

Community Partnerships Academy Leadership Council Notes—November 6th, 2005

Attending: Annie, Flora Russ, Ben, Deborah, Mary, Dave, and Sandy

Concerns about this meeting, as well as future meetings:

- We wondered if everyone knew about this meeting: 3 students, 2 parents, and 1 teacher were not present at the meeting
- We knew Richelieu was in Paris, and Karen could not make it to this meeting. Council members wondered about the other students and about Chanelle. We will let everyone know of upcoming meetings more exactly in the future and we articulated a calendar of meetings for the rest of the year, as follows:
 - o December 1, 2005
 - o January 5, 2006
 - o February 2, 2006
 - o March 2, 2006
 - o April 6, 2006
 - o May 5, 2006
 - o June 1, 2006
- Flora will reserve “our room” based on these dates for the remainder of the year.
- The meetings will continue to be held from 5 to 7 pm, especially in consideration of the students on the council.
- We adjusted agenda as well to include only updates, a discussion of prioritizing the equity and achievement goals for the next Leadership Council meeting, and to a look and analyze at the preliminary data from the First Quarter Grades.

Updates:

Parents:

- Deborah told us about the December 2nd Potluck Night that is being organized by the Community Building Committee of the Parent Council
- Flora would get out the flyer that Sandy helped design
- Richelieu will post on the website

Students:

- The students in the Student Leadership class are putting together a “Big Brother/Big Sister” afternoon gathering where the 9th and 11th graders will be paired up as “buddies,” as well as the 10th and the 12th graders.
- They will participate in some community building activities to be led by students. Ben thought the activity would take place on November 15th during 4th, 5th and 6th periods. Arrangements are being made for the possible use of the Jacket gym, so that can “house” all the students and have room for the activities. The idea is to have close to 100 students there, and divide the groups into 10 each. . .Then a student member of the Student Leadership class will lead the activities with each group. Debriefing would follow.

Teachers:

- Annie reported that at the staff meeting the teachers looked at the issue of homework, based on the work that Jim Dopman did with his 10th graders where he conducted a Socratic Seminar with the students, looking at all the issues of homework from their perspective.
- Teachers talked about ways of adjusting how they are assigning, monitoring, and grading homework They talked about more effective ways to hold students accountable for their homework
- Teachers are still considering “requiring” those students who are receiving D’s and F’s have to have tutoring
- Madeline, the counselor, is drawing up list of students to place in a 7th period tutorial class
- Matt Bremmer’s class will now be used as a place to do homework after school M-Th

Setting Equity and Achievement Goals, Other Data, and Looking at First Quarter Grades

- We talked about prioritizing the setting of equity and achievement goals at the next meeting
- Important to identify these ASAP for many reasons including the presentation to the Board in January
- Sandy said she would assist with this for next meeting: providing a definition of what is meant by these, and providing a process by which the group can arrive to the articulation of equity and achievement goals
- Sandy wondered if there were any other data that might be needed to make more informed decisions about setting equity and achievement goals. She listed CAHSEE data, attendance data, CST data, etc. A conversation was had that perhaps the CAHSEE would not be tracked this year, but next year and that there is a culture among many at BHS that CST scores are not that meaningful, and often parents provide students with permission to opt out of that particular test. However, it was also mentioned that CST data could be rich source of information about a students specific skills and a good indicator of growth overtime. Nothing conclusive was said about what we intend to do with CST data at this time.
- The council discussed data charts from the First Quarter Report Cards. The following came up as issues:
 - o 9th grade English grades were not included in one of the charts
 - o The data for the Computer Arts class was also missing
 - o The data for the Creative Arts class seemed to have a typo, as when you totaled the grades, the class was very large and seemed to have an over representation of “D’s”
 - o Dave was going to check on the accuracy of the data that was missing or faulty
 - o All of the data for the Senior Transition class could be totaled to see how all the seniors are doing in those two classes
 - o It might be good to group the data by subject area (all math courses together, all science together, etc.) and see what could be “seen” this way
 - o It also suggested that the data be grouped by periods of the day, with the suspicion that students struggle more first period and after lunch
 - o It would be good to see that data rendered not only by numbers but by percentages
 - o Sandy would check on the feasibility of rendering the data in these ways that were suggested
 - o Dave wondered what these grades would look like if they were represented by a “bell curve,” and wondered where the percentages “usually” fall on a bell curve. Dave asked Sandy if she could find out. . .
 - o Concerns were raised about the World History and American History classes, as well as continuing concerns with the Advanced Biology and Chemistry classes.
 - o Mary wondered if there were ways to data from the comprehensive high school so that CP Academy could be compared against the larger school.
 - o Flora wondered if there were a packet that could be put together on materials to assist in defining equity and achievement goals that people could read ahead of the next meeting. Sandy will check on this.

Meeting adjourned at 6:30 pm

[These notes compiled and submitted by Sandy Calvo, BayCES School Coach 11-07-07]