<div align="center">

DAC Meeting Minutes
PSD Boardroom
Wednesday, October 19, 2022
6:30 p.m. – 8:30 p.m.

</div>

Present:

Norma Huerta-Kelley	Jennifer Keeton	Ian Rutherford	Marcy Lewis
Jessica Zamora	Scott Schoenbauer	Dwayne Schmitz	
Becky Woodcox	Angela Lindquist	Michael Werner	

<div align="center">

Minutes

</div>

Welcome and Introductions
Dwayne welcomed everyone
Angela Lindquist read the Intent, Desired Outcomes, and Times/Topics

Fist to Five Protocol Check-in and Circle Prompt
How familiar are you with the Strategic Plan Framework DRAFT?

Approval of Minutes
The September 21, 2022 minutes have been approved and seconded as amended

Strategic Plan Framework DRAFT – Brett Larson
Overview of Strategic Plan Process
- Greater consistency means greater alignment will improve all outcomes for kids
- The plan is aligned to the district ends and will be a 3-to-5-year plan that includes system accountability for meeting the needs of all students
- Priorities: Literacy, Mental Health & Belonging, Graduating with Options, and Safety
- SPF sessions include community sessions and targeted sessions
- There will be a survey in November to gather more feedback
- Hope to publish a draft in January
- Will be identifying strategy teams in the spring

Feedback
What do you like best about the Strategic Plan Framework Draft?
- Clear and easy to follow
- Includes the UIP in a meaningful way
- Appreciate that it includes safety
- Likes that it's narrowed down and focused
- Priorities are clearly defined

What's missing from the Strategic Plan Framework Draft?
- Budget considerations
- Much easier to reallocate the budget now that we know what our priorities are
- The effect this will have on teachers and having the time to work together and train – the PSD calendar does not allow for that
- Consideration on how this is facilitated (making it easier on teachers)

- Globally, "equity" is not fully embedded for **all** students
  - All student communities should be listed out, for equity, leveling the playing field
    - English Language Learners, students with disabilities, Gifted & Talented, etc.
    - Families that are part of these communities want to be represented in this plan – they want to see the words
- Left justify for better effect (not center), this unintentionally highlights some words

What's specific ideas should be considered for each of the following priority performance challenges?

Literacy
- 2B – Make sure that professional development happens in the most productive way with the least amount of impact on teacher's classroom time and workday
- Bring all schools into alignment so every student has access to the highest quality of literacy education

Mental Health & Belonging
- 1B – change wording to education, prevention, and intervention
  - 2A - Include communication as to what changes have happened, have transparency about what the research is and where it came from. This will delay fears and assumptions.
  - 2B - Include communication to send to families. This will show that the district sees parents and guardians as partners, not adversaries.
- 2A - Restorative Practices are not included on this document like on the UIP – should be listed out for the community
  - What does "research based" mean - clarify
  - Restorative Practices "is one of" the research-based processes – this should be clarified with specifics
- The actual strategic plan will include the metrics
- 3A – Increase staffing – likes that it's broad

Graduating with Options
- 1B – On the UIP we called out some of the historically marginalized populations and that's not the case here. More specific language should be included – this should be part of the strategy
  - Parent satisfaction will go up if we are intentional about listing specific communities/groups. This should be part of the "Strategy".
- 1A - Revising the graduation requirements (ours are high compared to other schools) – don't lower the bar for our district
  - Don't take away the educational experience from students to explore
  - This could be preventing historically marginalized populations from exploring those same things
  - Should be a rigorous set of credits, but if it's too high we are only creating that accessibility for privileged students then the others fall below – must create a mean that allows everyone to succeed

Safety
- It feels like this was thrown in – need to be more robust like the other PPCs
- Consider adding more to the "Objectives" section
- 1C - Creating more of a culture between communities, historically marginalized and typical students, bringing them together
- "Objectives" should really be two objectives
  - Physical and Emotional
  - Consider splitting them up and then making the strategies for each more specific
- "Emotional Safety" in this objective might be better in Mental Health & Belonging

School Performance Frameworks vs. new Transitional School Performance Frameworks
Most PSD schools had biennial flexibility this year, meaning they do not need to go through the UIP process.
- Transitional School Performance Frameworks are different from School Performance Frameworks - There is a state accountability system and a federal accountability system, they utilize different standards - calculation rules on how each system comes up with classifications are very different
- We were on an accountability pause for a couple of years because of the pandemic
- School Priority Performance Challenges are picked from trend data
- UIPs look at demographics, process, and perception data, not just test scores or SPF

Transitional Framework Changes
- Plan type, performance indicator, sub-indicator cut scores same as 2019
- No 3-year frameworks in 2022; only one-year SPFs
- Available CMAS growth results limited by reduced 2021 testing
- Addition of "*growth participation rate*" to framework reports
- 2021 and 2022 data used with traditional cohort referenced approach
- Addition of military enlistment in matriculation
- Insufficient State Data rating
  - Assigned to schools/districts with less than 25% total participation in both reading and math, or if not enough data for public reporting in one or more performance indicators

Indicator Rating Totals
  - Elementary and Middle School - Growth 60%/Achievement 40%
  - High School/Districts – PWR 30%/Growth 40%/Achievement 30%

- Growth Availability-Elementary/Middle
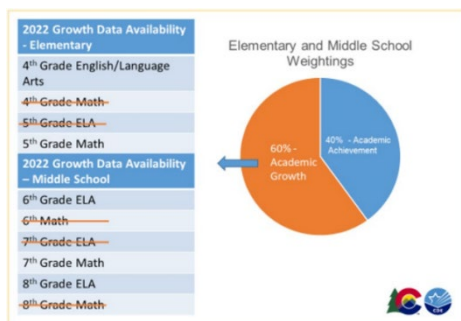
- o CAUTION: When data is missing, measurements are made on a much smaller portion of the population than normal
- o More data included in an aggregate statistic makes result more stable
- o When N-counts are reduced, statistics become more variable and less centered on a true value (i.e., parameter)

- • Growth Availability High Schools
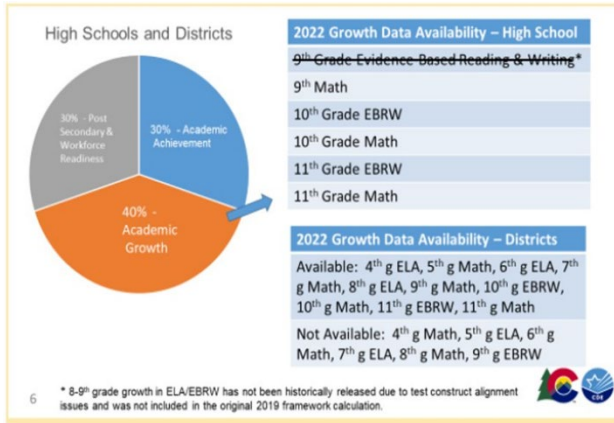
- o Take the 11th grade information out of the above slide

Types of Plans/Ratings
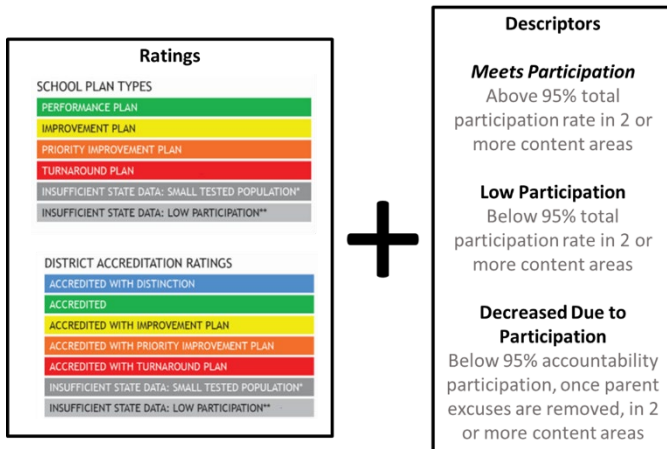
School Performance Framework

- This is what the front page of a Performance Framework looks like
- Performance Indicators
    - Academic Achievement, Academic Growth, Postsecondary & Workforce Readiness
    - If requirements are not being met (this would be shown in red) then it must be addressed in the UIP
- Participation Rates
    - Accountability Participation Rate – this is the State of Colorado's official participation rate -this takes into account parents signing waivers on state assessments to opt their children out of taking the assessment (this is state law)
    - ESSA (Federal System) – any student that does not take a state assessment shows up as a zero on the school's score (zeros strongly impact the averages)
    - The new Transitional School Performance Frameworks should be interpreted with caution and PSD will dig into details if a school has been flagged

PSD Growth Rating Process – Awareness Building
- The DAC and 1338 committees have descriptions of duties of overseeing and understanding the Growth Rating Process
    - The DAC focuses on the growth ratings
    - The 1338 focuses on professional practices and growth ratings
- Educator Evaluation – Student Outcome Measures as Evidence of Effectiveness
    - The district is looking for evidence of effectiveness, not ineffectiveness
    - State law states that 50% of teachers' evaluations come from student outcome growth data, not professional practice
- Two processes were created and are used together
    - Statistical Modeling & Student Learning Objectives (SLO)

Statistical Modeling   Student Learning Objectives

$$Z_{gain}R_{ij} = \beta_{0j} + \beta_{1j}(ALT95)_{ij} + \beta_{2j}(IEP)_{ij} + \beta_{3j}(NEP)_{ij} + \beta_{4j}(FR)_{ij} + e_{ij}$$

Teacher Level: $\beta_{0j} = \gamma_{00} + \gamma_{01}$(Avg. Number of Risk Factors)$ + u_{0j}$

$\beta_{1j} = \gamma_{10}$
$\beta_{2j} = \gamma_{20}$
$\beta_{3j} = \gamma_{30}$
$\beta_{4j} = \gamma_{40}$

Student Learning Objective Process: 5-Steps Overview

- Highly Standardized
- Norm referenced
- Based on prior student outcomes
- Workload at the district office

- Customizable
- Criterion referenced
- Based on current year students
- Workload at the school buildings
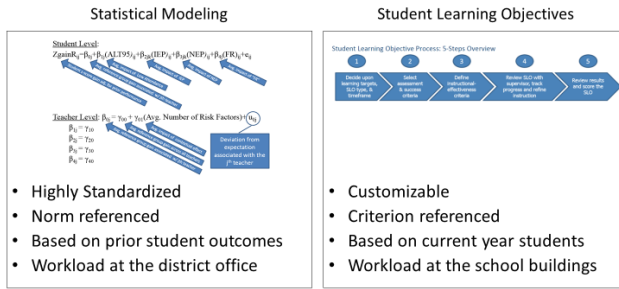
- If the district does not find the evidence that they are looking for in Statistical Modeling, then the Student Learning Objective (SLO) is used
- If needed, two rounds of SLOs may be used per school year
- All data is analyzed during the summer
  - Schools and teachers receive outcomes in the fall
  - If teachers have met the requirements, they are done with the process and focus on professional practice for the rest of the year
  - If requirements were not met, then they engage in the SLO process
- All students for every teacher go into the data pile, after some data-cleaning processes based on enrollment lengths, minimum N-counts, etc.

Statistical Analysis Results for the 2022/23 Evaluation

Statistical Analysis Results for 2022/23 Evaluation

- PSD has analyzed 2021/22 growth data associated with **1,656** educators.
- Evidence of Effectiveness was found for **1,552** of these 1,656 educators (**93.7%**).
- Of these 1,552 educators, **1,338** are certified staff currently associated with a 2022/23 PSD site and have "evidence of effectiveness".
  - 1,272/1,714 = 74.2% currently in teacher assignment
  - 66/419 = 15.8% certified staff currently in non-teacher assignment
  - 52/185 = 28.1% of current Integrated Services teachers
  - 29/54 = 53.7% of current English Language Development teachers
  - 21/37 = 56.8% of current Early Childhood teachers
- These **1,338** certified staff do **not** need to complete an SLO process.

12/3/2019

Collecting/Cleaning/Associating the Data

Collecting/Cleaning/Associating the Data

- Start with two seasons of Acadience, MAP, CMAS, PSAT89, PSAT, and SAT assessment data…
- Utilize math gains for math teachers, science gains for science teachers, reading (EBRW) for ALL PSD teachers
- Semester-1 Only, Semester-2 Only, and Fall-to-Spring gain scores utilized with Acadience & MAP tests; all **kinder teachers** included in all 3 analyses.
- Remove records where…
  - Student has less than 6-weeks in course (Student X Course)
  - Teachers with less than 10 gain scores to analyze
  - Assessments with less than 4 teachers participating in analysis grouping

12/3/2019

To Combine Data in a Sensible Manner

To Combine Data in a Sensible Manner…
Improve Interpretation and Increase N-Count/Reliability ☺
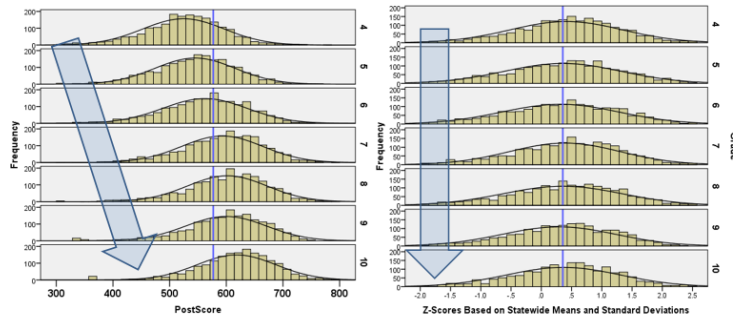
- In the first column we can see that the normal curves move to the right, meaning kids are learning over time
- In the second column we can see benefits (from a statistical standpoint) of standardized data within each grade level prior to combining data sets across grade levels for final analysis. Z-scores created that are comparable across time-points, grades, subjects, etc.

Gain in z-scores as criterion variables

Gain in z-scores as criterion variables $z = (X_i - \bar{X})/s$

- **Consistent interpretation** across different:
  - grade levels
  - academic subjects
  - assessment types
  - collection time points

  Standard deviation units are a measure of 'unusualness'.

- Supports **increasing the N-count** for each teacher, thus **increasing the reliability** of estimated teachers' effects. (More data is better! ☺)

Gains Calculated from Z-Scores

Change in Relative Standing
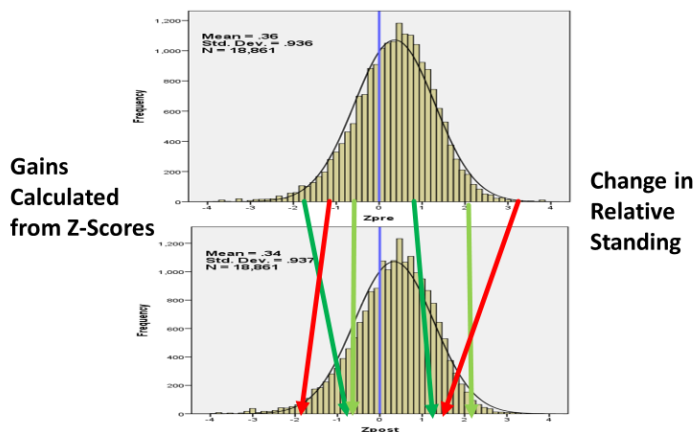
The top graph shows a normal curve of Z-scores on the pre-test and the bottom graph shows a normal curve of Z-scores from the post-test. The dark green arrow to the left of zero shows a

student that started at a lower achievement level as opposed to the dark green arrow to the right of zero, that student started at a higher achievement level, both showing growth. Same concept applies to the light green and red arrows.
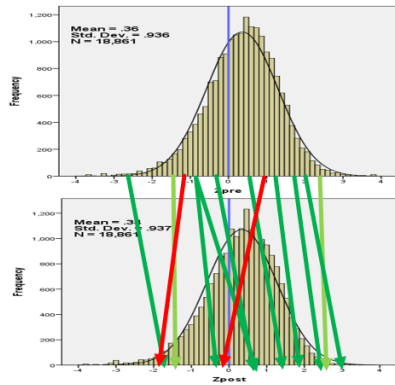

This graph (above) shows a high level of normative growth this year - teacher is associated with high levels of student growth and hence evidence of effectiveness has been identified.
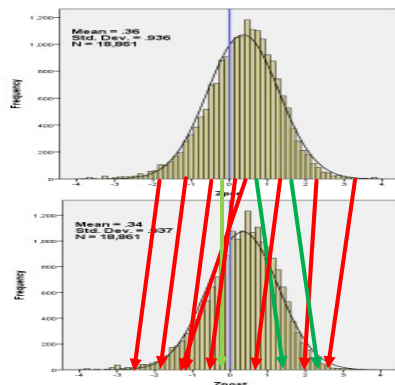

The graph (above) indicates that this group of students grew less than average and is NOT keeping pace with their academic peers. This doesn't mean that the teacher is not an effective teacher and there could be other factors at play. There is no random assignment of students to teachers, and the teacher is not the only factor that influences student growth. Nonetheless, a data pattern like the one illustrated above does not provide the evidence of effectiveness we seek.
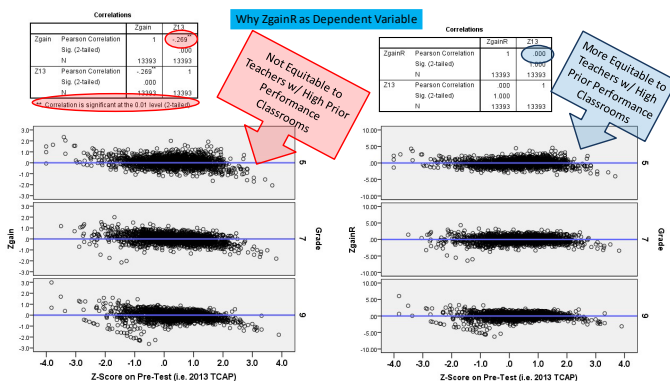
When you plot z-gains against the pre-scores there is an angle to the 'clouds'. This is called Regression of the Mean. Students that start lower on the achievement scale at the beginning of the year tend to show higher growth over time and students that start on the higher end tend

to get pulled back toward the mean, showing lower growth. A regression technique is used to regress out that effect so that Z gain R shows up like the picture on the right (above). This levels the playing field for all schools/teachers and provides a "fairer" basis for outcome comparisons.
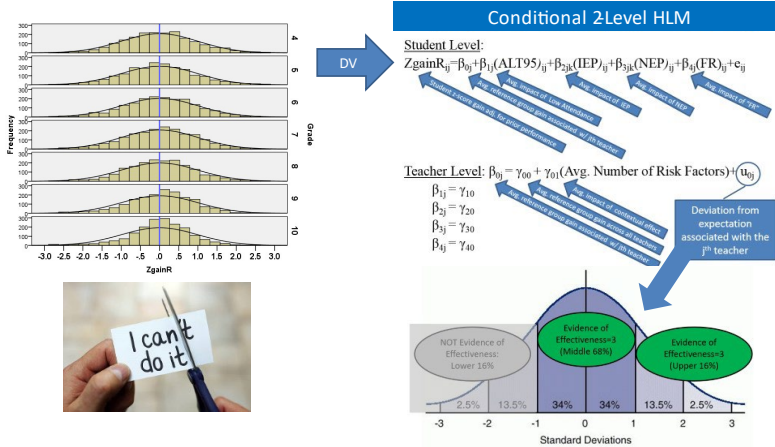
The statistical model illustrated above provides fair and accurate estimations of how gain scores are associated with, not caused by, a specific teachers. Those teacher effects are what we use for the criterion to identify Evidence of Effectiveness.

PSD's statistical process provides a fair and accurate estimation of student growth outcomes associated with specific teachers, and our teachers deserve that. We are a high growth district because of our teachers and our kids. These processes are used to help our teachers identify Evidence of Effectiveness, learn from the experience, and learn about their practices.

Next Steps for DAC

Closing
- Next meeting: November 16, 2022 – PSD Boardroom, 6:30-8:30 p.m.

Adjourned

2022-2023 Meeting Dates:
- August 17, 2022
- August 31, 2022
- September 21, 2022
- October 19, 2022
- November 16, 2022

- January 18, 2023
- February 22, 2023
- March 22, 2023
- April 19, 2023
- May 17, 2023

Parking Lot Items: