<h1 style="text-align:center">DAC Meeting Minutes</h1>
<p style="text-align:center">PSD Boardroom
Wednesday, November 16, 2022
6:30 p.m. – 8:30 p.m.</p>

Present:

Marcy Lewis	DJ Anderson	Jennifer Jung	Jennifer Keeton
Angela Lindquist	Erica Daniell	Clare Barquero	Michael Werner
Nikki Arensmeier	Scott Schoenbauer	Ian Rutherford	Susan Sasson

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

Welcome and Introductions
Dwayne welcomed everyone.
Marcy Lewis read the Intent, Desired Outcomes, and Times/Topics

Fist to Five Protocol Check-in and Circle Prompt
My energy level to create a school UIP review process . . .

Approval of Minutes
The October 19th, 2022 minutes have been approved and seconded.

School Unified Improvement Plan (SUIP) Review and Updates – Dwayne Schmitz
This evening the DAC will review Centennial High School's Unified Improvement Plan (SUIP) and School Performance Framework (SPF). The purpose for this is to gain a better understanding of what is included in SPFs and SUIPs, what to look for in quality plans, and to give supportive feedback. UIPs are mechanisms for making improvements within specific schools and district wide.

Discussion
Centennial High School is considered an Alternative Education Campus (AEC) school.
- The State of Colorado designates some schools as an AEC if they have a high percentage of students with certain characteristics.
- Districts are accountable to both the Federal ESSA and State accountability systems. The State System recognizes CHS as an AEC whereas the Federal System does not. These systems are very different from one another. For example, the Federal SPF for CHS shows a less favorable view of Centennial's outcomes, whereas the State SPF shows that CHS exceeds expectations.
- The committee broke into small groups to review the SPF and SUIP for Centennial High School and answered five rubric questions.

1. Does the plan investigate the most critical performance areas, prioritizing urgent performance challenges?
   - Yes, with graphs.
   - Not all schools will align with the district strategic plan. PSD encourages flexibility as there can be local needs and differences between schools.

2. Does the plan identify root causes that explain the magnitude of performance challenges?
   - The plan is tightly aligned with the district UIP. The SUIP may benefit from strategies that are more school specific.
   - CHS has a strong culture of belonging and discovery – they might not feel the need to justify this with data. Discovery is strongly represented in their plan.

3. Does the plan identify evidence-based major improvement strategies that are likely to address the root cause?
   - Restorative Practices is more detailed in this plan than the district UIP.
   - Why did they choose those challenges? I almost want to hear why these are a priority compared to other performance challenges? Why choosing reading over math? The SUIP would be stronger if reasoning were more apparent.
   - Are there any concerns that there are too many strategies written into this UIP that would overwhelm the staff?
     - No, they seem to be focusing on just a couple of strategies.
     - Some of the district's UIP grading practices have been left off intentionally, as to not to overwhelm CHS staff.

4. Does the UIP present a well-designed action plan for implementing the major improvement strategies to bring about dramatic improvement?
   - At a high level...yes, but no "nuts and bolts" detail as to what is going to happen. This plan is very similar to the district plan.
   - The Strategic Plan process includes action planning teams that go into much more detail. UIPs do not go into as much detail in action steps and cover a shorter implementation duration.
   - One to three improvement strategies, with action steps for each strategy, is good guidance for how many improvement strategies schools should consider. Less is more, this way schools can dive deeper into making and sustaining improvements.
   - Reaching realistic goals depends on the resources in each building.

5. Does the plan include elements that effectively monitor the impact and progress of the action plan?
   - Are the targets aspirational? Yes, they are.
   - Specific measurable outcomes that are timebound are evident.
   - "Progress toward" wording should be used for the next year if the goal wasn't met.
   - Schools are held accountable to the district, the public, assistant superintendents, the Cabinet, and the School Accountability Committee (SAC), etc.

What would you say to CHS about this SUIP if you were giving feedback?
- More details need to be added with the addition of what makes CHS unique.
- As this principal's first attempt, good job. The introduction of the new district UIP and "fitting it all in" could have presented challenges for SUIP writing.
- More information on how the principal plans to include the staff on making improvements would strengthen this SUIP.

Assistant superintendents, directors, coordinators, Dwayne Schmitz, and Susan Thomas are all resources for principals that need guidance on building their SUIPs. Dwayne and Susan offer several support sessions and principals may also go back and look over previous SUIPs.

The DAC might be a good team to help with this process next year. The goal would be to focus on and support the schools that do not have the highest performance ratings. Materials would be sent out ahead of time to be reviewed. The committee would divide into groups to come up with ideas on how to support those schools.

- We will we walk through the process ahead of time and format a document for the process – a place to share ideas, give feedback, and list trends. This will include budget.
- The DAC and other advisory committees need to be more involved with budget conversations and improving the budget; the feedback should be timely and useful.

Student Outcome Updates (PowerPoint) – Dwayne Schmitz

Attendance Rates
- Attendance rates are not comparable between districts because local policies differ.
- Attendance rates have declined. Possible reasons for the decline: Covid, new quarantine guidelines, mental health, more parents working from home making it easier to keep sick kids home.
- The district will be looking into effective attendance policies and practices.

Truancy Rates Increasing – Truancy is unexcused absences.

School Readiness (PreK) 2021/22
- Students are making progress on fall to spring measures of school readiness.

Kindergarten Literacy – Acadience
- There was a decline in previous years due to Covid.
- Current data shows bounce back, even with low attendance, but we are not back to pre-pandemic levels.

1st-3rd Grade Literacy – Acadience
- Data visualizations and information can be found on the PSD website: Community > Research and Evaluation > PSD Achievement/Growth.
- The Acadience data on this slide (#11) has been normed against pre-pandemic norming studies. In a standard deviation unit, zero is the mean or the average outcome relative to the population being normed against. Anything above zero is better than average and anything below is below average.
- Data displayed, both performance level and achievement effect size, show that PSD student achievement is not back to pre-pandemic national average levels of achievement.
- Early literacy is associated with graduation rates.

K-3 Early Literacy – Acadience – Free/Reduced Meals
- Students associated with different socio-economic levels are experiencing different levels of achievement.

Academic Achievement
- CMAS, PSAT/SAT, MAP data shows that students score higher in reading than math.
- College and Career Readiness benchmarks in math are much harder for students to hit than evidence-based reading and writing benchmarks in grades 9-11.
- Free/reduced meals data shows gaps in different subgroups.

Academic Growth (Fall-to-Spring)
Data: Acadience grades K-3, MAP grades 2-5, and Map grades 6-8
- Growth effect sizes indicate that Students moved forward relative to nationwide academic peers.
- Growth Effect Size: A change from a pretest to a posttest score as measured using z-scores. Positive numbers indicate accelerated learning relative to national norms.

PSD Summer Growth Effect Size Spring-to-Fall
Data: Acadience grades K-3, MAP grades 3-5, and Map grades 6-8
- For many years we've seen what is called the Summer Slide: when students have the summer off and do not test as high when they come back in the fall.
- Over the last couple of years PSD has invested heavily in and expanded summer programming. The data looks like the summer slide has been minimized. Dwayne Schmitz will run reports to confirm this in the next few months.
- The data for reading growth, grades 6-8, provides some initial evidence of summer accelerated learning. Math results do not appear as strong as reading results.

Discipline Trends
- PSD has been making improvements on the discipline policy for a couple of years.
- A data system called Equity Insights was created a couple of years ago that includes data on risk ratios. Risk ratios shows discipline and trends among different groups of students (ethnicity, gender, students on IEPs, students on 504 plans, etc.).
- Over the last 5 years the State of Colorado came up with data that shows discipline rates for all districts, not individual schools. PSD is comparable to other districts.
- PSD is working on ways to lower discipline rates by introducing things like restorative practices and positive student connections. The district will know if restorative practices are working because attendance rates should go up, discipline rates should go down, and connections data should go up.
- The DAB had a discussion regarding SRO contracts at their last meeting. They were looking at the SRO SOPs that the district has developed over the last couple of years and found that discipline issues in the district have gone down in severity and number. There are more minor discipline issues that are being taken care of in the school now. Some involve the SRO and some need to involve the police. This data can be found on the PSD website along with information on outcomes.
- The graphs shown here (slides 32-35) are from the CDE, data available for all districts.

<u>Next Steps for DAC</u>
Budget and Student Connections Data

<u>Closing</u>
- Next meeting: January 18, 2023 – PSD Boardroom, 6:30-8:30 p.m.
  (Snow Day cancellation necessitated next meeting January 25th)

<u>Adjourned</u>

<u>2022-2023 Meeting Dates:</u>
- 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
- April 19, 2023
- May 17, 2023

Parking Lot Items: none