

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, September 12, 2022 (5:00pm-6:30pm)

www.d11.org/Page/6992

Recording of meeting commenced at 4:57PM

Meeting Attendees:

Ama Dei, Clara Hoellerbauer, Courtney Hertner, Julie Johnson, Julie Ott, Lyman Kaiser, Marion Clawson, Natasha Crouse, Parth Melpakam, Stacy Brisben, Velvet Stepanek

Agenda discussion:

UDIP will not be discussed due to Superintendent revisions in the works. Submission date to state is October 25th. Questions will be submitted to the Area Superintendents and the schools for their review. The schools will be presenting to the Board of Education this Wednesday night, they will get feedback from the Board and from questions received, and make their revisions for action approval at the September 28th Board meeting.

I. USIPs

Galileo

Marion Clawson- Galileo's Major Improvement Strategy: Binders. Is there more to offer than binders? And attendance, their other Major Improvement Strategy is weekly phone calls? It does not seem that the calls will have a big effect on attendance. When you look at building relationships and community in your schools and changing your school culture to make it more centered for students, that will have a much larger impact on attendance than a weekly phone call to parents. If you constantly get phone calls from the school, you become numb to them and they lose impact. I don't think phone calls help getting to where the problem lies. If the teacher will be reaching out personally, we're connecting to our families, learning about our students and creating better relationships. That would be different.

Natasha Crouse- Galileo put together a link between AVID and best first instruction and it is to be included as an addendum to their UIP. AVID work is being shared through their PLC processes so that those strategies are being infused across their school, including the six phases of learning in the AVID crosswalk. The six phases blueprint is a piece that is interwoven into the best first instruction that is being rolled out district wide. This is an initial learning year around what best first instruction means to our schools. We are just starting the implementation this year.

Julie Johnson- This phase work is a result of a couple of years work in conjunction with McRel International Consultants looking deeply at our instructional practices in our pedagogy to make sure that we're providing opportunities for deeper learning. Instead of what had been done in the past of going through a pacing guide and covering the curriculum. This is a different way of looking at how we present learning and how we expect mastery of the learning to look that isn't just "moving on", of students not understanding but actually looking at the standards very closely. Part of that work has been developing

quarterly reviews. That is the work that we are learning about and the work that we are doing in our schools each quarter which has very clearly articulated learning objectives from the Colorado Academic Standards, which also ties in cross curricular pieces like performance based assessments. Trying to change the narrative of what measuring learning looks like through stronger pedagogical practices. The six phases work takes a “roadmap” of the instruction we are presenting to students with consistency among campuses. So, a big picture roadmap along with, what do our day to day practices look like when we are presenting instruction and making sure we are using the research behind the six phases of learning that McRel is assisting with. This is a process where we are being really intentional about changing our practices and not doing the same thing that we've always done and continuing to expect different results. More active learning, instead of success being measured by completing a task. We're looking deeply at the skill. Planning for the skill development.

Lyman Kaiser- We need a two to three paragraph summary of what the six phases are, what it really means and it should be in the UDIP if we are going to apply this across all schools as best first instruction.

Marion Clawson- Karol Gates shared this with me and I really want her to come and explain this more to our SACs because it is a really good concept. It makes learning more relevant for the kids and puts them more into the journey of learning. I think this phase model will really help the kids that don't want to go to school. Those who feel that way feel like they cannot succeed and are overwhelmed or they don't see how they can grow. I think this model will really help them.

Clara Hoellerbauer- The six phases of learning are based on brain research. It shifts from planning the teaching to planning the learning. It is much more intentional in putting the student first in that process.

Lyman Kaiser- We have to have the whole concept. Not just one component. Then, it has to become part of the coaching and review by Area Superintendents and coaches so that across the District, we are in sync with what it is and how to apply it.

Natasha- Absolutely right. We need to be transparent with the public about how it is being coached and revisited and supported across departments and throughout the district.

Stacy Brisben- I agree. If we are going to do something we need to all be on the same journey and doing it together and the six phases is good instruction: focusing on the tier one, making sure our kids are getting what they need there. If it's not working in tier one, then the 10% that need tier two, we offer that.

Velvet Stepanek- Galileo's USIP is not much different from last year. I don't see anything in their USIP that will make a change and that concerns me.

Clara Hoellerbauer- It sounds like Galileo is missing an accountability system to implement AVID across the entire building in a consistent way. If you are looking at AVID as an elective course, for a few kids, that's not where the bang for your buck is. What they need is a system where they are consistently implementing the practices in every classroom across the board and there needs to be accountability to that.

Julie Johnson- We are making assumptions on things that we are not quite sure about. We need to be cautious of that. It is easy to look at a set of data and come to conclusions. That is what our brains do. We need to continue to ask questions and determine the why when it

comes to poor attendance. We tend to lean towards quantitative data in education, because it's much easier to capture, but we're missing a big piece of the story when we don't dig into that qualitative data. I think this instructional model that we are working on and developing is also going to help with that. And that is probably where they are coming from but we don't know unless they are here to tell us what their line of thinking is.

Questions-

How will AVID fix the data and what the data is telling us? How does the binder fix achievement and attendance? Is there an urgency for AVID professional development? Define the six phase blueprint in the USIP/UDIP. The weekly phone calls regarding attendance, will that be a robocall or a teacher calling to establish a connection with the student and family? 50% chronic absence down to 40% is not significant enough.

Midland/West

Natasha Crouse- Karen Newton pulled her teachers together from both West and Midland as one of her focuses, to support each other and come together. Both school plans are very similar and that was by design.

Marian Clawson- That is a great idea. They are both small schools so they can work together. Do they have any instructional coaches when going through PLCs? Are they using CIAs (Common Interim Assessment)? No "Bright Spots" listed? Why is no CMAS data listed? Does either school have a Community Liaison?

Velvet Stepanek- Was there any parent participation for Midland? I only saw that for West. Who will be filling out the CDE's FSCP (Family School Community Partnership) rubric for Midland? I liked both USIPs for Midland and West.

Natasha Crouse- Most of our elementary schools are going to be using the STAR test (Renaissance) for benchmark testing and quick check-ins.

Lyman Kaiser- We have 13 schools that are either at Priority Improvement or Turnaround status. There needs to be an overall district plan of how we're supporting all of those schools in a special way.

Natasha Crouse- Superintendent Gaal and Chief Academic Officer Tamara Acevedo are currently working on that.

Mitchell

Natasha Crouse- Mitchell wrote their UIP to be a complement to their innovation plan. Mitchell opted to go in front of the State Board of Education to appeal for an innovation option which was approved by the state. One of the attachments is their innovation plan.

Velvet Stepanek- How can they be successful when they are so short of staffing? They need teachers while rebuilding their culture.

Julie Johnson- We are all short staffed but Mitchell seems to be even more so. Principals are leaning in and surrounding Mitchell to see how we can support them and diligently try to find solutions including potentially having access to Spark Online core classes. John Bailey at Achieve Online is also looking into providing support. Think about the best innovations throughout history, they happen because we are put into these really difficult situations and that is where the best ideas come out. So, we are trying to get a lot of brains on it.

Marion Clawson- I noticed that Mitchell took their Major Improvement Strategies and then the same information appears again in in the "Bright Spot". I don't understand that because

if that is what you want to improve most on, how can it be your Bright Spot? If they are on the clock in year four, what does the innovation plan do to that?

Natasha Crouse- My understanding is that it creates a three year hold. There is no movement on the clock this year so this is a pause, then a three year hold.

Velvet Stepanek- I think it needs to be known that other high schools are supporting and trying to come up with outside the box thinking to support Mitchell.

II. SPFs

Natasha Crouse- There are a variety of factors that Superintendent Gaal and CAO Acevedo are looking at, identifying and cross referencing Empower schools alongside the new SPF designations, and putting together a draft list of 17 schools which would include Priority Improvement, Turnaround, plus Midland (Midland received a Request to Reconsider and are now Improvement for two years until sufficient data can be determined. If they are not able to get a rating, they will be considered on hold for this year and next year). Sabin was included in the Improvement Plan by one tenth of a percent, Swigert, and McAuliffe. They were looking at a variety of factors and needs in determining which schools need what supports and then coming up with their plan to provide those supports moving forward.

Marion Clawson- What does it mean that Swigert is listed at its second year on "Watch"? The "clock" is still in a "hold harmless" pattern. Swigert can come off the clock, but the state keeps them on watch status. So, they were watch status 2019, which carried through to 2021. and then 2022 is still holding that clock. So that status for them has not changed on they remain on watch for one more year.

Marion Clawson- If you get your rating now as Priority Improvement, and you have good data in the in this year, will you get out of Priority Improvement or do you have to wait another year?

Natasha Crouse- My understanding is that because this year is all hold harmless here, the State Board of Education wanted the Colorado Department of Education to still put ratings on the SPFs even though we have two thirds less growth data in those at the elementary and middle school, because we had alternate tests (some grades gave math, some gave English), we don't have growth for everyone so there are some significant holes there, but the CDE did go forward with the state boards recommendation that they still put in those ratings and my understanding is that it is still hold harmless for one year. It is a very complicated process. We will be looking at requests to reconsider for some schools.

Meeting adjourned at 6:26PM

Natasha Crouse Notes:

School UIP Feedback and Questions—Deadline September 20th at 4:00

Public Hearing and presentation on September 14th BOE meeting.

- **Performance Frameworks:**
 - All Schools Summary: [CDE Published - SPF2022PreliminaryRatings.xlsx](#)
 - Summary of Changes: <https://www.cde.state.co.us/accountability/summarychangesdocument>
 - Annotated Framework: <https://www.cde.state.co.us/accountability/2022-annotated-framework-report>
 - Performance Frameworks in Accountability Handbook P. 26: <https://www.cde.state.co.us/accountability/accountabilityhandbookpdf>
 - Priority Improvement & Turnaround: https://www.cde.state.co.us/accountability/priority_improvement_turnaround_supplement_2022
 - Participation & Accountability: <https://www.cde.state.co.us/accountability/participationandaccountabilityguide-0>
 - R2R: <https://www.cde.state.co.us/accountability/requeststoreconsider>

Galileo UIP Questions & Comments:

- Are you sure this will fix what the data this is telling you? Data tells a story of spiraling downward. Plan doesn't feel confident--not very different from prior iterations.
 - AVID:
 - Binders--how does the binder fix achievement & attendance? Binder should be in the action steps--not in the main part
 - AVID PD throughout the year? Is the urgency there? Why the need when AVID has been part of the school for years? What research did they anchor into that explains the why for AVID?
 - What is the 6-Phase Blueprint? Define in the plan--the public doesn't know what this means. Need 2-3 paragraphs that fully describe.
 - Missing accountability system to school-wide implementation of AVID
 - Attendance:
 - Why are students not attending? We need the story of qualitative data.
 - Weekly phone calls--why will this have an effect? Building community and community engagement are essential. Are teachers calling? Reaching out personally--connecting to our families
 - 50% Chronically absent to 40%--not significant enough to pull out of turnover
 - Personal connection needed to grow supportive environment
- What do they need? Ask for the support you really need.

West ES/Midland UIP Questions & Comments:

- Cross-school PLCs--good thinking
- Will CIAs be used?
- Seeking support from Education Insights: Change to "Education Insights **will**" provide support
- Do Midland and West have Community Liaisons and Counselors?

- Midland:
 - SAC parent names missing from Midland??
 - Midland: Who is filling out the FSCP rubric?
- West ES:
 - Do they have instructional coach?
 - No bright spots?

Mitchell UIP Questions & Comments:

- Concern: So short of staff--worry for plan implementation. All high schools are leaning in to support (IE: accessing core classes online through SPARK).
 - What other virtual options are available as an option? IE: Online electives
- **Major Improvement Strategy--echoed in Bright Spot??**

District UIP Questions & Comments:

- Need 2-3 paragraphs that fully describe + Phase 1-6 quick poster; based on brain research; shift from planning for teaching to planning for learning actively; How is this being coached and supported throughout all departments for schools to implement strongly? Tier 1.
- How will targets be updated to the STAR benchmark assessment?
- How will Turnaround and Priority Improvement schools be supported?
- Include: All high schools are leaning in to support Mitchell (IE: accessing core classes online through SPARK).

Invite Karol Gates to come and provide BFI overview and Eric Mason to discuss what interim assessment options are available.

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

(Webex calendar invites will be sent in July)

- ❖ September 26, 2022
- ❖ 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):

(Webex calendar invites will be sent in July)

- 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>