<h1 style="text-align:center">DAC Meeting Minutes</h1>

<p style="text-align:center">PSD Boardroom
Wednesday, January 17, 2024
6:30 p.m.– 8:30 p.m.</p>

Present

Nikki Arensmeier	Clare Barquero	Erica Daniell	Marcy Lewis
Angela Lindquist	Kathy Mackay	Jodi Quass	Marybeth Rigali-Oiler
Susan Sasson	Mark Strasberg	Michael Werner	Becky Woodcox
Carolyn Reid			

<p style="text-align:center">Minutes</p>

Welcome and Introductions

Dwayne welcomed everyone.

Approval of Minutes

The November 15, 2023, minutes were approved and seconded as amended.

Preview the Meeting Design – Dwayne Schmitz

Dwayne previewed the meeting design.

Discuss Scott Schoenbauer's Replacement Search

Scott Schoenbauer has become a member of the PSD Board. As a board member, he will now serve on the DAC in that role. Consequently, his previous DAC position as a business partner is now vacant and requires a replacement. Michele will post this opening on the DAC page of the PSD website, and current DAC members will spread the word.

Student Connections Survey – Dayna Hudson, Assessment & Analytics Coordinator

Dayna introduced a survey called "Student Connections Survey," designed for 4th to 12th-grade students, with subsections for different grade levels. Dayna emphasized the importance of connections in the school district beyond academics in this discussion. She highlighted the correlation between attendance, connections, and students' performance. The survey aims to capture long-term trends by including timeless questions.

Dayna mentioned collaboration with the Project Aware team to update the survey, adding questions to address current needs. The newly added items are primarily yes/no questions, with distinctions for middle school (MSHS) and elementary school (ES). The survey is available in Spanish, and Dayna explained the decision to remove the Mandarin version due to low participation. Translation assistance is offered to students needing it, with precautions to avoid influencing responses.

The focus areas of the survey include student-to-adult connections, student-to-student connections, student interests (in and out of school), and connections to future plans. Dayna discussed specific sections of the student connection survey, focusing on questions related to graduation, future plans, and student safety. She explains that the survey covers various aspects, including knowledge, attitudes, and skills supporting connections. Dayna mentioned the self-reported nature of the survey, highlighting that it reflects students' feelings.

She provided background information on survey reliability and validity, emphasizing the importance of these factors in ensuring accurate and consistent results. The survey has undergone reliability testing, demonstrating consistent results over multiple administrations and validity checks to align with intended measurements.

Dayna guided the audience on accessing the survey results on the PSD website, specifically within the Research and Evaluation section. She encouraged exploration of the public dashboards, particularly the student connection survey, which provides comprehensive information across 14 pages. Filters are available to analyze data based on various criteria, and she mentioned the high response rate of 78.5%. Dayna demonstrated how to use filters in the Power BI tool and advised against overly specific filters to maintain respondent anonymity. Dayna discussed the navigation of the survey dashboard and explained how clicking on multiple filters can result in lower respondent numbers. She addressed questions about navigating the dashboard, including drilling down to specific schools. Dayna explained that charter schools may not participate in the survey due to their independent nature, and the district respects their autonomy.

During the presentation, Dayna invited questions and thoughts from the committee. She passed out a note catcher for feedback. The following questions were on the note catcher. What insights do you hope schools can gain from the Connections data? What actions do you hope this informs? Other thoughts?

Committee discussion included:
- Have the district consider the frequency of drills (fire and run-hide-fight) in elementary schools. The high number of drills might contribute to students feeling less safe due to the emphasis on emergency preparedness. The data serves as a flag for deeper exploration. Participants in the discussion agree that the data prompts questions rather than providing immediate answers.
- The participants discuss the importance of actionable insights from the survey data. Dayna mentioned the significance of longitudinal trends and the ability to break down the connections data to understand how different subgroups are feeling connected.
- The conversation explores the hope that schools take time to analyze trends and create actions based on the data. Specific examples include looking at trends for secondary students regarding their expectations of graduation and drilling down into data for different demographic groups.
- A discussion about the challenges of dealing with a large amount of data and the importance of focusing on specific actions that can improve the learning environment for students.
- The conversation explores the need for real-time data to track how students are feeling or doing, with a focus on responding continuously rather than relying on a one-time survey. Dayna expresses excitement about student services working on using data for this purpose.
- The discussion touches upon the potential of insights to identify students who may be struggling and the importance of informing staff about effective methods for making connections.

- Participants discuss the challenges and benefits of involving parents in such surveys and how self-reporting data can help counselors intervene with students who may be at risk. The parent connection is robust, and it is crucial for the district to collaborate closely with them.
- The discussion concludes by highlighting the shift of the survey from anonymous to confidential and exploring the potential for actionable insights from the data.

<u>Graduation Requirement Recommendation Proposal – Dwayne Schmitz</u>

Dwayne talked about a proposal outlining new recommendations for graduation requirements, with specific emphasis on the district's objective of ensuring students graduate with options. Dwayne, Julie Chaplain, and a committee have collaborated on crafting this proposal. They have engaged with various essential groups within the district to collect feedback. They have been meeting with several key groups in the district to gather feedback. The presentation provided an overview of the strategic plan, emphasizing the importance of on-time graduation rates and the need for changes to support multiple post-secondary pathways. The discussion acknowledges the challenges faced by students who may need more time to graduate due to life circumstances but emphasizes the district's commitment to helping students graduate with options. The team working on this initiative includes key personnel involved in shaping graduation requirements. Historical data on graduation rates being out of alignment with very high achievement levels are highlighted as motivators for addressing this issue. The theory of action includes expanding options, implementing equitable grading practices, and reducing absenteeism to better prepare students for their futures. The goal is to support students in attaining all necessary credits to graduate with options. The importance of credits in meeting graduation requirements is emphasized, and the discussion aims to gather input on potential changes to these requirements.

Dwayne points out the disproportionality in on-track percentages among different racial and ethnic groups, emphasizing the need to address this issue. The conversation delves into student connections to interests and passions, highlighting the lowest subscale in the connections survey data. He expressed curiosity about how to increase student engagement in their interests and passions while at school. A piece of data from the Career Tech Ed (CTE) dataset is presented, showing high graduation rates among students engaged in CTE programs. Dwayne clarified that CTE is not limited to vocational education and includes various pathways students may choose based on their interests, leading to positive outcomes. The data suggests that when students have agency, choice, and engagement in their education, graduation rates tend to be higher across diverse student backgrounds.

Dwayne discussed the current graduation requirements in PSD, highlighting the limited flexibility for students to choose additional credits based on their interests. He presented a proposed change in graduation requirements that aims to provide more choices for students, allowing them to pursue diverse pathways aligned with their interests. He emphasized that the proposed changes meet the recommendations of the Colorado Department of Higher Education and do not weaken the value of a PSD diploma. He introduced various educational pathways, including an education pathway that can lead to an associate of arts degree while in high school. The goal is to offer students more flexibility and agency in their educational journey, ultimately increasing motivation and engagement. He also shared examples of

successful programs like Junior ROTC, behavioral science, and PTech, highlighting the positive impact of ownership and choice in students' educational experiences.

Dwayne introduced the proposed graduation requirements, emphasizing the flexibility it will provide students to choose diverse pathways based on their interests. He mentioned the creation of district-wide plans for various educational pathways, allowing students and parents to plan their courses strategically. He highlighted the benefits of early exploration, enabling students to discover their interests and make informed decisions about their educational and career paths. He emphasized the goal of graduating students with options, including degrees, certifications, and various career paths. The presentation also touched on the role of counselors in guiding students through these pathways.

Dwayne discussed parents' reactions to the new approach of considering college readiness from the beginning of high school. Dwayne discussed the current graduation requirements and proposed adjustments. The presentation included a comparison of graduation requirements among different districts and raised questions about the balance between flexibility and college readiness. He acknowledged the importance of engaging and relevant courses, leaving room for discussion on various aspects of the proposed changes.

Dwayne discussed the complexity of making certain course recommendations versus requirements, considering students' diverse goals. He highlighted potential challenges and the need for flexibility in graduation requirements. He urged attendees to share their feedback on the proposed changes. Dwayne distributed a worksheet to the committee to collect their input on the suggested modifications. The completed worksheets were submitted at the conclusion of the meeting.

Closing
The meeting concluded with announcements about articles related to school issues and an upcoming curriculum option event at Lesher Middle School.

The next DAC meeting will be on February 21, 2024, JSSC Boardroom, 6:30-8:30 p.m.

Adjourned

2023-24 Meeting Dates
- August 16, 2023
- September 20, 2023
- October 18, 2023
- November 15, 2023
- January 17, 2024
- February 21, 2024
- April 17, 2024
- May 15, 2024

Parking Lot Items: