



Advisory Council on Instruction Meeting Minutes

Wednesday, October 17, 2018
7:00 p.m. - 9:00 p.m.

7:00 Welcome and Opening - Meredith Purple, ACI Co-Chair

Meredith reviewed the ACI Evaluation process. She wanted to make sure everyone remembered the ACI working agreement. This will ensure everyone is heard, keep positive intentions, and keep a focus on the work that is being done. There are going to be two rounds of questions for each presentation. Only ACI voting members will ask during the first round of questions since they will be the only members who vote. The 2nd round of questions, if time permits, will be for other members.

7:05 Review of ACI Procedures (Rubric and Ranking) - Meredith Purple, ACI Co-Chair

Meredith let ACI members know rubric ranking will be online. After tonight's meeting an email will be sent out to members to submit votes on an online rubric. This information will be ranked and all information will be submitted to the School Board at the January work session. The rubric will be available online for 10 days to give every voting member time to submit.

7:10 Committee Report: World Languages Advisory Committee - Frederick Jackson, Chair, World Languages Advisory Committee.

Dr. Jackson introduced those who were representing the recommendations of the WLAC report. Dr. Jackson stated that due to time restraints, he was only going to talk about the issues of concern and the three committee recommendations. The issues of concern were as follows:

- **Loss of talented staff from the World Language office**
- **Lowering of commitment of resources to develop students' world language proficiency in ten elementary schools**
- **Teacher positions that are formally allocated by APS for the instruction of elementary Spanish are instead used for other purposes at the discretion of elementary principals.**
- **Continuing failure of three middle schools to offer proficiency-based introductory language instruction in the 6th grade in languages in addition to Spanish**
- **Inability of APS to provide dual-language immersion education to every student who wants to take it.**
- **The three recommendations focused on (1) measurement and accountability; (2) enhancing literacy development; and (3) encouraging interdepartmental synergies.**

Please review the complete World Languages report [here](#)

1st round questions and comments:

Comment - A member of the Social Studies committee commented on how encouraging it was that the World Language committee has reached out to other committees regarding this recommendation. The hope is that all committees can follow this model in working together as recommendations are put forward.

Question: - Does moving from a 50/50 Spanish/English model to a 90/10 Spanish/English model in Kindergarten take away from English language instruction? Will the performance of English language be reduced during this time?

Answer: - No, this would not affect the student. Studies show when a student has some literacy skills in their native language first they will have a transfer of skills in the new language.

Question: In one of the issues listed, *Teacher positions that are formally allocated by APS for the instruction of elementary Spanish are instead used for other purposes at the discretion of elementary principals*. I did not see this as one of the recommendations Is there a reason?

Answer: This issue was brought up and talked about last spring. It was decided by the School Board and APS that APS management will make staffing decisions.

Question: In the process of developing proposals, specifically the second recommendation, what feedback was received from school staff?

Answer: When asked, both Immersion school principals agreed.

Comment by Immersion school parent: Concerned that their children attending Immersion schools are not getting enough writing and reading in Spanish. Feels as though her children are not getting enough literature early on in Spanish. Would like to see this change.

Question: Concerned about the equity issue and the 10 schools going against the 3 times a week, 30 min. evidence-based recommendation. Is there any information from those schools who are not following recommendation?

Answer: Every principal makes decisions based on the needs of each school.

Question: Regarding the 25% attrition rate at Immersion schools, what information was gathered as to why?

Answers: We have requested an interview for this with APS. We have not met yet.

Question: Regarding the attrition in the Immersion schools, are there any numbers of students with disabilities?

Answer: That information was not included in this data. This information will be posted as an addendum along with the current report.



2nd round questions:

Question: Regarding the attrition issue in Immersion schools, is there a drop off in students being withdrawn from the program in the 5th grade level going into 6th grade, or is the drop off before 5th grade?

Answer: There is a continuous drop from kindergarten to 5th grade.

Comment: As a parent who has had a student at Claremont, Gunston and now at Wakefield, it seems that making the Immersion program more robust at the high school level will keep kids in the program.

Questions: Regarding the STAMP assessments, would this be an additional loss of instructional time for students?

Answer: No, the test does not take place of instruction time. Levels 4 and 5 are given as a final exam.

Student Comment: Two students commented that the STAMP test was not hard and did not take place of instruction.

8:00 Committee Report: Gifted Services Advisory Committee - Dan Corcoran and Elaine Maag, Co-Chairs – Elaine and Dan said that their recommendation was scaled down from last year.

1. We recommend APS direct middle school teachers to pilot an intensified English 7 course at all middle schools. The course would be open to all students. English language learners as well as students with disabilities should receive the supports they need to access this course. It would begin the process of providing appropriate foundational instruction that supports the rich offering of AP and IB classes at the high school level. GSAC also supports piloting an intensified English 8 class at all middle schools.

2. We recommend that a Teacher Specialist staff position be added to the Office of Gifted Services. This Specialist would be instrumental to further improving consistency across the training of teaching skills that can be applied not only to gifted students but to all students.

Please review the complete Gifted Services Advisory Committee report [here](#)

1st round questions and comments:

Question: What is a gifted cluster?

Answer: The cluster model for elementary and middle school identified gifted students is 6 to 8 other identified gifted students in the same classroom.

Comment: In the report where it mentions that differentiation does not work, there are studies that show that differentiation done well has worked. Maybe starting this pilot is not the answer.

Response from Elaine Maag: Teachers are not currently able to appropriately teach all gifted students. When in a classroom with students in different reading levels, it is very difficult for the teacher in the classroom to appropriately teach all students. When adding a gifted class where all students can opt in, the gifted teacher can then reach all students. Regarding differentiation, we don't have enough staff to make this work. Yes, done right it will work.

Question: Budgetary impact, none because the new class will be taking over an existing classroom just shifting seats?

Answer: Correct

Question: Is there any evidence that a student is not prepared adequately in middle school for the intensified and challenging classes that are offered in high school?

Answer: Yes, there is a need for preparing all students in middle school for high school classes.

Question: Have there been recommendations focused towards elementary school in the past?

Answer: Yes, there have been. Elementary schools have made changes so that there is more support. There is more of a collaborative state in that resource teachers and classroom teachers work very closely.

Comment: The Gifted committee asked the English Language Arts Committee to support their recommendations. The English Language Arts Committee declined to support. They believe that all students should be included when making recommendations. Ongoing curriculum work and future staff training must be aimed at raising the bar for all students not just gifted.

Elaine Maag commented: The recommendation that is being brought forward is to open to all students.

Comment: There is a concern that teachers are not offering same services to all students. This program the way that it is structured will continue that.

Elaine Maag: Having the intensified classes will allow the teacher to provide more targeted work to the whole class.



Cheryl McCullough, Gifted Services Supervisor: The goal is to create a collaborative model. We want to create a system where every student feels challenged and benefit from services. Moving from identification and create a level of rigor for all students.

Comment: Disappointed that gifted services are not offered in the Immersion schools.

Elaine Maag: Elaine appreciated the comment and stated that it has not come up in within the committee.

Comment: Former teacher stated differentiation is nearly impossible. Very difficult to teach children in various levels in the same class.

Question: How much would it be to add the specialist position recommended in this report? The report does not specify.

Answer: Approx. 100k per year.

Question: Regarding Twice Exceptional students - Are the counselors, LEA's, administrators being trained on Twice Exceptional students? Recognizing them and know how to steer students in the correct way?

Answer by Cheryl McCullough: Yes, this process is occurring. Working with Pam McClellan, Supervisor of Counseling to continue the process.

Round 2 questions:

Comment: This intensified recommendation is a great idea. I'm in agreement in starting this at a smaller scale. We can see students' progress. If it is something that works, then apply it to a larger group.

Comment: This recommendation is not about identifying students, this is about raising the standard for all students.

Questions: It is not necessarily true that it easy for all student to participate in an intensified class. For students with IEP's they may need to give up supports to participate. Will the supports stay in place for these students?

Answered by Cheryl McCullough: We will all work together with the office of Special Education to ensure supports are in place.

Paul Jamelske, Director of Special Education: APS is all about supporting inclusion to support students for a wide variety of classes.



Question: What data do you have other than opinion data to show that doing this pilot would improve math and reading scores?

Answer: Do not think actual scores were needed because we are asking to add not take away, we trust in what parents and students tell us.

Comment: When this pilot is rolled out, it is important to take in to considerations the student with supports. All students should be encouraged to participate and supports will not be withheld from any student currently receiving supports.

8:50 Wrap Up and Rubric Instructions Meredith Purple, ACI Co-Chair/ Sarah Putnam, Director of Curriculum and Instruction

After this meeting the rubric link will be available until October 29th. Remember that under the ACI policy, voting members are school reps and community group reps. There are 10 days before the online rubric is closed. You can now go back to your school and share this information before you vote.

Question: If you submit a rating online can you go back and change it?

Answer: There is a save mode before you actually enter the final vote and submit. There is not a way to go back and change once you have submitted.

Question: Concerned about transparency. Will this data be available?

Answer: Yes. This process is new, once data is in, ACI can determine how it should be presented.

9:00 Adjourn

Meredith Purple, ACI Co-Chair

