

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

www.d11.org/Page/6992

Recording of meeting commenced at 4:56PM

Meeting Attendees:

Amanda Duncan, Ashley Byers, Brandon Comfort, David Khaliqi, Dawn Applewhite, Hillary Hinton, Julie Johnson, Julie Ott, Lyman Kaiser, Marion Clawson, Natasha Crouse, Parth Melpakam, Rhonda Heschel, Sandra Bankes, Sherry Kalbach, Stacy Brisben, Velvet Stepanek

Agenda discussion:

I. UIP – Sherry Kalbach

Penrose ES- Tamara Forrest was the principal at Penrose for a number of years, but she has moved into the Title I Director position and Katie Schoolmaster, who was the assistant principal at Monroe, has taken the reins at Penrose as new principal. She has been in this position for a little over a month. Our two biggest worry areas at Penrose, in terms of the data, are the 5Es data and the CMAS data. Penrose is at a year 0 on the accountability clock. There is a bright spot in the data, this year we are seeing higher beginning of year, Acadience data than we have seen for the last two years. It is not quite back to pre-pandemic levels yet, but it is moving significantly in that direction. We will be working hard at Penrose to make sure that we capitalize on that and are able to continue that growth in a positive forward manner. Penrose has three Major Improvement Strategy (MIS) statements. One focuses on classroom instruction and teachers, the second focuses on families and parents, and the third focuses specifically on students. MIS I is specific to Best First Instruction (BFI). It started as a reading only goal, but has now shifted to reading and math. Penrose previously had limited PLC structures and limited focus within those PLCs. We are using teacher lead PLCs as a driver of change at Penrose. Action steps for MIS I include creating teacher lead PLC structure to include the principal and the TLC attending and participating in PLCs and helping those groups to find and create a tighter structure that will lead to the student improvement that we want to see. They are also very focused on student ownership of learning, and we will be measuring that through some student managed data. We were also able to engage in student led conferences in the fall conference cycle. Within the district BFI rollout, they will be conducting learning walks by both the principal and district leaders. The learning walks will include me and several members of the curriculum instruction team and others. The focus of those learning walks will be on BFI and they will be followed up with coaching and feedback conference forms. Penrose is engaged in a One Plan review process with the school and district as one, united team. At their first One Plan review, we probably had 15 people from their staff and several district members leaning in to provide greater support in a very structured and focused manner. MIS II focuses on family engagement. What they found through their 5E data as

well as through good conversations with parents is that inconsistent use of a variety of communication platforms was denigrating trust between teachers and parents. This year they are moving to a single and consistent communication platform to increase trust. Teachers are actively inviting parents to be part of the Penrose community. We have already seen more parent involvement through school functions, volunteering and signing in. They held a Title I night in late September, early October that saw over 400 parents come in to engage in some really fun reading activities with their kids. They allowed staff time in staff meetings and provided a communication video for parents so that everyone could be very familiar with the communication platform to be able to use it well. They are also focusing on specific actions to ensure that they are sending positive communications home. Some of that is ensuring that they create time and space for teachers to do that. We all know teachers are busy and sometimes that positive phone call home sort of falls to the bottom of the list. And so, by allowing time at the end of the staff meeting, built into their schedule in other ways, they are ensuring that teachers have time to specifically focus on that positive communication. MIS III is the student specific one, through their Panorama data they were able to identify two areas that students were struggling in. These are pretty common post-pandemic, but they want to make sure that they are engaging in some strategies to turn this data pattern around. They are working towards student self-efficacy, students believing in themselves, making sure that students understand that they can learn. They can do great do great things, progress, and use emotional regulation... so when things don't go a child's way, what tools can staff help them build and have in their toolbox to find appropriate ways to deal with disappointment and frustration, conflicts with friends, any of those sorts of things that, can also interrupt an instructional day. Their action steps for MIS III are to ensure that every teacher is holding morning meetings in their classrooms. Most of these are on a daily basis. Katie and the counselor are observing and providing support during those morning meetings. They are also ensuring that every classroom is completing the lessons in random acts of kindness, which is our social emotional curriculum for elementary school. Teachers and counselors are working together to make sure that those lessons are completed and scheduled within timelines and are appropriate to the needs that we are seeing from students at any given time of the year. They are engaging in a staff wide focus on restorative practices. They have engaged over the past year and a half in some building wide training on restorative practices, making sure that teachers have questions that can guide those conversations when two students are in conflict with each other. Katie and the counselor are closely monitoring those restored practices, providing feedback, teachers use of those questions, making sure that there is an ever and continually improving and progressing cycle.

I think this gives you kind of the big three of what we are working on at Penrose this school year through our grant work, which I'm sure you will hear more about in the near future. We will also ensure that Penrose has some wrap around supports both from inside and outside the district level to ensure that their instructional infrastructure can move forward within project-based learning to help students grow and achieve at the levels they should be. I have no doubt that Penrose will be back into an Improvement or Performance category in the 23-24 school year given the work they are engaging in.

Marion Clawson- what communication notification platform are they using?

Sherry Kalbach- it is either Dojo or Loop. I will verify which and get back to you.

Marion Clawson- they had a massive amount of excused absences last year and staffing issues, I do not see that being addressed in the plan. It seems to be a huge root cause in their issues.

Sherry Kalbach- we have made significant progress on staffing this year. I believe we only have two vacancies remaining. They did not have a speech language pathologist and so we worked pretty closely with our Special Education department who changed the schedule of an SLP at another school to be able to provide some level of support to Penrose as well. So we found some creative ways to address some of the staffing issues, and we are in a much better place on those. In terms of absences, I believe that MIS II and MIS III, while they are not specific to student attendance, improving parent trust in the school, and student self-efficacy and student emotional regulation, we believe that that will domino into better attendance rates as well. That being said, they are also doing home visits, parent outreach, all of those sorts of things that we would expect a school to do when struggling with attendance.

Lyman Kaiser- regarding the communications platform, Loop is used for outgoing messaging and Class Dojo would be a parent/teacher 2-way communication primarily. They say 100% of teachers are using it but it is never mentioned and there are no updates in their focus documents or anything else, which leads me to wonder where are they really at? Particularly with regard to making sure that their non-English speaking parents are fully involved in that 2-way communication.

Sherry Kalbach- We will make sure to include that update. What we found was that when teachers were using both systems last year, that was actually what led to a lot of parent confusion. The other part of their communication process is that they are working to get very clear about what is school level communication and what is classroom level communication, and to make sure that all of their staff understands that, and to be sure parents understand both of those and the differences between them. We have tools in place for translation services as needed while we wait for our two district language interpreter positions to be filled.

Lyman Kaiser- Project Based Learning, where are they with that now and are they focusing on that or not?

Sherry Kalbach- They are still a Project Based Learning school. It has undergone some significant and needed changes and updates, based on this data. I am not sure how we compare to other El Paso County project-based learning schools but it would be interesting to see post-pandemic data.

Velvet Stepanek- How did Penrose do on their Star data, the first round? I know some of the schools have put that in their presentation and I noticed that Penrose did not.

Sherry Kalbach- Star data for Penrose were in the 30s... fairly similar across all elementary schools for reading and math.

Velvet Stepanek- a lot of those students that are at the bottom of the poverty level students and minorities are having a harder time and are further behind. They are not coming back as fast as other students. There needs to be an emphasis on looking at that data and the PLCs to make sure those students are getting what they need. Who actually developed their

plan? Was staff and/or parents involved? Have they done training on Kagan strategies at all, since that has so much to do with BFI?

Sherry Kalbach- Penrose chose planning for learning. They will be trained on Kagan but they are not there yet. We will make sure to update who developed their One Plan.

Marion Clawson- how are they getting more parents involved in volunteering besides a social message?

Sherry Kalbach- their strategy is individual outreach from teachers to parents through conferences, at the Title I night, and one to one phone calls.

II. Progress Monitoring tools; CIA, Star – Ashley Byers/David Khaliqi
(audio technical difficulties- unable to take complete and accurate minutes in this section)

Assessments

Renaissance Learning

Star Reading

Star Math

Spanish Star Math

Performance Matters

Common Interim Assessments (CIAs)

Performance Matters assessments



Julie Johnson- from a principal perspective of how we use this information, if that's helpful in our PLCs. When we get our Star data and also Acadience, and all the other sources of information that we get on student performance, we very much lean into that data in our PLC meetings. The common formative assessment bank, we pull those to understand how we are going to measure. It is all about the instruction that we are going to provide based on that data. This is a tool for us to just do those temperature checks. Is this instruction, is this intervention working? The real power of that is being really refined in the skill and the students so we are not just putting blanket instruction in place for everybody. So that data

helps us get really honed in on specific skills. The way that we have been using those CIAs is to find if it is working, then let's get this student into the next skill that we need to work on. It is very much the core of the PLC conversations. We have to be cautious to not get into a deficit instructional model where we are teaching to a student's deficit. Because then we have that disengagement and "I am defined by what I cannot do". We have to be careful when we put policies and practices into place that we are not seeing a student for their deficit. We absolutely can fill skills in a strength-space manner so that we can see that a student is strong in "x". Let's use what they are really strong at and fill in those skill gaps without making them feel like you are defined by what you cannot do. We see the horrible implications of that. Because that becomes the students inner voice. Again, I would say a word of caution about good practices for those skill interventions. They should be quick skill focused and then we are back in core. We want kids to be in love with learning and we must never lose sight of that.

Performance Matters:



CSV Excel Search:

		1-1	1-2	1-3	1-4
39%		14.3 %	42.9 %	42.9 %	57.1 %
Test Score %	PE/PP	1.	2.	3.	4.
75.0%	3 / 4	A C	B D	0	B C
0.0%	0 / 4	B A	A C	0	A D
0.0%	0 / 4	B C	C E	0	D C
50.0%	2 / 4	A D	B D	0	B C
75.0%	3 / 4	B A	B D	1	B C
25.0%	1 / 4	D C	A E	1	B A
50.0%	2 / 4	D C	B C	1	B C

Natasha Crouse- The second item number two, you can see that three students selected B and D and therefore they have the correct answer. So, this helps with identifying where there are common trends or common errors that students are making so that you can group them for quick re-teaches.


Ashley Byers- A teacher team can filter down the assessments available in the library. And then they can filter by standard/skill and they can preview the assessment. If they like all of the questions, they can just copy those questions and assign them to their students. They can copy the questions and also make changes if they would like. They have a lot of flexibility. We teach them how to take other's work and utilize it for their needs. To be able to continue to add to the bank and support each other with options. Schools can see the test questions, but not other school/student results.

	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	
56%	61.1%	38.9%	11.1%	77.8%	66.7%	72.2%	55.6%	66.7%	
Test Score %	PE/PP	1.	2.	1-3	4.	5.	6.	7.	8.
75.0% 6 / 8	A	C	C	A	D	B	B	A	
75.0% 6 / 8	A	B	C	A	B	B	B	A	
62.5% 5 / 8	D	C	C	A	D	B	B	A	
62.5% 5 / 8	C	C	C	A	D	B	B	A	
50.0% 4 / 8	A	B	C	A	D	C	A	B	
62.5% 5 / 8	A	C	C	A	D	B	A	A	
75.0% 6 / 8	A	B	A	A	D	B	A	A	

David Khaliqi- we phrase using Performance Matters to inform instructional decisions and pivots. If we look at just the percent correct you can see just from a quick glance that Item 1-3 is clearly differentiated from the rest of them, and just what the percent is. And so that gives you a feel and a strategy that we need to come back and revisit this. If this is a foundational skill, we probably need to revisit and make some instructional decisions and changes.

Common Interim Assessments are:

- common within your school, in alignment to your One Plan goals and instructional goals aligned to standards
- can serve as a pre-test, post-test, or progress check
- assess students on no more than two focus standards/skills
- are interim, between other measures, such as district benchmarks
- used to support instruction



Ashley Byers- the purpose of the CIAs are much more individualized to teachers and their students. The district benchmarks are where we see the skills gaps at different grade levels throughout the district. That information is shared with Area Superintendents and principals.

David Khaliqi- CIAs are designed to make instructional decisions at the class/grade level. Star (Renaissance) is being used as the district benchmark. We purchased the Star reading and math and Spanish assessments (Enterprise Assessments). The Star benchmark test can be used additionally for a check in on progress (same length of time, same questions, etc.), but that data is not collected and provided to the Board or to principals. We are not chasing a test score. We are chasing good instruction.

Stacy Brisben- on the adaptive test, if they missed one question because maybe they didn't read it correctly, it drops them and then they have to get a few more to get back up. So, the adaptive test has been a little bit different than the Galileo assessment that we previously gave. Depending on where they landed on different questions, it moves them up or drops them significantly down. So, I have one student who, two weeks ago was right at grade level on math and then just this time is now at a Pre-primer, which means he is at a preschool level in math. It's not like he lost all of the knowledge, maybe just had a bad day. I am noticing that with the adaptive test, the level that kids start at is completely different than when I take a common formative assessment. When I am looking at everybody at the straight line, the adaptive test has a different dynamic. I have to say, just looking at the data. The dynamic is different for me.

David Khaliqi- for the adaptive test, the algorithm isn't just whether you get it right or not, it is what answer you choose. So how close to the distracter is used will determine where you are. We don't have the true progress monitoring component of Star, but it is being used in that way, to Stacy's point, at many sites. The best practice that comes from Renaissance is that you limit the timeframe so you can identify particular strategies within the timeframe you use so you can start to be able to systematize an approach. If that means looking at adding another component on that makes principals and teacher teams a more useful tool, then we need to look at ways of potentially adding that in.

Marion Clawson- I thought that the idea was to get a little bit more cohesive in the things that the district is doing, but when it comes to testing, everybody can still use whatever tool they want.

David Khaliqi- there are two primary platforms that we use district wide for assessments. Performance Matters for those quick cycle formative assessments and Star Renaissance for our district benchmark assessments. Star is also being used for check in points between benchmarks. Eureka is also being used as a formative check as well.

Julie Johnson- there is a body of evidence. We don't want to make an instructional decision with just one piece of data. So, we have a body of evidence that we use. Having that common benchmark tool is important because we are using the same scale to make these satellite level views of data, but we do have to have a body of evidence that we use when we dial in to specific skills. We want to make sure that we talk about triangulating data, making sure we have three pieces of data before we make a decision about what we need to do for this learner.

Velvet Stepanek- if you have the Eureka that you are using common formative assessments, we can't buy every single tool for every school. We have to have a set of tools. So you are looking at buying additional Renaissance tools, but we spent all this money on Eureka. We do not have an unlimited amount of money so those factors have to weigh in as well.

David Khaliqi- that is a good point. I just want to be sensitive and responsive to how people are using the tools and what lessons we are learning in our first year.

Ashley Byers- we just try to provide options because we all know what may be right for Martinez may not be exactly right for Adams. So that is where I get to have the fun with my teammate, Brittany, and go in and supporting schools alongside curriculum and instruction facilitators on what can we do to support and how does that match up with your One Plan goals, your instructional goals, and your MIS goals.

III. Enrollment

No time for this discussion

IV. Loop closure

No time for this discussion

Meeting adjourned at 6:39PM

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

❖ December 12, 2022 (no 2nd meeting due to Winter Break)

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

- 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)