

**Minutes of the Committee of the Whole Board Meeting held on
October 26, 2022 at 5:30 p.m. in Board Rooms 215, 216, & 217
at 126 S. York Street, Elmhurst, IL, DuPage County**

Call to Order: President Caforio called the meeting to order at 5:35 p.m.

Board of Education Members

Present – Mrs. Kara Caforio, President; Vice-President; Mrs. Courtenae Trautmann, Secretary; Mrs. Athena Arvanitis; Mr. Jim Collins; Mrs. Elizabeth Hosler; Mrs. Karen Stuefen

Attending Remotely – Mr. Chris Kocinski, left meeting at 7:50 p.m.

President Caforio stated there are 7 board members present, a quorum is present.

Administration

Present - Dr. Keisha Campbell, Superintendent; Dr. Scott Grens, Associate Superintendent; Mrs. Tonya Daniels, Exec. Dir. Communications; Mr. Rudy Gomez, Exec. Dir. Technology; Ms. Kerry Leuschel, Exec. Dir. Secondary Ed; Mr. Luke Pavone, Asst. Supt. Human Resources; Dr. Kevin Rubenstein, Asst. Supt. Student Services; Mr. Chris Whelton, Asst. Supt. Finance & Operations

Absent - Mrs. Katie Lyons, Exec. Dir. Elementary Ed

Pledge of Allegiance: Board members led those present in reciting the Pledge of Allegiance.

Public Comments: There were no public comments.

Reports and Presentations

Results from State and National Assessments

President Caforio described that the Committee of the Whole meeting provides the Board an opportunity to delve into one topic, which will be IAR and SAT data. It is an opportunity to have a deep discussion, where there will be a presentation, followed by small group discussion, and then a full group discussion. President Caforio turned it over to Dr. Campbell and colleagues to begin facilitation of the meeting.

Dr. Rubenstein and Dr. Grens lead the presentation focused on the results from state and national assessments, specifically the following: Illinois Assessment of Readiness (IAR); Scholastic Aptitude Test (SAT); Early College Coursework (Advanced Placement, Dual Credit, Advanced College Project); Graduation Rate; Postsecondary Enrollment; and, 9th Grade On-Track. For some background, they presented a historical perspective that included No Child Left Behind, Implementation of Every Student Succeeds Act (ESSA), Waiver Years due to the pandemic, and the 2022 Implementation of ESSA. In 2018, the federal Every Student Succeeds Act (ESSA) required states to provide a summative designation to each school with required indicators. Illinois has four summative designations determined through multiple measures of school performance and growth: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Designations were last issued by ISBE in 2019. The return of designations will help families and communities understand how well schools are serving all students.

The meeting used a Data Discussion Protocol tool designed to guide discussion focused on various data points and the continuous improvement of student growth and performance. It is adapted from the ATLAS-Looking at Data Protocol to support the Committee of Whole meeting format. In each phase of the activity, the facilitators will ask the Board and Cabinet members to collaborate in groups by answering guiding questions. The following are the phases, the question(s) and group reflections.

Phase 1 Reflections: Describing the Data (Guiding Question: "What facts do you see?")

Group 1 – Cohort Schools Reviewed - York, Churchville, Emerson, & Fischer

The following are their reflections - Chronic absenteeism; Focus on student growth for ELA & Math with celebration of meeting proficiency targets; and Need for focus on individual student growth.

Group 2 – Cohort School Reviewed - York, Bryan, Jackson, Jefferson, & Lincoln

The following are the reflections - Chronic absenteeism; Growth to be a critical issue though proficiency being met strongly, but growth is lacking in elementary and middle schools; Would like ELA to be a focus at York; Climate survey participation should be higher; and Continue to focus on graduation rate.

Group 3 – Cohort Schools Reviewed - York, Sandburg, Hawthorne, Field, & Edison

The following are the reflections - Chronic absenteeism; All schools hit proficiency targets in science, math and ELA but it was the growth targets that hurt the overall outcomes particularly in math; and ELA needs attention at York.

Phase 2 Reflections: Interpreting the Data (Guiding Question: “What does the data suggest?” and “What are the assumptions we make about schools, students, and learning?”)

Group 1 – Cohort Schools Reviewed - York, Churchville, Emerson, & Fischer

The following are their reflections – How does chronic absenteeism correlate to lack of growth; Would like to re-establish the importance of attending school and how it affects student grades and growth; What are the root causes of chronic absenteeism; Are there ways to support families to encourage kids to be in school; and With ELA progress, noticed numbers went down from the younger to the older grades, so would like to look at the number of years these students have been with D205 to see if there is a correlation.

Group 2 – Cohort School Reviewed - York, Bryan, Jackson, Jefferson, & Lincoln

The following are their reflections – Can the climate survey be administered in the classroom; Data says we should accelerate in our math growth; An increase in math and ELA would have positive impact across the board; Chronic absenteeism could impact the other categories (growth and proficiency), so need more information to analyze; At York is there a tie between chronic absenteeism and the ELA progress; How close is York to exemplary; What can we do to target 9th grade on track; Could we enhance the relationship between middle schools and high school so 9th graders are more prepared; Is there a tie to COVID and parents philosophy about kids going to school verses staying home; What does the data tell us about math; and At Bryan, science is close to proficient so what can be done.

Group 3 – Cohort Schools Reviewed - York, Sandburg, Hawthorne, Field, & Edison

The following are their reflections – Students are proficient but they are not growing according to the state, so are we providing them with enough rigorous opportunity to learn and grow; Regarding chronic absenteeism, why aren't our kids coming to school and does this effect the student academic performance; Why is the participation in the climate survey given the same weight in middle school as proficiency in science; Why do we benchmark to the state average; How does the proficiency correlate to student success in college; Are we encouraging and counseling students to take challenging courses; Are some of the answers to our questions found in the climate survey; How can we increase student climate survey participation; and Will participation in student climate survey improve student outcome

Phase 3 Reflections: Trends, Themes, and Considerations (Guiding Question: “What did we learn from the data and the collective input of one another?”)

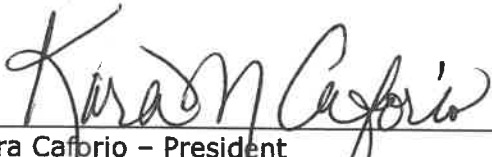
Group 1 – Cohort Schools Reviewed - York, Churchville, Emerson, & Fischer

The following are their reflections – This is a nice process that formulated the central questions that needed to be focused on by the Board in order to think through what some of these things look like for our students and schools, along with longer term implications; The process really provided an avenue for identifying some focus and priorities for your team to focus district wide but also at each level of school; Liked ISBE rollout of proficiency and growth approach is helping all students grow verses the past approach of groups; We are focusing on individual students and how we provide support for our students; We have a need to look deeper to focus and prioritize ELA, academic growth in core subject areas, chronic absenteeism and more climate survey participation; and Overall we are feeling we are in a good place, schools are constantly in a continuous school improvement model.

- November 15, 2022 Board of Education Meeting at 7:00 p.m. - District 205 Center, Rooms 215, 216, & 217

Adjournment - End of Meeting: The meeting was adjourned at 8:01 p.m.

We certify this document as the correct minutes of the Committee of the Whole (COW) board meeting of the Elmhurst CUSD 205 Board of Education held on October 26, 2022.


Kara Caforio - President
Courtenae Trautmann - Secretary

Group 2 – Cohort School Reviewed - York, Bryan, Jackson, Jefferson, & Lincoln

The following are their reflections –

There is a domino effect, so we want to see what that happens at elementary school is going to impact middle school, is going to impact high school;

Absenteeism is going to impact proficiency, which impacts growth; The domino effect is major concern in how it effects the students success journey along the way; Getting students in school regularly has a domino impact; We want growth and proficiency numbers to increase but don't want to lose focus on the individual students; How can we help the student succeed more; The student's story impacts how they will succeed; We can't wait for multiple years to impact change, we need to have change happen now; We need to prepare 9th grade students for the enormity of high school; Are we giving these students all the support systems they need to succeed right from the start of high school.

Group 3 – Cohort Schools Reviewed - York, Sandburg, Hawthorne, Field, & Edison

The following are their reflections – With regard to York absenteeism, engage with both students and families and what supports might help to overcome the student chronic absenteeism; Could there be a district wide common time for all students to take the climate survey; It's excellent we are hitting the proficiency targets but growth is important, so how is growth being prioritized for our staff to engage with what is the growth that needs to be achieved by our students; and Is this happening in PLC (Professional Learning Communities) or institute days, so how is it being nurtured for our staff.

Dr. Campbell thanked the Board and the administrators for engaging in this process. Through this process, the hope is that we can see how data creates more opportunities to ask more questions to assist getting at some of the root causes.

Final Reflection: Implications for Board Governance (Guiding Question: "What are the implications of this work for Board Governance in D205 – Strategic Plan, Budget, Goals, Policy, Staffing, etc.?")

President Caforio introduced this section for Board Governance implications and asked the Board to take a few minutes to think about what was discussed tonight to determine "What actions can the Board take?" or "What topics we would like for future conversations?" at the board table. This was not a group session, so individual board members shared their thoughts, observations, and questions as follows:

The data received during this meeting is very critical for the board to have in order to link decisions and see how they fit into the decisions for the students. With this data, how can the board support to help our students grow and be successful? How can we use and apply the climate survey? With regard to community outreach and engagement, how can we support families and students? Since becoming a board member, this is the first time that we have had a data driven discussion. The details of breaking down the data helps our community to understand. Organizations tend to gravitate towards the benchmarks they choose, so we should choose wisely. It would be a good exercise for this board of education to question, challenge and reorient some of the weightings that the state of Illinois has for these categories, are they right for our community. The analysis of the work fit right into the strategic plan, such as progress monitoring fitting right into student success. How do we know what kids and teachers need? We're in a continuous improvement model, so when is the best time to we get feedback from teachers and students to support one another? Digging into the data creates an urgency around certain growth areas in our district, such as ELA and absenteeism. How will you work with our principals to develop growth for of all students? Look forward to the action plans in how we will address the opportunities for growth. There is a lot to celebrate tonight, that did not happen by accident, it was intentional work by our leadership both in this room, under Dr. Campbell's leadership and with our principals to be intentional with the priority set last year to improve growth in math and ELA.

Board Communications: There was no board communications.

Upcoming Meetings

- November 3, 2022 Finance and Operation Committee Meeting at 5:30 p.m. - District 205 Center, Rooms 215, 216, & 217