

Badger Ridge Middle School Site Council Minutes

August 28, 2014

✓ 6 th Grade Core: Karen Hanson	6 th Grade Parent: Christine Iszczyszyn	✓ Resource: Nate Campbell	✓ Encore: Sarah Grotzky
✓ 7 th Grade Core: Suzanne Hartjes	✓ 7 th Grade Parent: Kim Mast	✓ Resource: Amie Pittman	✓ Encore: Heather Thorpe
✓ 8 th Grade Core: Andrea Leibfried	8 th Grade Parent: Tim Slekcar	✓ Support Staff: Jan Neumann	✓ CKCS: Michel LaFave
✓ Administrator: Mike Murphy	✓ Central Office: Betty Wottreng	✓ Facilitator: Barbara James	

Guest Speaker:

Other Attendees:

Announcements:

- Council members introduced themselves.
- Mike indicated that Council will use Google Docs more than paper copies this year.

General Council Business:

Bylaws were accepted as written last year.

Groundrules were accepted as written last year with one exception. Meetings will be held in Room 102 from 4:00 – 5:30 on the Mondays opposite late starts.

Council member terms spreadsheet was updated to include new members and term dates.

Council members should review last year's Common Tenets document. Per the tenets, BRMS, SOMS, and CKMS meet twice yearly to ensure the three schools provide similar experiences to all students. Barbara will contact Sandy Eskrich to plan the meetings.

Enrollment Update:

As of Thursday afternoon, BR enrollment in PowerSchool was 470. Students continue to be enrolled every day.

Building Goals:

Council broke into four groups to review sections of the data dashboard. Each group then shared with Council what they found noteworthy in its section. Members should continue this discussion with constituents in preparation of finalizing 2014-15 building goals at the next meeting.

Observations from small group review of data:

- Consistent Overall Student Population over the past 5 years
- Racial Diversity has doubled since 07-08. 13-14 (33%)
- Special Education Eligibility at its lowest point
- reading scores are going down
- disproportionate between African Americans & Hispanic vs. White Students
- some years reading is higher for girls than boys (15+ points)
- students who are economically disadvantage are more likely to score significantly lower than those students who are economically advantage (discrepancy) especially in the area of reading
- Explore Grade 8
- slight increase in math and science
- slight decrease in LA and Soc
- white students increased in all measures over 4 years on Explore
- African American Students on the Explore dipped down in each area in the last year.
- Asian students - very small N, but reverse trend of Af. American (see above)
- Hispanic - 12-13 - scored higher and then dipped a bit in 13-14 in all areas
- Economically Disad - increase in science (strength area), math and science, went up in year two and down in year three
- Non Economically Disadvantaged - increases in everything with the exception of Lang Arts
- Students with Disabilities - growth each year in reading and science
- Disproportional suspension rates by race
- Disproportional by disability
- No expulsions
- Disproportional rates of white students completing algebra to students of other races
- Students not economically disadvantaged are more likely to complete 8th gr. algebra

- Disproportional rates of students with disabilities don't complete algebra. (When did algebra become a goal for all students to finish algebra in 8th grade?)
- Retention, though rarely happens, happens with African American students.
- Disproportional rates of students getting awards (race, disability, socio-economic)

Observations as viewed through an equity lens:

- Growth in Racial/Economic Disadvantage Demographics--Suggests Resource Access
- Special Education decline does not mean lessening resources or less personalized/individualized education
- Reaffirms need for ELL programming (38 of 63) are below ELP 4, 52 of 63 are 3 or 4.
- Revisit fairness mindset=equal for all needs to reviewed with students, staff, and parents--Equity mindset must be instilled.
- Communication with parents is must--equity.
- "Remarkable"/clear racial Academic achievement discrepancies for Grade 6 students in reading (7.7%) and math. African-American then Hispanic students.--different learning styles, what needs are not being met, what does every student need to be successful
- There is an Economic Gap, but Race is clearly a factor--50% difference in Reading and 40% in math
- White privilege seems to be evident in our data
- Students with Disabilities and Economic Disadvantaged students are close
- Every slide demonstrates discrepancy
- Race, economics, language, disability matter to student's success/lack of success in school.
- ELL - decreases in all areas - what level, ELP and were there any accommodations?
- Over 90% of AF. American students in grade 6 did not make AYP (reading)
- Hispanic - very similar
- It is not equal. Due to institutionalized set-ups. Ex. Students

Agenda for September 15th, 2014:

Discussion Item	Allotted Time
Review building goals and modify as appropriate	
Update on technology purchases	
Students who are pulled from Encore classes in order to be in R180	

Parking Lot:

- Fundraising Committee
- Homework Club
- What are the barriers to successful achievement of academic standards? How do we continue to educate the whole child?
- Discuss what has been done at BRMS and other schools to address the focus school designation