

**LAKE FOREST COMMUNITY HIGH SCHOOL DISTRICT 115
EDUCATION COMMITTEE MINUTES, DECEMBER 07, 2021
MEETING MINUTES**

Title:	Education Committee Meeting
Date and Time:	Tuesday, December 7, 2021 - 7:30 a.m.
Location:	Lake Forest High School - East Campus, Room 109
Committee Members Present:	Dewey Winebrenner, Marcus Schabacker, John Venson, Gail Gamrath, Tom Andreesen (via phone), Brian Martin, Roxanne Jamroz
Administration Present:	Matthew Montgomery, Erin Lenart, Melissa Oakley, Jenny Sterpin, Alan Wahlert, Patrick Sassen, Julia Polszakiewicz, Tiana Adams
Absent:	None
Staff Present:	None
Also Present:	Patrick Patt, community member
Approval of Minutes:	Marcus Schabacker moved, seconded by John Venson that the minutes of the October 12, 2021 meeting be approved.
Approval of Updated Charter:	Marcus Schabacker moved, seconded by John Venson, that the updated Committee charter be approved.
Public Comment:	None

One Lake Forest Community High School

Dr. Lenart provided an explanation of the One Lake Forest statement. She asked the committee to break into small groups to discuss their thoughts on the content. After the groups met, they shared feedback and concerns with the full group. Wording, phrasing, and examples that needed tweaking were identified.

Questions were asked in regards to how District 115 compared to other districts, who had already reviewed the statement, and what developments looked like since the first draft of the statement.

There were two pathways to move forward and the Board and the superintendent would be the next decision makers. The Board would review the statement at the January workshop and approve it at the February meeting. Dr. Lenart would incorporate questions, edits, tweaks, and bring it back to the group in the meantime as the immediate next step.

Dr. Lenart and Dr. Montgomery would also meet prior to the next Board meeting.

Math Highlights

Dr. Wahlert presented the math highlights for the 2020-2021 school year. The presentation showed where the district had been and where it was going; the intentions, student success, and the outcomes from 20-21.

Historical Background

ECRA data from 2010-2020 revealed that students in lower tracks of math were growing at much lower rates than their peers in at or above grade level math courses.

Data showed that the highest tracked students had an average PSAT9 score of 670 whereas the lowest tracked group had an average PSAT9 score of 370. Success on such standardized tests was predicated on the degree to which the district could expose students to a vast curriculum.

Students could grow faster, if they were in a class with their grade-level peers and were supported properly so that they could find success in that class.

The data analysis showed the key findings as to why students accessed courses they previously would not have is due to the path for math that middle school students found themselves on tended to be the same path they remained on throughout high school, with little movement between course levels; while students achieved expected growth based on their level of math, there is a significant difference in growth scores based on course placement. The slower, smaller rate at lower course levels is apparent; and per ECRA, “since students with significantly higher growth scores were in the more challenging courses, this suggests that students in these propensity ranges may benefit from placement into more challenging ninth grade math courses.”

The plans for student success included archiving of essentials of algebra, heterogeneously grouping of ‘E of A’ and algebra 1 students, creation of strategic math 1 course, professional development of algebra 1 and strategic math 1 course-alike team (Sandra Page consultant), hand-scheduling of students to create ‘natural proportions’, and intentional scheduling of teacher planning periods for increased collaboration time.

Regarding outcomes from 20-21, some of the most telling data, was that the plan of heterogeneously grouping students traditionally in ‘Essentials of Algebra’ with their Algebra 1 peers, was successful as exhibited by student growth.

Ultimately, students were able to live and prosper in a heterogeneous space with their peers, despite being several grades behind and still experience success.

The average grade of algebra 1 students with no strategic math was 87.83%, the STAR testing grade equivalency for the same group of students was 9.92. The average grade for algebra 1 students with strategic math was 77.93%, the STAR testing grade equivalency for the same group of students was 6.43.

Given the success of the heterogeneously-grouped Algebra 1 course in conjunction with the Strategic Math 1 offering, the District was implementing Strategic Math 2 for the 2022-2023 school year. The belief was that with this additional support, the Algebra II students will be more likely to find academic success, but also grow at an increased rate.

Also, during 2022-2023, Mr. Jeffrey Summy and the math department would engage in curricular alignment of Algebra II courses to offer a more rigorous experience to all students.

Furthermore, in 2022-2023, considering the changing world that students were entering into, the math department also intended to adopt a new course in data science to allow for engagement in an additional or alternative math pathway.

Inclusion Dialogue

Dr. Montgomery would discuss this topic at the next meeting.

Public Participation

Mr. Patrick Patt stated that the committee members should not be afraid of the minority who want to call the shots.

Open Discussion

Dr. Schabacker asked the committee to consider school starting times as a future topic.

The meeting adjourned at 9:05 a.m.