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

PSD Boardroom
Wednesday, May 17, 2023
6:30 p.m.– 8:30 p.m.

Present

Clare Barquero	Erica Daniell	Tena Green	Norma Huerta-Kelley
Jennifer Keeton	Marcy Lewis	Angela Lindquist	Kathy Mackay
Ian Rutherford	Susan Sasson	Michael Werner	Becky Woodcox
Jessica Zamora			

Minutes

Welcome and Introductions

Dwayne welcomed everyone.

Norma Huerta-Kelley read the Intent and Desired Outcomes for this meeting.

Approval of Minutes

The April 19, 2023, minutes have been approved and seconded as amended.

DAC Vote on 2023/24 membership – Dwayne Schmitz

Michele passed out a ballot to each committee member to vote on new family representatives for Integrated Services and Gifted & Talented.

Review Student Outcomes – PowerPoint Presentation - Dwayne Schmitz

Dwayne went over the Community Update on Student Outcomes presentation. There are several positive stories and gains shown by the data.

Topics:
Key Student Outcomes:
- Reading & math achievement increases
- Achievement increases evident for subgroups
- Catch-up growth attained at many schools

Success indicators and setting targets:
- Reading & math achievement increases
  - Goal: ≥ 85% of K-3 grade students meeting end-of- year Acadience benchmarks
- Achievement/Growth
  - Achievement effect size of ≥ .25 for subject by grade combinations. PSD student growth exceeds academic-peers statewide/nationwide
- Additional Support and READ Plan Progress
  - Catch-up growth attained at many schools
  - Goal: growth effect size of ≥ .20 in associated subject area

*Please note: This discussion is based on Acadience (gr. K-5) and NWEA MAP (gr. 2-8) data. The MAP testing window closes on May 25th, not all students have been tested yet. The data being presented was pulled on May 15th, 2023.
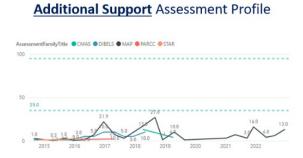
Committee discussion included:

Early Literacy (Prek-3)

- The literacy adoption committee chose the following curriculum for grades K-5:
    - EL (Expeditionary Learning), CKLA (Core Knowledge Language Arts), and Wonders/Maravillas for dual language schools
        - This curriculum will be rolled out in the fall and some schools are already receiving books.
        - The district will be adopting and implementing literacy curriculum over the next five years for all grade levels.
- Will there be any pre-screeners for dyslexia?
    - Yes, it is at the core of all the above curriculums.
    - The READ Act Law states that all K-3 grade literacy teachers take mandatory training.
    - The foundational skills in science and reading, that are part of the READ Act, are embedded in each of the curriculums that were adopted.
    - Work will be done at Summer Institute on Wonders/Maravillas to ensure that the science and reading foundational skills are embedded throughout.
    - Assessments for curriculum include Acadience (the English version), IDEL (the Spanish version), and the district will be using DIBELS 8. There are more probes in the new assessments to give more foundational skills information.
    - We can consider having someone from the assessment or curriculum department come to one of our meetings and explain what the new assessments will look like.
    - Dyslexia might be one of the topics to add to the family engagement component of our work as the DAC.
- In reference to data on slide number 9: current data shows that black students have been associated with declining early literacy rates over the past few years.
    - The Healthy Kids Colorado survey data indicates that black students report lower levels of feeling they "belong".

Achievement/Growth

- PSD Achievement Effect Size is the number of standard deviation units our achievement score distribution is shifted from the State or National distribution of scores (slide # 11).

- Additional Support and READ Plan Progress

- Teachers have access to graphs, like the one shown here, to indicate which students might need additional support. Parents have access to this information in ParentVUE.
- How can we increase awareness that this type of information is available to families?

- o Some teachers might bring this type of data into a parent/teacher conference, where other teachers might not know that this information is available.
        - o Schools have parent liaisons. The district might want to consider training the liaisons on how to read this type of data so they can better support families with students that need additional support.
        - o This might be a good topic for family engagement support.
    - The data shows that there is evidence of PSD students attaining catch-up growth.

READ Plan Progress
- Students on READ plans need additional support in reading.

Review 2022/23 Year in DAC – Improvements? – Dwayne Schmitz
Dwayne asked for feedback from the committee on how this year's DAC meetings went. What could we have done differently? What have we learned? What went well? Moving forward, think about family engagement topics for next year and about processes that could make us more effective as a group. An example of a small change is communicating the DAC meeting minutes out early and giving the committee a week to respond with feedback and/or corrections. This small change will help save time during our meetings.

Committee discussion included:
- It wasn't clear how we can be effective as a committee in helping schools with their UIPs and not taking up time during our meeting on something that the committee isn't really informed about. How can we improve the process and learn the process at the same time? How can we improve the process if we only have time to look at one or two schools?
    - o Dwayne reminded the committee that we talked about inviting a couple of principals into our meetings from the schools that need us the most and being a thought partner with them in building their UIP.
- Several committee members like the process, the leadership, and the structure of the DAC meetings and what has been achieved this year. They feel connected and are looking forward to working on family engagement topics next year.
- Working collaboratively creating the UIP and listening to feedback on what was too aggressive and what would have overloaded the schools and teachers worked well. This feedback really informed the UIP. An improvement would be to not have a DAC meeting the week of graduation.
- There was a lot to learn this year. We produced a good UIP plan and lots of voices were heard. One concern is that we are a big diverse group and it's easy to get sidetracked on our own passions. It would be great to make a commitment to each other to stay focused on what we are here to discuss and stay on topic.
    - o How do we stay on target and give space to allow new ideas to surface while staying on target? Dwayne would like feedback from the committee members on how to improve this process.
- The data that has been shown throughout the year has been very informative, the discussions were super intentional, and the group was more interactive than last year. How big of a difference does our committee make? Is the feedback impactful enough to make changes? Are changes being made from the top without our feedback? This is

a great place to learn and grow, but is there a difference being made to impact the district from what we discuss?

- o The biggest impact this group made this year was on the UIP. We are hoping that next year the biggest impact will be in the family engagement realm.
- o There are so many other committees and different levels of leadership that it takes time to see the changes or put a change into motion with a system this large. It's a slow process, not all changes are as slow as others.
- o From the building perspective, administrators can lean into the UIP and devote a schoolwide goal around priority performance topics. Professional development is then structured around these priorities so staff can work on making these changes and learn collaboratively. This sets the context of why schools are doing this work as part of the district's plan.
- The council circle style of these meetings is very important and mirrors the work happening in buildings. Hearing everyone's voice is important for equity. Some voices are quieter than others, making this style of meeting more accommodating.
- What this committee has done to inform the UIP has had a huge impact on the district and the work being done really matters.
  - o As an administrator, a disconnect is that information being shared in these meetings is not being shared in principal meetings. Sharing the information would be very helpful.
- As a parent representative, sharing the information learned at these meetings with other parents, outside of my community and other committees that I am on, would also be very helpful. How can we reach a wider audience so more parents feel connected?
  - o Can the information being discussed, especially around family engagement, be added to newsletters or messaged out via the Superintendent to parents, titled "Family Engagement Highlights"?
- It seems that a lot of the committees have a two-way flow of information – sharing information with other parents at other schools is hard. Sharing with parents we see on a regular basis probably has a trickledown effect. Hearing other DAC committee members' perspectives has been very helpful.
- Could we come up with a feedback loop between the DAC and SACs?
  - o Clare Barquero will have a bigger role next year in guiding the family engagement conversations with the DAC.
- This committee works well and does make an impact, particularly with the work done on the UIP. The most impressive part of this committee was that within weeks of the DAC making recommendations to the Board of Education, the information was disseminated and moved the system forward. Other committees are now starting to use the same language (language used in the UIP).
  - o Attendance could be better at times so all voices are heard. Filling the positions that are currently open is very important for representation.
- When working on the UIP, it was nice hearing from our elementary administrator representative what reading looks like at that level. It was very helpful as a high school staff member to broaden that knowledge so when elementary students get to high school there is a better understanding of the process. Being on this committee helps people get a more in-depth scope of the whole system.

- Getting the context of the UIP was very helpful. It's nice hearing from all the representative groups. We want to do what's best for kids but safeguard the staff and make sure they have the capacity to do all the work and do it well.

Collaboratively Design 2023/24 DAC Workflow – Dwayne Schmitz
Dwayne discussed and asked for feedback on the following topics for the 2023-24 school year. One of the topics will include family engagement (see numbers 5 and 6 below). The committee will think about what topics they would like to highlight on family engagement and pick one or two of those topics to focus on. Please visit the PSD Student Services webpage for more information on programs and services that are offered.

2023/2024 DAC Workflow
1) **Aug. 16, 2023 DAC Meeting 1** – Welcome new DAC members. Review planned changes to UIP Draft (PSD staff worked on through summer) and validate PPCs w/ recent assessment data. Modify UIP Draft as needed. Plan to take UIP to BOE for approval on August 22nd. By doing this, schools will have earlier access to the DUIP by the end of August for alignment purposes, where necessary, when working on their SUIPs.

2) **Sep. 20, 2023 DAC Meeting 2** - Review school budget survey results and document DAC spending priority recommendations to be submitted to the BOE and the PSD Cabinet. Review ESSA plan types and data (available late August). Receive update on school UIP support sessions.

3) **Oct. 18, 2023 DAC Meeting 3** – Review select School UIPs for alignment and quality. DAC facilitates a feedback protocol for school leadership teams of select schools. Finalize spending priority recommendations to be submitted to the BOE and the PSD Cabinet. Plan visit with PSD Budget Design Team for collaborative conversation prior to submitting recommendations.

4) **Nov. 15, 2023 DAC Meeting 4** – Discuss PSD strategic plan and UIP implementation progress and adult practices fidelity measures. Review Educator Evaluation student growth measures and provide input.

5) **Jan. 17, 2024 DAC Meeting 5** – Review "Student Connections" data (closes November 17, 2023).
    Family Engagement Topics: Review the PSD Family Engagement Policy and provide input on implementation strategies.

6) **Feb. 21, 2024 DAC Meeting 6** – Review Monitoring Report analysis highlights (released late February).
    Family Engagement Topics: TBD by DAC

7) **Apr. 17, 2024 DAC Meeting 7** – Discuss PSD strategic plan and UIP implementation progress and adult practices fidelity measures. UIP reflection and revision process for 2024/25 initiated. Initiate DAC membership voting process (communicate with DAB, EDAC, public at large, school leadership).

8) **May 15, 2024 DAC Meeting 8** – Review Community Update: Student Outcomes. Continue UIP reflection and revision process as needed. Hold DAC election.

Notes from above discussion:
- A great source of information on services provided to PSD families is: PSD Student Services webpage.
- Leah Hager is the contact for restorative practices (lhager@psdschools.org).
- With all students receiving free breakfast and lunch starting next school year, how will the district monitor the data?
  - Families needing these services will be encouraged to fill out the same application, as in previous years, to receive waivers, free workbooks, etc. It will be up to the schools to help ensure that this process gets completed.

Next Steps for DAC
- Review planned changes to the UIP Draft
- Discuss what family engagement topics the committee would like to highlight in the 2023/24 school year

Closing
- Next DAC meeting with new membership: August 16, 2023, 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: