



DUPAGE/WEST COOK GOVERNING BOARD
MINUTES – May 17, 2018
LOCATION: SASSED Administrative Center
2900 Ogden Avenue
Lisle, IL 60532

Dr. Jimmy Gunnell, Chairperson, called the meeting to order at 10:01 am. During roll call, the following members answered present:

AERO – Dr. Jimmy Gunnell	Districts #86 & #181 – Tammy Prentiss
CASE – Dr. Mary Furbush	Districts #90, #91, #98 & #100 – Jane Bagus (Alt.)
LADSE – Dr. Sheri Wernsing	District #200/DuPage – Dr. Joanne Panopoulos
LASEC – Dr. Melinda McGuffin	
NDSEC – Dr. John Corbett	
PAEC – Mary Beth Boeh	
SASED – Dr. John Correll	

The following members were absent:

District #97 – Ebony Lofton
District #200C – Dr. Gwen Walker-Qualls
District #201C – Dr. Romona Stavros
District #203 – Christine Igoe
District #204 – Jennifer Law

The following non-voting members were present:

District #81 – Brandon Cochrane
SEPTA Rep. – Susan McMahon (Cook County)

Also, present:

Nan Diamond, Coordinator, DuPage/West Cook
Lynne Mennel, Recording Secretary

APPROVAL OF THE AGENDA AND ITS CHANGES

Dr. Gunnell, Chairperson, is the Keynote speaker at AERO's graduation. He requested to change the order of the agenda in order to address the agenda items needing a vote/motion following by the Coordinators reports & Service recognitions later. This request was made by Dr. Gunnell in case he had to leave prior to the end of the meeting.

Dr. Sheri Wernsing moved and her motion was seconded by Dr. John Correll to approve the change in order of the agenda.

VOICE VOTE

MOTION CARRIED

APPROVAL OF THE FEBRUARY BOARD MINUTES

Jane Bagus moved and her motion was seconded by Dr. Joanne Panopoulos to approve and accept the February 15, 2018 meeting minutes.

VOICE VOTE

MOTION CARRIED

INTRODUCTIONS/GUESTS

Dr. Gunnell requested the Board and guests to introduce themselves.

Guests: Dr. Michael Volpe, Executive Director, SASSED
Christine Martin, Assistant Director of Curriculum, Instruction & Assessment, SASSED
Joan Allison, Program Administrator, SASSED Vision Program
Carrie Morfoot, Hinsdale South DHH Department Chair/LADSE DHH Program
Ellie Ambuehl, LADSE Assistant Executive Director

Mindy Long, CASE Itinerant Services Administrator
Patrick Duggan, Aide, SASED Vision Program
Guest Students, SASED Vision Program: Nina Vargas/NDSEC, D108
Alex Gamino, D201 Cook

PUBLIC PARTICIPATION

None.

FINANCIALS - Treasurer's Report

Dr. Mindy McGuffin moved and her motion was seconded by Dr. Joanne Panopoulos to accept the Treasurer's Report ending March 31, 2018 with \$7.31 total interest earned for a balance of \$14,823.53.

VOICE VOTE

MOTION CARRIED

AMENDMENTS TO THE ARTICLES OF AGREEMENT

The current Articles of Agreement do not specify the process to be used by either the High Incidence Cooperatives or the Independent Districts to select Governing Board representatives. Likewise, the Articles of Agreement do not address the process by which the "less-than-5,000 student enrollment" districts get together to appoint one or more representatives. Therefore, the Governing Board needs to consider how to align the composition of the Board with the Articles of Agreement or if there needs to be consideration of changing the Articles.

A **draft** of "amended" Articles of Agreement were distributed to all Board members for review and consideration. There was much discussion on the eligibility of a voting member, which is an independent district or a High Incident Cooperative. Voting eligibility is determined by total student enrollment in increments of 5,000 students. If districts who have withdrawn from their respective Cooperative(s) express an interest in becoming a DWC Board member, they must have a minimum student enrollment of 5,000 students, or they can ask other districts who have a non-voting status to collaborate with them so the minimum student enrollment threshold can be met. **Note:** The current independent districts and Coops on the DWC Governing Board are grandfathered.

If the DWC Board were to agree upon and approve the "amended" Articles, the new/amended Agreement will be sent to each of the DuPage West Cook (92) districts for Board approval. We will need an approval from 51% of the districts, or 47 (46.92) districts. The Board decided to table the action item and further discussion until the September meeting when the attorney, Alan Sraga, can attend.

SUGGESTED QUARTERLY MEETINGS FOR 2018-2019

The following quarterly meeting dates, time and location of the meetings were agreed upon and approved by the Board.

DATES: September 13, 2018
November 15, 2018
February 14, 2019
May 16, 2019

TIME: 10:00 am

PLACE: SASED Administrative Center
2900 Ogden Avenue
Lisle, IL 60532

Dr. Mary Furbush moved and her motion was seconded by Dr. Joanne Panopoulos to approve the 2018-2019 quarterly meetings.

VOICE VOTE

MOTION CARRIED

COORDINATOR'S REPORT

Student Recognition

See attachments 1 & 2 of your Board packet for detailed student recognitions from the SASSED Vision and Deaf/Hard of Hearing Programs and the LADSE Deaf/Hard of Hearing High School and Transition Programs.

LADSE DHH High School Program Student Outcomes Presentation – Carrie Morfoot

LADSE Deaf/Hard of Hearing Program currently has 60 students enrolled. Students from Berwyn and Cicero are our largest population as well as our lower economic. The Ethnicity Ratio is 45% Hispanic; 34% White; 16% Black/African American; 3% Asian; and 2% Native Hawaiian. 67% are male and 33% are female.

68% of all students in the DHH high school program at Hinsdale South have a secondary disability identified. These include 48% Hearing Impaired; 30% Deaf; 7% Emotional Disability; 5% Intellectual Disability; 3% Vision Impaired; 3% Speech & Language Impaired; 2% Autism; and 2% OHI.

The MAP scores, which are not based on deafness, improved from the Fall to Winter. 63% of students increased their scores in Reading by 23; 61% of students increased their scores in Math by 24; and 47% of students increased their scores in Science by 18.

	Math	Reading	Science
Total Increase	24	23	18
Total Decrease	13	14	18
Total Same	1	1	2

Student Learning Objective (SLO) Progress

Executive Functioning Skills focused on improving performance: 90% of students in the DHH high school program met their set growth target on the executive functioning rubric as rated by the DHH staff.

Correct English Language grammar and mechanics in writing: 81% of students who participated in this SLO improved their scores as measured on the Stanford Achievement Test.

Demonstrate the ability to complete all sections of a job application correctly (Transition students): 87% of students made their growth target for the same job application. 100% of students achieved the set target for the novel job application.

Improve ability to solve science questions that specifically ask them to look at a picture/graph/table/chart to answer a question: 81% of students made their growth target as measured on the Stanford Achievement Test.

Improve content area knowledge to demonstrate mastery in the math curriculum: 90% of students met their growth target as measured by Stanford Achievement Test.

In summary, staff will review MAP test data and identify patterns in errors. This information will be utilized to increase instruction in these areas. Staff will review SLO's and adjust to ensure outcomes measured continue to challenge students in their core academic areas. Lastly, explore the option of providing an ELL certified staff member to service our growing Hispanic population.

SASSED DHH/Vision Student Outcomes in English/Language Arts and Math – Christine Martin

The SASSED DHH program currently has 57 students. 49% Hispanic; 25% White; 12% Black/African American; 11% Asian; 2% unknown. 40% are female and 60% are male. The highest percentage of the PreK-8 population is Early Childhood at 23%, and the lowest percentage of the same

population is Kindergarten and 3rd grade at 2%.

The SASED Vision program currently has 80 students. 46% White; 34% Hispanic; 11% Black/African American; 8% Asian; 1% unknown. 45% are female and 55% are male. The highest percentage of the PreK-12 population is Early Childhood at 13%, and the lowest percentage of the same population is 1st and 4th grades at 3%.

SASED programs create annual program improvement plans (PIP) with goals for continuous improvement, including student growth goals in English/Language Arts and Mathematics. Below are the student growth goals and mid-year updates for the Deaf and Hard of Hearing and Vision programs.

Deaf/Hard of Hearing (DHH) Program - English/Language Arts:

PIP Goals:

- By June 2018 when DHH students 1st - 8th are given the AIMSweb Maze Spring Benchmark assessment, the group of students with at least 2 benchmark data points will demonstrate improved reading skills by 50% of students meeting or exceeding in the 25thile ROI (at the average range) from Fall to Spring at grade level.
- By June 2018 when DHH students EC-K have listening skills tracked by the CASELS listening domain, 80% of students will achieve their individual goals from Fall to Spring. This growth target is rigorous based on past rate of improvement, complexity of students, and new 3-year-old students coming into the program without ROI data. These individual goals will also be included in teacher SLO goals.

50% of students in 1st-8th grade met their growth targets, matched to the student's initial level from Fall to Winter on the AIMSweb Maze benchmark assessment. 63% of DHH students in Early Childhood and Kindergarten have met their Fall to Winter target on CASELS. Additional questions were asked in order to better understand the DHH Program 1st - 8th grade students' attainment and growth.

1. What percentage of students scored at or above the 25th percentile over time?
2. What percentage of students improved their Maze score from Fall to Winter across school years?
3. What percentage of students improved their national percentile rank from Fall to Winter?

40% of the students in DHH's 1st - 8th grade classrooms earned scores at or above the 25th percentile in the Fall, placing them in the average/above average range when compared to a typically developing national peer group. This has reduced slightly from Fall percentages across the past few years.

More than half, 51%, of the DHH students who had Fall and Winter data points showed growth/improvement in their score, which is similar to last year, but an 11% decrease from the percent of students who showed growth over two years. 23%, about the same as last year (22% Fall to Spring), of the students grew to such an extent that their percentile rank increased from Fall to Winter, meaning that they are lessening the gap with their peers.

Mathematics:

PIP Goal:

- By June 2018 when DHH students 1st - 8th are given the AIMSweb MCOMP Spring Benchmark assessment, the group of students with at least 2 benchmark data points will demonstrate improved computation skills by 30% of students meeting or exceeding in the 25thile ROI (at the average range) from Fall to Spring at grade level.

49% of DHH students met their mid-year growth target in Mathematics based on the AIMSweb Math Computation assessment. At the Fall benchmark, 28% of the 1st - 8th grade students scored at or above the 25th %-ile, placing them in the average range when compared with same grade peers without disabilities. This percentage dropped to 14% at the Winter benchmark. However, more than half of the students, 60%, improved their score from Fall to Winter, and 26% of them improved so much, that they improved their national percentile rank from Fall to Winter.

Vision (VI) Program - English/Language Arts:

PIP Goals:

- LMMT (Literacy Mastery Monitoring Tool): 70% of preK - 1st grade students, and those who are older but take the DLM, will demonstrate improved reading skills by increasing their raw scores by at least 3 points on the LMMT.
- AIMSweb: 45% of PreK - K & 1st grade students will demonstrate improved reading skills by meeting or exceeding the 35th percentile ROI growth norm aligned to their baseline on Letter Sound Fluency (LSF); 45% 2nd - 12th grade students will show a Rate of Improvement (ROI) equal to or greater than the 35th %-ile ROI growth norm aligned to their baseline on RCBM.

As of the Winter Benchmark, 28% of students in 2nd - 8th grade who took the AIMSweb RCBM assessment had a ROI meeting or exceeding targets from Fall to Winter on the AIMSweb benchmark assessment, and 70% of the students who took the LMMT met their Fall to Winter target. As with the DHH program, additional questions were asked in order to better understand the Vision Program students' attainment and growth on the RCBM benchmark.

Overall, approximately one third of the 2nd - 12th grade students in the Vision Program scored at or above the 25th percentile in the Fall (32%), placing these students in the average/above average range when compared to a typically developing national peer group. This is a slightly higher percentage to last year. It should be noted that dividing the data into subgroups that distinguish braille-reading students from students who use large print last year, substantial differences in attainment were noted. Looking at growth across all 2nd - 12th grade students in the Vision Program, 59% of all students improved their RCBM score from Fall to Winter. 13% overall improved to such a great extent that they improved their percentile rank from Fall to Winter.

Mathematics:

PIP Goals:

- By June 2018, all teachers in the Vision Program that currently give the M-COMP will pilot the M-CAP as well as continue to administer the M-COMP with their students during the three benchmark windows. As a result of this goal, staff will identify specific areas of need for grade level and individual students, which will lead to improved student understanding and performance in Mathematics. Baseline data on the M-CAP and M-COMP will be collected the first benchmark window of the 2017-2018 school year. Goal set for 45% of students to meet the 25th %-ile Rate of Improvement Growth Target based on their starting level.
- By June 2018, 45% of all students taking the one-to-one correspondence portion of the LMMT at Addison Trail High School will improve their Fall score by four as compared to their Spring benchmark score and 45% of all students taking the one-to-one correspondence portion of the LMMT at Salt Creek Primary, Swartz Elementary, and Albright Middle Schools will increase their Fall score by three as compared to their Spring benchmark score.

54% of Vision students met their mid-year growth target in Mathematics based on the AIMSweb Math Computation assessment and 75% of those taking the LMMT math met their growth target. At the Fall benchmark, 39% of the 2nd - 12th grade students scored at or above the 25th %-ile, placing them in the average range when compared with same grade peers without disabilities. This

percentage increased to 44% at the Winter benchmark. Close to half of the students (49%) improved their score from Fall to Winter, and 24% of them improved so much, that they improved their national percentile rank from Fall to Winter.

DWC Enrollment	<u>5/2018</u>
Deaf/Hard of Hearing	*100.5 (includes Hinsdale South HS)
Visually Impaired	80
SASED Transition (Blended)	15
LADSE Transition	<u>*16.5</u>
Total	212

*LADSE has one student with a split schedule for Transition purposes.

Update on the Intergovernmental “Lease” Agreement

At the February Board meeting, a committee of volunteers was created to work on the next lease agreement for the LADSE DHH and Transition high school programs. The Committee met one time, March 12th. It was agreed that DWC should obtain legal counsel/representation to negotiate a lease agreement with Hinsdale School District #86’s attorney.

DWC has secured Mr. Todd Hayden from Robbins Schwartz to work with Hinsdale SD #86 counsel, Mr. James Levi from Hodges/Loizzi. Dr. Gunnell, DWC Board Chairperson, has shared the contact information for both attorneys, but as of this Board meeting, did not know if the two attorneys had spoken. Tammy Prentiss, Assistant Superintendent of D86, has been working with Mr. Levi, and the DWC Committee will meet with Mr. Hayden on Monday, May 21st. Dr. Gunnell is confident that with the help of legal counsel we will find common ground, which will result in a new lease agreement.

On behalf of the Board, Dr. James Gunnell thanked Dr. Bruce Law, Superintendent of Hinsdale SD #86, for his willingness to extend the current lease agreement for the upcoming school year while we work on a new lease

The next committee meeting: Tuesday, May 29th.

SERVICE RECOGNITION

- Victoria Tabbert, Superintendent, Queen Bee SD16 – retired
- Dr. Sheri Wernsing, Executive Director, LADSE and DWC Board Secretary – retired
- Jane Bagus, Assistant Superintendent, Berwyn South SD 100- retired
- Dr. Joanne Panopoulos, Assistant Superintendent, CUSD200/DuPage – accepted a new position at New Trier HS District
- Jennifer Law, Assistant Superintendent, Indian Prairie SD 204 – accepted a new position at Lisle Community SD 202
- Susan McMahan, SEPTA/Cook - retired

Dr. Panopoulos presented everyone with a certificate, and thanked all of them for their service.

ADJOURNMENT

Dr. Sheri Wernsing moved and her motion was seconded by Jane Bagus to adjourn the meeting.

VOICE VOTE

MOTION CARRIED

The meeting was adjourned at 11:03 am.

Prior to everyone leaving, Dr. Sheri Wernsing asked to make a statement to the Board. She noted that relationships matter and the importance of a collaborative committee. She wanted to implore the Board to move forward with transparency.

Dr. Wernsing wanted to mention that the billing between LADSE and Hinsdale South would be addressed this year, especially:

1. 1:1's should NOT have been billed in tuition, but as a separate billing;
2. Students by classroom with para-professional
3. Transition students are no longer a concern as they are now being noted separately.

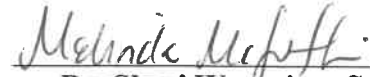
Thank you.



Dr. James Gunnell, Chairperson



Lynne Mennel, Recording Secretary



~~**Dr. Sheri Wernsing, Secretary**~~
Melinda McGuffin (Acting)

