

**Norms:**

- ✓ Ensure all voices are heard
- ✓ Stay on task and be aware of timeline
- ✓ Use thumbs up or down as consensus on group decisions
- ✓ Assume positive intent

**Belief:** The Joint Committee believes all children and staff can and will learn and grow together. The Joint Committee agreement will support the current district priorities and help the Staff to foster a growth mindset to collectively develop high expertise teaching and reflective practices that address the varying needs of students identified through analysis of student growth data.

**Team:**

April Capuder - Brooks 6th Gr AP	Cat Clarke - Longfellow Intermediate Special Education
Steve Cummins - D97 Senior Human Resource Director	Marion Ivey - Longfellow Kindergarten Teacher
Dr. Carrie Kamm - D97 Curriculum & Instruction Director	Ashley Kannan - Julian 8th Gr Humanities Teacher
Dr. Carol Kelley - D97 Superintendent	Paul Manus - Beye 4th Gr Teacher
Jason Morrell - Julian 6th Grade Science Teacher	Keshia Warner - Whittier Elementary Principal

Outcome/Task/Agenda item	TIME/ Facilitator	Notes/Dialog
Introduction of Cathy Gustafson	5 min	<p>Heavily MAP 16-17 with outline to change Setting intervals (sept goal setting, oct 1 to feb 1 as data) Middle School info: IB Coordinator/Used IB Rubric - 4 Criterion - more in depth than assessment inventory, could use IB Criterion to show student growth</p> <p>Type 2 or Type 3 what are other districts doing (assessment design/teacher created/item banks)</p> <ul style="list-style-type: none"> <li>● informational text (type 3 everyone will do)</li> <li>● Test bank of items looking at and tried to focus teachers around particular</li> <li>● SLO's (district create own SLO process) - parameters around choice of content</li> </ul> <p>SLO - mid interval meeting - how does it happen? Could have a group SLO</p> <p>5th and 6th grade Math Item Data Bank (MasteryConnect) and West 40/UIC high quality performance tasks and common assessments for math Pre/Post tied around priority standards</p> <p>Connecting theme of vision you want students to exemplify to collect meaningful data around things align to vision (ex: High Tech High School)</p> <p>What is student achievement? Built their SLO process to come up and what is natural connection.</p> <p>Lower part of scale 30% and looking for connection to vision and look at both in short and long term and gain capacity.</p> <p>Helpful to have everyone do a SLO to practice even for those off cycle</p> <p>PERA Committee establishes timeline for the SLO process and establishing targets for student growth</p>

		Lowest amount of interval instruction that would create worthy target for student growth (can create multiple intervals)
<a href="#">Assessment Inventory</a> analysis	15 min  40 min  15 min	<p>The PJC is charged with looking at the contents of the link prior to the next meeting</p> <ul style="list-style-type: none"> <li>- What do we see within each tab in regards to the amount of assessments identified</li> <li>- What's missing and how can we group things together?</li> <li>- Tabs without assessments: <ul style="list-style-type: none"> <li>- Design, Science, Library, others?</li> </ul> </li> <li>- Assessments identified in multiple tabs <ul style="list-style-type: none"> <li>- 95%, Moby Max, Aimsweb, others?</li> </ul> </li> <li>- Required assessments not listed that are already being taken by students that the district will continue to use</li> </ul> <p>Identify action steps to be taken (and owners) in order to be ready to identify two types of assessments to use for each category of teacher (Type I or II and Type III) on 2/29.</p> <p>What areas are there sufficient assessments for identify two assessments for a category?</p> <ul style="list-style-type: none"> <li>- Do the assessments have real benefits to students, teachers, and the system as a whole?</li> <li>- Are the assessments of high quality?</li> </ul>
Cathy Gustafson feedback to questions	20 min	<p>Feedback from Cathy to questions generated at last meeting:</p> <ul style="list-style-type: none"> <li>→ What information might we want Cathy to assemble and bring? <ul style="list-style-type: none"> <li>◆ What about Media Specialist, Instructional Coach, Data Coach that don't have dedicated class lists?</li> <li>◆ Schematics used by other districts along with associated rationales for student growth model/percentages (sample in PERA Folder)</li> <li>◆ Have districts created plans that scaffold student growth due to scarcity of current assessments availability - 16-17 30% MAP and then 17-18 do a 30 Type 2/Type 3 and 10% Team 10% School wide.</li> <li>◆ Thoughts on different student growth models applied to various categories of teachers - examples from various school districts - strengths/weakness of each and why so we can avoid those if possible. Evanston example - how working out. (30 minutes)</li> <li>◆ Ideas on how districts categorized teachers for purpose of identify type 2 and type 3 assessments.</li> </ul> </li> </ul>
<b>CLOSING MOVES:</b> Review Action Items/Due Dates Process Facilitation	15 min	Agenda topics for 2/22 to for 2/29 readiness Assessment inventory follow up contacts below (in red):
Revisit the student growth component, discuss what percent of the overall performance evaluation rating will be based on student growth (minimum of 25% the first two years and 30% thereafter)	Parking  Lot	<p><b>Continue to look at something between 30 and 50%.</b></p> <p>Discuss implications of other percentages (60/40, 50/50) and our capacity for an increased figure for student growth (or for this in the future)</p> <p>Other Districts - Evanston 65 example* from Cathy (50% student growth with a <b>rationale</b>)</p>

<ul style="list-style-type: none"> <li>What are other districts doing and rationale</li> </ul>		<p>10% School - Assessment of growth in reading informational text  <b>District initiative that an "all in" effort was decided</b></p> <p>10% Team -  <b>Working as an interdependent team to ensure success of all student, sharing strategies and results among peers/teams to impact student success across the team</b></p> <p>30 % Individual - (One Type II and One Type III assessment)  <b>Evanston kept the 30% in the individual process, but built upon this figure with the rationales above</b>  <b>*Evanston has implemented student growth for several years already</b></p> <p>What rationales do we have related to our beliefs and vision?  Determine an initial percentage for the 2016-17 school year.</p>	
<p>K-5 Grade Level Chairs</p>		<p>Marion Ivey Longfellow Kindergarten  Jessica Collela Holmes 1st Grade  Cynthia Wilson Lincoln 2nd Grade  Andrew Righeimer Hatch 3rd Grade  Marianne Rehfield Holmes 4th Grade  Melissa Manuel Holmes 5th Grade  Kathy Sweeney Whittier Special Education</p>	
<p>Grade 6-8 Department Chairs</p>		<p>John Colucci Julian Language Arts (split)  Meghan VelynckBrooks Language Arts (split)  Sharon Gunnell Julian Math (split)  Amanda Meyers Brooks Math (split)  Jason Morrell Julian Science (split)  Tom Reising Brooks Science (split)  Jeff Missman Brooks Humanities (split)  Joe Parratore Julian Humanities (split)  Tim Walsh Julian Design  Lisa Lohman Brooks World Languages</p>	
<p>Special Areas Department Chairs</p>		<p>Jenny Raia Longfellow Art  Mark Bulger Beye GTD  Ingrid Wilson Whittier LAS  Mindi Maneck Holmes Librarians  Katrina Beck Mann General Music  Gabby Rosenblum Beye Instrumental Music  Tom Rocco Brooks/Julian Physical Education  Silvia Zaragoza Irving World Languages</p>	
ACTION ITEMS	PERSON(S) RESPONSIBLE	DUE BY	UPDATE/NOTES
<p>Follow ups for categories (tabs) identified needing information prior to 2/22 meeting</p>		<p>2/22</p>	
<p>Identifying rubrics being used in the district</p> <p>SLOs that promote cross training / scoring</p>			
<p>Sample SLOs and processes  (Amer Inst Research, WI, NJ, other)</p>			