

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee
<https://www.d11.org/Page/6992>

DAC Accreditation Meeting Minutes
Monday, April 12, 2021 (5:00pm-6:30pm)

Recording of meeting commenced at 4:52pm

Meeting Attendees:

Alexis Knox Miller, Chad Molina, Chris Wallis, Clara Hoellerbauer, David Khaliqi, Eric Mason, Jane Tucker, Lyman Kaiser, Parth Melpakam, Stacy Brisben, Trish Nixon, Velvet Stepanek

Jane Tucker announced her departure as DAC Accreditation Chair at the end of this school year as she is moving to Boston to work on her PhD in nursing research specifically tied to pregnant women.

Agenda discussion:

I. Testing procedures - Dr. David Khaliqi/Dr. Eric Mason

PSAT and SAT testing has started at the high school level. The CMAS testing window opened today with a few schools and groups already starting testing. A Colorado state testing waiver was approved which reduced testing to alternating test subjects for third through eighth grades (ELA and math for alternating years- ELA for 3rd/5th Math for 4th. Science will not be tested except for grade 8. 9th/10th- PSAT/ 11th- SAT no Science for 11th grade, their Science will be based on Science SAT score). Any parent can opt students in for testing of alternate grades. Quarantines are proving challenging for testing. Mitchell HS is on full remote due to quarantines and will miss the initial testing window. Testing books need to be sent back as makeup testing will need different books to be sent for the makeup testing dates. Martinez ES is also fully remote and will not return until 4/20/21 so they will miss the first full week of testing, leaving them with just two weeks to complete testing. King ES has a grade level that will not return until the final week of testing due to quarantines. We advised we support not testing those students as they would have to move directly into testing, rather than into classroom instruction. The priority for Dr. Thomas and for the District as a whole is for the health and welfare of the students, then classroom instruction, and testing comes as a distant third. Participation will not be calculated this year. Testing results and growth cannot be used in teacher evaluations and there will be no school or district performance frameworks. We are required by law to make a good faith effort to test every in-person learning student only (no remote learning students are tested unless they opt in and come to their school to test). For students that miss the initial testing window due to the pandemic and quarantines, they will not be required to test. Growth is determined by two consecutive years of growth data. We may not have SPFs for the 2022-23 school year due to the pandemic and not having enough growth data to support that. While students are

testing, opt out students still receive classroom instruction (or asynchronous learning) during that time frame, including all remote learning and in-person learning students.

II. School Improvement Plan tool and symposium – Dr. Khaliqi/Chad Molina

Overall intent for this tool is that it is easily accessible for school leadership. All teachers and principals will put all of their data in one location to avoid having to search multiple platforms for the information and also redundant work. This will provide ease of use to actually use the data for goal setting as well as completing the UIP. This tool is to align these plans into one tool/location. Each data source is tied to a key deliverable making the implementation benchmark a key result. This will catalyze short cycle goal setting including regular conversations about data, all coming back to one place. School Improvement Sample Plan via Hoonuit explained by Chad Molina. Access of this tool will be provided to school leadership and EDSLs for each individual school. Each school will be able to create a pdf of data to share with the community. The symposium will include discussing the plan, layout the tool, explaining what school improvement actually is instead of just reacting to data, training and support regarding using data and analytics to change the way we look at data and in intuitive ways.

III. HS/MS Middle of Year (MOY) Universal Screener – Dr. Khaliqi

I read several articles on this of the danger of continue to look at these data as learning loss and phrasing it is learning loss and just accepting that it's almost baseline. It's a baseline starting point, for where we need to start a goal and goal setting right now. It's not to diminish the fact that there has been learning loss, but it really changes the way we approach addressing it. We run into the danger of talking about learning loss by going into full on remediation mode. We need to remediate and we need to move forward and we need to do all these things. It becomes a heavy lift. Yes, there is learning loss, and this is really baseline starting points for where we're going to be starting from here forward. We really need to accept that there will be a bubble of students that will be working very hard over years to start to close those gaps. This can change the way we approach the work. Alexis Knox-Miller: Our equity auditors call this "learning privilege", framing this around the fact that there are students who have been privileged to learn during this time because of certain circumstances. Those who have the privilege of having internet or someone at home that can help them and the ability to retain all of the learning they have had all year where others have not had that privilege.

Non-minority at 50% not meeting grade level expectation in Algebra. Minority students at 56%. Not much change from beginning of year (BOY) to middle of year (MOY). We didn't lose or gain ground.

Slight growth in ELA for minority students from BOY to MOY. Non-minority, about the same as BOY at 30%. Again, little change from BOY to MOY.

Minority students at 65% not performing at grade level in general math. No change from BOY to MOY. Non-minority students 50% MOY versus 48% BOY.

ELA- Student growth 38% met. Math- Student growth 31% met.

ELA- Black students 44% met or exceeded growth. Hispanic students 41% met or exceeded growth. White students 36% met or exceeded growth.

Math- Black students 46% met or exceeded growth. Hispanic students 32% met or exceeded growth. White students 29% met or exceeded growth.

Through the school improvement plan and symposium, we are going to bring together the school leaders with new approaches in growth that are working, to share resources and those approaches to all school leaders so the growth can happen across the district.

Next Accreditation meeting will take place Monday April 26th, 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 6:36pm