

**Call to order**

A meeting of the GO Team for Maynard H. Jackson High School was held in the Media Center on September 25, 2017 at 6:00pm.

**Attendees**

Attendees included [list names of GO Team members present].

Beth Wells	Alex Elliott	Yusef King	Adam Danser
Virgil Murray	Don Grant	Shemeka Maddox	David Liburd
Yusef Grant	Geraldine Jackson	Kalyann Teasley	

**Members not in attendance**

Members not in attendance included [list names].

Ashley Rouse			
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**Public in attendance**

Anne Gelaude	Carolyn Barnett	Lynn Brandi	

Is there are quorum present? Circle or highlight **Yes** or No

**Changes Made to Minutes**

Add Geraldine Jackson to members in attendance Circle or highlight **Yes** or No

## Information Items

### Announcements

#### I. Opening Items

- a. Call to Order
- b. Roll Call
- c. Determine quorum status
- d. Introductions
  - i. Board members
  - ii. Public
- e. Approve Minutes from Prior Board Meeting
- f. Public Comment - Anne Gelaude: first year parent, has twins here. She was on the Burgess Peterson School Council and then Wesley. She is trying to get a handle on what is happening at the school. She is concerned about the academic challenge in the school. She asked if we are making our upper level classes rigorous enough. She cites the AP take rates verse the AP pass rates. She went to the CCRPI page where teachers can share best practices and she focused in on indicators 11 and 12. She then went to the AP College Board website to see what they viewed as best practices. She found that a class should be open to all students and should represent the makeup of a school. She found a tool that can determine if you are AP ready on their website. She also saw that AP recommends for schools serving in under privileged areas that class sizes be reduced and teachers having higher pay. Her question is are the students and teachers being supported effectively to make AP successful. She would like to know how we plan to build the program; quality or quantity?
- g. Mr. Danser lets Ms. Galaude know that her number is incorrect, we have a 12% pass rate. This has increased from 0% pass rate in 2012, so our program has been growing. Mr. King adds that we have been working to make sure that students are prepared for these rigorous classes before they even come into the classroom. For example we are working closely with the middle schools to make sure that the students are taking the pre-requisites that can help them to be the most successful. The parent expresses that she would have put her students in AP biology rather than honors biology if she had known there would be more rigor.

#### II. Action Items

#### III. Discussion Items

- a. Policy approval and interaction with strategic plan - Carolyn Barnett is the district Charter System Director, she is here to discuss with us the process for the policy changes we have been working on. She said we often want a solution to a problem, but we do not necessarily know the steps to changing a policy. When you get to the root cause, there is a process called school based solution. Then we will weigh what policy need to change. It then goes to her office, then the legal team, then the BOE. She wants to make sure that we start thinking about what we can do to increase rigor, we have to make sure that we have all of our data that is necessary to make our case.

- b. Don asked what the process is, she says identifying the problem, Don says we have already done that. She asked if we have the data to prove it, he says it isn't always quantitative vs. qualitative. Example one, he gives is the 10 point scale for IB and AP. Then he brings up the homework policy. She then says that we need to start collecting the data for that. She understands that with the 10 points that won't be the case, but the homework issue is something that she would look into when she meets with curriculum and instruction tomorrow and will discuss regulations about that certain policy. Beth asked how do we know what we can change and can't. She said that one of her people will work with us to go through the process. She also asked in determining how best to proceed should we have a committee to meet between now and next meeting to make sure that we are aware of what that process is. Carolyn asked us to email our proposed changes to her and she will take it to her meeting tomorrow.
- c. Motion to table policy amendment until next meeting when we have more information, all in favor.

#### IV. Information Items

##### a. Review of MJHS AP Program

- i. Mr. Danser said that there is a grant (NIMSI) that provided incentive to both teachers and students, which he thinks worked looking at the data
- ii. He spoke with the people from NIMSI who said that even if students don't pass the AP exams, the exposure will help them be more successful in college.
- iii. Mr. Danser explains that he really pushed for all of the students in AP classes to actually take the exam. For example in Human Geography we went from 53 to 110 students taking the test. Mr. Danser thinks that sets a good stage for their academic career moving forward. Don adds that it takes approximately 5 years to build an AP program, which our data proves when you look at Biology.
- iv. Mr. King and department chairs are going to work to make a course guide showing what we offer and what the recommended pre-requisites are so students can be more intentional with their courses. This will help when choosing electives as well so students can see the descriptions.
- v. Shemeka goes back to the comment about it taking 5 years towards a program and asked what we can do to ensure that teachers stay, Mr. Danser looks at the list of courses and says we are working in that direction and that we didn't lose any of those teachers.
- vi. Kalyann brings up students who want the courses on their transcript but do not want to put for the effort. Mr. Danser says we can improve this by making sure we educate parents better. He refers back to the school climate survey taken by students last year and he brings up the question of "Do students like school?" and we are below the district average. So what can we do to improve this?

##### b. Revised CCRPI - Mr. Danser

- Mr. Danser says CCRPI is a driving force to hold us accountable. We found out last week that contrary to what had originally been said all subjects will be weighted equally.

- 5 key categories that we will be rated on, and 15 indicators; no more adult indicators
  - i. Content Mastery - which is 30% of the overall score
    1. The performance on our GA Milestones. Requires 95% participation for all students and all subgroups, only full academic year students will count. Developing Learner - 0.5 points; Proficient Learner - 1.0 points; Distinguished Learner 1.5 points
    2. Content areas will be weighted according to the number of state tests administered within each grade band
    3. Mr. Danser points that only 33% of our students are scoring at a proficient or better which means, although we are doing a lot better we also have a lot of room to grow.
    4. It is so crucial to make sure students know that just passing isn't good enough we need them to score a 92% or better for the most amount of CCRPI points.
  - ii. Progress - 30% of overall score
    1. This section is only for ELA and Math because they have done away with many early science and social studies exams so they cannot monitor
    2. This is a hard thing for us to monitor in house, but we do usually do really well in this category. Last year we got 37.4 out of 40 points in progress. Beth asked if this is based on Milestones, and the answer is yes
    3. Progress points are weighted similar to content mastery
  - iii. A new part is Closing Gaps, which is where we will have targets for all our subgroups. Our subgroups are ED (economically disadvantaged, which is everyone), white, Black, Hispanic, and SWD. We are getting close to having ELL as a subgroup, possibly next year. There is a bonus if we can move a subgroup up 6%, but until we have to know the detailed data from last year to determine this. Beth asked if these subgroups are predetermined. Answer - yes, if we have 15 students or more.
  - iv. Readiness -
    1. Beyond the Core - percent of students earning credit in fine arts or world language
    2. Literacy - percentage of students demonstrating reading comprehension at or above midpoint of "stretch" lexile band
    3. Attendance - percent of students absent less than 10% of enrolled days
    4. Accelerated Enrollment - percent of graduate earning credit for AP, dual enrollment, or IB
    5. Pathway Completion - Percent of graduates completing an advanced academic, CTAE fine arts, or world language pathway
    6. College and Career Readiness - ACT (22+), SAT (1010+), 2 AP (3+), 2 IB (4+), EOPA, WBL
    7. Mr. Danser says that we are now pushing towards making sure students take these exam early. We have put too much focus on seniors, we need to be focusing in on these sophomores and juniors to make sure they are taking all the steps

- v. Graduation Rate - not available to public yet
  - 1. We are no longer a priority school, but we still have a state school improvement specialist because we took money from them. We know the big jump was from 2014 to 2015. We do not expect to have a big jump in numbers this year, but progress/growth, GAPS score will all make a big difference. The new guideline will be interesting moving forward.

School Improvement Plan -

- vi. Overarching Need #1/Goal
  - 1. Increase the achievement of MJHS identified sub-groups (SWD, Black, White, Hispanic, and ED) by 3% on GA Milestones.
  - 2. Root Cause 1: Performance rates for SWD, Black, White, Hispanic, and ED on EOC, course grades and credits and graduation rates
  - 3. Root Cause 2: Excessive absences for students across all grade levels and the subgroups
- vii. Overarching Need #2/Goal
  - 1. Develop and implement a data-driven plan for increasing the percentage of students who score at the Proficient and Distinguished learning levels.
  - 2. Beth asked how students are graduating if we only have 33% at proficient. Mr. Danser pulls up the overall Milestone data showing the numbers for where we are in comparison to other schools and overall proficiency.
  - 3. Virgil asked if we can get a copy of the PPT, and Beth asked if we can put it on the website attached to the minutes.
  - 4. Virgil thinks it can go a long way if people understand what we are being rated on
  - 5. Mr. Danser adds that now teachers and parents have access to the website that provides the data
  - 6. Kalyann asks if she can share this with the student population. Mr. Danser says he would love that.
  - 7. Mr. Danser says that he wanting to make a homecoming wager with the Grady principal, and maybe he can add a CCRPI bet to it.
  - 8. He also said that there are a lot of really great thing going on at schools around the district and it would be really great if we were sharing with each other.
- viii. We have the Go Team Summit this Saturday here from 8:30 to 1:00
- ix. The Governance and flexibility training workshop has been rescheduled to October 4th at John Lewis from 9-2. This is not mandatory, but can be a really good time to communicate with other Go Teams.
- x. We all need to complete

- xi. Tomorrow night the MJYF is hosting a seminar from George Washington in the Media Center and it could be really beneficial to students applying to competitive schools. A seminar from Davidson will be coming up on October 5th.
- xii. Mr. King comes back and says that we try to introduce students to AP classes at an earlier age so that the exposure can help them to improve in the future. He adds that although there are large numbers of students taking them, we are stilling seeing an increase. Mr. King says he knows we discussed quality vs. quantity, but the more students we have taking them the better.

xiii.

V. Adjournment

- a. Motion to adjourn by Beth
- b. Adjourn meeting @ 8:15

Alexandra Elliott

9/25/17

Secretary

Date of approval