

Site Council Meeting Minutes December 11, 2012

- Operational Business (7:35)
 - Review and approve old minutes. Motion to approve minutes is made and seconded. Old minutes approved.
- New Business (7:40)
 - Attendance presentation and update: Aki
 - Education Compact (John)
 - Covered the various “Indicators” (9th On Track, Disadvantaged, etc.) and reviewed our 2013-14 targets versus where our trend lines should be.
 - Our district is submitting these targets to the state.
- Honors Program (7:45)
 - Analysis by Chris and Danelle:
 - 143 student in 9th grade honors English, 8th grade OAKS reading scores: 63 kids exceeded, vast majority met, 20-some did not meet
 - Not Honors classes: 108 students low or very low on OAKS reading
 - Co-taught 9th grade English class: 2 exceeded, 8 met, everyone else did not meet
 - In practice, we’ve ended up with a two track system (honors/not, will work/won’t, engaged/unengaged)
 - Honors classes slightly smaller than non-honors.
 - What if we flipped our model and put the vast majority of kids in the same English class?
 - More kids would be prepared for IB program
 - Take 3 sections where we would have smaller enrollment for kids with greatest needs
 - Discussion
 - Doug: Model is great, but parents might be upset to lose the “honors” label. Chris: Tigard “honors for everybody”; Sunset has no honors program
 - Rouffy: Is there a correlation between grade and OAKS score? Chris: we have way too many kids failing the honors class. Criteria used to be one piece of on-demand writing, then moved to set of criteria for 8th grade teachers, but teachers were reluctant to not accept students who expressed interest.
 - Olivia: will overall failure rates increase as a result? Chris: don’t feel current labels are an accurate reflection of work that’s being done. Currently don’t see a lot of discrepancy between abilities of honors and non-honors kids. Don’t think failure rates will increase.
 - John: covered excerpts from “90/90/90 and Beyond”. Chris’ proposal is completely in line with this research:

- *Common Characteristics of High Achievement Schools*
- *External Scoring*
- Cathy: science department had a discussion around honors program as well but couldn't come to agreement
- Doug: from parents point of view, shouldn't there be criteria for earning honors credit?
- Olivia: current schedule limits ability for departments to create common assessments; intervention resources are also being reduced
- Chris: switch to the common core standards will be central; the standards are similar to what our honors program used to be
- Chris: we still need more discussion before next steps
- (student): took honors courses because they improved the look of her transcript
- Renice: this will be a broad discussion that involves re-educating our community
- (parent): I don't put a lot of faith in OAKS scores. Also, one of my sons has learned over time that there are less discipline issues in honors classes.
- John: FTE will return over time, but we won't be able to impact the poverty. We need to distinguish between what we can and cannot "fix" and keep the focus on what we can do.
- Sean: can we somehow pair higher performing students with under performing ones?
- Group: how behavior and motivation layers on top of the honors discussion
- Chris: right now grades are not reflective of what kids know and what they can do
- Next step in the process is to define the interventions for the lowest achieving kids. (Olivia: will we still be teaching to common core standards for these lower achieving students? And what kind of credit will we offer?)

(move to adjourn approved)