

School Improvement Team Meeting 10/4/17

Attendance: Ashburn, McGhee, Clayton, Barefoot, Loughridge, Crooks, Jones, Peasley, Mann, White, Watson, Duncan, Cooper, Anderson, Atkinson, Woods, Scott,
Student Reps: Anh Bui, Rahqi Sarsour
Parent Rep: Jane Reddick

Loughridge: In preparation for Comprehensive Needs Assessment later this year, which will be used to construct next year's SIP goal, table groups will analyze data, overall and by subgroup:

- Graduation Rate
- CCR (Career & College Readiness = Score of 4 or 5 on EOC)
- Growth (as predicted by EVAAS)
- Composite Grade Level Performance overall and by subgroups

Findings:

- Even though the graduation rate grew from last year to this year, CCR decreased (Sarsour)
- Increases in growth in Science and English 2, but CCR in Biology decreased (Watson)
- Decreases in several areas was surprising considering we have made growth (Crooks)
- Do any of the students not making growth/proficiency not want college or career? (Reddick)
- How much overlap in categories, so that targeting one group (for example, free-reduced lunch) could impact several subgroups? (Jane)
- Targeted subgroups (LEP) have made growth, but still are not proficient (Anderson)
- We are graduating kids, but are they ready? (Loughridge)
- Does success after graduation really require a 4 or 5 on EOC? (Loughridge)
- Are these 3 tests a good indicator of CCR? Considering that two of the 3 tests they take as 10th graders, one as a 9th grader (Watson)
- CCR is much broader than an EOC score. It's general knowledge and ability to function in the world - "walking around sense" (Duncan)
- We need to impress upon kids that learning is about more than knowing what's on the test. It's problem-solving. IMPact has encouraged kids to want to improve their grades, but do they care about number grades more than actual learning? (Crooks)
- Is there a way to incorporate grades from upper-classmen, like ACT in CCR? (Anderson)
- Next year, Math 3 will be the EOC test (Crooks)
- Math 3 test requires skills beyond the scope of the course (Loughridge)
- Biology EOC focuses on definitions, demonstrates more the ability to memorize than to apply (Watson)
- Teaching skills required to be deemed proficient by a superior (performance review) Equating EOC test to Performance review, a cumbersome but necessary part of life. Could we be direct with the kids when what they're doing in class is real/fun/interesting, and when it's just necessary to satisfy outside requirements? (Reddick)
- Life skill learned in school: Respect the rules of the system, and require students to redo it if it's not up to the standard. Have to be somewhere on time, Meet deadlines, Have to follow formatting instructions given by teacher. This is rigor, and fosters strong habits of mind in students. (Duncan)
- Life skill: Cannot leave in the middle of a meeting. Use appropriate register when speaking. (Crooks)