

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, March 28, 2022 (5:00pm-6:30pm)
www.d11.org/Page/6992

Recording of meeting commenced at 4:53PM

Meeting Attendees:

Ama Dei, David Khaliqi, Hillary Hinton, Karol Gates, Lauren Nelson, Lyman Kaiser, Marion Clawson, Mary Coleman, Natasha Crouse, Parth Melpakam, Stacy Brisben, Trish Nixon, Velvet Stepanek

Agenda discussion: (some recorded audio difficulties with in person participants)

I. Loop Closure

Benchmark Assessment RFP is moving along. Still working through details and pricing. Should have more definitive answer in the next two weeks.

Marion Clawson- Any updates on how are we going to improve the process to capture where students are going (outside of D11) when they leave the District?

David Khaliqi- We are working with principal groups and EDSLs to put together an exit survey for 5th graders going to 6th and 8th graders going to 9th. Every student exiting elementary school and exiting middle school. The status of that right now is we are trying to get a feel for what's already being done (Swigert is already doing something on their own) and I'm sure other schools have questions that they ask 5th and 8th grades as they leave. So we are collecting those questions and then we are putting a survey together with feedback from principals. We will reach back out to those principal groups for their feedback and what other information they feel should be collected. We will have a survey for those that are staying, asking what their elementary and middle school experience was like, ways to improve and grow, and then for those families that are choosing to leave the district, getting more information about why and where they are going. We will start with these groups and then look at ways to expand to other grade levels. It will be part of the exiting process with about 5-7 questions and possibly an open-ended question, keeping it brief. We may have both a student and parent survey, but the focus will be on the student. The goal is to have something in place by the end of this year.

Marion Clawson- Feedback from teachers would also be valuable, and principals as well... but will they be forthcoming with that information?

II. Academic issues and how they can be addressed – Karol Gates

Academics cannot be addressed without the social-emotional component. We are working with schools to see where there needs are, as each school will have slightly different situations (ie. teachers in and out of one class while other classes have one teacher the entire school year). We are not using COVID as an excuse, but need to address how we get further along, which includes changing our mindset. We need to back up and talk about accelerating the learning to hit the fast forward button to push students faster through some of the pieces. Are we looking at what students need as learners? Or are we just doing

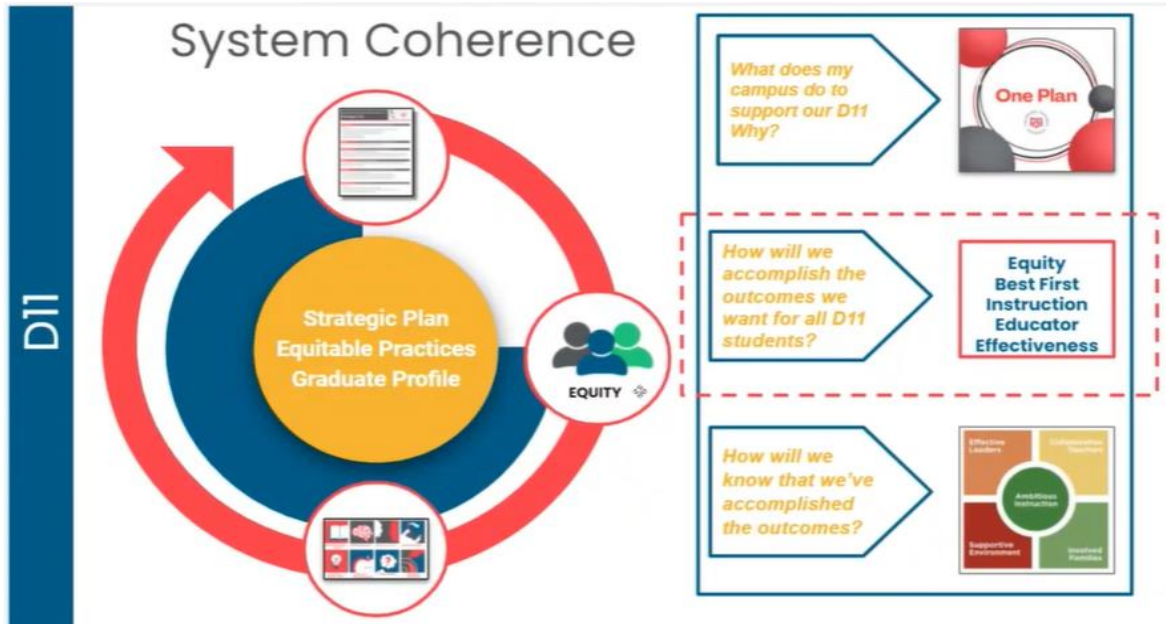
what we're covering? Are we actually saying, what do they know and how do we push what they know into the next stage. Our biggest initiative is planning for learning instead of teaching. Meaning that a teacher might have a lesson plan, but if they're not really tuned in to what the students actually meet or can do, then it's going to be a lot of wasted instructional time. We don't want to just "fill in" something, or chase a score, we're saying these are the key standards that we need to make sure that the students get super good at and masterful at every quarter. We want to bring everyone to the idea of re-establishing a Tier One system of quarterly expectations, assessment expectations, performance assessments, and put together a plan to streamline the materials that we use. Making sure they are of quality and our professional development is raised. We are trying to do that catch up mode for our instructors to have the very best in front of them, and the training on a regular basis, to be able to feel very confident in a lot of the work that they're doing. We are putting together a whole new system and rebooting our system for our schools. What I have tried to say to the board members is that, before we hold teachers and principals accountable, we need to look at the system and some system failures that have happened and that's where we need to put in our Tier One system and be very clear with what it looks like, stop jumping program to program, start using our standards in a way that is all standards, not just chasing the testing standards and rebooting our whole system to where our teachers and principals have something to lean into. This is where we are starting to get the system to come together in a coherent way. Before COVID, we had a lot of different silos and people weren't talking with each other or putting a system together, and we are starting to do this now. We want the system itself to be doing this together and putting together a system that works for all sites, not just individual schools. The Academic Master Plan is going to be establishing what we mean by a quality neighborhood school and what that looks like. No matter what school you have, in order to be a part of D11 and our organization, there's a quality benchmark that everyone needs to meet, and a lot of that has to do with our instructional planning. That's where curriculum and instruction comes in, to provide support and consistency by "linking arms" as departments, and supporting schools. Lyman Kaiser- I applaud what you're doing and I hope we can make it work because I think it's important and I think we need to be driving against the standards, but D11 has gone up this hill and fallen off and gone up and fallen off, at least four or five times in the last 20 years.

Karol Gates- We have updated the language and state expectations, like the Read Act, that has a huge impact on the system. Being able to take advantage of that this past year and be able to write up what we will have as a framework and what we will have in a curricular plan, as an organized plan of instruction. So that every time a student moves from 2nd to 3rd and 3rd to 4th, we're really clear on what that looks like, and what the focus and supporting standards are for each of those grades. We haven't necessarily been doing the policy language or enacting through policy, the systems. The big shift, in my mind, is how everybody's starting to say we all own this. We all need to help our executive directors. And it shouldn't just go through that one, narrow filter of them. Imagine every site does something different. They're going to be scrambling. Whereas, if they have a standard script that everybody's working from, it'll make their job a lot easier.

Lyman Kaiser- It will help students that move from school to school to have that consistency as well.

Velvet Stepanek- I wanted you to comment on what you found when you looked at other districts to see contact hours and professional development days.

Karol Gates- Top three goals over the next three years: Strategic Plan, Equity (giving students what they need) and Graduate Profile.



D11 vs. other school district's student contact, professional learning, and school start/end times:

| District | Number of student contact days | Number of teacher contract days | Number of Professional Learning Days | # of P/T Conf | Elementary start and end time | Total School Hours for Elementary Students |
|--|---|--|---|---------------|-------------------------------|--|
| D11 21-22 | 170 <small>(including PIT conferences)</small> | 185 | 5 | 1 | 8:00-2:30; 8:45-3:15 | 6 hours 30 minutes |
| D20 21-22 | 177 | 183 | 7 <small>In addition- Quarterly school testing days / P-T conference prep</small> | 2 | 8:45-3:45; 8:15-3:15 | 7 hours |
| D49 21-22 | 168 | 182 | 8 <small>Includes 4 day "prap week" before school starts</small> | 2 | 8:20-3:30; 8:30-3:40 | 7 hours 10 minutes |
| D38 21-22 | 161 <small>(calendar indicates some/multiple groups of students in attendance - those days were not counted in this total)</small> | 180 | 6 <small>Delayed start monthly for PLCs for elementary; 5 days of PD before students start school</small> | 2 | 8:55-3:55; 9:00 - 4:00 | 7 hours 10 minutes |
| D14 21-22 | 169 | 181 | 4 <small>3 days before students start, 1 designated as PD during year</small> | 2 | 8:00-2:50 | 6 hours 50 minutes |
| D3* <small>Staff Cal Std Cal 21-22 Staff Student</small> | 166 | 195 | 12 <small>Noted in staff calendar as training, no students but counts as an instructional day for 4, 4 days prior to student start</small> | 2 | 8:15-3:25; 8:45 - 3:35 | Avg- 7 hours |
| D2 21-22 | 170 | Unknown <small>Staff report dates and professional learning dates not published</small> | Unknown <small>Staff report dates and professional learning dates not published Late start every Monday.</small> | 2 | 8:35-3:35 | 7 hours |
| DPS | 174.5 | 186 | 10.5 (includes planning days) | 2 | Varies between 7:35-3:15 | Minimum 7 hours, some 7 hours 15 min |
| D60 | 150 | 165 | 8 for all, additional 3 for innovation sites | 2 | 7:45-3:05 ES | 7 hours 20 minutes |

*Days were counted from calendar as number of contact days/contract days are not published on calendar.

Karol Gates/Velvet Stepanek/David Khaliqi/Stacy Brisben- Very much appreciate all of the hard work and dedication from Natasha Crouse and Chad Molina for the One Plan, including collaboration with other departments to refine the plan. And continue to improve it
Natasha Crouse- One Plan roll out to EDSLs in April. The One Plan is always an iterative process.

Lyman Kaiser- Natasha will be attending the SAC Training on April 7th to discuss where we're going next year and how it will all come together, and how SACs will participate as well.

Karol Gates- We have Title Nine in our state which is very local control heavy and so the state can give you the standards, but they can't tell you what the curricular map looks like. The state can give you examples, but we have to physically bring this in to what we put together within our policies. When you look at Texas, they have their own ideas and you'll go to a 5th grade classroom in one city and they'll be teaching the same thing at other schools, for the most part. They have a very specific statewide expectation, where Colorado is very locally controlled, and so every single district comes up with their own plan with a little bit of guidance from the state. It's getting tighter and tighter with Read Act but when you have that sort of fluidity, or that sort of autonomy, you've got to really have a strong coherent system as a district. If you have a lot of revolving door personnel, or a reorganization, then things can start crashing and burning because the person running the system goes away and nothing sticks. We are starting to analyze the consistencies and the inconsistencies. We're going to be on your turf all the time, Tier One invades everybody's space and that is what is needed to move forward.

Marion Clawson- Please explain to me, what does it mean if my kid doesn't know 6th grade math and needs 4th grade math, can it not be taught in 6th grade?

Karol Gates- it's really an office of civil rights violation. If you have kids in 6th grade doing 4th grade work, they have to have access to their grade level, peer-like work. If you've a student that's having difficulty and they aren't at grade level, then you have to scaffold in what they're missing to get them to the 6th grade level. You have to scaffold up and help them get into that 6th grade material, which is again, a lot of the time the scaffolding or building the extra support, or in the supporting standards. They have to have equal access to all of their grades, peer-like grades. And for that 6th grader working in 4th grade math, it just may be something in fractions that is challenging them, but they are fine with numeracy. So, you don't want to assume that just because there's a skill that they're really deficit in, that they are not able to do the rest of math. We won't assume that they have a bar that's lower, we just have to figure out how to get them to that bar and that's what the growth formula, frankly, is for. They know that not everybody can hit the grade level achievement benchmark. But if they've moved from 4th grade to 5th grade, that's a year of growth. There's something to be said about that. And we need to look and see what it is they're doing. The goal is that you don't want to make assumptions about the student and sometimes it's just that somebody has a better way of teaching it to them, or a better way of explaining it for that student than they may have received the year before.

David Khaliqi- From the assessment side of things, the vital importance of common interim assessments gives very finely sliced points of "this student is struggling within this domain of work", which may be one skill, and as we have approached it without this common interim assessment approach, we've missed having the tool to say this is one place value and the

one skill that's really hampering the entire thing in a systematic way across the grade band, but really making those fine-tuned instructional decisions based on some of those results that could really have large pay offs for a relatively small change or tweak. So that even when a student is still in the red or orange, or even yellow, but they've gained points and are growing, and we have now tools that are sensitive enough to see that growth and to understand what needs to happen. Obviously, our goal is to get everybody across that line of performing at or above grade level, but for us to have that tool in place that can be used to that degree across all grade levels is a huge benefit.

Stacy Brisben- In elementary school, all the teachers are expected to be experts in every single area. With our Tier Two process for math, it will be super helpful. We have a lot of teachers that are very strong in teaching reading, and we have a lot of teachers really strong in math, but may not be able to diagnose the math. So, they know what it should look like. They know where the rigor is, they know what that assessment should say, but when kids aren't meeting that mark, they're not understanding at which point do I need to go back and fix? So, I think with this new the RFP, I think our new Tier Two system is going to be very helpful for that because it will tell them this is where they are. And this is what they need to work on.

Natasha Crouse- There are years of research behind the 5 Essentials. I do believe we would be foolish not to capitalize on that. A data set that says, if you're strong in three of these five categories means you have 10 times the likelihood of increasing your student achievement.

Hillary Hinton- I have full faith in Natasha and David and Karol, that you are going to take all these things that you've been talking about forward, and make sure that we continue with 5 Essentials.

Karol Gates- We need to stand firm with our convictions, if we're not holding firm on something and we're not making it clear to everybody of the value of something, then why wouldn't school sites go do their own thing? If no one is holding them accountable or a strong reason for it and there's no support. You show up and you're there every day and you're helping them with it. If you're just saying, "good luck with that" and providing no support, then of course, they're going to do their own thing. I think that is a leadership issue and anyone who gets hired should be hired with the idea of the fact that we have things in mind. We're not going to stray from that. We need someone who can execute, instead of coming in with new ideas. That needs to be a part of how you hire, "Do you agree with where we're going?" Because if not, then you probably shouldn't be part of this team.

III. District Improvement Plan Goals –

Time did not allow for this discussion

Meeting adjourned at 6:40PM

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 agenda and minutes can also be found on the D11 Accreditation website here:

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