

## Broad Based Planning Committee Meeting Minutes

March 19, 2013

### Committee Members Present

*Jeff Osterman, Lori Taylor, Ginger Davis, Leslie Kimery, Michelle Hadley, Tracy Wheeler, Nathan Brown, Robert Brown, Mary Burkhart, Lavonne Mickelson, Megan Schneider, Laura Samide, Kevin Gray, Greg Dana, and Venetia Faulkenberg.*

### Minutes

The meeting began at 6:30 p.m. on Tuesday, March 19, 2013. Venetia Faulkenberg welcomed everyone for their dedication to this group.

Venetia Faulkenberg briefly mentioned that we will be hosting a Parent Meeting on April 16, 2013, at the Avon Advanced Learning Center. This meeting will help explain changes to the program and is open to all parents. More information will be coming about this meeting.

Mrs. Faulkenberg asked everyone to look at the brochure packet given to them. With the assistance of our new administrative assistant in curriculum, Rebecca Kalb, it was decided that we needed to update our high ability brochures.

The first brochure, for Grades K-2, High Ability Service Options is just that. We do not have a high ability curriculum for these grade levels. The purpose is to cluster and differentiate the students who do show potential for high ability classes in the future. We are allowing the students to explore their potential during these years. Bertie Kingore materials are used during these grade levels to help students develop critical and creative thinking skills. CogAT and NWEA tests, currently determined to be the most valid and reliable instruments for high ability identification, are given so that we can have trend data to help determine high ability students when they enter third grade.

The question was asked about ISTEP+ scores, and are they used in the identification process? Mrs. Faulkenberg explained that we do not use the ISTEP+ scores as they are based on minimum scores and not a means for high ability qualification.

Another question was asked about how buildings can qualify certain students in ELA and others in Math, while others qualify for both. Venetia explained that with the CogAT test results, we can help place the students where they need to be, where they excel. Each building is set up differently, to meet the requirements of that building's students who qualify and staffing. This is different than in the past. Also, each building's program will be unique because of the differences in sizes of our elementary schools and the number of students who qualify in ELA only, math only, and also qualify in both areas. It used to be structure was the same with different programs. The district will now have the same programming but could have different structures implemented.

Class sizes were addressed. It depends on each building and the number of students who qualify in each area. When it is not possible for the whole class to contain high ability students, then the ideal is to have a cluster of high ability students together with a cluster of high average students in the same class

room, but with the teacher teaching two curriculums in that same class. This is a new concept, and we are working with teachers as we transition into this new way of teaching. We have been working with high ability consultants from IDOE and Ball State University who are guiding us to first work on identifying the correct students, then work on the structure, and lastly, the program. We are now testing students with the CogAT and NWEA to help identify the correct students and are currently updating our curriculums to better serve our high ability students.

The question was asked about when parents will receive their student's CogAT scores? Parents will receive a letter at the end of the year with CogAT scores. This will also be the same time that students qualifying for high ability programs will be notified. The reason that this letter is sent out late in the year, is that we wait for the Spring NWEA scores before making our final selection of high ability students. Students can now qualify for the program with a qualifying score in either NWEA or CogAT.

All 4<sup>th</sup> and 6<sup>th</sup> grade students will take the CogAT again next year. We are trying to build trend data on all students, as well as making sure that we have all possible students in the program. This group of students only have OLSAT scores currently.

An appeal form is available for students who will be entering grades three through eight in the next school year. Parents of students in grades 3-6 can complete these forms and return by June 28<sup>th</sup> if they would like to appeal the school's decision on their child's placement. Grades 3 - 6 appeal testing will take place on July 17<sup>th</sup> this year. Test results and student trend data will be reviewed and notification will be sent to the families regarding the final decision of placement in the high ability program by mail.

The middle schools will have their own appeal form this year. Appeals can be placed from February to May 31<sup>st</sup> to the building principal.

We will no longer have a brochure for the high school level. All information that parents need for high school, can be found in the Program of Studies that all incoming freshman receive. ACE math is the only high ability program at the high school that the students need to be placed in, all other honors and AP classes are open to all students to enroll in. All 8<sup>th</sup> grade high ability math students took the CogAT this year to help place these students in the correct courses for high school. Jeff Osterman researched the scores from the CogAT versus the OLSAT and discovered that less students would have qualified by using the CogAT. Mrs. Faulkenberg agreed that this can happen as the OLSAT is a heavy language based assessment. This year students qualified using both CogAT and OLSAT scores. Further study of the data will take place next year.

The Parent Exit Form or Probationary Contract for Improvement Request Form was the last form discussed. This is for staff, administrators, and parents to use if they think a child is struggling and needs to be placed on an RtI plan. This form results in a conference with the parent, teacher and school administrator, in which a plan of action can be developed for the student's best interest.

With no more questions or concerns, at 7:30 p.m. Mrs. Faulkenberg dismissed the group to work in their committee groups.

The meeting was concluded by 8:00 p.m.