

## DAC Meeting Minutes

PSD Boardroom

Wednesday, January 25, 2023

6:30 p.m. – 8:30 p.m.

### Present:

Jessica Zamora

Scott Schoenbauer

Dwayne Schmitz

Susan Sasson

Angela Lindquist

Michael Werner

Nikki Arensmeier

Erica Daniell

### Minutes

#### Welcome and Introductions

Dwayne welcomed everyone.

#### Approval of Minutes

The November 16, 2022 minutes have been approved and seconded as amended.

#### Strategic Plan Update – Dwayne Schmitz

Dwayne gave an update on the Strategic Plan timeline.

- Action teams are in the process of refining the plan.
- The district is determining strategy phasing and will create the Phase 1 Action Plan.
- The plan should be finalized in March.
- The Strategic Plan, UIP, monitoring report, and budget will be in alignment.
- Budget conversations are centered around the Strategic Plan.
  - Professional development, restorative practices training, mental health/wellness, literacy, Integrated Services, reducing or eliminating student fees for classes and experiences are some of the conversations around the 2023/24 budget.

#### Discussion

- Equity and inclusion around fees for students that want to have other experiences but cannot afford them because they are too high.
  - Removing fees for all students would be very costly and there are many families that can afford these fees. Where is the balance?
  - The equity side is important, however if the district is short on revenue already, is now the time to remove fees when many families can pay these fees and there are other ways to subsidize those that are in need.
  - Concerns that fee tracking and budget are time consuming.
- What can the community do, not just at the district level, but at the state level about funding? Mill Levy overrides can only go so far.
- Professional development days for teachers are very expensive, but also very important for consistency and alignment. Teachers need to be trained and need time to collaborate, so they are better prepared.

## **Graduation Rates and Summer Evaluation – Dwayne Schmitz**

### Graduation Rates Discussion

The Poudre School District (PSD) Class of 2022 graduation rate of 87.1% is the highest PSD four-year on-time graduation rate in more than a decade. This represents a one-year increase of 4.5 percentage points and exceeds the state's overall graduation rate by 4.8 percentage points. Dwayne discussed graduation rates between PSD and comparison districts (Cherry Creek, St. Vrain, and Boulder). PSDs graduation rates are lower than these comparison districts.

Students receiving certificates are not included in graduations rates. PSD is looking into IEP driven diplomas, which would be a change of practice in PSD. What are our comparison district's policies on IEPs and diplomas?

- IEPs and 504s plans are different.

### Summer Evaluation Discussion

Dwayne discussed PSDs summer programming outcomes. The outcomes were fantastic. The programs offered were Summer of Discovery, High Dosage Tutoring, Camp SOL, and Stem X. Stem X, Summer of Discovery, and Camp SOL at the elementary level are based around student engagement, career paths/interests, and passions. These were very impactful programs.

PSD targets students that need support the most through data informed information. Summer learning should hit each of our district priorities: Literacy, Mental/Health Belonging, and Graduating with Options.

PSDs "Above and Beyond" experience allows students to have access to experiences that inspire them. Students are engaged while learning through experiences.

Spring to Fall summer growth data comes from Acadience and MAP scores. This data showed that Summer of Discovery, High Dosage Tutoring, Camp Sol, and Stem X all had positive impacts. Students that had no summer programming showed summer slide.

- There are limited seats for all summer programs and most of these programs are not open to all students. Students are invited to attend programs based on criteria and if there are seats leftover, the programs are opened up to other students.
- Stem X is based on a first come first served sign up basis and has a very good reputation.

## **Staff Evaluations/Negotiations – Dwayne Schmitz**

Dwayne discussed the role of the 1338 Committee with respect to negotiations items. He asked for feedback from the committee on the teacher evaluation process. Senate Bill 191 legislates how educators are evaluated, and there are some changes on the horizon for the 2023/2024 school year. In the past, evaluations have been weighted 50/50 between student outcomes and growth, and professional practice (a principal/evaluator observation of a teacher using a 5D+ Rubric, Teaching Learning Framework checklist). This rubric is used to define what evaluators are looking for in instruction. The proposed changes are moving from a 50/50% weighted scale to a 70/30% weighted scale (70% professional practice, 30% student outcomes and growth). Principals and PEA (Poudre Education Association) are supportive of this change.

This evening we will be discussing the evaluation process for teachers with 4+ years of instruction. Currently, they must be evaluated with one annual formal observation. What is

being proposed is teachers that rank effective or highly effective in the prior three years, with no performance concerns from the evaluator, may opt to replace their formal observation with the opportunity to observe another classroom teacher that is agreed upon with the principal. The teacher would write out what they learned while observing another teacher. The teacher and their evaluator would then discuss what they learned. If the teacher chooses this option, they would be allowed to do this for two years and have a formal evaluation the third year. If at any time during this process there is a concern by the evaluator, the evaluator may do a formal observation.

## Discussion

- Traditional evaluations are great for accountability. Learning from another teacher is great as well. I would say that teachers that strive and receive highly effective get this opportunity, but only every other year, not two years in a row.
- Formal evaluations establish a baseline.
  - There is a potential benefit to systematize a rubric driven observation for schools or grade level teams. If HR or a principal wanted to look across multiple teachers to identify strengths and weaknesses, they could follow it up with targeted professional development.
- Observing other teachers is a great way to gain personal development. Teachers learn what to do and what not to do. This was voiced by several committee members.
- The principal and the staff member must agree on who they will be observing.
- Teachers would be allowed to observe teachers from other schools.
  - Would they be allowed to observe teachers from other districts?
  - How long are observations, a class period, a day?
- Should teachers have a rubric for observing another teacher?
- This could be written as a pilot program.
- We should trust the principals and the teachers' decisions but verify the outcomes.
- There will be budget implications because subs will be needed.
- There is potential for positive benefits. This might be more important for the "effective" teachers because if a teacher is good, but not great it might be better for the good teacher to observe the great teacher. I also see the merit in a structured review as well. I would lean toward every other year.
- If a teacher is rated highly effective, maybe there could be some component of mentorship or means of conveying information to effective teachers.
- Principals should be in classrooms observing teachers whether it's a formal observation or not. This goes back to the trust but verify comment. There should be some built in language that guarantees these processes (formal and informal observations) are happening.
- There will be template for teachers to write a reflection on what they learned during their observation. This is the accountability piece.
- A similar template or form could be used to do a personal reflection on what the teacher learned and what their strengths and weaknesses might be. This might be beneficial for teachers that are struggling. Watching a highly effective teacher might give them ideas as to what they could change about their teaching style. This could be a growth opportunity.

- When the principal and the teacher meet to agree upon who the teacher will observe, there could be criteria and data to discuss beforehand. This might include areas of weakness, then find a teacher that is strong in those areas to be observed.
- The proposal will include that the teacher can observe and still be observed by their evaluator. Both can happen if that is what is decided upon.

### **Next Steps for DAC**

- Budget

### **Closing**

- Next meeting: February 22, 2023, 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 25, 2023 (revised date)
- February 22, 2023
- March 22, 2023 (ITC Aspen 2)
- April 19, 2023
- May 17, 2023

**Parking Lot Items:** none