

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, February 28, 2022 (5:00pm-6:30pm)

www.d11.org/Page/6992

Recording of meeting commenced at 4:55pm

Meeting Attendees:

Ama Dei, Brenda Miller, Clara Hoellerbauer, David Khaliqi, Hillary Hinton, Julie Ott, Lyman Kaiser, Marion Clawson, Natasha Crouse, Trish Nixon, Velvet Stepanek

Agenda discussion: (some recorded audio difficulties with in person participants)

I. Loop Closure

Hoonuit has some data up and running and is being actively work on for full access.

II. Galileo Renewal - David Khaliqi

Still in process. We had a public review including 20 teachers and other administrators. The search committee will review the vendor presentations, forms and feedback from the vendors and participants and then generate a recommendation and send that recommendation to me. I will work with Rosa in our Procurement department once a determination is made on the vendor. Hopefully we will have a final determination within the next two weeks and implementation for the upcoming school year.

Velvet Stepanek- concerns with switching vendors regarding new math curriculum and testing platforms. Teachers have little time to become experts on these new products. They're trying to teach kids, so how do they have time to use these new tools. Teachers are working so hard and have so much on their plates with PowerSchool, new math curriculum, new Wonders products, and now possibly a new benchmark testing vendor.

Natasha Crouse- The intent is to be in alignment with board policy, to ensure we are getting scale scores that are comparative across national databases and how we can streamline that as much as possible.

Lyman Kaiser- New products = additional training that has to be funded and we have to figure out how to execute it in a way that works for day to day staff. We aren't doing a very good job in that.

Clara- I agree that any assessment that we do should provide us with actionable data in some way, shape or form even if it's just telling us to what degree kids are on track towards the state assessment. But, if you dig more into the math assessment, it provides more questionable data than valid data. We can't do anything with it. We either know if a student falls way below benchmark or exceeds benchmark on it because there is only one question for each standard. To get any additional information you would have to give additional assessments. The question is, can one program, one testing model, one company, really meet the needs that we have at the K-8 level and also at the high school level, because we work towards a very different assessment in high school. Our standards are set up very differently. An adaptive assessment would provide us more information with less

assessments being needed. Regardless of the chosen vendor, we have to take a closer look at the actual assessments.

Marion Clawson/Velvet Stepanek- It would be nice if we're looking into changing the testing and curriculum platforms to make sure they align with each other better. And may be more cost effective as well.

Lyman Kaiser- With Colorado being under the school performance framework approach and standards, if we are going to teach something different on standards, we don't meet the state expectations. Adaptive tests seem to provide students with more buy in. Galileo type tests are more standards based. We need to find something that reflects both types of assessments.

David Khaliqi- My understanding is that Galileo was chosen, rather than an adaptive type test so it could be used for more instructional pivots and decision making as an aligned district benchmark test. An adaptive test will be different for each student whereas a standards-type of test provides which standards are strong for students, and which are weak. A standards-type of test is predictive of performance on CMAS and college board assessments. The nature of a comprehensive assessment is that there are some questions where a student may not perform well. An adaptive test will question and tailor the next question based on how the previous question was answered. A pure comprehensive assessment is going to these are the questions... if you know it you know it... if you don't it's ok to skip and move on. Adaptive tests may be a more pleasant experience for the test taker, but may not get to standards-based questions on state assessments as well.

Lyman Kaiser- Hopefully we will receive good growth data ahead of school performance data (that we may not receive for up to two more years due to COVID postponements) so that parents can make informed decisions regarding D11, choosing into schools and trying to convince the world that we are doing better.

III. 5E survey participation - David Khaliqi

Participation rates were good, aside from our Alternative Education Campuses (AECs).

Teacher participation averaged over 82%

Student participation averaged over 85%

Parent participation averaged over 22%

Analysis should take place in late March and we should have a fairly quick results notification turnaround

Natasha Crouse- can the survey be given to parents (ie. fall) and students (ie. spring) at different times in the school year?

David Khaliqi- We will look into that

Marion Clawson- a link sent via text may be the best way to reach out to people to participate in a survey. A short video from the Principal sent in a link to parents with previous year results so parents know what the survey is about and relate to may bolster parent participation.

Velvet Stepanek- Post 5E results on school websites and communicate with parents so they are aware this survey exists, as well as other notifications, ie. "good news", student council reports, awards, sporting events, music performances, etc.

Lyman Kaiser- updating school websites and making them for efficient with this type of information would be of more interest to new parents who may prefer viewing the school website over their social media/Facebook page.

IV. CogAt data-

Of the 550 students tested in 6th grade, we have 97 students with new Tier 3 and Talent Development data points that we could pair with Galileo, KBITs or TOMAGs. Middle School GRTs have continued to pursue additional assessments for students in hopes of gaining a gifted Tier 3 or Talent Development identification. Of the 97 students with data points, 85 are not Tier 3. This is interesting because we can potentially move Talent Development students to a Tier 3ID. Of the 97 students with data points, 59 are not Tier 3 or Talent Development. We potentially found 59 students who are not in the GT Pipeline at all.

V. Mitchell Celebration Date- Innovation Plan

(see attached)

This plan will go before the state board

Meeting adjourned at 6:35 PM

DAC Accreditation meeting minutes can be found in the DAC Drop box:

<https://www.dropbox.com/login?cont=https%3A%2F%2Fwww.dropbox.com%2Fh>

Meeting agenda and minutes can also be found on the D11 Accreditation website here:

<https://www.d11.org/Page/6992>