Introductions

Debra Mathews, VP Terman  
Chris Kolar, Director or Research, Evaluation, and Assessment  
Martha Castellon, Equity Coordinator-Chair  
Kathy Joki, Library Assistant  
Judy Argumedo, Director of Academic Supports  
Beti Loomis, Welcome Center Secretary II-Notetaker  
Zev Wurman, Community Member  
Maria Powell, Teacher at Gunn High School  
Sara Woodham, Parent  
Lauren Nolen, Student at Palo Alto High School  
Christina Irwin, EPATT Director  
Barbara Klausner, DreamCatchers Executive Director

1. Discussion of data on HUR students that we would like to track on an annual basis
   
   A. At the last Board Meeting it was suggested that a data dashboard be created to show certain data that are being tracked for all HUR students. The Board of Education would like to see data on where our HUR students have been and where they are now. Data Zone is being rolled out site by site at the elementary level. We now have access to student level data measuring historical performance, attendance, discipline, and last spring’s test scores.

   B. Committee’s Suggestions on Data to be tracked for HUR students:
      
      a. AP course taking  
      b. AP pass rates  
      c. A-G completion  
      d. DRA Reading at the beginning of the year, middle of the year (for students not on track), and end of the year  
      e. District Writing Assessment  
      f. NWEA (Math) Gr. 3-5  
      g. BAS K-5 (starting in 2017-18)  
      h. 9th & 10th grade honors classes  
         i. Bio 9th  
         ii. Chem  
         iii. Geom H  
         iv. Algebra II/Trig  
         v. 11th grade Eng. Honors  
      i. H.S. English laning/course taking  
      j. H.S. Math laning/course taking (starts in middle school)  
      k. H.S. Foreign language course taking
l. # and % of students in Credit Recovery/ Summer School
m. High stakes testing (to illustrate the role of the teacher in honors class selection.)
   i. SIDE BAR: Due to new standards teachers are not allowed to decide whether students are prepared to take honors classes.
n. HS lane changes or courses, (specifically, how they are changing; going to lower, equivalent higher or drop)
o. MS Foreign Language 7th and 8th (to see who will meet the graduation requirement)
p. College attendance rates for 4- and 2- year institutions
q. Persistence rates from 1st to 2nd yr. of college
r. College Graduation rates (within 150% time)
s. Elementary Level parent education level
t. % of HUR IEPs and 504 Plans (Careful analysis to identify students who might have been misidentified as SPED)
   u. Middle School % of HUR in Math 7A
   v. % of HUR meeting or exceeding standards at each grade in Eng. and Math
   w. Referrals to Alta Vista

C. A member asks if honors classes are worth tracking. It was further suggested that Math and English classes should be tracked as these are the leading indicators as to how students are doing in other classes.
D. We need to examine how all of the data to be tracked as suggested above relates to the recommendations in the equity plan. It was suggested that we continue to track at a minimum the data that were analyzed by the MATD committee for its May 2015 report.

2. Update on this week's visit from the Coalition for the Psychology of High Performance
   A. Tabled for future meeting

3. Format for providing feedback on the Draft Equity Plan
   A. The committee was divided into groups of 3 for a 30 minute breakout session to determine how all of the items in the “Data to be Tracked” section outlined above map onto the Draft three-year Equity Plan.
   B. Each group was asked to share at least one of their observations.
      a. A general comment made by group 1 was that many of the "milestones and metrics" throughout the Equity Plan focus solely on inputs and not on outputs, much less outcomes and impact. Just because we "do" certain things doesn't mean that they have made any impact on the achievement and opportunity gap intended to be alleviated by the MATD recommendations. Another comment addressed Recommendation #21 (Enhance and increase summer school to mitigate learning loss and allow for increased enrichment opportunities.) The milestones and metrics for
2017-18 and 2018-19 include identifying those students in need of credit recovery and encouraging them to make up credits over the summer, then tracking exactly how many students enroll in credit recovery summer school courses. More specificity is needed. For example, are the programs specifically for our HUR target group, or do they also serve non-HUR students? What portion of our total population of HUR targeted students is being served? What is the measure of impact of these programs? How do we know if they are mitigating learning loss? As part of the Equity Plan, the District should use this opportunity to survey, at a minimum, all OST (outside of school time) programs (e.g., summer school, after-school) that are intended to serve the academic needs of HUR students. How many do they serve? What is their district budget? Are they strictly for HUR or do they serve others? Are they any measures of impact? If so, what are they?

b. Group 2 discussed Recommendation 5 (implementing a user friendly data system to allow staff to track the progress of individual students and the district to track the progress of students in disaggregated groups) and suggested that the district develop a list of skills that students must master in English and Math each semester at the elementary grades. This list should be used to communicate students’ progress at parent-teacher conferences and to offer suggestions on how parents can support students’ development of these skills.

c. Group 3 shared their observation of Recommendation 28 (Encourage schools or school-based parent groups to articulate and share resources with HUR parents). It was suggested that we conduct focus groups at school sites annually to determine whether schools and school-based parent groups are reaching out to HUR families and to solicit suggestions from parents on how communication from sites and school-based parent groups can be improved.

4. December 2 "MATD on the Road” Meeting.

Meeting Adjourned 8:20 PM