

**NORTHWEST EDUCATIONAL COUNCIL FOR STUDENT SUCCESS
NECSS BOARD MEETING MINUTES**

Wednesday, August 12, 2015, 11:30 a.m.
Barrington High School, Guidance Resource Center
616 W. Main Street
Barrington, IL 60010

PRESENT: District 211: Dr. Daniel Cates, Dr. Lisa Small
 District 214: Dr. David Schuler, Dr. Laz Lopez
 District 220: Dr. Brian Harris, Dr. Linda Klobucher
 District 512: Dr. Kenneth Ender, Dr. Sheila Quirk-Bailey
 Dr. Judy Marwick, Maria Moten
 NECSS: Cynthia Garcia, Gayle Banakis

GUEST: Dr. Katherine Coy, Harper College
 Director of Institutional Research and NECSS Data Committee Chair

1. Call to Order/Roll Call/Establishment of Quorum

- Chairperson S. Quirk-Bailey called the NECSS Board meeting to order at 11:41 a.m.
- Upon roll call, representatives from D211, D214, D220, and D512 were present.

2. Public Comments

- No public attendance or comments.

3. Consent Agenda

- Motion by K. Ender, seconded by D. Cates, to approve the following Consent Agenda items:
 - a. Approval of Agenda for August 12, 2015 NECSS Board Meeting
 - b. Approval of Minutes of June 3, 2015 NECSS Board Meeting
 - c. Approval of Financial Transactions/Grant Closeout Budget Report dated June 30, 2015.
- Upon roll call, the motion carried.

4. Information Items

- a. Update on ENG 100 and MTH 080 Alignment Projects-Dr. Katherine Coy
K. Coy provided a PowerPoint presentation.
 - 1. ENG 100 (Harper's highest level of development writing) (D211 Course #E423)
 - D211 pilot for 2014-2015 school year offered in four of their five HS buildings.
 - Goal: Reduce number of students placed in developmental English upon entry into Harper College.
 - Course offered to only seniors who self-identified as intending to attend Harper.

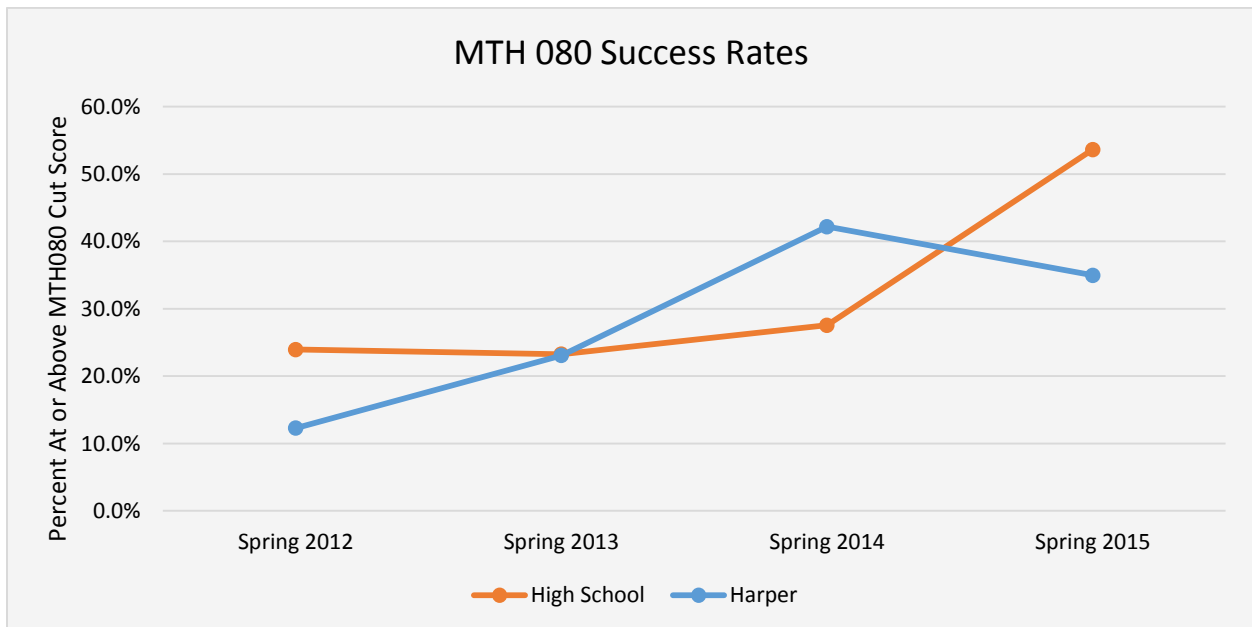
- Students who completed the course with a grade of ‘C’ or better and choose to attend Harper will be placed into college-level writing (ENG 101) with no further testing.
- Sixty-nine students took course; 56 students (81%) successfully completed course and earned a ‘C’ or better.
- Planned Analyses for FY16
 - Track D211 students who successfully completed pilot course
 - Track D211 students who did not pass pilot course
 - Track D211 students who were not part of pilot program
 - Track D211 students who were not part of pilot program and placed in developmental English at Harper.

Discussion on ENG 100

- D. Schuler: How many sections will D211 offer this school year in comparison to pilot year?
- L. Small: D211 pilot year offered one section per building. D211 will now offer two to four sections per building and expanding.
- D. Schuler: How does D211 define selection of students for this class?
- L. Small: Selection of students is by (1) teacher recommendations, (2) ACT scores, (3) students who identify as problematic in a credit-bearing class.

2. MTH 080 (spring 2012 to spring 2015)

- Data shows if student does not enroll in a Math course in senior year, it leads to lower college level Math placement.
- Goal: Increase the number of high school students who are college ready in Math through the development of a common curriculum and common final exam.
- Spring 2012 test consisted of only 40 multiple choice questions. In second year, test was changed to both multiple choice and show-your-work questions to reflect a more effective means of assessment.



- MTH 080 across-districts implementation similarities:
 - Provides a pathway into college-level Math
 - Provides an alternate method of placement
- MTH 080 across-districts implementation across differences:
 - Adoption of curriculum
 - Target population
 - Timing of assessment
- Issues:
 - Test score vs. course grade (different between Harper and high schools)
 - High school target audience
 - Impact of ALEKS
- Possibilities:
 - Best Practices
 - Develop a common curriculum and a common final exam between high school partners and Harper College.
- Conclusions:
 - Exam itself is not a perfect predictor of success in college-level Math.
 - There has been a steady decline in both high school and Harper student enrollment in this class.
 - Regardless of pass rate, more high school students are starting in college-level Math at Harper College than ever before, which would indicate a less need for the MTH 080 class.

Discussion on MTH 080

- We now have enough data to identify best practices in the MTH 080 course. High school grade information can be provided to Harper as stated in our Data Sharing Agreement.
- Planned Analysis for FY16
 - **Action Item:** J. Marwick: Prepare data collection of students who did not pass class. Examine students' class grade to see if there is an algorithm we can develop that weighs grade in the class and score on the test to come up with a qualification.
 - **Action Item:** S. Quirk-Bailey: We will work with Harper's Math Department, perform an analysis through the Data Committee, Data Committee will present analysis to Council, and then Council will provide a recommendation to Board.
- M. Moten inquired if D214 is implementing the use of ALEKS.
- L. Lopez stated D214 is in process of implementing ALEKS this fall for students who have not been identified as college ready in dual credit classes but can show college readiness through ALEKS testing.
- J. Marwick: Makers of ALEKS state that in one or two years' time, students who test through ALEKS can identify which universities may receive their scores. The specified universities could then use these scores as placements rather perform an additional placement exam.

b. Executive Director Update-C. Garcia

- Please refer to the Director's Report included in NECSS Board packet for detailed updates on the following topics:

- ✓ CTE Grants

- Both the federal Perkins Grant and state CTE Grant have been approved for FY16. NECSS has received the first dispersed CTEI funds for FY16.
- L. Lopez: The Governor's office is making K-12 and Career Pathways a priority.
- The state of Illinois overall received less in Perkins funding for FY16. This resulted in a decrease in our Perkins allocations by \$8,388 from the previous year.
- J. Marwick stated there is a hold on college Perkins disbursements; no college Perkins expenditures have been approved.
- The Board voiced concern regarding the approval of the NECSS Perkins Grant.
- **Action Item:** S. Quirk-Bailey: Let minutes reflect that C. Garcia will check with ISBE to confirm the NECSS Perkins Grant has been approved.

- ✓ Grant Performance Level Data

- There are state, regional and district level goals for Annual Adjusted Level of Performance (AALP) indicators. Regional goals are set at a rate currently below the state goals. It is possible to meet the regional goal and yet not meet the statewide goal for the Performance Indicator. This is the case for Nontraditional Completers. Data is obtained from the Student Information System.
 - Our region met the seven Categories and eight Performance Indicators in AALP in both Nontraditional Participation and Nontraditional Completion indicators.
 - D211 met six of the seven categories performance levels (Nontraditional Participation was not met).
 - D214 met all of the performance levels in all categories.
 - D220 met six of the seven categories performance levels (Nontraditional Completion did not have a large enough student population or data to determine performance level).
- B. Harris: Who is responsible for the accuracy of the data? Do the schools' Guidance Counselors receive this information? Is this a data entry issue? How do we correct this? Any guidelines?
- C. Garcia: Districts can complete an audit of CTE courses to ensure courses are coded correctly. Codes ending in a 1, 2, or 3 are funded; codes ending in a 0 are not funded.
- **Action Item:** L. Small: This discussion should start in the Career Committee. Members need to check who in their district is responsible for coding and ensure all CTE codes are correct.

- L. Small will audit D211 course level and student level CTE codes for accuracy.
 - D. Schuler: (1) Check course numbers first for accuracy; (2) If data reflects discrepancy, we need to check with counselors and Student Support staff; (3) Ask, How are we encouraging nontraditional participation and completion?
 - **Action Item:** C. Garcia will work with the Career Committee Chair to develop a checklist for CTE courses and course numbers. This will be presented first to Career Committee and then to Council.
 - C. Garcia: The Career Advisors are aligned to a category and performance indicator. They were placed in Education Community Involvement. Their performance measures are tied to the Nontraditional Program Participation and Nontraditional Completion Indicators. Given the amount of funds invested in this category, ISBE would like the Career Advisors to increase student enrollment in nontraditional courses, such as females in manufacturing/engineering and males in nursing.
 - S. Quirk-Bailey: For the amount of money we are placing in Nontraditional, ISBE expects better outcomes or more students going into nontraditional-based courses.
 - K. Ender: Do Career Advisors know their evaluation is tied to Nontraditional Performance? Is this the most logical area to place them? Perhaps inquire with ISBE as to an alternative placement.
 - G. Banakis: Career Advisors understand they have a mission to reach out and give students experiences in nontraditional career pathways. They do not have influence over whether a student enrolls in a CTE course. Given that we did not meet the Nontraditional goal, we can present nontraditional career experiences as a priority. To ensure that state reported enrollment numbers accurately reflect true participation, districts may wish to review how numbers are being reported to the state.
 - **Action Item:** C. Garcia will compile a list of ISBE nontraditional program areas and forward to Board members.
- ✓ Education Department General Administrative Regulations (EDGAR) Update
 - ISBE requires the EFE Director ownership and inventory of district-purchased equipment (\$500+) for five years and perform a physical inventory at least every two years.
 - The Board proposed C. Garcia prepare an inventory checklist for individual district compliance and signature rather than the Executive Director performing a physical inventory.
 - ISBE requires the EFE Director to annually certify that fiscal reports or vouchers requesting payment “are true, complete and accurate and the expenditures, disbursements and cash receipts

are for the purposes and objectives set forth in the terms and conditions of the federal award.”

- K. Ender inquiry to C. Garcia: Do you have a fiduciary responsibility and assurance attached your own personal liability insurance? If not, he suggested C. Garcia purchase an applicable insurance policy.
 - ✓ 60 by 25 Networking Designation
 - NECSS received the designation as a “60 by 25 Network Leadership Community” and awarded the “2015 College Changes Everything Champion Award”.
 - C. Garcia thanked B. Harris, L. Lopez, and M. Moten for attending the award ceremony on July 16, 2015.
 - ✓ NECSS Partnership with North Carolina New Schools (NCNS)
 - NCNS may request a partnership with NECSS on applying for an Urban i3Federal grant. A letter of intent may be requested in November.
 - K. Ender: The letter of intent can be provided by Council.
 - ✓ NECSS/Roosevelt Biology Master’s Degree Cohort
 - ✓ Geometry in Construction Workshop
 - ✓ ENG 100/MTH 080
 - Presentation by K. Coy at today’s meeting.
- c. Upcoming Event Dates-Board Meetings
- November 18, 2015
 - March 9, 2016
 - June 8, 2016
- d. Update on Promise Program-K. Ender
- Harper was recipient of a \$1 million award into the Promise Program.

5. Strategic-Discussion and Sharing

- a. FY16 NECSS Joint Budget Agreement-C. Garcia
- The Board inquired if any revisions were made to proposed FY16 NECSS budget, which was originally presented to Board on June 3, 2015.
 - C. Garcia: No changes.

6. Action Items-S. Quirk Bailey-Roll Call

- a. Approval of FY16 NECSS Joint Agreement Budget/Signing of Joint Agreement Budget Form.
- Motion by K. Ender, seconded by B. Harris, to approve the FY16 NECSS Joint Agreement Budget.
 - Upon roll call, the motion carried. The Joint Agreement Budget Form was signed.

7. Closed Session

It was moved by D. Schuler, seconded by D. Cates, that the NECSS Board convene to Closed Session for the purpose of discussing:

- Evaluation of NECSS Staff
 - The motion carried. The Board convened in Closed Session at 12:40 p.m.

8. **Reconvene in Open Session**

It was moved by D. Schuler, seconded by B. Harris, that the NECSS Board reconvene to Open Session.

- The motion carried.

The NECSS Board reconvened to Open Session at 1:09 p.m.

9. **Adjournment**

- It was moved by D. Cates, seconded by K. Ender, to adjourn.
- The motion carried.
- The meeting adjourned at 1:10 p.m.

10. **Next Meeting-11:30 a.m.**

Wednesday, November 18, 2015
Township High School D211
1750 S. Roselle Road
Palatine, IL 60067