

**ROCKFORD BOARD OF EDUCATION
ROCKFORD, ILLINOIS
Meeting Minutes**

**Rockford Public Schools, District 205
501 7th Street
Third Floor Board Room
Rockford, IL 61104
Saturday, December 10, 2022**

The Board Member Retreat was called to order at 8:30 a.m.

Present: President Jude Scrivano, Vice President Tim Rollins, Secretary June Stanford, Ms. Denise Pearson (dept. 10:00 a.m.), Ms. Tiana McCall (arr. 8:37 a.m.) David Seigel

Absent: None

Administration: Superintendent Dr. Ehren Jarrett, Chief Human Resources Officer Matthew Zediker, Chief Information Officer Jason Barthel, Chief Communications Officer Earl Dotson, Jr., Chief Financial Officer Dr. Gregory Brown, Chief Equity, Diversity, and Inclusion Officer Dr. Antoine Reed, Executive Director of Academics Mrs. Heidi Dettman, Chief of Schools Mr. Morgan Gallagher, Chief Operations Office Mr. Michael Phillips, General Counsel Atty. Lori Hoadley, Board Coordinator Ms. Laura Fromm, Executive Director of Schools Mr. Blake Hand, Sub District F New Board Member Ms. Kimberly Haley, Superintendent's Student Advisory Student Katie Jensen

1. Welcome

Mrs. Makulec welcomed SSAC Representative Katie Jensen from Guilford High School, Ms. Kimberly Haley who will be sworn in as the new representative of Sub District F and wished Mr. Zediker good luck in his pursuit of his going journey towards superintendency. She also apologized for a misspeak on the Board floor.

2. Section #1: Systemwide Framework Overview and Universal Goals - Dr. Jarrett 8:30 - 9:00 a.m.

Dr. Jarrett began by reviewed the Universal Goals; show annual improvement in third grade literacy and grow five percentage points by 2024, show annual improvement in third grade math and grow five percentage points, show annual improvement in middle school on-track and grow five percentage points, and increase the graduation rate and freshman on-track rate to 75% by 2024. Accomplishments for the retreat included a clear line of action taking to outcomes, and where Standards of Service are being met.

3. Section #2: Standards of Practice SY22 - Mrs. Dettman & Mr. Zediker 9:00 - 10:00 a.m.

- A. Standards of Practice, K-5
- B. Standards of Practice, Middle School
- C. Standards of Practice, High School
- D. Standards of Practice, Special Programs
- E. Standards of Practice, Early Childhood

Mrs. Dettman and Mr. Zediker reviewed the Standards of Practice for quality instruction, quality relationships, and strategic decision making. The overall performance quality instruction for K-5 included literacy, writing, math, and Multi-Tiered Support System (MTSS). Quality relationships included student belonging, family engagement, and staff engagement. Strategic Decision-Making included equity. Overall performance for middle schools included math, Focused Skilled Assessments (FSA), and MTSS. Quality relationships included student belonging, family engagement, and staff engagement. Strategic decision-making included equity. Overall performance for high schools for quality instruction included math, FSA, MTSS, and model academies. Quality relationships included student belonging, family engagement and staff engagement. Strategic decision-making included equity. Overall performance in Standards of Practice for Special Programs included MTSS, student belonging, staff engagement, family engagement, and equity. Overall performance in Standards of Practice for Early Childhood included high scope, pyramid model, equity, family engagement, and staff engagement.

4. Section #3: School Ratings, FY22 – Mr. Gallagher 10:00 – 11:00
 - A. Overview: Scorecard & Standards Weighting and Map - Dr. Jarrett
 - B. K-5 Scorecard and Rating
 - C. Middle School Scorecard and Rating
 - D. High School Scorecard and Rating
 - E. Early Childhood Scorecard and Rating
 - F. Special Program Scorecard and Rating

Mr. Gallagher reviewed schools' ratings with members. Ratings are as follows: Early Childhood is twenty-five percent scorecard, seventy five percent standards, General K-12 is fifty percent scorecards and fifty percent standards, special programs are seventy five percent scorecard and twenty five percent standards, and charters are one hundred percent scorecard. The K-12 scorecards and rating is based on a summative score of seventy percent, universal goals of fifteen percent, and climate and culture of ten percent. K-5 standards for Quality Instruction are Practices 1A – Practice 4; Reading Horizons, Bilingual Benchmarks, Reading Horizons/Bilingual, Unites of Study – Writing, Number Talks, and MTSS. Quality Relationships are Practices 5 – 7, Student Belonging, Family Engagement, and Staff Engagement. Strategic Decisions is Practice 8, Equity. Scores are averaged for each category where applicable which is how the school is rated. Middle School Standards of Practice are Quality Instruction Practices 1-3, Focus Skill Assessment, Numbers Talks, and MTSS. Quality Relationships are Practices 4-6, Student Belonging, Family Engagement, and Staff Engagement. Strategic Decisions is Practice 7, Equity. High School Standards of Practice are Quality Instruction Practices 1-3, Focus Skill Assessments, Integrated Math, Model Academies, Quality Relationships Practices 5-7, Student Belonging, Family Engagement, Staff Engagement, Strategic Decisions Practices 8, Equity. Early Childhood Standards of Practice are Quality Instruction Practices 1-2 HighScope, Pyramid Model, Quality Relationships Practices 3-4, Family Engagement, Staff Engagement, and Strategic Decisions Practice 5, Equity. Special Programs Standards of Practice are Quality Instruction Practice 1, MTSS, Quality Relationships Practices 2-4, Student Belonging, Family Engagement, Staff Engagement, and Strategic Decisions Practice 5, Equity. Discussion took place regarding the rubrics with Board members requesting deeper explanations. They requested additional information and a deeper drive into how the rankings work.

To view the presentation, please click on these links: [Universal Goals and School Ratings](#) and [All Levels - Scorecard and Standard](#).

5. Section #4: Standards of Service 11:30 – 12:00 p.m.
 - A. Overview: Standards of Service - Dr. Jarrett
 - B. Standards 1-8, Cabinet rotating

Individual Cabinet members reviewed the Standards of Service. They are: STANDARD 1 The central office follows established processes, timelines, and systems so teachers, support staff, and students have the RESOURCES & MATERIALS they need when they need them, STANDARD 2 Roles for faculty and staff are clearly defined in the district's Multi-Tiered Systems of Support plan connected to the success of the whole child and in alignment with the district's universal goals, STANDARD 3 Our schools are clean and well-maintained, and all work orders are addressed in a timely manner, STANDARD 4 Professional learning is available for all staff who support students, aligned to the universal goals and standards of practice, and are both accessible and easy to navigate, STANDARD 5 Surveys and other data collection tools are provided to drive both customer service improvement and school improvement, STANDARD 6 Schools will have access to high quality and diverse staff throughout the district, with an emphasis on schools and classrooms, STANDARD 7 Accurate, timely, and relevant reports, dashboards, and corresponding systems will be delivered to all schools and meet the needs of staff and students, and STANDARD 8 School Improvement Cycles alert central office staff to the needs of each school. In response, staff can respond and target deficit or high priority items aligned to the universal goals. To view the standards and evaluations, please click on this link: [Standards of Service](#).

6. Review – Dr. Jarrett, Mrs. Makulec 12:00 – 12:30 p.m.
 - A. As you reflect on today's discussion, what were your key takeaways?
 - B. What are our next steps?

Administration was thanked Administration and were encouraged by the Standards of Service. Appreciation included the amount of work. Moving forward, a lot of questions and areas need to be addressed. Gaps included part of understanding the data, how it is being explained and how the numbers are put together on the scorecard. The most important conversation took place, better discussions are needed focusing on student achievement. Administration and Board members need to be flexible and willing to change to improve student achievement. Comments continued with discussion of teacher residency, celebrating successes, incorporate a cleaner State rating chart, and address chronic absenteeism. Additionally, make use of Panorama, how staff are trained with it, and bring in Mr. Lowary for further discussions.

7. Petitions & Communications (Limited to 30 minutes)

There were no speakers.

8. Adjournment

Motion by Mr. Seigel seconded by Mr. Rollins to adjourn.

Adjourned 12:30 p.m.

Approved: 01/10/23