

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Dr. Nicholas Gledich, Superintendent
Dr. Mary Thurman, Deputy Superintendent
Personnel Support Services

School Accountability (SAC) Training Agenda

February 1, 2018

Tesla Professional Development Center

6:00pm – 8:00pm

Room 116/129

- 6:00 – 6:05pm **Welcome and Introductions**
Dr. Parth Melpakam – DAC Chairperson
- 6:05 – 7:05pm **Overview of Galileo K-12 Data & Reports** – Natasha Crouse- 60 minutes
- Overview discussion of a 3-year implementation plan
 - Psychometrics (video)
 - Projected Proficiency (reports)
 - Parent's guide to Galileo K-12 data
 - Tips on how to use assessment to empower instruction
- 7:05 – 7:20pm **Testimonials** – 15 minutes
- Darren Joiner (Principal-Jenkins Middle School)
 - Natasha North (Teacher – Russell Middle School)
 - Jason Nienhueser (Teacher – Edison ES)
- 7:25 – 7:40pm **Q&A (K-12 Galileo)– Individual Tables** - 15 minutes
- Individual tables will have the opportunity to ask questions and discuss in small groups
 - High schools will have a separate table to ask questions and discuss PSAT and SAT assessments, Khan Academy and College Board
- 7:40 – 7:55pm **Break-out sessions – Continued at Individual Tables – 15 minutes**
- Collaboration/discussion with other SAC members – monitoring your school's USIP-successes & challenges
- 7:55 – 8:00pm **Conclusion - room 116**
- Door Prizes and Evaluation of Training (leave at door)

Next SAC Training is April 5, 2018, 6:00 – 8:00pm, Tesla

GALILEO K-12

3-YEAR IMPLEMENTATION PLAN

YEAR 1 (2016-2017)

- Implement benchmark assessments using Galileo K-12
- Become acquainted with Galileo K-12 data

YEAR 2 (2017-2018)

- Increase understanding of Galileo K-12 benchmarking
- Build common formative assessments
- Utilize Galileo K-12 in Professional Learning Communities (PLCs)

YEAR 3 (2018-2019)

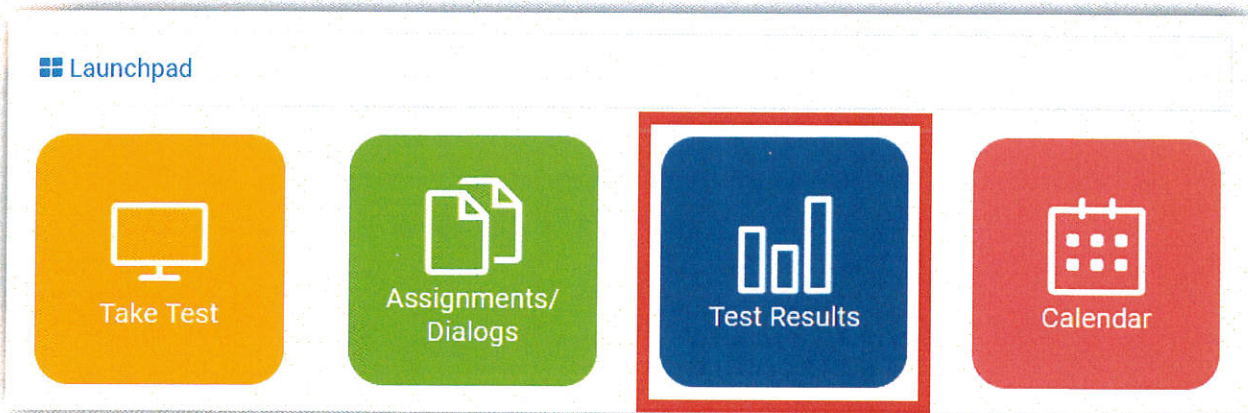
- Align assessment and curriculum tools

A Parent's Guide to Accessing the Galileo K-12 Student-Parent Portal

1. Use your student's Network Username and Password to login to Assessment Technology Incorporated/ATI.
(NOTE: This icon is typically linked to a student page in the school's website.)



2. Click on the Test Results Tile.



3. Here you can see an overview of your child's Benchmark and Formative Assessment scores. Click on the Test Title to view standards level performance.

A screenshot of the "Completed Tests" section of the portal. It displays a table with columns for Type, Subject, Test Title, Date, Score, Percentage, DL Score, and Percentile Rank. The "Test Title" column is highlighted with a red rectangular border, and the "2017-18 ATI Math Gr. 06 Fall" entry is selected.

Completed Tests

Click on any test name to view development profile report.

Search

Type	Subject	Test Title	Date	Score	Percentage	DL Score	Percentile Rank
Benchmark	CC-R06: ELA 06 Gr.	2017-18 ATI ELA Gr. 06 Fall	09/06/2017	41/46	89%	1313 (L5)	99
Benchmark	CC-M06: Math 06 G	2017-18 ATI Math Gr. 06 Fall	09/08/2017	21/47	45%	1088 (L4)	79
Formative	Math	Math 7.EE.1 Expressions Quiz	11/06/2017	0/7	0%	N/A	N/A
Formative	Math	Math 6.EE.6 Solving Equations and Writing Equation	11/03/2017	8/10	80%	N/A	N/A
Formative	Misc. Test	Quiz 3-Key Ideas and Details	11/30/2017	5/5	100%	N/A	N/A

Showing 1 to 5 of 7 entries

1 2

A note about Formative Assessment: Formative Assessments are tools teachers use to determine the learning needs of their students for instructional purposes. They are measures to help the teacher know whether or not they need to teach something, and not a measure of what a student should already know.

A Parent's Guide to Accessing the Galileo K-12 Student-Parent Portal

Score: The raw score shows how many items the student answered correctly out of the total number of items.

Percentage: The number correct divided by the total item count.

DL Score: The Developmental Level (DL) is a scaled score.

To achieve comparability, standardized testing programs report scaled scores. The reported scaled scores are obtained by statistically adjusting and converting raw scores onto a common scale to account for differences in difficulty across different forms. For an easier form, a test taker needs to answer slightly more questions correctly to get a particular scaled score. For a more difficult form, a test taker can get the same scaled score answering slightly fewer questions correctly. Table 1 shows an example of scaled scores associated with different raw scores for two different forms, A and B.

Percentile Rank: The percentile rank tells you what *percentage* of the sample scored equal to or less than your child's score.

- If your child's percentile rank was 50, they scored as well as or better than 50% of the sample population; though the other 50% of the population did better on the test.
- If the percentile rank was 12, they scored as well as or better than 12% of the sample population, but 88% of the sample population achieved a higher score.
- If the percentile rank was 95%, they scored as well as or better than 95% of the population and only 5% achieved a higher score.

4. When you click on the Test Title, you see how your child performed on each of the assessed standards.

CC-6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].	1	Ready Soon	50%
CC-6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].	1	Learned	100%
CC-6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C . [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].	1	Ready Later	0%
CC-6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars. [From the cluster: Apply and extend previous understandings of numbers to the system of rational numbers].	1	Ready Soon	50%

Flipping the way we think about assessments

November 24, 2015

By John Maycock



This is how I used to use assessments: I'd start by looking at the numbers on a data report, and ask myself, "What does the data reveal?"

Over time, I've realized that this "data first" approach to assessment suppresses important conversations in so many schools. When districts and schools begin meetings with the output of the assessment—the data—they miss the chance to use the assessment to deepen their understanding of the standards. A focus on green, yellow, and red rankings on data reports too often discourages honest, reflective, and vulnerable conversations—which are essential for a healthy adult learning culture.

As someone who helped start a nonprofit focused on the very idea of using assessments to improve instruction, I feel even more conviction now—ten years in—that we all need to take bolder steps to reframe how we think about and use assessments intended to support teaching and learning.

"We need to flip the way we think about assessments away from the idea that they are only a vehicle for data, and towards the idea that they are powerful instructional resources."

Here are actions we should take to make instructional assessments more valuable for teachers:

Do the work we're asking our students to do.

Instead of immediately zooming in on the bar charts and percentages you see on a data report, spend time diving into the assessment by reading the texts and doing the math.

In literacy, think through the purpose and structure of the text, and pull out specific words, phrases, or sections your students should be able to access, and also where they

might stumble. Find evidence to support your own claims for a writing piece. Ask yourself questions like, “Why did the author use that language to make her point?”

For math, study the math tasks and items, and solve them. Identify the conceptual understanding, knowledge, or procedural skills needed. Uncover all the different ways you can arrive at the answer and articulate how you got there.

Do this work as a team, with district leaders, principals, and teachers. That way, everyone deepens their understanding of the standards, what’s expected of students, and their own work supporting schools. This opens a door to professional learning that remains closed if we start and end with the data alone.

Use assessments to deepen our own understanding of what the standards mean for planning.

Diving into the assessments ourselves helps us answer critical questions such as, “Is this the kind of work we want our students doing? Is it rigorous enough? Is it aligned to the expectations of our standards?”

Use your answers to those questions to reflect on your own planning. During collaborative planning meetings, look at the standards and reflect on a series of questions about what the standards say students should know and be able to do. Extend your learning by using those same questions to think about the texts and tasks you see on instructional assessments. That way, the actions we take when we plan lessons and when we analyze assessments are connected and part of a continual process of learning how the standards translate to teaching.

Change the conversation between leaders and teachers.

The question, “How do your students rank in terms of scores?” doesn’t tell us much about how we can improve teaching and learning in our classrooms tomorrow. Instead, begin conversations with questions like, “What new learnings do we have about the standards?” and “How can they come to life in our planning and instruction?”

Shifting the conversation helps refocus the culture from surface-level conclusions to deep reflection that spurs continuous improvement. When everyone—from the system to the school level to the classroom level—takes this approach with instructional assessments, it changes how assessments are perceived, valued, and utilized.

Don't let assessments sit on a shelf—bring them into the classroom instead.

When educators extend the use of assessments and use them as part of instruction, powerful things happen. Why not use a captivating text and essential question from a well-designed assessment to spark a classroom conversation in which students defend their ideas, collaborate with one another, and experience authentic “ah-hah” moments?

Teachers should still analyze student work and data to uncover student thinking and guide where they spend time and energy—this practice should *not* be abandoned. But we need to take it one step further and leverage assessments for teaching, too, using the knowledge we gained from doing the work ourselves to push students' thinking and learning. Ask your students to explain the strategies and methods they used. Challenge them to cite evidence from the text to support their arguments. Show how solving math problems can be a creative endeavor. This creates powerful learning that exists far beyond the numbers on a data report.

This is just a start. There are many other actions we can take to ensure assessments are not a departure from instruction, but rather an integral part of it. What I know is that in classrooms across the country where I see educators flipping the way they think about and use assessments, teachers are connecting planning and assessment and instruction. Districts are realizing the power of assessments as tools not only for students' learning, but for their own learning, as well. School cultures are changing. Teachers no longer feel like “I need to stop teaching to look at data.” They see the learning generated from assessments as part of teaching.

John Maycock is ANet's cofounder and board member.

Sample

Item Analysis Report

Test: 2017-18 ATI ELA Gr. 07 Fall

Total Students: 206

School:

Strand	Standards	Item #	% Correct by Item
CC-RL.7 READING STANDARDS FOR LITERATURE	CC-RL.7.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	36	22.33%
		26	35.92%
		39	24.27%
		35	67.96%
		27	66.50%
		24	48.54%
	CC-RL.7.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	24	48.54%
	CC-RL.7.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	30	47.09%
		29	40.29%
		28	61.17%
	CC-RL.7.4 (Use also L.7.4a & L.7.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	34	44.66%
		38	82.52%
		42	60.68%
		40	29.61%
		41	34.47%
	CC-RL.7.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	32	31.55%
		25	48.06%
	CC-RL.7.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	37	32.52%
		31	74.76%
CC-RI.7 READING STANDARDS FOR INFORMATIONAL TEXT	CC-RI.7.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3	16.02%
		4	20.39%
		14	15.05%
		15	40.29%
		6	48.06%
	CC-RI.7.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	5	35.44%
	CC-RI.7.3 Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	2	26.21%
		19	19.90%
	CC-RI.7.4 Craft and Structure: Determine the meaning		

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	of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	16	28.64%
		1	64.08%
		15	40.29%
		17	23.79%
		18	42.23%
	CC-RI.7.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8	66.50%
		7	62.62%
	CC-RI.7.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	9	69.42%
		20	56.80%
	CC-RI.7.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	13	31.55%
		3	16.02%
	CC-RI.7.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	10	38.83%
		11	33.50%
		12	17.96%
CC-L.7 LANGUAGE STANDARDS	CC-L.7.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	33	56.31%
		23	33.50%
	CC-L.7.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	21	49.51%
		22	57.28%



PSAT and SAT in Colorado

Delivering more opportunities for ALL students



COLORADO
Department of Education

The PSAT and SAT in Colorado

This year, Colorado's ninth-, 10th- and 11th-graders will take the PSAT and SAT assessments, which are aligned to the Colorado Academic Standards and provide other benefits, including free, high-quality practice tools and scholarship opportunities.

College Board's high school assessments

The Colorado legislature passed a law in 2017 that amended the high-school testing requirements and replaced the ninth-grade assessments with one aligned to the Colorado Academic Standards as well as to the 10th-grade assessment. The PSAT that high school sophomores have taken for the past two years is required to be aligned with the state's college entrance exam that 11th-graders take – the SAT. In the spring 2018, Colorado ninth-graders will take the PSAT 8/9 as the statewide assessment in English language arts and math for the first time, replacing the Colorado Measures of Academic Success (CMAS) tests in those subjects for ninth grade.

The 2018 expected test date for the SAT will be April 10. Districts will have a choice of April 10, 11 or 12, as the test date for the PSAT for ninth- and 10th-graders.

Colorado selected the PSAT and SAT because the College Board's reports and free test preparation services could be used by all students. The College Board's system can also connect students with resources and activities designed to help identify next steps for extra support or possible acceleration.

Improving outcomes for all students

The PSAT and SAT focus on concepts and skills that matter for college and career readiness. They are designed to inform instruction and ultimately help improve student outcomes. The tests can help identify students who are falling behind so teachers can intervene, and they can provide indicators to students' readiness for advanced coursework and to keep them on target for college.

Free personalized SAT study plan

Interested students will be able to get a personalized SAT study plan based on their PSAT test scores. Free resources from Khan Academy include interactive questions, guided essay practice, video instruction sessions, thousands of practice questions, a mobile app for daily practice and the ability to scan and score practice tests.

PSAT and SAT Information

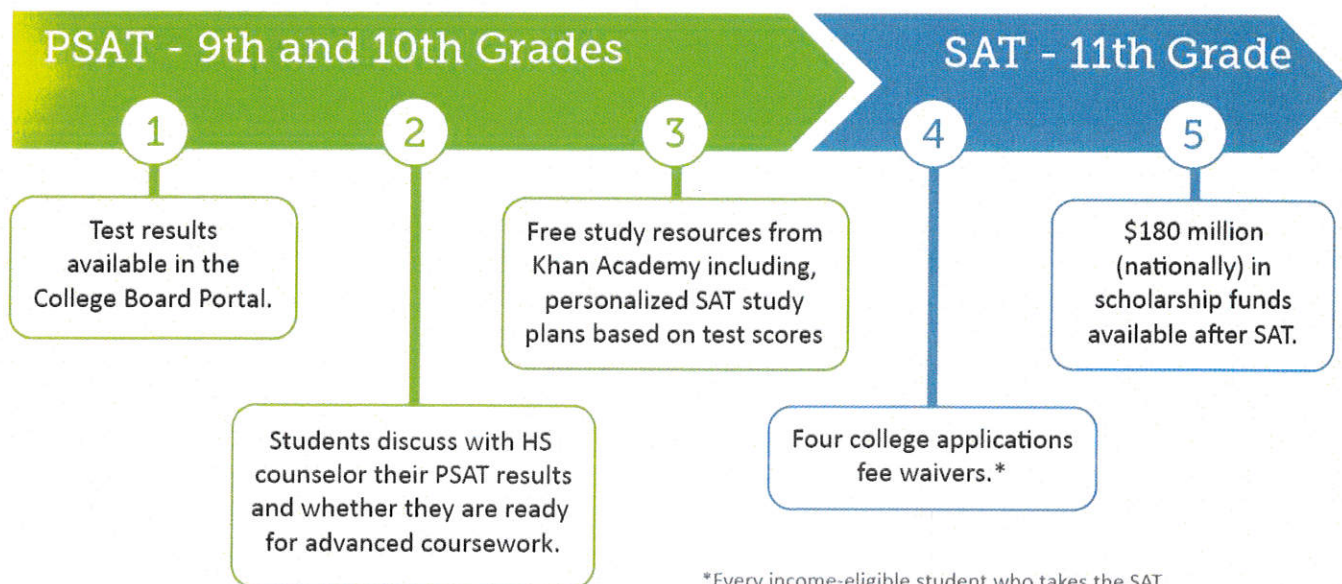
- PSAT uses a similar test blueprint as the SAT and serves as an introduction to the test because the questions and format are similar.
- The PSAT tests are slightly shorter than the three-hour and 15 minute SAT and much shorter than the four-hour and 22 minute SAT with Essay. The PSAT 8/9 is two-hours and 35 minutes and the PSAT 10 is slightly longer at two hours and 55 minutes.
- The SAT is accepted for admission and placement purposes at all public colleges and universities in Colorado.
- The new SAT is back to a 1600-point scale
- In addition to overall scores, students taking PSAT or SAT will receive two section scores: evidence-based reading and writing and mathematics.
- About 2 million students take the SAT every year worldwide.
- Colorado sophomores began taking the PSAT in spring 2016. Juniors began taking the SAT in 2017, and freshmen will take the PSAT 8/9 for the first time in 2018.

PSAT and SAT in Colorado

Delivering more opportunities for ALL students

Scholarship and college opportunities


Every income-eligible student who takes the SAT can receive four college application fee waivers, which may be used to apply to 2,000 participating colleges. All students can opt in to the College Board Student Search to receive free information about admission and financial aid opportunities from colleges, universities and scholarship programs.



*Every income-eligible student who takes the SAT will receive four college application fee waivers.

LEARN MORE

- <http://www.cde.state.co.us/communications/psat-sat>
- <http://www.cde.state.co.us/communications/11thand10thgradeexams>



Show up ready
on test day.

Official SAT® Practice on Khan Academy® is the best way to prepare for the SAT, and it's free! It's tailored for you, focusing on exactly what you need to practice most. Get started today.



Interactive Problems and Instant Feedback

Get hints, explanations, and constant progress updates to know where you stand.



Video Lessons

Watch easy-to-follow videos that explain problems step by step and give you study and test-taking tips.



Full-Length Practice Tests

Check your progress with our eight official practice tests.



Personalized Study Plan

Connect your College Board and Khan Academy accounts to create a personalized study plan based on your test results.

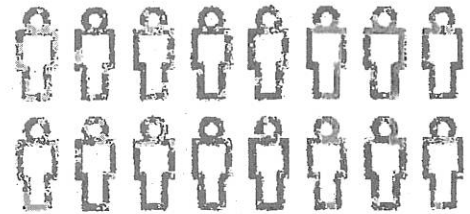
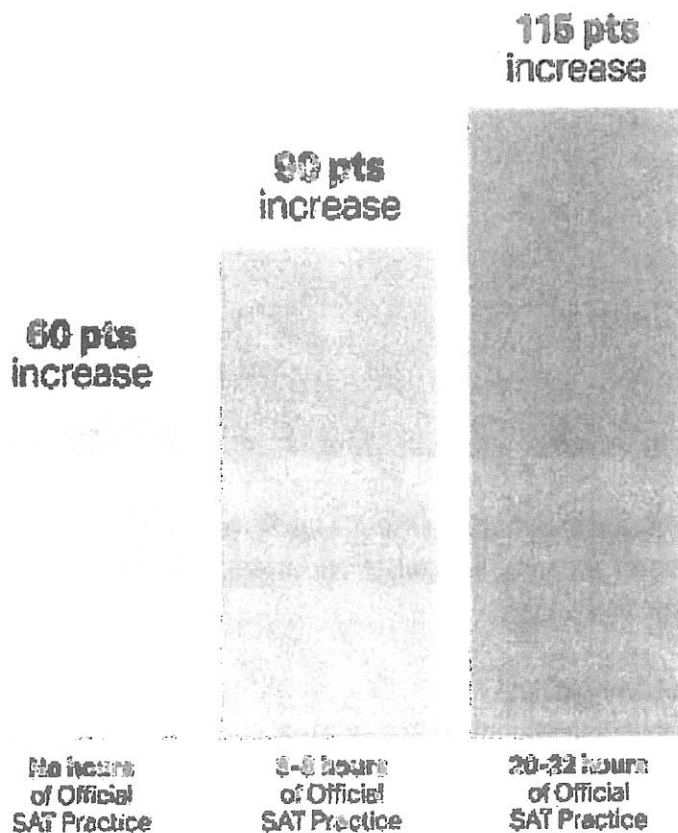


Big Results

Students who used these tools saw improvement—20 hours of practice was associated with an average 115-point increase from the PSAT/NMSQT® to the SAT.

Sign up for free today at satpractice.org.

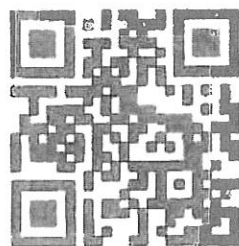
Are you an educator? Get tools to help spread the word about the benefits of Official SAT Practice at satpractice.org/k12.



16,000
students saw
gains of
200 points
or more

Based on 250,000 students from the Class of 2017

Practice advanced students regardless of gender, race,
income, and high school GPA



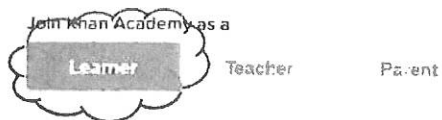
<https://tinyurl.com/hv5u9xr>

How to sign students up for Khan Academy:

<https://www.khanacademy.org/> ← Go to Khan Academy webpage.



← Choose "Sign Up".

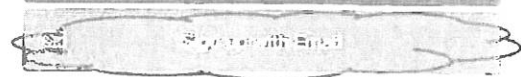
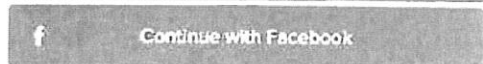
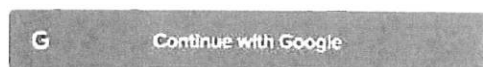


← Choose "Learner".

What is your date of birth?

Month Day Year

← Enter your Date of Birth.



← Choose "Sign up with email"

Your email

Firstname.Lastname@d11.org

← Enter your D11 E-Mail.

First name

Last name

Firstname

LastName

← Enter First and Last names.

Create a password

← School name with your first name and birthday, no spaces.

Passwords must be at least 8 characters long, and must not be common words or patterns like "12345678". We recommend using a long phrase that you can easily remember.

******* When you first create your account you will be asked to choose "Subjects". Make sure that you choose "SAT" as one of your choices.

Khan Academy Sign up Conventions:

User Name: Long D11 email address (first.last@d11.org)

Password: School name abbreviation with you first name and birthday, no spaces.
(PHSFirst15)

Email: Long D11 email address (first.last@d11.org)

College Board Sign up Conventions:

User Name: D11 Student ID Number (12345678)

Password: School name abbreviation with you first name and birthday, no spaces.
(PHSFirst15)

Email: Long D11 email address (first.last@d11.org)

Colorado Springs School District 11
Vision for Assessments
Final

Vision Statement: Colorado Springs School District 11 uses high quality assessments as part of a coherent teaching and learning framework designed to generate meaningful feedback in support of equity in opportunity for every learner.

High Quality

Colorado Springs School District 11 utilizes high quality assessments including:

- Multiple measures, methods, and opportunities to demonstrate learning, competencies, and skills.
- Competencies and skills to prepare for higher achievement.

Coherent Framework

Colorado Springs School District 11 assessments are a component of a coherent framework, which optimizes instruction and minimizes testing time by providing:

- Purposefully selected and/or created formative, interim, and summative assessments, which are organized, sequenced, and timely.
- Clearly communicated data with actionable results.

Meaningful Data

Colorado Springs School District 11 stakeholders hold access to meaningful data supporting:

- Educators in developing actionable steps to meet student needs through deliberate, timely, and refined instructional practice.
- Students in actively setting personalized goals, monitoring progress, and determining next steps.
- Families in understanding student progress to strengthen partnership between home and school.
- Community members in being informed, in public collaboration, and in supporting student performance.
- Staff in evaluating resources, programs, and systems.

Sample SAC Webpage, Agenda and Minutes

Regulation 2 to Policy AE, School Accountability Committees, (see page 8 of the D-11 SAC Handbook for 2017) requires SACs to maintain agendas and minutes of all meetings and make meeting notices and minutes available on the school website as appropriate. The Sabin Middle School SAC has an excellent webpage at <https://www.d11.org/Page/3569> and does an excellent job of generating agendas and minutes for each meeting. A copy of their Jan 8, 2018 meeting agenda and a copy of their draft minutes for the Dec 11, 2017 meeting (to be approved at the Jan 8th meeting) are attached as an illustration of an excellent approach for accomplishing the meeting documentation requirements.

Sabin SAC Agenda
Monday, January 8, 2018
6-7:30 pm
In the Library Media Center

- 1) Introductions
- 2) Approve Agenda
- 3) Approve December SAC Minutes
- 4) USIP Updates - ANet scores from second quarter
- 5) Discipline Data
- 6) Information about ICAP – Individual Career Academic Plan
- 7) iPad Updates
- 8) Budget Updates
- 9) Good news
- 10) Upcoming School Events

Coming up: Progress on parent engagement, ZAP, RTI/MTSS
Next Sabin SAC Meeting is Monday, February 12.

**Sabin Middle School
School Accountability Committee (SAC)
12/11/17**

Attendance:

Parent Members:

Neil Pettigrew

Velvet Stepanek (Chair)

School Members:

Jared Welch

Bill Walker

Tracy Squires

Kathy New (D11 Telecomm)

Community Members:

Regular meeting was called to order by Velvet in the Sabin Library at 6:00 pm.

1) Introductions

Everyone introduced themselves.

2) Approve Agenda

Agenda was approved.

3) Approve Minutes from Last Meeting

No objections to the minutes from last meeting.

4) Review safe learning environment

- Safety

Tracy Squires, one of the assistant principals, is in charge of Sabin's crisis plan. Annual crisis plan training is done with Sabin staff. According to the Fire Marshall Sabin is current will all drills.

Sabin is required to have a fire drill every month, but may substitute other drills (shelter in place, tornado, lockdown) for a fire drill. They are required to have a fire drill within the first 10 days of school. They must have each of the 4 kinds of drills each quarter.

During a fire drill, students line up at the same spot with their second period teacher, regardless of the time of day the drill occurs – this provides consistency if the drill (or actual fire) were to occur during lunch or a passing period. Once or twice a year, staff will block an exit during a fire drill, so students and staff are accustomed to going to a second exit if the nearest exit is not usable.

The other drills include evacuation, lock down, tornado, and shelter in place. An announcement is made when each drill is completed.

During an evacuation students go to Village 7 Presbyterian Church or Penrose Elementary. The church has several rooms so it is set up well for an evacuation.

During a lock down security is stationed at the front door but inside the school everything else runs as usual. Any outside windows are covered and no students are allowed outside.

During a tornado drill all students must be away from exterior windows. They face the wall, heads down, on their knees.

During a shelter in place drill means they are practicing for danger in the school building. Doors are locked and windows are covered. Students sit away from the door. All the doors are checked and they listen for any activity as students should be silent.

Students took a Safe Survey on November 28 as part of a grant. The data from the survey will be used to determine what resources the school will use to help with safety issues.

Mr. Welch talked to Dr. Gledich at the principal meeting about hiring a School Resource Officer after the Mill Levy was passed since parents has brought up concerns. CSPD has to hire officers and these officers have to complete training so we don't have a time frame yet.

- Discipline

Didn't have time to discuss discipline data. Will add this to the agenda for January.

- Attendance

Sabin attendance is about 94%. This is good. Our attendance secretary, Joyce Vigil, does a great job of holding families accountable.

5) Unified Improvement Plan Updates

ANet tests for this quarter will be completed before winter break. We will be able to look at results in the January meeting.

6) Parent Strategies for Student Support Discussion

- D11 Mobile App

Kathy New from D11 Telecomm group discussed statistics that Mr. Welch can see from Blackboard also called the D11 Loop. Sabin has 934 followers, the second highest of any school beside Doherty High School. Mr. Welch can see all the messages that go out from Sabin. Parents can change how they get notified. They can receive emails, phone calls, or text messages. Parents can also change what they get notified about.

Teachers are being trained to use teacher messaging to students in their classes. This messaging just became available about one month ago. Several teachers at Sabin are starting to use this feature. LTE's and front office

- Parent Connect

From Parent Connect 388 families use Q. Information about 413 students has been accessed: 154 - sixth graders, 118 - seventh graders, and 141 - 8th graders. Some families have multiple students. This shows that many parents do not access student grade information. We need to look at data for Student Connect to see if students are using Q to check assignments and grades.

Next quarter Sabin is implementing a ZAP room. ZAP is for Zeroes Aren't Permitted. Students who have zeroes on assignments will have to eat lunch in the ZAP room and work on completing assignments. We are hoping this will help students become more accountable.

7) Budget Updates

A budget handout was provided. The magazine fundraiser SSA account went down because the bill had to be paid to the fundraising company

8) Good News

Sabin gathered 460 items and \$700 in cash for local Sabin families through Care and Share. Thanks to everyone who participated to help the community.

Both girls basketball teams placed 4th place out of 9 teams.

9) Upcoming School Events

Chamber Orchestra & Jazz Band concert – December 12 at Sabin

Health Survey – December 13

Winter Break – December 16 – January 3

10) Other Discussion

Asked about teacher morale. We were wondering how teachers are doing with the increased ANet testing and pressures. There have been some morale issues after the police incident earlier in the year and with two staff members who are suffering with illness. The Thanksgiving and Winter breaks will be welcome. We will continue to ask as the next semester is long without as many breaks as well as PARCC testing.