

MONROE PUBLIC SCHOOLS BOARD OF EDUCATION

Work Session

Tuesday, January 24, 2017

5:30 p.m.

MINUTES

Roll Call and Call to Order

Board Members Present: President Lawrence VanWasshenova (arrived at 5:33 p.m.), Vice President Floreine Mentel, Secretary Cynthia Taylor, Parliamentarian Cheryl Sweeney, Trustee Matthew Bunkelman (arrived at 5:35 p.m.), Trustee Robert Nichols, and Trustee Rosalie Pasko

Board Members Absent: None

Administrators Present: Julie Everly, Katherine Eighmey, Cindy Flynn, Terry Joseph, Jerry Oley, David Payne

Administrators Absent: None

Others Present: Montyne Barbee, Holly Wallace, Melissa Morton

Vice President Mentel called the meeting to order at 5:32 p.m.

Cross Indicator Analysis

Melissa Morton, Special Education Director, presented a report that is being shared with every school board in the county. Ms. Morton is also Monroe's CIMS coordinator, which stands for Continuous Improvement Monitoring System. There are several indicators that special educators have to follow for compliance. Every year the state chooses which ones to monitor more closely. If we are not in compliance with any of the indicators chosen by the state, then we are required to prepare a corrective action plan or, in some cases, a student level corrective action plan.

The first indicator chosen by the state was Timely IEPs. The IEP team must ensure that a child's IEP is reviewed periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. The second indicator is Child Find, which means all children residing in the State who are in need of special education and related services, are identified, located, and evaluated. The third indicator is Early Childhood Transition, which is the percent of children referred prior to age three, found eligible and having an IEP developed and implemented by their third birthday.

Ms. Morton stated that Monroe Public Schools had 9 late IEPs out of 947 that were completed. After investigating the nine late IEPs, it was determined that only two were actually late. MPS was 100% compliant with Child Find and Early Childhood Transition. Data for this report is based on the 2013/14 and 2014/15 school years.

Whenever we are out of compliance, an action plan must be developed. Training for staff will be provided to review IDEA language and interpretation of the annual IEP rule. Also, case managers will utilize the homepage report in the special education documentation system, TIENET, in order to monitor compliance due dates.

The group discussed the process for notifying substitute teachers about students in their classroom who receive special education services. Principals emphasize with teachers the importance of including information in their sub plans on students who receive special services and/or students with specific health needs. Ms. Morton indicated that individuals who sign up to sub through EduStaff are offered training to help them support students with accommodations.

Focus School Update

Custer, Manor and Waterloo were designated Focus Schools by the State based on each school's MEAP data, which showed a large gap between their top 30 percent and their bottom 30 percent of students. Manor was identified as a Focus School in 2013 (2012/13 MEAP data); Custer and Waterloo in 2014 (2013/14 MEAP data). Being designated a Focus School doesn't mean the students are performing at a low level of proficiency. The same students are not measured every year; therefore, it doesn't indicate growth. Focus Schools must be identified for at least two years to be eligible to exit. However, the cohort cannot be released from the Focus School list until they've been with their cohort for four years. Changes in state assessments have impacted Focus School status and identification.

Some of the key pieces of our district school improvement plan include implementing instructional strategies that close achievement gaps for targeted groups of students; increase parental engagement in their children's learning; increase the use of technology in the classroom to support student learning; and promote a positive school climate where students and staff are accepting of cultural and individual differences. All schools provide intervention and enrichment time for students, as well as extended day learning. In a Focus School, for example, a principal may assign his or her enrichment liaison to the bottom 30% of students who may be struggling in a subject area that was designated as concern based on MEAP data.

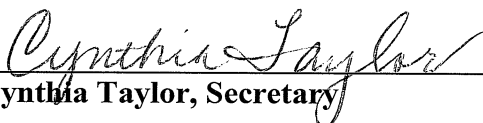
Pre and Post Assessment Data for the first trimester showed similar growth between the bottom 30% and the top 30% of student achievement. In order to be removed from Focus School status, the lowest achieving 30% of students would have to make more growth in all areas than the top 30%. All of this data comes from Schoolzilla, which gives teachers the ability to export data into Excel and arrange students into groups of similar ability levels. The data in Schoolzilla can also be filtered in different ways, i.e. if we wanted to compare girls to boys in the top and bottom 30%, or how our economically disadvantaged compare to our non-economically disadvantaged students.

Thanks to Schoolzilla, teachers and principals are discussing data at least two times a month. We have developed a districtwide data protocol, which means if a teacher is involved in a data meeting at MHS, it will be very similar to a data meeting at Raisinville.

Adjournment

Motion by Mrs. Mentel; support by Mrs. Taylor that the 5:30 p.m., January 24, 2017, Work Session of the Monroe Public Schools Board of Education be adjourned.

Vote: Motion carried by a 7-0 hand vote at 6:59 p.m.


Cynthia Taylor, Secretary