



*COMMITTEE OF THE WHOLE
MEETING*



MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Monday, April 14, 2003 at 7:00 p.m. at the Don Stroh Administration Center 5606 South 147th Street.

Public Comments on agenda items- This is the proper time for public questions and comments on agenda items only. Please make sure request forms given to the Board Vice-

Enclosure E.4.
April 21, 2003

Minutes
Board of Education
April 14, 2003

The members of the Board of Education met for a Committee Meeting on Monday, April 14, 2003 at 7 p.m. at the Don Stroh

Le.

The lid reduction is for two years and the challenge will be, what will happen in two years when we go back to state aid formula and the needs have even risen further.

LB 249 started but being an option enrollment bill but was amended to include some provisions on student fees, which would disallow requiring students to furnish certain materials. The district can ask the students to bring the materials, but cannot require. This is a complete reversal from last year. This appears to support the Lincoln Public Schools model where students are not required to pay any additional costs.

Bill Mueller was invited back to give another update on legislative bills to the Board of Education.

After the review of the information provided at this meeting and a prior meeting regarding weighted grades, and the differentiation of regular, honors, advanced placement and International Baccalaureate, the Board members came to consensus that the current way courses are offered is the best way, at this time. This thorough review brought out the need to review courses for high ability learners at the high school level. The plan is to review and

Committee Report
Responses to Board Questions
Course Differentiation
Regular, Honors, AP, IB
Future Consideration
April 2003

A report was made to the Committee of the Whole in February 2003 about weighted grades, GPA, Class Rank and considerations in looking at the effect of weighting Honors courses. As a result of discussion at the committee meeting further questions were asked. This report attempts to answer those questions, provide information about the differences between regular, Honors, AP and IB classes and includes recommendations to be considered by the board for future action.

Part I - Questions posed by the Board and responses

1. Should we weight Honors classes?

The committee that working on this in 1998 said we should weight AP and IB only based on a nationally recognized standard. It seems as though our building staffs still support this decision. If the Board would like us to look at this again, we can.

2. Should we continue to weight AP and IB classes?

This was a committee recommendation. It would appear that weighting a college level class would be of merit. If the Board would like us to look at this again, we can.

3. Is there a relationship between students' success in AP classes and whether or not they took Honors classes?

See Attachment

10. Which 2002 grads took AP tests and what grades did they get? Was there a difference for students who took Honors classes or did not?

See Attachment

14. Boards members asked what the difference was between regular, honors, AP and IB courses was. Following are general descriptions of the intent of these courses.

Content of Curriculum

Most courses incorporate a different content than one another. Honors courses have a greater breadth of content and are more accelerated. AP and IB courses are designed to follow national curriculum. Curriculum information is supplied for the subject area of English

Descriptions of each of the types of English classes in Millard are below.

English

See attached course frameworks. Attachment #4

Regular English

The course framework and enablers for regular English (see attached course framework and enablers)

credit, advanced placement in college, or both. Students may take the AP exams without prior enrollment in the courses."

The Millard AP curriculums follow the College Board curriculum recommendations. All College Board curriculums attempt to give students a college level course experience. A measure of student knowledge and abilities may be seen in their AP exam score.

The description of the content of an AP course from the College Board states "An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing."

Intern ti _____ (IB) _____

The IB curriculums follow the International Baccalaureate recommendations.

From the Millard North curriculum handbook.

IB English HL

IB English 11 consists of part 4 and part 1 of the IB English curriculum for testing. Part 4 is the "school's free choice" section which utilizes selections from the IB reading list that encompass the theme Individual and Society.

Part II – Additional Considerations

In our research and discussion in gathering information for the reports to the board, the Office of Educational Services has discovered several areas that merit further study. It seems appropriate to review our programs for high ability learners at the high school level. Toward that end, we plan to:

- Review and more closely analyze information about student registration in and success in AP classes at each of the high schools.
- Facilitate discussions among AP teachers about general AP concepts and content.
- Discover why more students do not take the AP examination and find ways to encourage them to do so.
- Review and recommend requirements for becoming a Millard AP teacher – experience, background, training - and recommend ongoing training requirements for Millard teachers.
- Continue to facilitate periodic training for AP staff.

Attachment #1

Summary of AP English and AP Foreign Language Course Histories

The following provides course histories and AP testing information on students enrolled in AP English and AP Foreign Language courses during the 2001–2002 school year. This is the latest year that AP test

•

Attachment #2

Top Twenty Seniors
Current **GPA/Class** Rank and Adjusted **GPA/Class** Rank

Top Twenty Seniors
Current **GPA/Class** Rank and Adjusted **GPA/Class** Rank

Top Twenty Seniors
Current **GPA/Class** Rank and Adjusted **Rank**

Attachment #3

116.

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

17.

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

Honors, Advanced Placement, **and/or**

District						
OPS - Bryan						
OPS - Bryan						
			11-12	Yes		
			11-12	Yes		
OPS - Bryan		Business Law I Honors	11-12	Yes		
		Business Management & Technology 1-2 Honors	11-12	Yes		

OPS - Bryan

OPS - Bryan	Honors Advanced Speech 1-2	10-12	Yes		
OPS - Bryan	Honors Advanced Yearbook 1-2	10-12	Yes		
OPS - Bryan	Human Growth and Development Honors	10	Yes		
	French 5-6 Honors	10-12	Yes		
	German 5-6 Honors	10-12	Yes		
OPS - Bryan	Spanish 5-6 Honors	10-12	Yes		
OPS - Bryan	French 7-8 Honors	11-12	Yes		
OPS - Bryan	German 7-8 Honors	11-12	Yes		

		12	Yes		
	Environmental Science AP	12	Yes		

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

Honors, Advanced Placement, **and/or** Weighted Courses Metro Area High School Districts

	Honors, AP, and/or Weighted Courses	Grade	Weighted	# of Weighted Courses offered (includes)	# of Non-Weighted Honors Courses	# of AP Courses

1011TOPH3y7A?AA403053461000403y/y4p7/r0 EyzEDCq11270014638m

SDS - Northwest

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

Honors, Advanced Placement, **and/or** Weighted Courses
Metro Area High School Districts

Honors,

Honors, Advanced

Attachment #4

English 9

Course Description: Students are introduced to analyzing and responding to various genres of literature from both the reader's and writer's perspective. The students will become reflective writers who understand and use appropriate composing and editing strategies to create structurally and grammatically correct pieces. An emphasis will be placed on developing support and believability in writing for the intended audience and purpose using the six traits model.

Outcome 1: Student will read, understand, analyze, and evaluate a variety of text.

- a. Literary Genre
- b. Informational Text

Academic ELO's: 3,4,5,6,7,12,27

Life Skills ELO's: 1,2,10,11,13,18,19,32

Enabling Objectives:

Students will read a novel, drama, poetry, short story and informational text

1. Learn structural attributes of drama and short stories as an aide to comprehension and evaluation of these literary texts. (This outcome is not meant to exclude other genres from this grade level.)
 - Elements may include: exposition, complication, conflicts, stage directions, aside, monologue, soliloquy, staging for drama, dramatic irony, figurative language, character, plot, theme, satire, hyperbole, irony, and imagery.
2. Learn genre specific reading strategies (examples: read poems aloud, read poems twice)
3. Experience short fiction of Nebraska writer (suggests Cather, Sandoz)
4. Practice identifying main idea and supporting material from a variety of texts.
5. Summarize text.
6. Develop an understanding of characterization.
7. Analyze and evaluate rhetorical techniques used in informational text.
8. Learn and use at least these reading strategies:
 - KWL
 - Graphic organizers
 - Making predictions

Outcome 2: Students will use a research process to synthesize and present information
Academic ELO's: 3,4,5,6,7,12,27 Life Skills ELO's: 1,2,10,11,13,18,19,32

Enabling Objectives:

1. Sources: Select a variety of timely and appropriate sources (minimum of four)
2. Thesis: Develop a thesis with more

-
-
-
-
-
-
-
-
-

6. Conventions

- Review parts of speech
- Learn subject-verb agreement
- Learn apostrophe (possessive and plural)
- Learn independent/dependent clauses

-

Honors English 9

Course Description: Honors English 9 is a fast-paced, two-semester course that is an extension of curriculum from both the English 9 and English 10 courses. Students who take this course are expected to be self-motivated learners with strong reading, writing, grammar, and vocabulary skills. In this course, students will use a variety of strategies, including reading, responding, analyzing, research, discussion, and presenting, to explore and understand the course material.

Outcome 1: Students will read, understand, analyze, and evaluate a variety of text: short stories, novels, drama, poetry, and non-fiction.

Academic ELO's: 3,4,5,6,7,12,27 Life Skills

•

Outcome 3: Students will compose and evaluate a variety of genre/modes using the six-trait model.

Academic ELO's: 3,4,5,6,7,12,27

Life Skills ELO's: 1,2,10,11,13,18,19,32

1. Ideas and Content

- Related to writing modes

•

•

•

•

•

•

Honors English 10

Course Description: This course is designed for students who have high levels of language competencies and who enjoy an academic challenge. The aim of the course is to develop culturally literate people who can communicate effectively. The content used to reach these goals is American literature and composition texts.

Prerequisites: Self-selection and completion of permission form with a commitment at least one semester.

Outcome 1: Students will read, understand, analyze, and evaluate a variety of text: short stories, novels, drama, poetry, and fiction in American Literature
Academic ELO's: 3,4,5,6,7,12,27 **Life Skills ELO's:** 1,2,10,11,13,18,19,32

Enabling Objectives:

1. Understand literary elements
2. Learn genre specific reading strategies
3. Increase vocabulary understanding
4. Identify main ideas and supporting details
5. Critically evaluate an author's style, tone, purpose and context

Assessment: The students will complete multiple modes of assessment from the following:

- Tests
- Papers (formal and informal)
- Presentations
- Projects

Outcome 2: Students will use a research process to synthesize and present information.
Academic

Outcome3: Students will compose and evaluate a variety of genre/modes using the six-trait model.

Academic ELO's: 3,4,5,6,7,12,27

Life Skills ELO's: 1,2,10,11,13,18,19,32

1. Ideas and Content

- Relate to writing modes (Narrative, Persuasive, and Expository)
- Provide textual support using direct quotes, paraphrases, and summaries
- Focus ideas and content toward thesis

2. Organization (minimum of five paragraphs)

- Develop an introduction using a hook/lead-in, background information, thesis with points
- Develop a body using transitions, main ideas, support, and integration of quotes
- Develop a

•

•

Outcome 4: Students will develop and apply appropriate speaking and listening skills for a variety of settings.

Academic

Advanced Placement English

Course Description: Advanced Placement English is a course for seniors who are interested in pursuing rigorous advanced studies in language arts for personal growth and possible college credit. The course will concentrate on writing, composition, and research as well as a critical analysis of designated literary works through class discussion, activities, and writing.

Prerequisite: This class is for seniors who have completed six core English courses or Honors English 9 and 10 with a literature class and Research Methods strongly recommended. Students should have received mainly "1's" in English courses, and may need to receive permission to register for the course.

Outcome 1: As a result of this course, students will read and analyze a variety of literary texts, including plays, short stories, poems, and essays.

Outcome 3: Students will present a seminar over readings and research on a specified topic. Students also engage in a variety of discussion and presentation activities involving interpersonal speaking and listening and large group presentation.

Academic

Discipline: English

IB Courses:

Course	Grades	Recommendations

Curriculum: The development of the IB English curricula is guided, approved and monitored by the International Baccalaureate Organization.

Assessments: IB English courses use guided internal assessments that are monitored externally. Students take the external assessment (the IB exam) for each course. The IBQ's