



Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 422-6005

MINUTES

Anne Lee, Chairman
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
John Krings
Mary Rayome, President

May 4, 2009

LOCATION: Conference Room A/B

TIME: Immediately following the Business Services Committee meeting, but not before 6:30 p.m.

BOARD MEMBERS PRESENT: John Benbow, Jr., Katie Bielski-Medina, Larry Davis, Sandra Hett, Anne Lee, John Krings, and Mary Rayome

OTHERS PRESENT: Robert Crist and Sharon Toellner

I. Call to Order

Anne Lee called the meeting to order at 7:13 p.m.

II. Public Comment

There was no public comment.

III. Curriculum Development

A. 2008-09 WKCE-CRT Results at Grades 3-8 and 10

Sharon Toellner, Director of Instruction; J.L. Gray, Principal of Washington Elementary; Scott Kellogg, Principal of Howe Elementary; Paul Mann, Principal of Woodside Elementary; Scott Tower, Associate Principal of East Junior High; and Kevin Yeske, Associate Principal of Lincoln High, were present to share highlights of the 2008-09 WKCE-CRT results.

Ms. Toellner explained that the District Assessment Team reviews WKCE-CRT results. This assessment measures reading and math in grades 3, 4, 5, 6, 7, 8 and 10. In grades 4, 8 and 10 the assessment also measures language arts, science and social studies. Ms. Toellner also explained that under No Child Left Behind (NCLB), the District must meet the four Adequate Yearly Progress (AYP) objectives:

- Graduation or Attendance
- Test Participation – 95% of all students in the tested grades must participate in the WKCE-CRT assessment
- Reading Proficiency
- Mathematics Proficiency

Ms. Toellner informed Committee members that the Department of Public Instruction (DPI) has formed a Next Generation Assessment Task Force. This task force will determine the direction of assessment in Wisconsin over the next two years.

Mr. Kellogg provided an overview of the WKCE-CRT which included the following:

- Percent of WRPS Students Performing in the Proficient and Advanced Categories
- Adequate Yearly Progress (AYP) – identifies subgroups
- Longitudinal Progress of Subgroups – shows comparison of same grade level students throughout grades tested
- Longitudinal Comparisons, Classes of 2010-2017 – shows comparison of same grade level students throughout grades tested
- Building Level Results

Mr. Kellogg explained that to protect student identity, scores are reported only when there are more than seven students taking the assessment. For this reason, River Cities High School scores were not reported.

It was noted that while students in the different subgroups are spread out among the elementary schools, once they enter the junior high and senior high schools, the subgroups become larger. This does have an impact on achievement scores.

Mr. Mann shared the District data retreat process. He explained that in early August, principals and teachers compare building data to the state data; analyze the performance of each subgroup; and identify content areas that require further examination.

Using the DPI online reporting system, the data teams analyze each content area performance by state standard strands. The data teams also review test items to identify patterns or areas of difficulty. Finally, individual student scores are reviewed to help identify those students needing further intervention. Mr. Mann explained that principals and staff recognize that the WKCE-CRT is one of many assessments and it does not drive the curriculum. Rather, the results of multiple assessments are blended together to assist in making curricular changes.

Mr. Mann explained that after the analysis has been completed, buildings set School Improvement Goals, develop a Professional Development Plan and Accompanying Evaluation Framework. Teachers also set grade level goals and building plans at the elementary level.

Mr. Gray provided a sample of a building goal from Washington Elementary School for this school year. He explained that while students scored above the state in all content areas, language arts was the lowest test score in 2008-09. The building goal, therefore, was to raise the score to meet the scores of the other content areas.

Mr. Tower indicated that the East Junior High data team meets in the spring and, again, in August to review WKCE-CRT results. Subgroups at each grade level are analyzed. The data, along with other assessment data, is used to identify student needs.

Mr. Yeske told Committee members that Lincoln High School is the melting pot of students in the District. He noted that students are tested in October after only seven or eight weeks of school. Along with the WKCE-CRT, other assessment tools such as the PLAN, ACT, and writing assessments are used to review student achievement.

Content-area CII committees also analyze the results of the WKCE-CRT from a programmatic, curricular standpoint. Transiency, social/economic status and other subgroups are taken into consideration at each building.

Ms. Toellner explained that the evaluation plan required as part of the District Professional Development Day Waiver has tied achievement goals to professional development goals.

At the June Educational Services Committee meeting, Ms. Toellner will be present to answer any questions Committee members may have upon review of the WKCE-CRT data.

B. Elementary and Secondary Agenda Planners

ES-1 Motion by Larry Davis, second by Mary Rayome, to approve the agenda planner language for 2009-10 for the elementary schools, East Junior High, West Junior High and Lincoln High Schools.

Sharon Toellner, Director of Instruction; Matt Renwick, Associate Principal at West Junior High; Scott Tower, Associate Principal at East Junior High; and Kevin Yeske, Associate Principal at Lincoln High School were present to discuss changes to their respective school's agenda planners.

Ms. Toellner explained that the language in the elementary agenda planners is generic; however, each building will make revisions to fit their individual school. The language will include: Attendance, bus rider responsibility, clothing, electronic devices, Internet policy, medication policy, picture identification, school closing/cancellation, sexual harassment, telephone usage and web site.

Mr. Tower pointed out areas of major revision to the East Junior High agenda planner, which included alcohol and other drugs, field trips, and the 2009-2010 school calendar. Mr. Renwick reviewed changes made to the West Junior High agenda planner. Some of the revisions included provision of medical excuse, if required; alcohol and other drugs; and 2009-2010 school calendar.

Committee members requested that information including Six Trait Writing and the Wisconsin Mathematics Formula Reference Sheet be made consistent in both the EJH and WJH agenda planners. Mr. Renwick indicated that the cost of the planners

is determined by the number of pages. Both Mr. Renwick and Mr. Tower will look at ways to add the consistent information to their planners.

Mr. Yeske explained there were various clerical changes to the Lincoln High School agenda planner. Other changes and additions were shared: Cheating and plagiarizing; suspension/expulsion (the same language is also in the agenda planners at East and West Junior Highs); purses, handbags, iPods, etc. are to be kept in lockers during the school day; cell phone usage during the school day; senior benefits; and commons privilege.

Motion carried unanimously.

IV. Updates and Reports

A. American Recovery and Reinvestment Act Funding

Sharon Toellner, Director of Instruction, and Jane Jauquet, Director of Pupil Services, provided a brief overview of the American Recovery and Reinvestment Act funding (stimulus funding).

Ms. Jauquet explained that Special Education will receive \$1.3 million for IDEA flow through and \$61,000 for preschool. Money is allocated during the 2009-10 school year; however, the District can obligate the money between February 2009 and October 2011. She further explained that the money can be shifted between categories as needs arise. The District has to send the budget to the state by July 1 with categories listed, but not specific uses.

Ms. Jauquet will convene a representative committee to review the needs of the Special Education Department to include technology, literacy, SMART Boards™, computers and professional development.

Ms. Toellner told Committee members that the District will be receiving \$490,000 for Title I stimulus funding, along with the regular yearly Title I allocation. She explained that guidelines for use of Title I stimulus funding include transparency, reporting and accountability. The Title I funding is specific to Title I schools – Grove, Howe, Mead and Pitsch. With the additional funding, Ms. Toellner indicated the District may be able to serve another building. Professional development is also an area of emphasis for both IDEA and Title I stimulus funding.

On May 19, Ms. Jauquet, Ms. Toellner, Heather Lisitza (AODA and Homeless Coordinator) and Bryon Kolbeck (Director of Technology) will attend a CESA 5 workshop for more information on stimulus money and planning. There is also a series of online videos regarding requirements.

B. Reading Services K-12

Sharon Toellner, Director of Instruction, told Committee members that the reading staff generated ideas and areas to review related to K-12 reading services.

Ms. Toellner explained that the reading staff will be using the Leveled Literacy Intervention Model in kindergarten. All elementary schools have expressed an interest in piloting the program next year. The District does not have a systematic intervention in place at this grade level.

Ms. Toellner also explained that elementary reading staff assignments may change to serve more students at the intermediate level.

At the current time, Rudolph, Vesper, and Grant are piloting a Renaissance Learning, Inc., intervention program entitled Successful Reader. Discussions are also occurring regarding ways to strengthen reading services at the secondary level. The transition grades of 6 to 7 and 9 to 10 are critical to ensuring reading success of students from one level to the next.

Ms. Toellner explained that a District approach to Reading Recovery services will be implemented next fall. The reading staff will combine assessment results from all buildings and prioritize students in order to assign staff properly.

C. Professional Development Day Waiver

Sharon Toellner, Director of Instruction, explained that WRPS has received approval for 176 instructional days and four Professional Development Days. The waiver is approved through the 2012-2013 school year. She explained that in four years, each building must provide evidence of progress on their goals.

V. Consent Agenda Items

ES-1 Elementary and Secondary Agenda Planners

VI. Future Agenda Items/Information Requests

**Agenda items are determined by Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.*

Future agenda items include, but are not limited to:

- Reading First Grant (June)
- 2008-09 WKCE-CRT Results for Grades 3-8 and 10 (June)
- Career and Technical Education Curriculum and Acquisition Update (June)
- Mead AmeriCorps Program (June)
- Mead 21st Century Community Learning Center (CLC) Grant Renewal (June)
- Volunteer Programs (June or July)
- Policy 332 – Experimental/Innovative Programs
- 2008-09 Writing Assessment Results
- LHS Assessment Reports

Meeting adjourned at 8:50 p.m.