.

PUBLIC COMMENTS – Agenda Items & Non-Agenda Items

None

CLOSED SESSION

Pursuant to 5 ILCS 120/2 (c)(1) The Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees, Specific Individuals who Serve as Independent Contractors in a Park, Recreational, or Educational Setting, or Specific Volunteers of the Public Body or Legal Counsel for the Public Body, including Hearing Testimony on a Complaint Lodged Against an Employee, a Specific Individual who Serves as an Independent Contractor in a Park, Recreational, or Educational Setting, or a Volunteer of the Public Body or Against Legal Counsel for the Public Body to Determine its Validity, Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives, or Deliberations Concerning Salary Schedules for One or More Classes of Employees and 5 ILCS 120/2 (c)(2) Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives, or Deliberations Concerning Salary Schedules for One or More Classes of Employees

MOTION

Member Crabtree moved, Member Paulsen seconded to adjourn the meeting to closed session for the purpose of 5 ILCS 120/2 (c)(1) and 5 ILCS 120/2 (c)(2). Upon a roll call being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

There was no action expected following the Closed Session.

The meeting adjourned to Closed Session at 8:54 PM.

Dave Long, Secretary

Chris Crabtree, President