



# LOUDOUN COUNTY PUBLIC SCHOOLS

21000 Education Court

Ashburn, VA 20148

SCHOOL BOARD

## Ad Hoc Committee Meeting – Academies of Loudoun

Eric Hornberger, Chair

October 25, 2018

4:30 p.m.

Administration Building, Room #500

### Committee Members Present:

Eric Hornberger, Chair, Debbie Rose, School Board

Ashley F. Ellis, Ed.D., Staff

### Others Present:

James Dallas, Nereida Gonzalez-Sales, Tina Howle, Dawn Meyer (LEF), David Palanzi (LEA), Tinell Priddy, Odette Scovel, Lhe Smith, Tyan Tyler.

#### I. Call to Order

The meeting was called to order by Eric Hornberger at 4:32 pm

#### II. Public Comments

There were two speakers who were limited to three minutes each:

Sala Ba

Ronan Tegerdine

#### III. Minutes – Review and Approval (September 27, 2018)

Ms. Rose made a motion to approve and Mr. Hornberger seconded. Motion passed 2-0-1, with Mr. Marshall absent.

#### IV. Demographic Enrollment Data

A. Presentation of data

B. Addressing enrollment disproportionality

Dr. Ellis reviewed the “Enrollment Data for LCPS, Thomas Jefferson HS, and Academies of Loudoun” handout as this was requested previously by the committee. Dr. Ellis confirmed the disproportionality in the data and said that there are programs in place to address this and plans to expand those efforts are ongoing.

Dr. Ellis next reviewed the handout, “LCPS EDGE Programs 2018-2019.” EDGE is a gifted program which was implemented in 2006 as a pull-out program for elementary school

students. The long-term goal is to make this program available to all elementary school students. Ms. Rose requested the history and progress reports since the program's inception, which Dr. Ellis will provide.

Dr. Ellis then reviewed the EDGE Plus (Academy) program in the second section of the EDGE handout explaining that this is a new program in its second year and funded by the Loudoun Education Foundation (LEF) and the Jack Kent Cooke Foundation. This is an after-school program that serves under-represented students at Forest Grove Elementary, Meadowland Elementary, and Sugarland Elementary schools (second year schools) and transportation is provided. Progress and data for this program will be presented in November as part of the Gifted Education Strategic Action Report. The Jack Kent Cooke Foundation has provided an additional grant which allowed the program to be implemented at Guilford Elementary, Sterling Elementary, and Sully Elementary in SY 2018-19. Dr. Ellis explained that teachers run this program and those teachers are trained by Department of Instruction (DOI) staff.

The EDGE3-Level Up program was explained by Dr. Ellis as being in its first year and is offered to students with gifted potential, and often underrepresented in gifted programs. The program is currently offered at Seneca Ridge and Sterling Middle Schools with plans for expansion through the use of grant funds. The goal is to increase the pool of students prepared to apply for and succeed in advanced academic programs, i.e., Advanced Placement courses, Academies of Loudoun, etc. Data is being collected to determine the success of this program.

Ms. Rose asked how we know that the EDGE programs are effective and requested additional data. Ms. Rose also stated that the schools participating appear to be those with large Hispanic populations and asked if bilingual teachers were on staff. Ms. Scovel agreed that this is an important detail and said she will check with each of the schools to see if there is at least one bilingual teacher on staff at each location and report back. Ms. Rose also asked what the process is to identify students for this program, if there are EL challenges, conferences with family members, etc. Dr. Ellis explained that parents and family engagement is a key component of the program and is also part of the teacher training. The Parent Liaisons at the schools are also involved and parents of the students are invited into the schools twice a year, with translators available. Ms. Scovel added that support from parents is extensive and attendance and participation is taken very seriously by both parents and students.

Ms. Rose asked what data is being collected to determine the effectiveness of the program and Dr. Ellis explained that there is pre- and post-testing for STEM, self-confidence in STEM, and MAP testing. Ms. Scovel added that there is a control group used for comparisons, as well as student blogs and teacher surveys.

Mr. Hornberger stated his appreciation for the demographic information provided and said that while disproportionality does exist, it is higher for LCPS students who attend Thomas Jefferson High School for Science & Technology (TJHSST) than it is for the Academies of Loudoun (ACL). If you compare ACL to TJHSST it better mirrors the LCPS population. Mr.

Hornberger also stated that the number of different programs offered at ACL provide more options to a wider range of students than at TJHSST. Mr. Hornberger then asked about the criteria and priority given to determine what schools these programs will be made available to and Dr. Ellis stated originally it was based on interest. However, staff is working on a more systematic approach.

Ms. Rose asked if any state or national data with a similar demographic is available to use as a comparison on the effectiveness of these programs; Dr. Tyler agreed to gather and provide this at a future meeting.

Mr. Hornberger asked if funding via grants or a move toward funding in the LCPS budget had been considered and Dr. Ellis stated that she feels there is a need for one more year to gather data in order to be able to present a sound argument to fund in the LCPS budget.

Dr. Priddy explained that outreach and recruitment are integral parts of the work that the ACL is doing to address disproportionality at ACL. The fall admissions recruitment efforts included five evening information sessions with interpreters present. Middle School Lead Counselors were also invited to the ACL for an admissions meeting and were given information about the instructional programs at ACL, as well as tours of the facility. The winter admissions recruitment will include student information session at ACL for every high school, tours of ACL, and presence of fire and rescue program which is onsite at ACL. Plans are also in process to have 5<sup>th</sup> grade students visit and tour ACL and experience a hands-on project/makerspace in order to get students interested and aware of these programs earlier than middle school. Work is also being done to expand the Edge Plus (Academy) to include a summer experience for students beginning next summer.

#### **V. Health and Medical Science Pathways – Curriculum and Pathways Recommendations**

Items considered for providing alternate pathways included the number of students impacted, certification requirements, space and equipment requirements, options for student certification and/or credentials, and industry demand. The previous pathway of Surgical Technology that was under consideration would have only been able to be offered to seniors and one year as post graduate; the Dental Technology pathway was eliminated because it would be too difficult to locate an instructor and too costly to build out the lab spaces. Dr. Ellis shared the health and medical science options handout which includes four options:

1. Mental Health Technology: 2-year pathway w/ 24 students in year one and an additional 24 students in year two. There is not enough space at ACL for this program if the Practical Nursing pathway remains because it requires a nursing lab and there is only one.
- 2A. Health Informatics Technology: 1-year pathway w/ 48 students. Requires classroom only (no lab required). Dr. Ellis noted that each time she meets with Lynn Tadlock, Claude Moore Foundation, Ms. Tadlock emphasizes the need for this pathway due to the amount of interest in it, the certification it provides, and the industry demand for it.

- 2B. Medical Systems Technology: 2-year pathway w/ 24 students in year one and an additional 24 students in year two. There are 14 possible credentials and there is only one classroom needed.
- 3. Biomedical Technology: 2-year pathway w/ 24 students in year one and an additional 24 students in year two. Teacher required to have a biology endorsement, and requires lab space.

Ms. Rose asked if all of the Practical Nursing slots are usually filled and Dr. Ellis said no; there are currently 16 LCPS students in year one and zero LCPS students in year two. Dr. Ellis stated that the committee requested possible pathways that would maximize opportunity for all students. Phasing out Practical Nursing would allow us to add Option1, 2B and 3.

Mr. Hornberger said that refining the program offerings at ACL is important and several factors need to be considered, i.e., maximum number of students who are able to participate, the need to find an adequate pipeline, industry demand, available space, etc. Ms. Rose asked if this change would eliminate the concern that adult students are enrolled with high school students. Dr. Ellis explained that it would, potentially providing opportunity for 96 students to attend Monroe Advanced Technical Academy (MATA). Mr. Hornberger stated the importance of moving forward by sending this to the School Board for consideration.

Mr. Hornberger made a motion to recommend to the School Board that staff phase out the Practical Nursing program within MATA in order to add three new programs: Mental Health Technology, Medical Systems Technology and Biomedical Technology, as recommended by staff. Ms. Rose seconded. Motion passed 2-0-1, with Mr. Marshall absent for the vote.

The next Ad Hoc Committee Meeting for the Academies of Loudoun will be held when needed; no date is scheduled at this time.

## **VI. Adjournment**

The meeting adjourned at 5:38 p.m.