

BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

Minutes of the Committee-of-the-Whole: Curriculum  
held at 6:45 p.m. on January 30, 2014  
District 64 Hendee Educational Service Center  
164 S. Prospect Ave.  
Park Ridge, IL 60068

Board President Borrelli called the meeting to order at 6:52 p.m. Other Board members present were Vicki Lee, Dan Collins, Dathan Paterno, Scott Zimmerman. Board members John Heyde and Terry Cameron were absent. Also present were Assistant Superintendents Joel T. Martin and Dr. Lori Hinton, Business Manager Becky Allard, Director of Special Education/Pupil Services Jim Even, Director of Technology Terri Bresnahan, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm, and approximately 10 members of the public.

Board President Borrelli stated the purpose of the meeting was to receive an in-depth presentation on student learning and curriculum.

Assistant Superintendent Hinton began with a discussion on expectations for student learning. She offered four questions that would form the basis of her presentation and Board discussion: What do we want our students to learn? How will we know when our students have learned? What will we do when students struggle to learn? What will we do when students have already learned? She was joined by District 64 Mathematics Department Chair Christine Thielen and Curriculum Specialist Tracie Thomas and for English Language Arts (ELA) Irene Kappos and Megan Keefer, respectively.

Regarding what District 64 wants students to learn, Dr. Hinton briefly described the genesis of the Common Core State Standards (CCSS) in response to concerns about the rigor of education in the United States. She noted that CCSS have been adopted as the Illinois Learning Standards for ELA and math. She presented the key objectives of the CCSS for ELA and math, and offered a portrait of what a student who can meet the standards can do. She also contrasted examples in both ELA and math of the former Illinois Learning Standards versus the CCSS to highlight the differences.

Dr. Hinton and the team responded to Board member questions and provided more detailed information about how teachers are making the transition to instruction of CCSS, what groundwork has been laid in previous years for this transition, and what professional development using a variety of means, such as early release Wednesdays and Institute Days, is continuing to be provided to teachers to support a successful transition. They provided examples of how instructional materials are being utilized to match the CCSS, and how teachers are adjusting their instruction to meet the standards that may find topics explored in greater depth or shifted to different grades. They also pointed out how instructional technology coaches are actively assisting teachers to utilize technology resources and effective instructional practices to engage students in their learning and differentiate instruction to better meet children's needs. Dr. Hinton also pointed out that going forward, District 64 is considering ways to differentiate its

professional development for teachers to better meet their individual needs while seeking to minimize time away from students.

Turning to the second question, Dr. Hinton described how District 64 knows when students have learned by reviewing classroom-level data, systems-level data through the Educational Ends, and state/national benchmarking data from Measures of Academic Progress (MAP), the Illinois Standards Achievement Test (ISAT) and in the future, through its replacement assessments offered by the Partnership for Assessment of Readiness for College and Careers (PARCC). She shared a variety of District 64 MAP performance statistics for reading and math along with cohort performance data, and offered reflections and potential opportunities for growth.

She also pointed out that the Board has chosen to focus on the growth of individual students as measured by the MAP in setting its consensus goals in student learning for 2013-15. She reviewed five years of historical MAP data on the percentage of students meeting their individual growth targets and reported on the goals the Board has set for MAP reading and math. For reading, she pointed out that the goal is by 2017 to have a three-year average of 60 percent of students achieving their individual growth targets, and for math, the specific average will be determined later this year but will be considered “ambitious” growth. Dr. Hinton and the Board further discussed the goals in more depth, including the distinction between what MAP considers “ambitious growth” and “above average” growth; supporting teachers with differentiation of instruction; and focusing on a long-term target of being a top-performing district in the area of individual student growth, which on the MAP would be the 95<sup>th</sup> percentile for growth.

Dr. Hinton then moved on to a focused discussion on ISAT and the District’s performance in the “meets” and “exceeds” levels in reading and math compared to a group of similar districts for 2013. In response to Board member questions about correlating expense per pupil to ISAT performance, Business Manager Allard described how the expense per pupil is calculated according to the state’s formula. Dr. Hinton then identified for the Board how the PARCC assessments will differ from the ISAT when they are fully implemented next year for grades 3-8, and the ISAT is discontinued. She pointed out that PARCC will be a computer-based assessment that includes a range of item types and will have a speaking and listening component in future years. She noted that PARCC will include both a performance-based assessment in March and an end-of year assessment, and shared sample questions in math and ELA for both types.

Turning to the final questions, Dr. Hinton discussed how District 64 supports students in their learning and what creates variance in student achievement. She used a barometer model from John Hattie to illustrate what accounts for student achievement, which shows that students themselves account for about 50%; home, school, principals and peers account for about 20%; and teachers for about 30%. Dr. Hinton pointed out teachers can be a powerful force to improve student learning by focusing on high impact instruction.

Dr. Hinton concluded with a review of how the Board’s goals in student learning are aligned with the current District 64 five-year Strategic Plan goals and activities, and the professional development opportunities provided to support this work. She noted that

a leading expert in high impact instruction, Jim Knight, would be in District 64 in April for professional development.

Dr. Hinton concluded her presentation with a brief review of the State's new online School Report Cards. She demonstrated features on the ISBE website that provide an extremely useful tool for parents and community members to access a wide range of information about student achievement for our schools, the District, and all schools and districts in Illinois.

Board President Borrelli thanked Dr. Hinton for the comprehensive report and lively discussion. He concluded the Committee-of-the-Whole: Curriculum meeting at 8:53 p.m., and immediately returned to the special meeting.

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President

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Secretary