

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, August 8, 2022 (5:00pm-6:30pm)

www.d11.org/Page/6992

Recording of meeting commenced at 4:54PM

Meeting Attendees:

Ama Dei, Brenda Miller, Clara Hoellerbauer, Courtney Hertner, David Khaliqi, Dawn Applewhite, Hillary Hienton, Julie Ott, Lyman Kaiser, Marion Clawson, Natasha Crouse, Stacy Brisben, Velvet Stepanek

Agenda discussion:

Marion Clawson – Welcome Back, Introductions and please submit your confidentiality agreement if you have not done so already.

David Khaliqi- We should have CMAS and SPF data available by the next Accreditation meeting.

Dawn Applewhite- What is a “zero year” by CDE standards?

Natasha Crouse- If I am at “Natasha Elementary” and I am rated with an SPF of priority improvement or turnaround status. I would have a “zero” status, but I would not yet be put on the “accountability clock”. The accountability clock is set up to provide schools with support over the course of five years to turn their school around to be achieving at the expected level. Once you get into years four and five, you receive a lot of support at the state level as well as the district level to look at, how do we move forward in a way that ensures our students are getting what they need? Do they need additional interventions? And the state board starts to make some decisions when you get into years four and five around how a school proceeds forward. It is assumed that schools nearing years four and five will be collaborating with the state to avoid a potential state takeover. The schools in that scenario would be collaborating with the district and collaborating with the state to find out what do we really need to do to ensure that our teachers are loving teaching, our students are loving learning, and we're starting to really excel and change the tide for our building. It's similar to saying, “You have a temperature and you need to take some measures to get healthy again.”

I. UDIP Themes and Trends from One Plan

Natasha Crouse- Principals and their teams are currently analyzing their CMAS, (PSAT and SAT at the high school level) data, and bringing that information into the plan as a confirmation to what has already been planned forward through the One Plan. Local benchmark data gives us quality context for our plans alongside the breadth of other data that we include such as 5Essentials and some other pieces.

Lyman Kaiser- Is there a deadline for schools as to when the One Plan is due to your office?

Natasha Crouse- August 26th.

David Khaliqi- The District Improvement Plan will be happening in parallel with that.

Natasha Crouse- During the symposium, we had a sentence frame for schools to populate in what strategy they had identified to impact the challenge they had identified. It was a “plug in and play” type of statement. The end of the statement was along the lines of “then the identified challenge will be addressed”. I went back through as I was transferring One Plans into UIPs and identifying, “this is your strategy” and went back to the section where they identified the challenge and Plugged and Played that to the end of the sentence. So, you'll see that most of these statements, the middle of the sentence is identical across all of those. That's because that is the way it was built. It was important that we had a through line from our challenge to our strategy and that alignment was a piece that we had identified as a need across our system, and now empowered us to be able to do that succinctly so that our schools didn't have to draft the whole statement themselves. The goal of the One Plan is to get feedback and change things that need to be changed and always to make it a tool that supports the school, and isn't just one more challenging thing to do.

Lyman Kaiser- Is the Plan going to the point of where you can see how it will improve student achievement?

Natasha Crouse- Absolutely. There is a “satellite view” and then it narrows and gets more and more focused as you drill down through the plan and those focus action plans are attached to UIPs. The initial planning of the implementation and action step pieces, where it starts to get specific... schools were asked to think through the first quarter or so, some schools mapped out the year, but really thinking through, what are your entry points for this action as you're going into this school year? Because you don't always know the full context, you don't have all of your students in place, all of your staff in place, that's where it really becomes a living and breathing document. So, while those pieces are attached to the UIP, and anyone would be able to see those initial action steps, those are the pieces that the schools are continuously anchoring back into and revising and revisiting to make sure that they're taking the steps and making the pivots that are necessary to move forward throughout the year. There is growth needed across all schools in our system because that was anchored into the best first instruction strategy, with that being the first strategy. Best first instruction, this is really our year to learn and grow deeply around that. This is a universal system that understands what step precludes the next step and how we do that in a focused way that allows us to see adult action in play. This is something that is going to grow as our process grows.

Clara Hoellerbauer- I think in terms of “Wicker Strategies” that come from AVID, are very well defined. This is an “easy take” and does not take a lot of heavy lifting on the schools' part to really have clarity of what that expectation is. How is this all connected to student achievement? I think once we have our initial scores of the new Star assessments, we can then start digging into setting short term (winter and spring assessment) goals.

Lyman Kaiser- So, the One Plan is being integrated into Hoonuit, so Principals can pick up that data and put it into their plans?

Natasha Crouse- Correct. The data in Hoonuit is working well now, a far cry from last year at this time.

David Khaliqi- We also have other sources like Performance Matters, which was used for Summer Bridge... Ashley Byers and her team will be training on that system, including common interim assessments (teacher generated) and STAR Renaissance, which is replacing the Galileo assessment

system. I ran the correlation between Galileo and end of year CMAS scale scores that we got, and it's a very high correlation. There is also a really strong correlation between Galileo and Renaissance. I think the User experience will be much easier with STAR than with Galileo as well.

II. Attendance and Behavior Data

Jamie MontoyaDesmidt will be joining us later in the fall to discuss. PowerSchool currently has less options to view and monitor attendance and behavior data. Jamie is looking into options to improve our current system and update Hoonuit in more of a timely manner. We need to work on the coding of incidents and behaviors to be more specific... a thorough top to bottom look at this area needs to be done. The proper recording of the incidents is key, but once it is received, Hoonuit should be able to update on a weekly basis.

Attendance was lower across many schools last year and COVID was still a factor in that.

We have two Early Warning Systems "EWS" in place for attendance and behavior. One happens through our MTSS office "Multi-Tiered System in Support", on how do we engage when we have an individual child that needs to be addressed? What are the interventions that we're going to use to support that child moving forward? And then the other EWS is the one that was built out through who Hoonuit itself and gave that broad overview of data within Hoonuit on an individual student. That system is being tested and we are working to get it up and running with date ranges and more fine tuning. The part of Hoonuit looks at attendance, behavior, and course and assessment data.

III. Enrollment Update

Overall, we are at a net gain for summer enrollments versus withdrawals, but keep in mind withdrawals can lag up to a month since we do not know for sure if they are withdrawing until we receive a records request from the new school. Even if we double that withdrawal number, we are still ahead of last year's numbers. Preschool, Kindergarten, and Ninth grade are where our largest enrollment numbers are coming from thus far. Most withdrawals are to out-of-state, D20 or non-D11 Charters.

Meeting adjourned at 6:36PM

2022-23 Fall Schedule (2nd and 4th Mondays, 5:00pm-6:30pm):

(Webex calendar invites will be sent in July)

- ❖ August 22, 2022
- ❖ September 12, 2022
- ❖ September 26, 2022
- ❖ October 10, 2022
- ❖ October 24, 2022
- ❖ November 14, 2022
- ❖ November 28, 2022
- ❖ December 12, 2022 (no 2nd meeting due to Winter Break)

2022-23 Spring Schedule (2nd and 4th Mondays, 5:00pm-6:30pm):

(Webex calendar invites will be sent in July)

- January 9, 2023
- January 23, 2023
- February 13, 2023
- February 27, 2023
- March 13, 2023 (no 2nd meeting due to Spring Break)
- April 10, 2023
- April 24, 2023
- May 8, 2023
- May 22, 2023 (TBD)

DAC Accreditation materials can be found in the DAC Drop Box:

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