

## DAC Meeting Minutes

PSD Boardroom

Wednesday, September 21, 2022

6:30 p.m. – 8:30 p.m.

### Present:

Nikki Arensmeier  
Erika Daniell  
Jennifer Jung  
Jennifer Keeton  
Marcy Lewis

Angela Lindquist  
Kathy Mackay  
Ian Rutherford  
Susan Sasson

Dwayne Schmitz  
Michael Werner  
Becky Woodcox  
Jessica Zamora

## Minutes

### Welcome and Introductions

Dwayne welcomed everyone.

### Fist to Five Protocol Check-in and Circle Prompt

My greatest hope for the impact of the PSD UIP process....

- *That there will be a visible impact and difference for students and teachers – that the teachers will be able to say that they made a difference.*
- *I'm very excited about Restorative Practices.*
- *I hope that individual teachers will buy into and change what they are doing.*
- *My hope is that there is a lot to get done and that we are going to start seeing positive improvement.*
- *I like the word "unified" that we're all in it together.*
- *Bringing parents into the conversation and feeling the sense of engagement and connection that then results in bringing it down to our students is critical. Recognizing that a lot of people are more aware because of it and the conversations we've had - it's more of a collective effort.*
- *My hope is that it really impacts all students in our district like the Graduating with Options piece.*
- *My hope is that the data starts to trend upward.*
- *I hope that we move the needle on marginalized kids.*
- *I agree and I'm excited about the work in front of us for disabled learners. I think creating a plan that intentionally includes what's closest to me is exciting. So that's the one thing I would say about all marginalized populations.*
- *My greatest hope is tying a lot of this together, unified improvement, moving the ticker up, individualized education. Helping every kid find their pathway bridges the pieces.*
- *I'm looking forward to the reading piece of this, getting kids off to a good start – early literacy.*
- *My greatest hope is for it to be impactful, to be unified, and great things for all kids.*

### Approval of Minutes

- August 31, 2022 – minutes were reviewed and approved
  - Correct the spelling on one word

## UIP Overview

- This is our last DAC meeting before the UIP plan is presented to the Board of Education on September 27.
  - Several groups/committees have looked over and discussed the UIP
  - The plan will be submitted to the CDE in October
  - There have been several changes since we first looked at the UIP
  - Our mission this evening is to make sure that the UIP is ready for BOE review
  - This plan has been written to address three key Priority Performance Challenges:
    - Literacy, Mental Health/Belonging, and Graduating with Options
  - Once the plan is submitted to the CDE, changes can be made w BOE approval
    - The plan will be monitored to see if changes need to be made
  
- We have evidence of preliminary graduation rates (four year, on time) at 86.8%
  - The class of 2022 had the highest graduation rate in at least 13 years
  - Two of the strategies in this plan were in last year's plan so we know the hard work of the high schools is paying off:
    - Three-week credit checks
    - On track to graduate checks/College and Career Readiness
  - PSD's goal is that 100% of our students successfully complete their PreK-12 experience.
    - Completion rates – include certificates (multiple possibilities)
      - Ex: Students in Life Skills Program are eligible to stay in school until they are 21 years of age
        - They receive a certificate of completion
        - This often allows parents to coordinate services through the community, like Cooper Home
      - GED certificates

## General Action Step Input – Literacy Instruction and Practice

### **1A Districtwide Literacy Practice (changes):**

The original UIP had three actions steps for this section. The third action step was based on Teacher Collective Efficacy. The original wording was too prescriptive and should not have been its own action step. The language of the Teacher Collective Efficacy section has been pushed into the remaining two sections of this literacy goal. Experience shows that teachers learn best from other teachers.

The other thing that we heard was that district administration and principals collectively control a lot of principal and AP time, but not teacher time. It's hard to get teachers together working in groups, therefore more time is needed to get teachers trained on the "Text, Task, Thinking" teaching implementation. The following updates have been made:

- (#2) Ensure all school leadership teams understand the principles and use of teaming protocols toward developing collective teacher efficacy has been pushed out to February 2023

- (#3) All principals, assistant principals, and department/team leads will have been provided training on leading the “Text, Task & Thinking” instructional shifts have been pushed out to February 2023
- (#4) Teacher implementation systemwide has been pushed out to January 2024

### **1B Tier 1 Early Literacy (PreK-3) (changes):**

Research is clear that early literacy matters. As a district, we have gaps with students that can read by 2<sup>nd</sup> and/or 3<sup>rd</sup> grade. We want to close those gaps systematically through Structured Literacy.

- Students are best served through Tier 1 Instruction
    - Not being pulled out of other classes or instruction time (unless absolutely needed)
  - Our Literacy Department will be revising the Observable Classroom Practices Rubric, getting it into the system, observing it, and using PD to help implement it with fidelity
- 1) This section also states...By August 2023, adopt (K-5) and implement (K-2 minimum) a “CDE Advisory List approved” PSD literacy curriculum.

#### *Committee comments:*

- *When it talks about department team leads, is that school-based level?*
  - Yes
- *And when is says have been provided, by whom. . .*
  - Details are being worked out
- *I am impressed by the rewrite work of the “Text, Task, Thinking” section being embedded in the first two action steps. We could have been measuring number three and not getting to one and two.*
  - We’ve been measuring what was number three, loosely, for a few years and I am not convinced that it got us anywhere
- *Adoption processes are very difficult for teachers who are taking time out of their classrooms to go through the adoption process. Please hear that I am advocating for teachers to be compensated if they are going to be a part of the adoption process. They are having to write sub plans and then come back and cleanup afterwards.*
  - Dwayne will talk to John Passantino (Director of Curriculum) about this and encourages others to email John if they have thoughts they want to share.

### **General Action Step Input – Mental Health/Belonging**

#### **2A Restorative Practices (changes):**

- Restorative Practices can be very powerful and if done poorly they can be counter-productive
  - We have a lot of training to do with staff
- #1 - Changed the Implementation Benchmark that a Restorative Practices Leadership Team from each PSD school will complete a Tier 1 Restorative Practices training by January 2023
- #2 - Changed the Implementation Benchmark for PSD schools to implement Classroom Check-In or Talking Circle opportunities to March 2023
  - We took out the wording “in every classroom, in every school”

- We have established that we want to implement this in our district, but that it does not need to be done in every class every day
- #3 – Tier 1 behavior corrections and problem solving with students through a restorative approach using the Four Questions (see below) by March 2023. These questions only come up in a behavioral/corrective setting and that’s why it may feel like they sound negative (the negative phrasing was brought up in our last meeting). By having caring adults ask these questions to the student, in a situation when they are triggered, will help kids learn/process, pause, think about what happened, and think about how the situation could have been handled differently.
  1. What Happened?
  2. How did it affect people, including you?
  3. What could you have done differently?
  4. What is a solution or what needs to happen to make things right?

*Committee Member Comment:*

- *How do we celebrate those moments when it goes right?*
  - You must celebrate these good moments because that’s how you get kids to repeat the behavior you want

**2B Opportunity and Discipline Structural Interventions (changes):**

District offices will be doing most of this work. They will be working collaboratively with various teams that will intersect with school staff.

Implementation Benchmarks:

1. Collaborative planning and work groups will formulate revised guidelines and practices for discipline entry and tracking in the PSD Student Information System
  - a. Data tracking is imperative to find trends, this area needs improvement
2. Refine and communicate processes for responding to incidents that clarify roles/responsibilities of schools and central office staff toward ensuring every student has a safe and inclusive learning environment.
  - a. This process needs to be systematized throughout the district
3. Utilize data from the incident reporting platform that allows students, staff, and parents to report school-related incidents, “See Something, Say Something”.
  - a. What are we doing with the information and data, besides just responding to that individual? What are we learning, as a system, about bias and discrimination?

**2C Community Partnership and Family Engagement (changes):**

The DAC brought up several times “where is the family and community engagement piece”?

- This was added due to your great input
- Notice that there are no dates on number 1, 2, and 3
  - PSD is not doing this work alone so we cannot commit to a timeline
  - We can commit PSD to taking a lead role in partnering with these organizations
- 1. Through partnership with local government, community agencies, and families; update/revise/promote single-point-of-entry system(s) that support families in accessing services and connecting our community to the local mental health

- network of resources, tools, and contacts regardless of affiliations or health insurance status.
2. ...expand summer programming and wrap-around services currently offered by the public school system to better support our youth beyond the traditional school day and academic calendar.
    - a. There are community members that can help with this that doesn't involve only our staff.
  3. ... expand students' density of connections to healthy adults and opportunities that support social-emotional wellness, personal interests (e.g., art music, theater), and career-exploration.
    - a. Again, we are partnering with great organizations in the community
  4. This one involves only PSD so there is a due date. By April of 2023, PSD will have engaged in on-going public communication efforts regarding the current and ongoing enhancement of opportunities related to benchmarks 1-3 listed above in an effort to promote engagement and access by the PSD community.
    - a. As 1, 2, 3 above are being orchestrated, we will be good communicators of that to our systems; our parents and students, to make sure that people are aware of these opportunities and can get connected

*Committee Comments:*

- *Adding the community engagement piece balances it out.*
- *In general, with restorative practices, discipline, and intervention, these do seem to be a hot topic that our community is very concerned about, especially our disability community, as we talk about restraint. Are you talking about that we are going to communicate back to the community with what we are doing with bullets 1, 2, 3 under 2C, but I'm also wondering if the community would like to know what we are doing in "general" around this whole topic?*
  - Yes, there are a lot of things that the public wants to know in the current environment. Transparency is needed everywhere and just because something is not covered specifically in this plan doesn't mean that PSD is not doing it or aware of it. We also have our district Strategic Plan going on as well, which is bigger and broader than the UIP. The UIP is more academic focused and a shorter timeline. The two plans will line up in a lot of ways.
- *In my mind I was thinking as a parent that this is great and if you're talking about all resources that are available and what you're doing on mental health, but if I'm not connected and I don't know how to access the other information that's available, then my question comes, what are you doing about this and that, they have to go in tandem?*
  - Tell me more about the two things. . .
- *In our plan (2C) we have it documented that we are going to make this a focus, that we are going to talk about mental health, connecting people, and getting them the resources they need, but we didn't have that in 2A or 2B.*
  - 2A is a practice that we are doing in our school system
- *How do we help inform the community that these practices are shifting outcomes? This is made very explicit in 2C, #4? There is not a certain Implementation Benchmark that follows up with the community on 2A or 2B.*

- Very clear distinction – In the third part all of the bullet points are about expanding services in the community and that only matters if you’re connecting our PSD kids and families to those things
- In 2A and 2B we don’t have to inform the community about it in order for them to access it. If you send your kid(s) to our schools, they’re going to be accessing Restorative Practices because it’s going to be happening.
- *What I’m saying is what is the communication tool that goes out to the families saying that we are working on these things, because this is such a hot topic, it’s an opportunity for us to touch on them more consistently and frequently in each bucket so they know the needle is moving forward?*
  - PSD communicates all the time about all the things we’re doing, we don’t need to write everything that we’re communicating about in this plan, correct? Restorative Practices is being implemented into the system, there is no way that we won’t be communicating about it. That’s not an action step in and of itself that the Communications Department will put out. The only reason communication is called out so heavily in 2C is because it doesn’t just involve PSD, it involves community partners.
- *2A and 2B are PSD faced, 2C is community faced.*
  - This is why we have the Connection Survey; to see if kids are feeling connected to their peers and adults – If Restorative Practices does a good job and does what it’s supposed to do it will show up in the Connections Survey data.
- *I love this and it makes me nervous, 2C, because it seems to always land on the schools. It’s a lot of work onboarding community partners and using teachers as site supervisors that are not compensated. I heard others in the district say the same thing, when you get so many community connections and resources it becomes such a juggling act that it becomes too much, that you can’t even do your regular job. So, while I rely a lot on community partners, it’s become almost a full-time job trying to manage the partnership. This is written in such vague language, it’s great having the partnerships, but it causes a lot of extra work on the part of the school to coordinate it all. That doesn’t feel like it’s addressed in the plan.*
  - On these services that have caused these challenges, are they pushed in during the day when kids are at school?
    - ***Yes, they are like staff. There is a lot that goes on behind the scenes to get them onboarded and supervised. It eats up a day just to be able to allow them on campus. That’s not including all the work that comes after that. And there is training on both ends that happens, we attend their training, and they attend our training. Is there something in this plan that speaks to the assessing either the sustainability or assessing the workload of it or something that says that we’re not just going to build all these community partnerships, but that we’re going to pause and see where the workload is landing, and do we have time, people, and resources to manage that part of the associated burdens? I’m happy to do this because it helps kids, but it becomes another full-time job.***
- *The other part that I worry about is what happens when AmeriCorps disappears because they were grant funded and now kids are expecting help.*

- *It also seems like there's a funding specter behind some of these programs, like expanding summer programming, that something is missing and that it's kind of a pipe dream that is going to function without money.*
- *We rely heavily on outside funding or solid partnerships and someone coordinating them.*
  - *I wrote a note on the PSD workload versus benefit and to consider the associated burdens. I would also like to point out that some of these partners have resources. They don't always come to us asking us to pay for and staff everything; they can do the heavy lifting. I think we are going down the road of worst fears and we need to have confidence in the leadership team.*
- *I would like to see some wording around the burden aspect.*
  - *This point is valid*
- *What about PTO, parent volunteers, as a resource group? I organize non-profits to come talk to the parents in English and Spanish about parenting, Love and Logic, screen time. Is there something like this you could utilize?*
  - *We've tried this and unless you're living it you don't have a solid understanding, so trying to train a parent to be the trainer of other parents or task, by the time we look at cost benefits, it's better to run the trainings ourselves.*
- *In past years, especially the Covid years, one of the main focuses was hiring more professionals in the mental health department. Is this still one of the priorities of the spending budget?*
  - *My understanding is that it is still a priority and that that need hasn't gone away. Also, I wanted to mention that transparency, communication, and mental health are good pieces to bring up in the Strategic Plan community conversations. Right now, the Strategic Plan Framework reflects a substantial collaborative process. Discussions have started as to what the big lanes are that need to be fleshed out, so these are topics that need to be brought up.*
- *I can recall meetings, the DAB and other areas, that involved community members that worked with some of the organizations mentioned in the UIP, requesting to be more involved. I think it's a good conversation to start – they want to collaborate. This isn't just about what the school does, mental health doesn't just happen during the school day. I think if we don't include conversations for families about the collaboration with partners outside of PSD and getting the people that want to help, connected, making that connection happen so it doesn't feel like it should be just on us to make sure that we are taking care of kids' mental health all day long.*
- *How does the school district think about the family partnerships and working with them when a kid comes to a counselor and says my dad has a gun at home and I don't feel safe or I'm having sex with my boyfriend and I have an STD or am pregnant and my parents would kill me if they found out? How does PSD balance that transparency, the communication, the working with families? How does that all go together to deal with things like that?*
  - *I'm probably not the right person to ask that question, that's a big question as we are going through this plan. I do know that our staff are good about privacy of students, and safety of students. They are also good about a family's right to have information. It's very situational and PSD has a good track record of handling these types of situations.*

## **General Action Step Input – Graduating with Options**

### **3A Graduation Rate Structural Interventions**

#### Structural intervention

- The schools are already engaged in this on some level
  - Emphasis will be on emerging bilingual students, students with disabilities, students with risk factors of poverty, and students that lack specific, regular housing
- Three-week grade monitoring cycle
  - Identify students who are at risk of failing classes
  - Implement strategies to support improvement of grades
- Credit accumulation
  - We have seen some improvement in recent years with our data tracking systems
    - There is still room for improvement
  - Students graduate because they earned the credits that were required
  - School leaders will analyze data to inform actionable strategies that support student success
  - Graduating at its basic level is about gaining required credits
    - Staff will monitor high school credit accumulation and intervene more frequently with students that get off track
    - This will illuminate how and why we are falling short
- On the Connections Survey we ask: “Do you think you are going to graduate”? Yes or No. This question is asked from 6<sup>th</sup> grade through 12<sup>th</sup> grade, on the Connections Survey. If a student is unsure or doesn’t feel like they will be able to graduate, the principal or team will follow-up with those students. This way a relationship can be built, and staff may be able to intervene with needed supports to assist students in their successful completion of graduation requirements.

### **3B Systematize Grading for Equity Practices**

PSD will pilot the following equitable grading practices at two secondary schools:

- Implement consistent grading practice that provides equal-interval property (e.g., 0–5 point scale), better reflecting learning that has occurred
- 70/30 gradebook categories for summative assessments and “other” in all PSD gradebooks
- Teachers input at least one grade per 2 weeks and will contact parents/guardians if a student falls to a “D” average
- No extra credit or bonus work
- Implement a process for students to retake assessments and redo work and/or have additional opportunities to demonstrate mastery

We have other schools piloting other programs and by December 2022, a representative committee, including PSD technical experts, will provide recommendations/specifications to Cabinet. Once approved, PSD will implement the adopted recommendations beginning Fall 2023, in a phased approach over the next three years.



- We want to be able to align and strike the right balance. There is a better way to grade than 0-100 scale and students should have the opportunity to demonstrate the learning that happened even after the test was given. Grading must be systematized.

### 3C College and Career Readiness

(#1) PSD will be tracking College and Career Readiness, which is now a metric, and is required for students to graduate.

- This is new for PSD, and we are currently building a system with the expectation that every student can access these measures of CCR

(#2) By December 2022, complete a systemwide review of data-informed math placement decisions at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. Insights gained will be used to inform additional action step planning.

- Dwayne is directly responsible for this analysis
- Past investigation indicated data-informed math placement may not be evident systemwide
  - *Why is this a part of College and Career Readiness?*
    - This is not about acceleration, but the correct math placement.
    - When students take an advanced math class for their grade range, it sets them up on a track to reach AP Calculus and/or AP Statistics – it frees up a little more of their schedule when they get to high school. This causes a peer effect because of scheduling. It also sets them up for more options upon graduation. In general, math trajectories impact student opportunities.
  - *We had an amazing thing happen at Lincoln three years ago. Only 10% of the students were students of color, in advanced math. They tried three different things, nothing worked. A math teacher had the idea of going to Irish and asked them for 15 students that could do better in math. In the second year, 50% of the kids who were in advanced math were now students of color. The second thing that happened was that the teachers from Irish asked why can we only give you 15 names?*
- We must use data to be data informed to protect ourselves from our own implicit bias. The reason that math placement is in the UIP is because math is one of the only courses where students can receive high school credit while they're in middle school. Foreign Language is the other one.

### (#3 & 4) Completing the ICAP Process

This includes a lesson on FAFSA and the Senior Exit Survey

- After reviewing the Monitoring Report, PSD realized the FAFSA (financial aid for college) application completion rates have declined dramatically over time
  - As a result, the amount of financial aid that our kids are receiving for college has gone down
  - PSD will be monitoring FAFSA completion rate and support options
- The Senior Exit Survey allows students to provide feedback on how prepared they feel about their options after graduation. There is no systematic approach to these surveys at each high school. There might be a good reason why each survey is site specific, but this

might be a future conversation about aligning them for consistent data. By studying patterns we can better assist students and families.

*Committee comments:*

- *On #3 overall “What Does Success Look Like”, “Graduation rate differences by student demographics will be non-existent”, is that realistic?*
  - Dwayne says it is realistic and that there is no reason for gaps
  - This is bold statement, but THIS IS what success looks like
- *Is attendance at schools tied to graduation rates?*
  - Yes
- *We need to get kids to want to come to school.*
- *This is a fantastic goal, but since PSD does not have full control over the situation of kids, as much as we want this to be the success and if anything less is failure, then I don’t see how in reality you’re going to make this goal.*
  - When we make certain plans, we name targets. This part of the plan is a vision statement, similar to our district ends being written as aspirational statements.
- *If PSD is analyzing data, especially minorities, which part of all the extracurricular things make them feel connected to the school? Are we analyzing if students belong to clubs and extracurricular activities?*
  - We do look at that data and our system leaders know that there are discrepancies and which groups of kids are accessing activities. There are potential reasons, some in our control and some out of our control. Examples are things like transportation and fees that get in the way of broader access. Hence the reason for community partners and fundraising. One place we measure this, and make it visible, is in our Equity Insight Dashboard because it’s not just about disciplinary disparities, its also about opportunity disparities.
  - *There is a question on the Connections Survey about extracurricular activity participation.*

### **Closing Reflections**

The Board of Education will be looking at the draft UIP next week. PSD would like to have the DAC give a thumbs up/thumbs down as to whether they support this UIP moving forward for 2022-2023 school year.

- The DAC unanimously voted with a thumbs up

Thank you for the vote.

This year was a lot of work because the UIP had to be built from the ground up. There should be no dramatic shifts or rewrites in the near future. PSD wants to measure the outcomes through the Monitoring Report and will be rebuilding the Monitoring Report to directly measure all the topics we have talked about while also serving the purpose of measuring our progress in meeting the District Ends.

Thank you for attending the extra meeting that was held in August and thank you to everybody for putting their voice in the room. The DAC had a big impact on this plan.

During our next meeting we look at the District Performance Plan and start work around the 1338 Council Growth Ratings.

### **Closing**

- Next meeting: October 19, 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:**