

**Colorado Springs School District 11**  
**DAC (District Accountability Committee) Accreditation Subcommittee**  
<https://www.d11.org/Page/6992>

**DAC Accreditation Meeting Minutes**  
**Monday, March 8, 2021 (5:00pm-6:30pm)**

Recording of meeting commenced at 4:56pm

**Meeting Attendees:**

Alexis Knox Miller, Ama Dei, David Khaliqi, Jane Tucker, Jan Rennie, Julie Ott, Lyman Kaiser, Parth Melpakam, Stacy Brisben, Trish Nixon, Velvet Stepanek

**Agenda discussion:**

**I. UDIP review – Dr. Khaliqi**

CMAS SAC took place this morning (Monday) and another training will be happening this Thursday. Testing is moving ahead but not a full suite. There will be no SPFs this year. None of the results will go into Randa (for teacher evaluation). It will be mostly for growth. Only certain grades will take certain tests. If we suspended another year of testing we would have three years with no growth metric. We will not have to test remote learners. An opt-in approach is not allowed. If you do not want your child to be tested, you may fill out an opt-out form or the student can just not show up for testing in-person. We do not have guidance for the in-person students who opt-out as to what they will be doing while other in-person students are testing.

Added a brief description in the UIP narrative, second paragraph related to the strategic plan as well as the diverse equity audit and work that is happening. In prior year targets we are discussing Galileo metrics. Based on guidance from CDE, this is looking at beginning of year metrics only, no middle of year. We will be honing in on the planning symposium as a real core priority. Continued site visits and data literacy. Standards aligned instruction blueprints from Karol Gates' department. The middle school principals desire an ADB as opposed to a screener approach. We may have that conversation with elementary and high school principals as well. We are working to pull it altogether for a graduate profile. Velvet Stepanek- Symposium similar to what was done with ACT schools, where SACs will be invited?

David Khaliqi- yes, there will be break-out sessions for SACs.

Most valid testing information is beginning of year to end of year.

Jane Tucker- Not using middle of year data seems to not provide a clear picture.

David Khaliqi- I will reach out to Erin Loftin at CDE regarding middle of year data and growth. No changes to post-secondary and workforce readiness. Current performance trend will carryover from previous year. Trend analysis will also remain in place as it is tied to performance ratings. Performance challenges- across the District we have less than 50% of students performing at grade level. This is where the goal of at least 50% across the District will be performing at grade level. We are still below proficient in growth. We will work for a 7% increase in expected growth and keep pushing on our graduation rate to meet the state average. Taking on a good evaluation of how efficient our MTSS supports are. Root causes, I

am a bit skeptical. In strategic alignment planning, we are talking about it in the context of contributing causes. I don't know that we can get to a root cause without making a lot of assumptions. We are speaking with the CDE about trying to change the language. I am in a working group where these discussions take place to try to change the UIP process. They like our approach with the strategic alignment plan. We would like this section to be listed as contributing causes, rather than root causes. We have the performance challenge of 50%, so we really lack a consistent structure of setting short cycle goals and measurable outcomes. That is what the revised system improvement process is about. We want to have those ways to have short cycle metrics that are evaluated on a regular basis. With 5E we have low teacher-teacher trust in buildings as well as teacher-leader trust. We have to build that trust in order for PLCs to be productive and high functioning. It is a risky endeavor looking at each other's data and requires a high degree of trust. We will have PD around 5E at the symposium. We will be revisiting data points to evaluate short cycle continuous improvement. That's the idea behind the data dashboards to be able to continue that growth. These two challenges are obviously very closely linked because when one changes the other changes. We want to really focus in on 9th and 10th grade and set pacing guides and set up formative assessments through Galileo as was done at Mitchell. They had great growth in ELA. Looking at personalized learning opportunities and a strong tradition of vibrant programs for graduation rates. We have a great tradition for CTE. Increasing the number of students performing at grade level are the metrics we are banking on. 8% in elementary ELA, 7% in middle ELA and 6% in PSAT ELA (Evidence Based Reading and Writing) and then 5% SAT (EBRW), and math is 7%, 6%, 5% and 4%. Academic growth- we want students meeting expected growth on local and state assessment at 7% in elementary and 6% in secondary. We are looking at trying to get at least 2/3rds of our students meeting or exceeding expected growth. This is a different metric than meeting grade level. This level of growth will significantly improve our skills performance framework ratings, moving the majority of school to performance. Post-secondary readiness- all high schools will begin to utilize the ADB to form short cycle goals at the very least for 9<sup>th</sup> and 10<sup>th</sup> grade. The model is there, we just need to implement it. Any credit deficiency or any at risk factors just compound over time in high school and significantly decrease the likelihood of graduating on time if there is credit deficiency or significant engagement discipline issues. Increases of 5% in EBRW and 4% in math. Nearing completion is an internal district dashboard to attract student engagement outcomes and efficacy moving students to tiers. We are pretty far advanced there. Actual work- utilizing an informative assessment across the District, system improvement meetings, and dedicated data review days will all remain in place and adding collaboration to inform instructional decision making. Continuing to develop dashboards. The continuous improvement cycle is built into how our schools will do their UIPs. For principals to do their UIP, they will have to do it on the strategic alignment plan. We will be doing quarterly data reviews with each EDSL. Strategic intervention groups align with individual student needs and with District pacing guides is a commitment from leaders. There will be a regular review of pacing guides to ensure that they are aligned to ADB assessment will be important as we add magnet programming. This will be a living document that will change with changing approaches. Planning and scoping instructional decisions to build in re-teaching opportunities. Deepening our use of PLCs and data review,

targeted intervention groups and addressing specific skill gaps. Getting a design group together for innovation and change to discuss what is working with the pacing guides, what isn't working, how can we make it better, and having conversations regularly around this topic. For high school use- continuing and then really working on a process to align the various formative assessments at the high school levels for Pre-AP/IB and others to make the ADB approach work. Working group- including CTE, AECs and other school leaders to design capstone project processes. Develop rubrics for grading and success metrics for students. Establish processes at each high school along with credit policy and other graduation implications. Measure the efficiency of MTSS through a working group. By having a dashboard, we move all of the individual spreadsheets into one coherent resource that will measure outcomes. Working to improve district-wide graduation rates by 4% and a 7% increase in growth really starts to close the gap between performance and growth because we have this conundrum, we exceed expected growth in many situations, but we still have the majority of our students performing below grade level. If we get 7% or more jumps in growth, we start to close the gap.

The UIP draft is with the Board of Education.

A meeting to approve or not, will be April 14<sup>th</sup>.

This committee should be getting a second draft by the end of this week.

Next Accreditation meeting will take place Monday, April 12<sup>th</sup>, 2021 from 5:00pm-6:30pm

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 adjourned at 6:22pm