

# Minutes: BVSD District Accountability Committee Meeting (September 6, 2022)

## Meeting Information

The BVSD District Accountability Committee met in-person at the BVSD Education Center (6500 Arapahoe Ave., Boulder, CO 80303) on Tuesday September 6th, 2022. The first meeting of the year was called to order at 6:20pm. While there was not an option to attend remotely, [the meeting was recorded](#).

[DAC Meeting Agenda Sept. 6th 2022 \(English\)](#)

[DAC Meeting Agenda Sept. 6th 2022 \(Spanish\)](#)

## Report on Meeting Items

### DAC Executive Welcome (Jorge Chavez)

- DAC Chair Jorge Chavez welcomes the assembled group, noting how wonderful it is to have us back together in person again
- Solicitation for the 4th open DAC Executive Committee slot (Secretary role), and invitation to talk to current DAC Exec members (Jorge Chavez, Chris Haynes, Jamillah Richmond) if interested
- Change to agenda: Matt Tebo from Impact on Education to discuss opportunity funds grants for school initiatives

### Matt Tebo - Program Director at Impact on Education

- Impact on Education is a sister non-profit to BVSD, working with the district for 40 years
- Supplemental funding for students and educators
- Academic Opportunity Funds, mini grants for teachers in BVSD, can be applied for in 15 minutes (simple application process).
  - Last year IoE gave away \$200k in funding across the district; average fund size is \$1,800, last year funded 80% of applications that were submitted. Of the 20% not funded, 75% were matched to existing funds somewhere in the district already (and thus funded via another source).
  - Currently in a funding round, with applications/questionnaires open from 9/2 - 9/16; looking to respond and revert decisions by early October 2022. Priority is to fund initiatives focused on equity
  - For inquiries, reach out to [matt@impactoneducation.org](mailto:matt@impactoneducation.org)
- Examples of initiatives funded in the past: everything from field trips to curriculum elements

### Open Comment Period from DAC Membership

- Ana Segur (Centennial Middle): FET and DAC meetings overlap this year. Requesting that FET change their scheduled meeting time.

### School Board Report (Kathy Gebhardt)

- DAC Board liaison Kitty Sargent is absent due to illness, provided notes and a policy review schedule
  - [Notes on Recent Board Meetings](#)
  - [Policy Review Schedule](#)
- Kathy Gebhardt Update:
  - Bond update is taking up a lot of energy.
  - Never a given that the bond support will be approved. The Board has voted unanimously to approve the bond initiative.
  - DAC Exec and Board will meet Sept. 13th on prioritization for the academic year. Primarily continuing to implement the strategic plan.
  - Excited about the new year and reconnecting with students and educators in person and back in schools.
- Jorge Chavez will distribute the board report update from Kitty and the Board policy review schedule

### Superintendent's Report (Rob Anderson)

- News from the ground is that this has been an incredibly positive start to the year
- ERP: Enterprise Resource Planning - or - Everyday Rob's Problem
  - Work functions in the district (payroll, leave, HR, etc)
  - New system was adopted this year but the rollout hasn't been smooth, and the superintendent has sent an apology note out to the district staff.
- Comment on the Data Dashboards training and review meeting from Aug. 24th: working to empower the SACs in pushing on our system and how it can get better and more actionable.
- School Performance Frameworks are coming out soon
  - Good news for many of the schools, and some schools have challenges that will require additional support
  - As an average, school performance frameworks are only a point or so away from pre-pandemic levels, evidence of the impact of the strategic plan initiatives
- Dr. Anderson has started the school tours, asking staff "what's working, and what isn't"
  - Goal is every school this year, going middle, high, then elementary

### Update on the District Unified Improvement Plan and Strategic Plan (Jonathan Dings)

- [Link to presentation](#)

- Reminder that one of DAC's primary advisory capacities is on the creation and implementation of the district's UIP
- Attempt is to give the draft UIP plan to DAC in advance, but the change in cycle and due dates this year makes that more challenging. The written plan should be distributed before the end of this week (by Sept 9th)
- Feedback and review between mid-September and the Board presentations on Oct 11 and 25. UIP is due formally on October 25.
- Dings gives individual participant tables an opportunity to discuss the trends and patterns that we had observed in the training from Aug. 24th.
  - Patterns: FRL students were not performing at the same levels as non-FRL students
  - DAC Member identifies: Louisville and Superior families impacted by fires who lost their homes were automatically put on FRL due to a former legislative action. Those impacted would not automatically qualify this year, unless they were still in a position of not having stable regular nighttime housing.
  - DAC member question: if the goal is representation and representing disproportionality, is the data granular enough?
    - Response: right now the intentional focus has been disproportionality in latinx and FRL-eligible students
- Basic UIP Structure: move from the data to action.
  - Patterns (priority performance challenge); what adults in school buildings can do differently (root cause); what we will do differently (major improvement strategies); specific details of how we will do it differently (action steps); how we know we've done what we planned (implementation benchmarks)
    - DAC question: what about determining if what you've implemented then shows up in the data patterns?
      - Response: still working on visualizing that full feedback loop, but the cleaner data collection is in early stages.
- UIP Strategy 1: Equitable Discipline Practices
  - DAC Question: why is "racism" not called out specifically in the Root Cause section?
    - Response: with inconsistency in data gathering and application, the door is open for unconscious bias; therefore the focus is on consistent data gathering to help surface larger issues to address
  - DAC Question: something is missing in the root causes. The implication here is that the disproportionate application might be justified based on differentiated need, need for mental health support, etc. Is this all just the school's fault?
    - Response: the focus of root cause work is what adults in the building can do differently (focus on the adults, not on the kids). There is a complex relationship between poverty and opportunities for success; poverty could contribute to data imbalances. But the UIP work seeks to find things that the adults in the building can do differently.

- DAC response: Richard Garcia's RFI results were illuminating. For every disciplinary event, a latinx student was 3x more likely to be subject to an out of school suspension. 2018-2019 data was the last available.
  - DAC response: these are important issues for us to address, and reflect on as parents. It's part of our role to keep focus on these areas and push the district on what can be done better.
- UIP Strategy 2: Post-Secondary Success and Acceleration
  - DAC Question: where does the funding come for things like rolling out the math iReady?
    - Response: data driven instruction was all about giving the schools the ability to adopt math assessment tools like iReady, etc.
  - DAC Question: is there a formal trace back from benchmarks through action steps all the way back to the root cause?
    - Response: the CDE form requests tracing between root cause and improvement strategy, not action steps
  - DAC Question: elementary level years ago, looked at gifted and talented and FRL, and the number of FRL membership in gifted and talented was zero. Subsequently, all students in 2nd grade are now tested, and there were improvements. But is there an implementation benchmark for this kind of opportunity at earlier levels for the post-secondary success/acceleration?
    - District is tracking the gifted and talented identification on the strategic plan metrics dashboards. There is recently added a 6th grade TAG screener, but there is more work to do.
  - DAC Question: are we looking at other ways to test and assess children for gifted and talented beyond standardized tests?
    - Response: Manhattan pilot program that is looking to pick up giftedness in areas outside of what's tested effectively (artistic, holistic, etc)
  - DAC Question: looking at the data and where students are struggling, math seems to be the major issue. But we don't have math interventionists everywhere (as we do have reading interventionists). What are we implementing to address these math goals?
    - Response: We do have some information about the inventory of interventions we do have, but doesn't address the issue of imbalance between math and reading.
- UIP Strategy 3: Multi-Tiered System of Supports & Data Driven Instruction
  - DAC Question: CAPL has raised issue about having non-bilingual individual evaluating english language learners (issue with language issues being interpreted as learning issues)
    - Response: there was a bilingual evaluator brought on, and the work continues to improve. But the focus this year is shoring up the work before an evaluation/intervention is even called for.

- DAC Question: does the new Data Driven Instruction Coach role help with differentiated instruction for teachers?
  - Response: Yes.
- DAC Question: Will the practices and strategies implemented during the pandemic years continue?
  - Response: generally yes, whatever is working will continue. There is still a differentiated multi-tier model that will vary building by building.
- DAC Question: how are we factoring trauma into the UIP root causes? How are we delineating the effects of trauma from other needs for special education?
  - Response: By the time a child was identified as needing special education services, the work should already have been done identifying the barriers to learning (and thus determining if trauma is the root, etc).
- DAC Question: appreciate the math assessments at elementary. How are we screening/assessing writing?
  - Response: what was paused last year was the end-of-grade-level writing assessments (all grades but 4th). Choice was to focus on what could be done with the materials, and there might be a revisit of this in the future. This decision was made based on the challenges of consistency in scoring to rubric given the challenges of the year and the burnout risk of the teachers. But this may return in the future.
- DAC Question: How will implementation in practice truly work, given this analysis and plan? How will we ensure this is happening without substantial additional investment in teachers and support?
  - Response: we can monitor the results of online assessments; we have the coach going into the buildings. We can't always be sure what's being implemented at every level.
  - DAC Follow up: we might share best practices and capture learnings for how successful implementation has worked and what hasn't. If we're investing in the assessments, we should have a way to measure the results.
    - Response: some of this is addressed in the acceleration approaches study, but there is also more need to program evaluation approaches.
- UIP Strategy 4: Instructional Model
  - DAC Question: Is the end goal here that teachers will teach more similarly? Action steps are really important here, because this call for instructional model could be interpreted too rigidly.
    - Response: likely more consistency than previously, but the goal is not standardization and rote consistency.
    - DAC Response: there is opportunity for confusion in the differentiated funding and tiers of support, but "common" instructional model so this point may require more clarity and communication.

- DAC Conclusion:
  - The Data/UIP subcommittee will be doing an initial review of the draft written UIP and then bring the recommendations to the larger committee in October for review and vote.

### Bond Initiative Update (Rob Price and Rob Anderson)

- The funding formula is broken: school districts do not receive adequate funding from the state to educate students and maintain capital assets.
- Major guiding idea: the longer you wait, the bigger risk of failure and the cost goes up
- \$350M bond to address: aging facilities; overcrowding; career and technical education; improving ADA access on playgrounds
  - Replacement school for New Vista given significant structural challenges
- Enrollment outlook:
  - Declining overall enrollment over 5 years, but the elementary population goes up across the five year span.
  - Can't wait for overcrowding to be a crisis before investing in additional growth
- Grad+ Program:
  - Expanding opportunities for students to graduate with more than a diploma; align education with workforce needs; better meet current student needs; invest in renovation and expand options at middle and high schools
- Triangulating three data sets: workforce data and areas of highest need; student interest data; chamber of commerce data (engagement across students, families, educators, school leaders, district leaders, community, etc)
- Community involvement guided the work and kept the process accountable.
- If this bond measure is approved: for every \$600k in home value, your taxes would go up \$9.83 per month
- DAC Question: with news that JeffCo just closed 16 schools, is there talk of redistricting? Shrinking school sizes in Boulder?
  - Response: because of state law, parents can go to any school they want as long as they can provide transportation. 33% of kids in the boundaries of the district go to a school outside of BVSD. Redistricting doesn't work as well because parents can just choose wherever they want to go.
    - DAC Response: some geo is shrinking, some geo is growing. Douglas is technically in Boulder. Does it make more sense to send kids in west Erie that way?
  - DAC Response Question: the Meadowlark model is not necessarily right for all kids. Is the new school going to follow that same model?
    - Response: We have a different problem than Jeffco and Denver, our lower enrollment schools are still high performing, for example. Maybe redistricting is part of the answer, but unclear.

- With respect to the new school, there will need to be community input to make sure that the needs of all neighborhood kids are met.
  - Response: Meadowlark is big enough on its own, let alone 5 years from now with 400-500 new Parkdale students.
- Board Pres. Gebhardt: calling attention to the fact that the last bond, we came within 1% of the budget. The additional dollars were due to bond premium, and we used that bond premium to install the air conditioners in the district buildings. Likely won't see the same bond premium this time around given the state of the market and interest rates.
- DAC Question: how are we engaging the greater community (outside of voting), given that part of the issue is the cost of living. How do we engage other members of the community about the needs of the neighborhood schools?
  - Response: District has a small piece of this larger picture, but it's a much bigger issue to address the cost of living in our communities.
  - DAC Follow up: has the district ever really advocated for addressing cost of living before?
    - Response: since Dr. Anderson started, there hasn't been a coordinated effort of community leadership to address affordable housing.
    - There is an initiative between BVSD and Habitat for Humanity to build modular homes and then distribute them in Boulder to replace Ponderosa mobile home park.
- DAC Question: some schools do not have air conditioning in all areas (like Whittier's gym).
  - Response: it was an intentional decision from an energy standpoint not to air condition any school gyms. These decisions were driven by trying to balance sustainability goals with the needs to keep people cool.
- DAC Comment and Question: hope that the committee looking at the enrollment issues considers merging elementary and middle schools into more K-8 schools. Assuming this happens, that would leave empty buildings. Why build a new building for New Vista?
  - Response: this will be studied by the long range committee, but have to balance what the size and shape of the empty building would be, the needs of the grade levels and the capacities.
- DAC Question: what projects got left behind from this bond measure because the price tag was getting too big?
  - Response: One of the biggest requests was re-furnishing the district buildings. There is a need to match the furnishings to the more innovative instructional models. That was \$25M, the community didn't buy it. Another big request was \$120M in needs for the first 2 years, and didn't go after the rest that could hit in year 3.
- DAC Question: in the scope of this project, is there any talk of closing any of the existing buildings?
  - Response: that will be the work of the Long Range Advisory Committee that will report back to the Board in April 2023.

## DAC 2022-2023 Year Organization

- DAC Exec will send out the attendance link and subcommittee preference form. Expectation is that **each DAC member fills out the [subcommittee preference form](#). Expectation is that each DAC member fills out the [attendance form](#) in advance of every DAC meeting.**
- Priorities: UIP feedback and report; Budget survey and review/report; Policy review and family engagement policy; Family engagement subcommittee formation and agenda setting.
- Focus on long-term planning based on the budget priorities from budget report last year
- Meetings will return to in-person and will be recorded. DAC Exec will continue to try to facilitate a remote option for participation, given the room limitations.

DAC Meeting adjourned by 8:45pm.