

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee

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

DAC Accreditation Meeting Minutes
Monday, September 28, 2020 (5:00pm-6:28pm)

Recording of meeting commenced at 5:21pm

Meeting Attendees:

Alexis Knox Miller, Ama Dei, Clara Hoellerbauer, David Khaliqi, Julie Ott, Jane Tucker, Lyman Kaiser, Parth Melpakam, Stacy Brisben, Velvet Stepanek

Open comment discussion:

Velvet Stepanek- will USIP work with schools be mandatory work with Natasha Crouse from EDSS?

David Khaliqi- Yes. Natasha Crouse will provide initial training and support meetings with Principals in October with follow up meetings throughout the school year. Working toward more fluid system improvement plan with current staffing and looking toward the future of providing even greater support.

Lyman Kaiser- USIP action steps are rudimentary and didn't necessarily closely align with the goals and benchmarks. Three months in and no action being taken. Improvement does not always show up in the USIP.

Ama Dei- USIP document had adjustments made due to COVID and assessments not being taken at the end of last school year. Included datasets were: 5Essentials, Attendance, DF, Universal Screener, last year's ADB, Discipline, Equity. Working to analyze and look into factors at a deep level. The USIP document should reflect this information.

Clara Hoellerbauer- Data dig with staff, 5Essentials, created a Professional Development plan, Equity Book Study, and how to engage all students to assist with USIP process. COVID has been an impact but hasn't changed the right work that we are doing, engagement work is still engagement work and needs to be done regardless of COVID.

David Khaliqi- Did you identify metrics to see what affect the above has on teachers (teacher trust/collaboration)?

Clara Hoellerbauer- A secondary factor, working toward Professional Development as main priority and goal. Working on scheduling to assist in the PLC/PD needs. Focusing on needs based on staff survey results.

David Khaliqi- Do you tie the reasoning behind why you are doing particular sessions to the survey data or the data that you collected from teachers?

Clara Hoellerbauer- Yes. PD plan is tied to District Strategic Plan and the surveys and data dig we have done, including Total Participation Techniques. All presentations and power points are available in PD folder. Review and follow up coaching with staff.

David Khaliqi- The “Powers that be” review the survey results and change their practice, but the survey takers are unaware of the fact that changes were made due to that information not being communicated out, so future surveys result in lower stats. We need to tie the survey back to decisions and action steps being made.

Velvet Stepanek- USIP action steps, dates and timelines being checked off as complete even when action steps are ongoing throughout the year. Are school’s using USIPs as working documents to check off what they are actually doing? Very few items are checked off, even when the dates have passed. Are they actually accomplishing the action steps?

David Khaliqi- My “rookie” perception is that generally USIPs are not iterative (one time then move forward) but there are exceptions to that.

Lyman Kaiser- How are the ACT and Empower plans are being updated in the CDE website to see working progress? This is the biggest weakness, not updating progress. The Strategic Plan has no possibility of success unless we are able to engage those students in lower groups and get them motivated to believe that they can and to do it, we are not going to get there. Student engagement needs to be a lot stronger. We need to energize and motivate them to learn.

Ama Dei- One of our Counselors mentioned how diverse our GT/Advanced classes are. How many of our students even know that the opportunity exists? Do we genuinely offer these options to all students?

Lyman Kasier- We need to challenge the students and expect it of them.

Jane Tucker- Stratton’s USIP had plans for how to use an Interventionist had then pulled that Interventionist to make her a distance learning teacher instead. That resource s no longer available. How do all of the plans work and get implemented in a distance learning environment? How many schools have had to re-allocated resources to meet the new need of distance learning?

Velvet Stepanek- Hybrid and block model scheduling are not taken into account on the USIP plans.

Lyman Kaiser- Agrees that USIP should be updated and reflect those issues as they occur. Hopeful that EDSS team can determine the impact of different approaches and solutions (positive/negative). If education has changed fundamentally forever, then hoping we are taking a hard look at what hat is (good or bad). What works and what doesn’t.

Clara Hoellerbauer- Which components of USIP are being updated. What is the school’s routine? Need a reasonable expectation, review on a monthly basis. Changes happen often and this would provide some grace with those changes.

Alexis Knox-Miller- Not particularly fair to expect each school to list each impact of COVID into their plan. If issues are in engagement or rigor, those issues are still there whether in person or virtual. COVID has exacerbated inequities in general but that doesn’t necessarily mean it will present a nice and neat solution.

David Khaliqi- The end goal will potentially be the same- but the metric and strategy may change to be more dynamic.

Ama Dei- Reviewing what engagement looks like remotely vs. in classroom. Working on solutions where needed. The classroom model looks different and we need to adapt to those changes.

Clara Hoellerbauer- Greater willingness for feedback in this new setting. Conversations are more collaborative. All are learning this new way of teaching in the wake of COVID.

Lyman Kaiser- Technology capabilities and discrepancies across the District. Grant money from DOD at McAuliffe provides more options for that school. Perhaps CARES Act money can improve options for all schools.

Summary of comments:

- Need to have CDE application aligned with school submissions that are easily accessible
- Action steps are rudimentary and are poorly aligned with MIS and Benchmarks and are incomplete and unchecked within plan–need assurances that the work is committed to being done
- What shows up in the USIP we don't know if they are being done
- Action steps are not tied to clear deliverables and metrics
- Metrics need to be realistic (i.e. 5Es no more the 8-10 scale points)
- Need to include training and development toward culturally responsive teaching strategies
- Delineate between ADB and Universal Screener, not interchangeably
- Need to modify for use of Universal Screener
- Need for stating clearly whether school will use ADB
- Need to tie goals to action steps and strategies
- Process: what training is being conducted with the principal? What is the role of the ED/SL's? ED/SS will take on training and development responsibilities
- Need monthly DAC-Accreditation reviews/updates
- Do all USIP documents reflect COVID adaptations? Do they need to or is good instruction just good instruction regardless?
- Action steps need to be produced in an actionable time-frame
- Action steps have early dates but are not checked off
- Action steps are ongoing but checked as done
- Need a way to re-visit the status of the action steps on a regular basis through SACs and DAC
- Student engagement themes should be more embedded and clear
- Little to no mention of strategic plan initiatives
- Do not address distance/hybrid/block learning conditions and strategies–what professional development is being done?
- Need to describe how impact of initiatives are being measured and with what metrics
- How will USIP review be conducted in light of other responsibilities? What is the plan/routine?
- What does engagement look like with remote students in same class as in-person? What metrics can be used?
- District needs to assess tech capabilities available at each school with equity lens

Agenda discussion:

I. New School Improvement Plan model review

(Hoonuit- pull in specifics datasets to answer these questions)

Data Analysis and Root Cause (Where are we now?)

Demographics (Who are we? Analysis of longitudinal demographic data)

Perception (How do we do business? 5 Essentials, Orgametrics, Panorama data)

Behavior and Attendance (How are students doing? Behavior and Attendance trends)

Achievement (How are our students doing? Achievement Results)

Course Performance (MS/HS)

Root Cause

Major Improvement Strategies (MIS 1/ MIS 2/ MIS 3)

Implementation Benchmarks

Equity and Engagement

Financial Resources

Districts Supports

Step Back Documentation

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 6:35pm