

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, October 25, 2021 (5:00pm-6:30pm)
<https://www.d11.org/Page/6992>

Recording of meeting commenced at 4:55pm

Meeting Attendees:

Ama Dei, Ashley Byers, David Khaliqi, Julie Ott, Marion Clawson, Natasha Crouse, Stacy Brisben, Velvet Stepanek

Agenda discussion:

I. Performance Matters – Ashley Byers (Assessment Facilitator- Education Insights)
Common Interim Assessments (CIAs) will be built in Performance Matters within the PowerSchool platform

- ▶ Common Interim Assessments:
 - ▶ Address **medium-term goals**
 - ▶ Are **5-15 questions long** (depending on the standard/skills being assessed)
 - ▶ Provide both critical data on how students are doing and - importantly - **actionable** information that can be used to support student achievement
 - ▶ Are in **alignment** of what is most important for students to know and be able to do and capture the depth and breadth of learning goals
 - ▶ Inform policy, instructional planning, and decision-making at the classroom, school, and district levels
 - ▶ Communicate a clear message to students, teachers, and parents about how learning will be measured

Our hope is to have the students involved in goal setting and to utilize that information, and at the school's discretion, they can also involve parents. Teachers in a PLC team will build their own assessments so it will be very specific to the learning needs of their students. We want the PLC groups to ask themselves these questions when building assessments:

- ▶ Results from CIAs can help answer:
 - ▶ What have my students learned?
 - ▶ Who has and who hasn't met the medium-term goals?
 - ▶ How are students performing on this assessment on those areas identified as weak on the annual assessments?
 - ▶ What are the strengths and weaknesses in an individual's/a groups' learning?
 - ▶ Who are the students most in need?
 - ▶ What are strengths and weaknesses in curriculum and instruction?
 - ▶ Are our improvement strategies working?

These CIAs help to connect the strategies and plans with the bigger picture of larger assessments (like state assessments- CMAS)

Sample questions in a Performance Matters CIA:

Question 2 of 8 Submit Test 7.RP.A.2.c_Q2_CIA1 All changes saved Tools

Question 1-2

For each question, x varies directly with y . Match each question with the correct answer. Answers may be used more than once. Some answers will not be used.

	-8	-3	6	18	72	108
What is the value of x when $y = -24$, if $x = -4$ when $y = -12$?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is the value of y when $x = -18$, if $x = -12$ when $y = 72$?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is the value of x when $y = -18$, if $x = -8$ when $y = 2$?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 4 of 8 Submit Test 7.RP.A.2.c_Q2_CIA1 Tools

Question 1-4

The table below shows how the cost of building a fence is related to the length of the fence.

FENCE COST	
Length (meters)	Cost (dollars)
20	400
30	600
40	800
50	1,000
60	1,200

Which equation correctly relates x , the length in meters, and y , the cost in dollars?

$y = 20x$
 $y = 20x + 400$
 $y = 200x$
 $y = 10x + 200$

Question 5 of 8 Submit Test 7.RP.A.2.c_Q2_CIA1 Tools

Question 1-5

Carolyn works after school at a clothing store. Let t equal her total earnings in dollars, based on h hours worked at a rate of d dollars per hour. Write an equation to represent the relationship between t , h , and d .

CIAs can be used as a pre-test before jumping into a specific unit section, then part way through as a check for understanding in case we need to re-evaluate and move slower or faster, and then another as a summative piece before we move on to the next unit section. For every CIA created and vetted, we can see standards distribution, depth of knowledge percentages and different types of questions (question interactions). We have question item banks with over 300,000 items to pull from including language arts, math, Spanish, science and social studies. These banks are used to build the assessments.

Middle schools are the group starting to use CIAs and we are working toward a full roll out where all schools and all levels will be able to build and share assessments throughout the

District. Many other school levels are ready to utilize CIAs and Performance Matters, when it becomes available for all.

PLC teams will have the power and flexibility to determine how often the CIAs will be utilized and for what purpose and how it may best impact instruction. CIAs should be relatively short, between 5 and 15 questions, so as not to have students feel like they are taking assessments constantly. Teachers and students have access to see how they performed on CIAs.

CIAs should not to be used as pre and post tests for an entire unit. CIAs are for teachers and students to provide alignments and goal setting. CIAs are very actionable and immediate, to be used on individual standards or skills so that students can learn and take action from. This will be a mindset shift for many teachers as this is new to all of us and should be used as a quick and actionable piece to assist with instruction in small sections of each unit of learning. CIAs do not necessarily have to be part of the student's grade, they can be used to inform instructional decisions. Teachers can customize which grades are informing instruction and next steps versus which grades are informing student mastery. There are no hard and fast guidelines for utilizing CIAs as this is a work in progress but we will see a shift during second semester in utilizing CIAs more regularly and with all school levels. CIAs can also be assigned to particular students based on each student's needs.

The comprehensive benchmark is not tied to any particular set schedule of assessed standards. That is the primary difference between it and the aligned district benchmark approach because there are different sites and school buildings that follow different schedules, so the comprehensive allows for that. CIAs are a tool where teachers can hone in exactly to the standards that are being covered specific to their curriculum and approach. This makes the comprehensive benchmark the normed outside check to see how persistent and resilient the learning is within the specific approach.

The goal with Performance Matters and CIAs are to help teachers with that instructional piece and to answer the questions: Am I headed the right direction? Do we need to make shifts? Is it actionable? Is it aligned?

Unified Classroom Performance Matters video shown

- II. Enrollment Update (connection between enrollment and testing data) – Dr. Khaliqi**
We have purchased another tool called Decision Insights which is an enrollment tool but time did not allow for the full discussion

- III. SAC conversations (benchmark testing) - Dr. Khaliqi**
Time did not allow for discussion

Next DAC Accreditation meeting will take place Monday, November 8th, 2021 from 5:00pm-6:30pm

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 6:41pm