

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, September 26, 2022 (5:00pm-6:30pm)

www.d11.org/Page/6992

Recording of meeting commenced at 4:58PM

Meeting Attendees:

Clara Hoellerbauer, Courtney Hertner, David Khaliqi, Eric Mason, Hillary Hinton, Julie Johnson, Karol Gates, Lyman Kaiser, Marion Clawson, Natasha Crouse, Parth Melpakam, Stacy Brisben, Tamara Acevedo, Thom Moore, Velvet Stepanek

Agenda discussion:

I. **UDIP – Tamara Acevedo**



Major Improvement Strategy #1

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Best First Instruction - Coherence in Tier I Learning System

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Description: The **Board of Education Priority Statements** provide the **north star** for student experiences and achievement targets during the 22-23 transition year.

These priorities will be the core work of the Chief Academic Office (CAO) with primary **focus on Student Success and Future Vision in 22-23**.

From here, a defined vision, theory of action and strategies for the Division are determined, incorporating ongoing, meaningful feedback answering the question **"how will we behave differently to achieve the goals"**.

Research: D11 has partnered with McRel international to ensure all Tier I work aligns to the latest research on effective teaching and learning models. Classroom Instruction That Works, a collection of research analysis and professional learning resources by McRel provides evidence-based insights from rigorous research to strengthen instructional planning and delivery that have strong positive effects on student learning. Learning That Sticks, a collection of research analysis and professional learning resources by McRel that give educators key insights from neuroscience on how students' brains receive new information, store it as memories, and then recall and apply it in the future. With proven practices from learning sciences in a unique and practical Six-Phase Model for Student Learning, every educator will plan and deliver their lessons in a way that maximizes student interest and deep, authentic learning. Gifted Students: The Association of Supervision and Curriculum Development (ASCD) calls out how Best First Instruction strategies support gifted students-- <https://www.ascd.org/w/articles/six-strategies-for-challenging-gifted-learners>

[Here is a summary of the district's McRel work, to include the research and strategies D11 is leveraging](#)

Universally Implemented Strategies for Schools:	Local Choice Strategies for Schools:
<ul style="list-style-type: none"> ● Learning and Implementing the D11 Tier 1 Best, First Instruction Learning System with a focus on Planning for Learning in <ul style="list-style-type: none"> ○ Early literacy ○ Mathematics ○ HS Competencies 	<ul style="list-style-type: none"> ● Learning and Implementing D11 Tier I Best, First Instruction Learning System be choosing a specific high impact strategy: <ul style="list-style-type: none"> ○ Planning for Learning ○ Engagement ○ Quality Questioning/Challenging Learning Tasks

D11 Annual Performance Targets (From UIP - SY 2021-2022)

- **Status:** Year over year improvement in scale score greater than or equal to 5% on Colorado Measures of Academic Skills (CMAS), Pre-SAT, and SAT academic measures of math and English/Evidence Based Reading and Writing (EBRW).
- **Disaggregated Status:** Year over year improvement in scale score greater than or equal to 7% on Colorado Measures of Academic Skills (CMAS), Pre-SAT, and SAT academic measures of math and English/Evidence Based Reading and Writing (EBRW) across all subpopulations.
- Decrease the number of students identified as having a Significant Reading Deficiency from 1460 (spring of 2020) to 1387 (spring of 2021) which is a 5% decrease
- Increase the number of students identified as reading At Grade Level from XX to XX which is a 5% increase.
- Tier 3 and Talent Development GT Math Students will demonstrate (at least) one year's growth as measured by the District Benchmark Assessment in Math.
- Tier 3 and Talent Development GT Reading Students will demonstrate (at least) one year's growth as measured by the District Benchmark Assessment in ELA.

As a district, holding hands on planning for learning and content (deep content knowledge)

- Revised RCA Statements: D11 has lacked a coherent system for Tier 1 instruction to ensure a learning-centered approach, including professional learning coherence, a coherent progress monitoring system enabling real-time instructional adjustments, and a balance of support and accountability across the organization.
- D11 has lacked content-specific professional learning which empowers teachers to proactively plan for learning.

Coherence in Tier 1 Instruction

Coherence in Tier 1 Instructional Systems Includes:

- Cascading professional learning model:
- One Plan continuous improvement cycles (progress monitoring and data analysis)
- System of support and accountability (principal, area networks, district collaborative)

Coherent focus on content-specific professional learning in K-12 Mathematics and Early Literacy which empowers teachers to:

- Proactively plan for learning

Action Planning	Implementation Benchmark			
	Implementation Benchmark	Date Range / Frequency	Role(s) Responsible	Status
Action Planning	Systems - One Plan continuous improvement cycles: Area Superintendents (with the support of the Office of System Improvement, Curriculum and Instruction, and Educator Effectiveness) will assist principals and building leaders work collectively with their staff to implement at least one Major Improvement Strategy (Planning for Learning, Engagement Designing Quality Questioning/Challenging Learning Tasks) related to improving ambitious instruction through Best First Instruction.			
Action Planning	Systems - One Plan continuous improvement cycles: The Office of System Improvement will support all principals and building instructional leaders in their continued utilization of the school's One Plan for instructional goal setting, evidence of implementation, and continuous improvement efforts a minimum of 2-3			
Action Planning	Systems - System of support and accountability: Regular meetings between principals and area superintendents include student outcome data review and clear action steps XX% of the time.			

	<p>Systems - Cascading professional learning model: Participants report 80% that PL led to consistency and clarity to implement a coherent Best, First, Instruction Tier I Learning System on monthly professional learning surveys.</p>			
	<p>Content - Proactively Plan for Learning: 80% of learning walks in K-12 mathematics and early literacy with Area Superintendents and principal leaders demonstrate evidence of teachers proactively planning for</p>			
	<p>content-specific learning</p> <p>Content - Gifted and Talented Student Supports: The Gifted and Talented Team will continue to meet the goal of identifying the top 15% (Tier 3 and Talent Development) of each school as measured by a variety of standardized measures and building a body of evidence, per the updated identification guidance from CDE.</p>			
Action Steps (Must cover 2 years)				
Note: This strategic plan is representative of the first steps to create enabling conditions				
	Central Action Steps/ Support	Date Range / Frequency	Role(s) Responsible	Resources (Grant funding, etc.)
	<p>Systems - One Plan continuous improvement cycles:</p> <ul style="list-style-type: none"> - Ask each division/department to align their strategic plans to these four areas of focus: <ul style="list-style-type: none"> - Systems - One Plan continuous improvement cycles, cascading professional learning model, system of support and accountability - Content - Proactively plan for learning - Plan and clearly articulate a predictable, responsive cycle to engage in the One Plan Check-Ins at each school, including data to ensure consistent monitoring of student learning. - Plan and facilitate a Spring "one plan symposium" to engage in "analyze-plan" improvement cycles across D11 with increased frequency for priority schools <ul style="list-style-type: none"> - From current UIP, System Improvement, Area Superintendents, and Curriculum Instruction will support school teams with developing major improvement strategies specific to Best First Instruction. These strategies will be highly customized to each building based on 5E results, and school team expertise. 			
	<p>Systems - Cascading professional learning model:</p>		insert role - not	
	<ul style="list-style-type: none"> - Plan and deliver cascading professional learning with a targeted focus on K-12 mathematics and early literacy - Include consistent Professional Learning Community (PLC - School and District) opportunities for educators to plan for learning in upcoming units of study - (From current UIP: See year 2 implementation information in the attachment, C&I Action Plan 2022-2025 multi-audience <ul style="list-style-type: none"> - Each central department will develop their implementation plan with clearly aligned goals to deliver on cascading professional learning model 		name of the individual.	
	<p>Systems - System of support and accountability</p> <ul style="list-style-type: none"> - Provide school leadership teams with clear expectations for monitoring student outcome data aligned with the quarterly learning guides/targets (scope and sequence for learning) and assessment strategy. <ul style="list-style-type: none"> - From current UIP: Education Insights will provide time, resources, and support to principals and teachers to develop and implement common CFA assessments tied to grade level standards. - From current UIP: Education Insights will support the implementation of a District Benchmark (STAR) designed to efficiently identify gaps among all our subpopulations for interventions, calculate student growth percentiles recognized by CDE, and have a high degree of predictive power for state testing performance. This assessment will be given beginning of year, middle of year, and end of year windows. Support will also be given to best utilize the results. 			

	<ul style="list-style-type: none"> - From current OIP: One-Plan check-ins will ensure ongoing use of the One Plan tool to support school leadership team goal-setting, implementation monitoring, and evidence documentation of strategy progress. This will culminate in the third One Plan Symposium giving school teams concerted time to evaluate and revise their One Plan approach with increased opportunities for teacher and staff participation. - From current OIP: Training and development for district leaders and principals to improve alignment of practice in the teacher and principal evaluation system to include Best First Instruction. 			
	<p>MTSS approaches within the Measures of Student Learning and Professional Practice scores</p> <p>From current OIP: The Symposium provides a concerted time for school leaders and teams to update and re-evaluate their One Plan for the previous year and upcoming year</p>			
	<p>Content - Proactively Plan for Learning:</p> <ul style="list-style-type: none"> - School leaders, teacher leaders, and department chairs will be provided with clear next steps to implement content-specific strategies after cascading professional learning model in K-12 mathematics and early literacy <ul style="list-style-type: none"> - Provide schools & area supts with observable evidence of content-specific strategies aligned to next steps provided in K-12 mathematics and early literacy - Area superintendents and network teams will engage in bi-weekly meetings with school leaders, including learning walks to monitor implementation of One Plans and K-12 mathematics and early literacy content-specific instructional strategies provided through the monthly professional learning model. 			
	<p>Content - Proactively Plan for Learning - Special Populations</p> <ul style="list-style-type: none"> ● Gifted Education department, Special Education department, and Culturally and Linguistically Diverse Educators will support the academic growth of students based on their individual needs and areas of strength. ● Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will provide supported environments to support the social-emotional and unique needs and talents of each individual student they serve. 			
	School Action Steps	Date Range / Frequency	Role(s) Responsible	Resources (Grant funding, etc.)
	<p>Systems - Cascading professional learning model:</p> <ul style="list-style-type: none"> - Engage in centrally-offered professional learning with a targeted focus on K-12 mathematics and early literacy 			
	<ul style="list-style-type: none"> - Plan and deliver site-specific follow-up professional learning in TLCs/department meetings with a focus on early literacy and K-12 mathematics. - Include opportunities for collaborative planning and coaching cycles in TLCs/department meetings to plan for upcoming units of instruction minimally in K-12 mathematics and early literacy. 			
	<p>Systems - One Plan continuous improvement cycles:</p> <ul style="list-style-type: none"> - Using school and district provided student outcome data, prepare for site visits to engage in the One Plan check-ins conducted at the school, including opportunities to differentiate visits based on One Plans - Complete follow up action steps developed during One Plan Check-ins and monitor student data 			

	<p>Systems - System of support and accountability</p> <ul style="list-style-type: none"> - Plan and implement systems to monitor student outcome data aligned with quarterly learning guides/targets (scope and sequence for learning) and assessments provided by <u>central office</u>. - Prepare for and engage in One Plan check-ins to ensure the school can track student outcome progress and develop subsequent action plans. 			
	<p>Content - Proactively Plan for Learning:</p> <ul style="list-style-type: none"> - Leverage resources provided to engage in regular school-based planning - Set clear expectations for teachers to proactively plan for learning with a focus on K-12 mathematics and early literacy. - Engage in bi-weekly meetings with area networks/central office staff, including learning walks to monitor implementation of One Plans and K-12 mathematics and early literacy content-specific instructional strategies provided by central teams. - Engage district and school based coaches to support planning for learning 			
	<p>Content - Proactively Plan for Learning - Special Populations</p> <ul style="list-style-type: none"> ● Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will support the academic growth of students based on their individual needs and areas of strength. ● Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will provide supported environments to support the social-emotional and unique needs and talents of each individual student they serve. 			

Lyman Kaiser- There looks to be a large amount of professional learning for teachers and principals. Tanya Nash is working hard on the principal side of things in a number of areas, but we do not seem to have a solid teacher training schedule. It looks like it would be very challenging to get in all of the necessary professional learning and content learning if you're just using professional development days. Or you are doing other things and you are not using, for example, subs to allow teachers to go to classes to get what they really need. There is a huge question on how you are going to pull this off from a professional learning standpoint.

Tamara Acevedo- This is a huge shift for the District. The cascading professional learning model is the first time it has been done in this way. To prepare for that, there are courses in Schoology that have been developed and monthly professional learning identified that cascades with principals to identify time with teacher leaders and department chairs. At our first session, principal leaders worked in collaboration with their Area Superintendents, a schedule of professional learning for their school sites based on their time and their needs. In terms of what we can provide by contract and what we allocate with that professional learning, we absolutely can do it and it needs to fit each schools context.

Julie Johnson- I wanted to share what is different about our professional learning this year. It is more specific to each of our sites and that is one of the things that we know about professional learning is that it can't be just one size fits all. This time we are seeing that the resources are common, so we're all aiming for the same "North Star", but what our specific needs are at our sites are being supported more consistently, with our district, Curriculum and Instruction and Education Insights, so we are seeing a lot more cohesiveness by using our six phases, the blueprints for learning so that we are consistent and then we are getting that support that we need to get us all to where we need to be to be providing the Best First Instruction in every single setting across District 11. It does feel very different. The Schoology courses are available for all of our staff, and we have dedicated time to make that collaborative learning. So our teachers are all getting the same information, and yet they are able to collaborate with each

other and make sense, meaning, as a staff in the context of our school, so it has been a noticeable difference and a lot more meaningful by getting to those objectives that we are striving for in a more organized, structured and personalized way.

Marion Clawson- Are these Schoology courses different than the other courses available?

Julie Johnson- We have been asked to do this collaboratively. Schoology courses can certainly be asynchronous, but we find that the most powerful learning experiences are when we allow teachers to talk, whoever is doing the talking is doing the learning and not just passively receiving information, so we have to do something with the acquired knowledge, so this has been designed to engage us in deep digging into the standards. We want to make sure that there is cohesion in everything we do. So, we are not asking teachers to care about this thing when we are over here, but care about something else over there. That is also a noticeable difference in that we are seeing cohesion in the goals that we are setting as a district and aligning those. We are being really intentional about cross walking all of these systems. Tamara Acevedo- I think we will have to continue to monitor that and I think the way in which it's done is really important. This is why we have with the whole coherence in the system and different levels of support with Area Superintendents and their teams, the role that Education Insights plays, the role that Curriculum and Instruction plays and others from the academic side, it's really important. That is why a strategic plan... what the overall big picture is connected to with each department and how the schools can see their connection, but still have their unique plans to meet their needs is important.

Clara Hoellerbauer- Good learning takes a lot of time and there is a lot of learning that has to happen. The rollout probably was the bumpiest at the high school level, because we didn't have any six phases of learning last year and no initial building block level foundational learning. With regard to the Major Improvement Strategy: GT and Special Populations, the wording makes it sound like the responsibility of meeting those learner needs is on the Specialists, rather than on everyone. I think, as a District, that is a hurdle. There are barriers for some of our learners that we have not identified, and as a system, we have a lot of learning to do and we need to accept that we all have a responsibility to teach all children and we have the responsibility, as the adults, to learn how to meet their needs. As Karol's team can only be spread so thin, this might be some food for thought for the calendar committee to look at alternating professional development days for maybe K-8 or elementary and secondary, so that all students have the same number of days in school, but adult learning can also happen more spread out.

Tamara Acevedo- There is a lot that can happen in the current system, right now, to better meet the needs of teachers while we are still working on some larger system improvements.

Marion Clawson- The plan is great and is long overdue. But what if a 6th grade student is at a 3rd grade math level, and has no chance of understanding 6th grade math? How do we deal with the kids that are not ready for their grade level content?

Tamara Acevedo- That is part of what we do in our professional learning, Best First Instruction and Tier One instruction. To help teachers get students to reach grade level content, standards and beyond, and how to help support students that aren't there yet.

Karol Gates- We have seen some of those problems with putting the kids who aren't at grade level being told... you are in 9th grade, but we're going to give you a different program from the Tier One program because they are below grade level. Well, we can't do that because it is a civil rights violation to not put them in 9th grade material with their peers. So the Tier One reset is because we want to make sure the very first time that something is taught as a lesson at that grade level standard, it is being taught to all students the first time you are going to do this lesson. How many kids do you have on that continuum? Are some below grade level, or on grade level, or above grade level? What is your

intentional plan for all those types of students that you are giving during that Tier One lesson. Because what we are seeing is there is too much overpopulation of “they have trouble in some skills in math. So now they are in the “red kid” category”. What we are hoping to do with Tier One is to say, there's no such thing as a “red kid”, it might be that they are having trouble and more of a challenge in fractions as the skill. But the kid isn't all together a “red kid” in that there might be other things that they are super talented in or something they don't need. That is where this constant adaptive check in is with the data, to say, let's not assume, because they have some struggling issues in some areas that they have them across the board, and we want to stop calling the kids, the color; but rather, the skill or content. We want to be very strategic and flexible in grouping, so when they get that Best First Instruction, then we have an intervention that everyone is going to have access to instead. We want to get kids where they need to be. That is where the teacher’s thinking about the full continuum of kids in front of them, to say, “when I do this first lesson, it is the best way I can because it is meeting their needs where they are”. We have to scaffold up into their grade level. Maybe they are not at grade level in some skills or content, but our job is to bring them there through different scaffolding intervention strategies.

Marion Clawson- We are catching these things now more strategically at the elementary schools and it will it will carry on through the student’s time, but what about the kids that didn’t have that earlier?

What can be done to connect those kids with tutoring or more to stretch the strategic planning to catch those kids up?

Tamara Acevedo- We can come back and talk to you more specifically about expanding those areas. That sounds like a great follow up to provide more information there.

Lyman Kaiser- How is this all being coordinated and run in the District? You have to have the Area Superintendents closely aligned with what you are doing and with what Education Insights is doing, and we have really struggled in the last few years with having the Area Superintendents on the same page as everybody else. Is Superintendent Gaal going to run this show on a day to day basis and know that it's all coordinated and we're all going in the same direction? How will that work?

Tamara Acevedo- Yes, he is, and so are all of us. This is a coordinated effort. Our first meeting where we talked about the new systems organization, had our first professional learning which included, what are the asks that are coming out of that, weekly meetings that Mr. Gaal and I have with the Area Superintendents to discuss the check ins and the bi-weekly check ins and what's occurring at those down to David and his team and what is happening at the quarterly check-in meetings. We have constant communication and work to see if we are doing what we say we are going to do. And if we aren’t, how do we adjust, just like we expect from our schools to do as well.

Karol Gates- One of the things that we are trying to do this year is having facilitators in schools more and we are seeing a lot more of that. We have built an application on our phones to where, every time we pull into a parking lot, we are showing exactly where we are, and what we are doing. I have a spreadsheet that is updated with where we have been, what we are working on, how often we are working on it, etc. We have Central goals and now we have school goals as well, because it felt like Central was giving a whole lot of to do lists to our school sites. It's time for us to step up and say we have to do this, too. We can't just give them work to do. We have goals too, and if we are meeting those goals, then our school sites can do a better job meeting theirs as well. We need to step up with accountability of our work so, things like chat tracking our support on a regular basis, needs to be more precise, which is why we have the spreadsheet so that the team, before they walk in to that school, are putting in that information.

Velvet Stepanek- You gave the schools actions in the district improvement plan. Are those actions going down into the school improvement plans? They came up with what they are going to work on and all of them had Best First Instruction as one of their major improvement strategies. But then you have specific things for schools, do those specific things map to what they have in their school plans as well?

Tamara Acevedo- The schools do not need to adjust their school improvement plan. This is so that we are all on the same page on what we are implementing and holding hands on, as a district, in Best First Instruction. You can see when you look at the Central actions, that we've aligned the school actions to those. It is so that system of support and accountability is very clear on it and we will share even more about that at our next K12 meeting. There are no surprises. Here is the support, here is what we are doing centrally, and here is what it looks like at every level. No adjustments need to be made. Every school is different. A district plan is going to account for all the individual differences and uniqueness at school sites.

Natasha Crouse- There is a secondary root cause that ties directly into "Why Best First Instruction"? It is because all of our students deserve that. When you look at the flowchart going across, you see that it is a Tier One piece and it's also to address our gaps between student populations. The strategy is to address both. The second major improvement strategy is focused in on family and community engagement and the third major improvement strategy is around our observation, coaching and feedback. We have two challenges that Best First Instruction intends to support.

David Khaliqi- We also want to capture the subgroup points which are the way the state approaches their scoring for the SPFs, so we want to be in line with that and make sure we are capturing those subgroup points as well.

Marion Clawson- Under the implementation benchmarks associated with the Academic Master Plan, it says the office of achievement learning and leadership will ensure community participation in working groups that convene to guide the development and implementation of the Academic Master Plan. What are these working groups and how is the community participation going to be put in place?

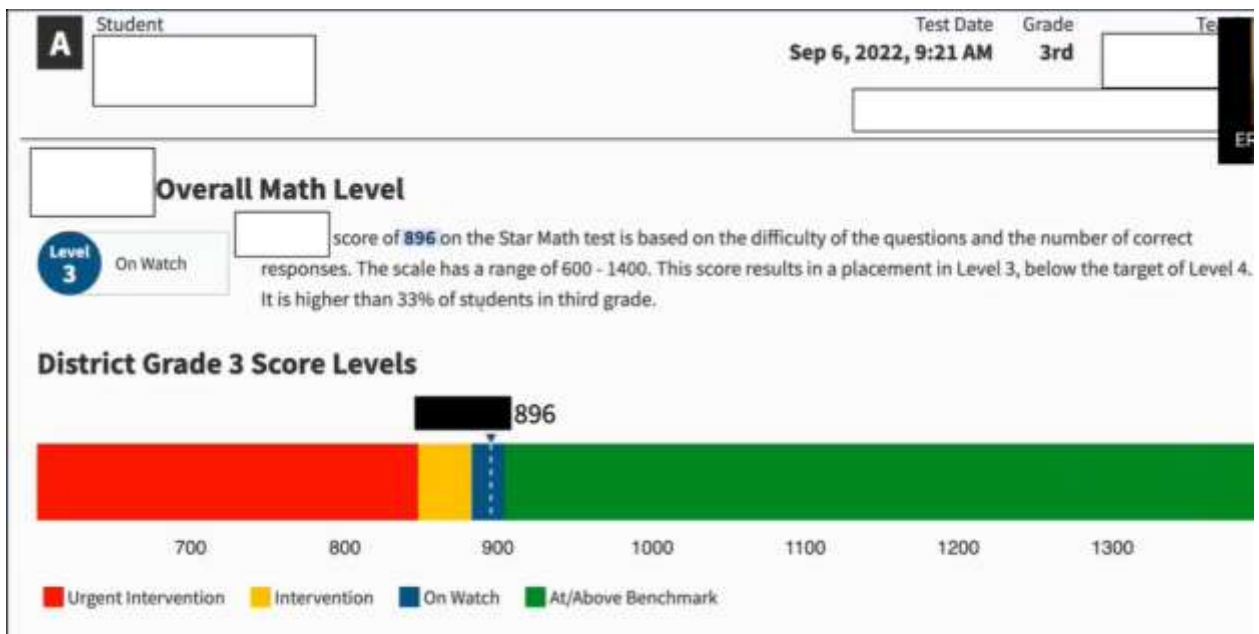
Tamara Acevedo- In terms of the specific details on what that is going to look like, I can't tell you the specific details right now. I have to connect with that office. What I can tell you in terms of the Academic Master Plan, is that we are working on marketing, and we are working on pieces that were connected to last year with follow through on what we said we would do from last year. We will then move into what are the adjustments and changes that need to happen specifically within that plan, and then what kind of engagement needs to happen with that. But the big idea is, engagement should occur.

II. Star Testing – Eric Mason

The first window of the Star testing assessments finished just last week on Monday. It was a one week window with a one week make-up window. 28,000 tests were given in 10 school days. It went very smoothly. There was a lot of behind the scenes work so that the tests would be administered smoothly. We are extremely pleased with our vendor. Renaissance Learning has been at our beckon call every time we needed them and on the phone with us for hours if need be to fix things to work with our IT team, to make sure that folks were able to get their logins, to make sure that students could get in and test, and that teachers could see the results. It really was somewhat of a heroic effort for my team and I am extremely proud of them. We made it through the first phase of the implementation back in June which was a lot of technical work and meeting with the vendor. The second phase of the implementation is complete and included professional development for someone from every school to make sure they could administer the tests and to make sure the

teachers were ready to give the tests in the classroom, and then we had at least one person on every campus who understands the data. We brought in the vendor with a trainer to train at least one person from every school on reports that will be valuable for teachers, principals and for district leadership. We now enter the third phase of the implementation of the new assessment system and that is getting this data out into our data and analytics systems, like, Performance Matters, which is used by teachers to review some of the data for their students. And Hoonuit, which is what we use to present reports to you and to the Board. It is a little bit of a job as we have to get the data over to those vendors. They have to review it. They build out a whole new section for us to see it in and that is the phase that we are entering into now. We have a training this Thursday for all principals and any district leadership that have signed up to come, we invited everybody, and this will be really more of a view of the system from the school leader's perspective. Which includes what reports can they use themselves to guide their teachers, what reports can they use to guide their staff, or conversations with school accountability committees, to sit down with them and explain how the results came out. The goal is to give them a "dip in the water" of reports that will be valuable for school leadership, and then also for district leadership. That happens this Thursday. The vendor is also sending a trainer for that training as well. Beyond that, we have calculated the results. We have got some old style PDFs done for leadership, because we haven't gotten it into those data analytics systems yet, but we will get them to Dr. Khaliqi and Executive Cabinet as soon as possible. They will have an opportunity to review those during the executive cabinet meeting and then hopefully those will then go out to all of our principles and that gives a bigger view of not just their schools results but also how other schools did and gives them an idea where they landed on achievement. These results are predictions for achievement for CMAS, PSAT and SAT.

My team has prepared an entire lesson plan course for teachers and school leaders on the resources that are available for teachers. This is available inside the Schoology system. We built an entire training system inside Schoology that all teachers can review which allows them to see what reports are currently available. It shows them how to pull those reports and how to print them for their classrooms. You can sit down with the student or send it home. Examples of what some look like:



Domain Scores

These scores range from 0-100, and represent estimated percent of mastery at a third-grade level.

- Beginning: 0-59 percent mastery
- Developing: 60-79 percent mastery
- Secure: 80-100 percent mastery

Algebra and Functions

Operations & Algebraic Thinking

Score

■ 33

Number and Quantity

Number & Operations in Base Ten

Score

■ 37

Number & Operations - Fractions

■ 16

A Student

Grade **4th** Teacher Class/Group

Parent Report for Isis Aaron

School **Bristol Elementary School** Teacher Class Grade **4th** Test Date **Sep 7, 2022 10:32am**

Dear Parent or Guardian of Isis Aaron:

has taken a Star Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.



1070
Scaled Score

Scaled Score is based on the difficulty of questions and the number of correct responses. Scaled Scores in Star Reading in the Unified scale range from 600 to 1400.

89
Percentile Rank

skills are higher than 89% of students nationally in the same grade. This score is above average. The PR Range indicates that, if had taken the Star Reading test many times, most of his/her scores would likely have been between 81 - 91.

6.0
Instructional Reading Level

IRL is the grade level at which at least 80% proficient recognizing words and comprehending reading materials. Isis achieved an IRL score of 6.0, meaning he/she is at least 80% proficient at reading sixth grade level materials.

4.1 - 6.3
(Zone of Proximal Development)

The ZPD spans reading levels that are appropriately challenging for reading practice. should be selecting books in this range for optimal growth in reading. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

RENAISSANCE[®]

Home Connect[™]

Bristol Elementary School, Grade 02, Plc, A
Bristol Elementary School

Monday, September 26, 2022

Dear Parent or Guardian:

uses a software program called Renaissance at school. This program has a special feature called Home Connect, which and you can access outside of school from any computer with an Internet Connection. Home Connect allows you to view information about progress. It also allows you to sign up to receive email notifications after completes an activity or assessment at school.

You can log in to Home Connect from any computer with an Internet Connection and compatible browser. For a list of compatible browsers, type the following in any browser:
<http://support.renlearn.com/techkb/techkb/10624292e.asp>

To log in to Home Connect Website:

<https://global-zone08.renaissance-go.com/studentprogress/homeconnect?t=247141>

User Name:

Password:

If you have questions about Home Connect, please call your student's school.

Thank you.

Parents will need a separate login through Renaissance for each student/each school to access test score information.

Clara Hoellerbauer- Parents can log in and access this information, can students do so as well? And what was the participation rate for testing?

Eric Mason- Students should be able to go into the same system they logged in for testing to see their results. The participation rate showed that 92% tested overall. The lowest grade level for high school tested at 88%. Our goal is an 85% test rate because we know that is going to give us a great representation of scores, and our lowest grade level (10th) percentage was 88%.

We should not put too much stock in this baseline number we receive and focus on the middle year number, which after some schooling has been done, and some learning has been done, then if students are still that far behind, we need to get some intervention started.

Stacy Brisben- I like the list of interventions that they put out there and there is one document that I might need some help with. It gives me the actual questions that the kids did well on and didn't do well on and didn't do well on. For math, it had multiple representation of one value and so the kids maybe didn't do well on number three but number four, they nailed it because it was one representation.

Eric Mason- There are hundreds of reports in the Star system. It is a little overwhelming in there for everybody to review all of the information available, we will expand outward and show, here is a new report, this one is really good for this conversation. So, we are learning as we go as well.

Stacy Brisben- The reports are really good, and they have variations which can get you down a rabbit hole that you can get dug in so deep, you can't remember which report you started with, but they are very informative.

Eric Mason- These reports are available now. Our School Assessment Coordinators (SACs) were all trained on the parent reports. If they don't remember how to get in there, which is totally understandable, it was a whirlwind day of training, it is all available through the Schoology training site where SACs can quickly go in, find the instructions on how to get those reports and print them and talk to teachers about getting them out to parents. Hopefully in the next month or so, we will have the parent log in information being sent out as well. Principals and Assistant Principals can also view this information in Schoology.

The next test window (winter benchmark), students will get that all important growth score, which tells us where they are landing and their growth compared to their peers. That is a key moment. We should take advantage of that key moment to make sure that parent reports get into the hands of our families.

Clara Hoellerbauer- Having the test scores and reports available to parents through PowerSchool would be wonderful so that parents do not need to have several log ins to several different platforms.

Eric Mason- We will have CMAS scores available through PowerSchool and we will be working towards that availability for Star benchmark testing as well.

David Khaliqi- These current test results will not go to the Board. The middle and end year results, showing growth, will go to the Board.

III. Loop Closure – No time for this discussion

Meeting adjourned at 6:55PM

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

- ❖ 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):

- 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>