

LAKE FOREST COMMUNITY HIGH SCHOOL DISTRICT 115
EDUCATION COMMITTEE
Wednesday, November 4, 2015, 7:30 am
MINUTES

Committee members present: Lise Eliot (Chair), Diana Kreiling, Reese Marcusson, Sally Davis, Chala Holland, Barry Rodgers, Jim Sullivan, Anne Sorensen, Sharon Scott.

- I. The meeting was called to order at 7:32 am and roll call was taken.
- II. The minutes of the October 7, 2015 meeting were approved without amendment on a motion by Diana Kreiling, seconded by Anne Sorensen.
- III. Principal Holland discussed the further progress of the School Day Committee, which has completed all of its site visits and met last on October 15. At that meeting, the committee divided into three groups, each focused on a different type of schedule (traditional, modular and hybrid). Each group then picked a single best version of their schedule type, based on the interests and priorities identified earlier by multiple stakeholders (e.g., later start time, flexibility, continuity, etc.) The next meeting will take place on a full day (November 12), when the committee will have more time to fully vet each schedule. After this next meeting, Dr. Holland will work with Lori Wilcox to craft the communication to stakeholders (parents, community members, faculty, staff and students) about the process and the selection. It was noted that the communication to students will be via video, and students will be encouraged to reply with comments. Further discussion focused on the fact that any new schedule will require continued tweaking and improvement, and communicating to stakeholders that the transition will be an iterative process.
- IV. Assistant Principal Sullivan next discussed the work of the Evaluation Committee, which is charged with identifying a new teacher evaluation rubric for the 2016-17 academic year. The current rubric is Charlotte Danielson's Framework for Teaching Evaluation Instrument, published in 2007. The committee is evaluating two more recent versions of this rubric plus two other rubrics that have the disadvantage of higher training costs and limited applicability to non-classroom teachers. Discussion focused on which administrators carry out evaluations, how they are trained, how the criteria for teacher evaluation changed with the new collective bargaining agreement, and how this evaluation measure will be integrated with the findings of the Joint Committee that is charged with measuring student growth. According to state law, the latter measure must count 30% toward teacher evaluation.
- V. Assistant Superintendent Rodgers then addressed the issue of how grammar is taught at LFHS. Generally speaking, grammar instruction is expected to be complete by the end of the K-8 curriculum, so high school classes are mostly concerned with clarifying and reinforcing students' prior learning. In LFHS English classes, grammar is embedded in writing instruction; teachers take the opportunity to refresh grammatical rules as they edit students' work and conference with them about their writing. Sometimes, teachers will give mini-lessons if there is a particular problem they find cropping up in many students' writing, such as run-on sentences. Although this embedding is quite different from the instruction many of us grew up with, Mr. Rodgers noted that standardized assessments indicate students are learning grammar as well as ever. However, discussion focused on the variability between classrooms and fact that many students are getting added grammar instruction outside school in SAT and ACT prep classes. Dr. Holland suggested that we may need to unpack students' performance on standardized assessments to better ascertain how students in different groups are doing with respect to grammatical competency.
- VI. The last topic of discussion was participation in AP courses and was led by Mr. Rodgers. The high school saw a 7% increase in AP course enrollments last year. Our overall rate now stands at 28% of students taking one or more AP courses over their 4 years, which is similar to some other local high schools (Warren, Libertyville, Oak Park), but lower than some others (Stevenson, Glenbrook). Most students who enroll in AP courses are successful on the national exam (93% scored 3 or higher last year). This proportion declined somewhat from 2014 (when 97% of exams earned a score of 3 or higher); however, it was pointed out that this slightly lower performance may indicate that enrollment was overly-restrictive in the past. Discussion focused on changes to

the AP courses over the past several years (more depth, less breadth) and how to improve support for the expanding body of students enrolling in these challenging courses.

VII. Adjournment was at 8:59 am, on a motion Diana Kreiling, seconded by Anne Sorensen.