

DAC Meeting Minutes

Wednesday, April 20, 2022

6:30 p.m. - 8:30 p.m.

Boardroom

Attended:

DAC

Robert Beauchamp
Heather Alderman
Scott Schoenbauer
Ashley Anderson
Becky Woodcox

Candace Martin-O'Connor
Aloha Arceo-Apitz
Clare Barquero
Araceli Newman
Melody Shaddix

Angela Lindquist
Jennifer Keeton
Jessica Zamora
Susan Sasson
Dwayne Schmitz

Minutes

Welcome and Introductions

Robert welcomed everyone and introduced Dwayne Schmitz.

Approval of Minutes

February 2022 meeting minutes were reviewed and approved.

Committee Recruitment Update

2022-2023 DAC Parent Representative seats to be filled

- A parent of a middle school student
- A parent of a child participating in the early childhood education program
- A parent of a child supported by Integrated Services
- A parent of a student attending a PSD Charter School

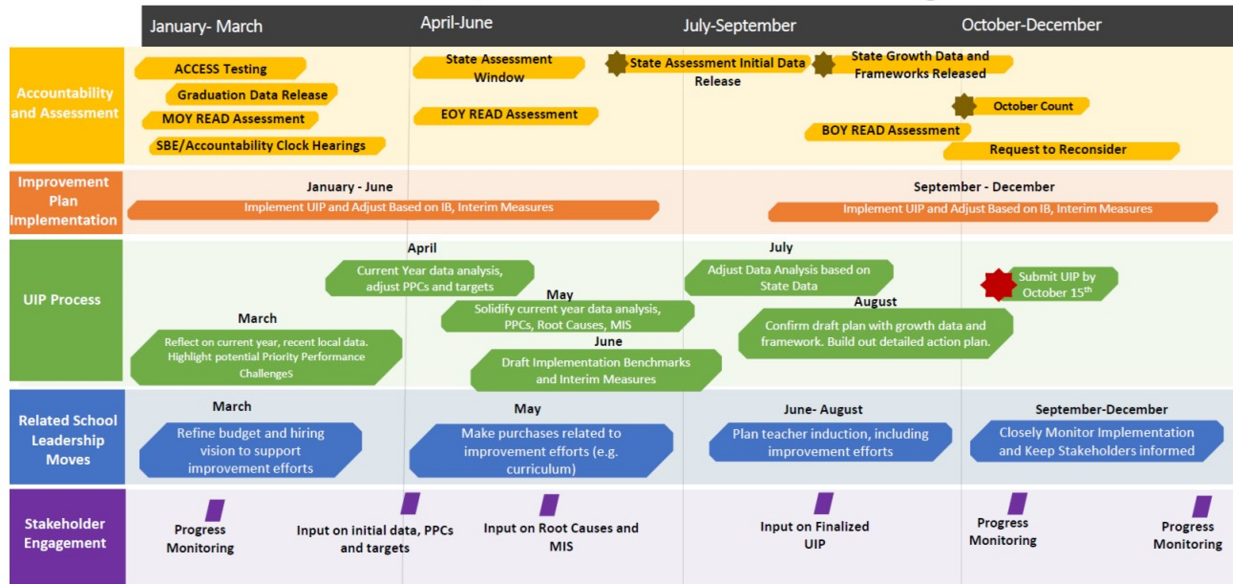
These four positions have been advertised through our communications department. I have had four people reach out to me already and two applications received. We will bring all applications to the May meeting where you will vote on new members. Also, if you would like to serve another 2-year term, you are welcome to reapply.

Accountability work has historically fallen under my position and the district is making some shifts. Dr. Dwayne Schmitz is the Chief Institutional Effectiveness Officer and school accountability will shift to him and his team moving forward.

Monitoring Report Highlights (Dwayne Schmitz)

We are going to take a deep dive into the data looking for longitudinal trends that aren't going the way we want them to go, and outcomes aren't where we want them to be. Timeline for UIP planning reviewed to set stage for the evenings work.

Unified Improvement Planning



PPCs = Priority Performance Challenge, MIS = Major Improvement Strategy, IB = Implementation Benchmark

April is where current year data analysis is happening and adjusting Priority Performance Challenges and Targets. In May, we will solidify those things, Root Causes, and Major Improvement Strategies.

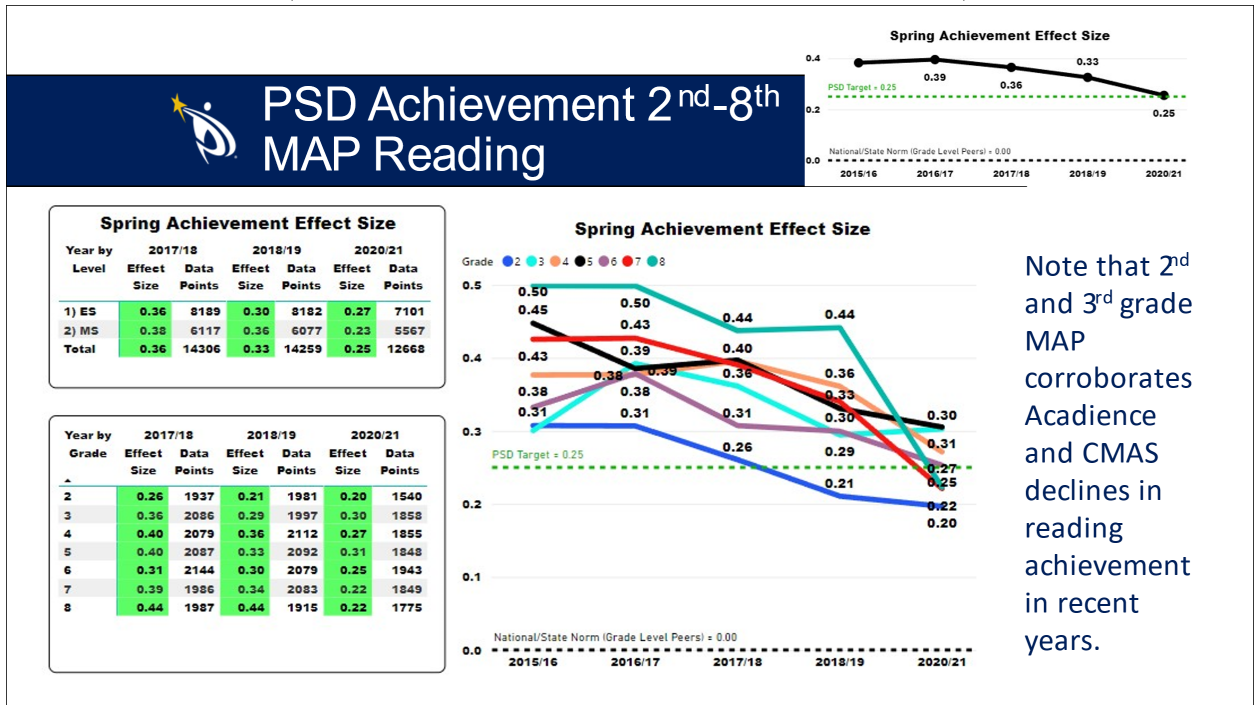
Priority performance challenges

- Should be selected from trends that are a concern for the district.
 - Not chasing the impacts of COVID or distance learning
- Should be specific statements about student outcomes.
- They are not action steps that need to be taken, or concerns about adult behavior or systems like budget, staffing, curriculum, or instruction.

Literacy as a Priority Performance Challenge

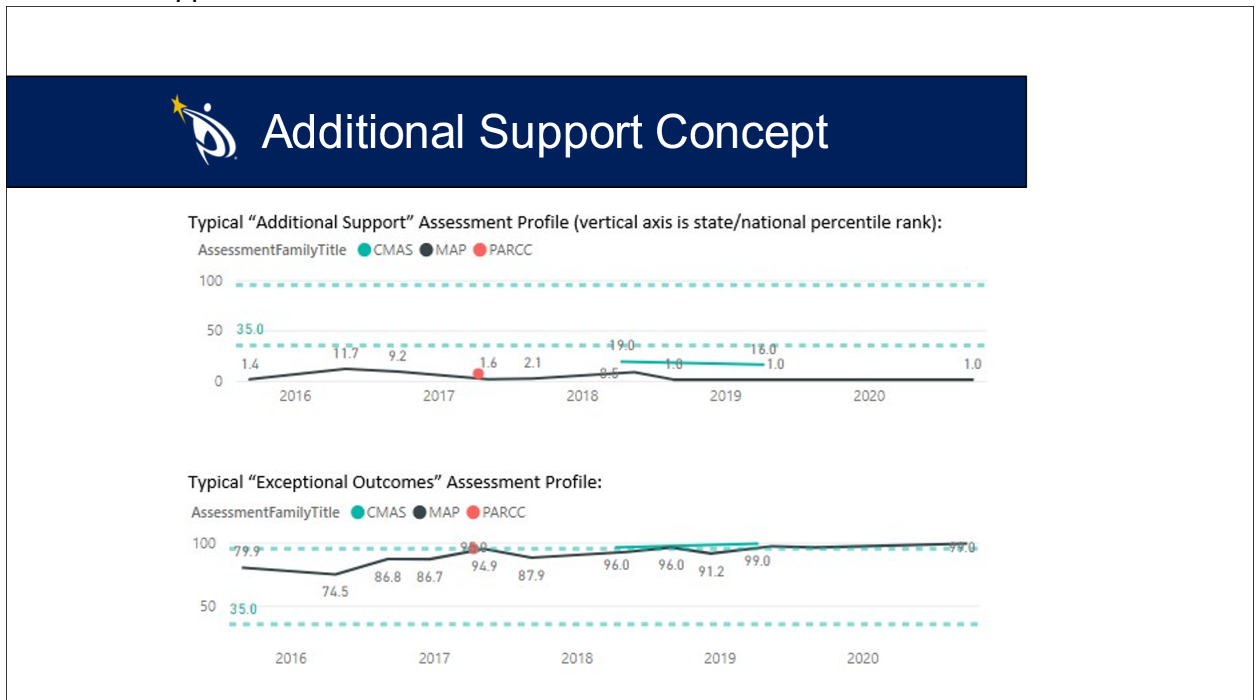
- K-3 Early Literacy (ACADIENCE)
 - In decline pre-COVID (80% to 79.2, 77.2, 76.1)
 - Skipped 19-20 as we didn't do Spring testing
 - 20-21 it dropped to 66.8% with the additional impact of COVID, distance learning, and stress in society.
 - All grade levels share in that pattern.
 - Same trend for Free/Reduced lunch kids.

- Grades 2-8 MAP Data (standard deviation unit of achievement affect size)

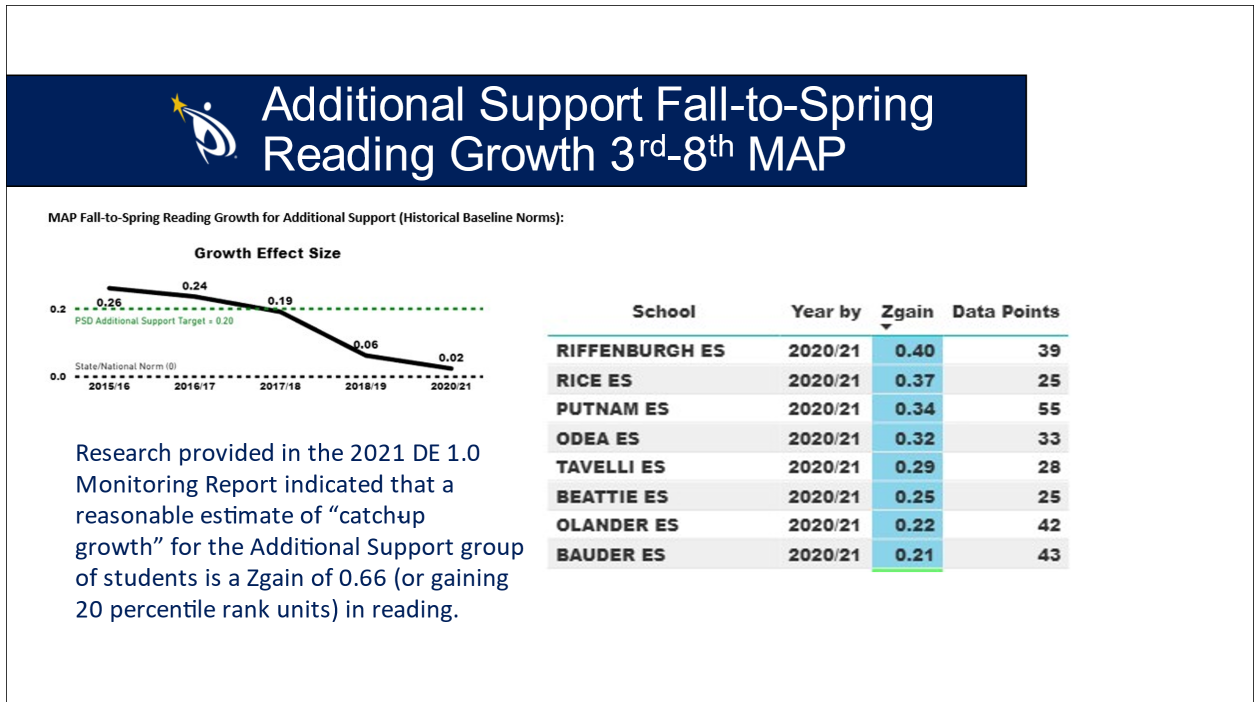


- National norm is 0.0. PSD has always been about a third of a standard deviation above the norm. PSD sets a target of .25 or higher.
- You see the same trend across all grade levels. Achievement is high, but it's declining.
- And, again, same trend for Free/Reduced lunch kids but they fall below the National norm of 0.0.

- Additional Support

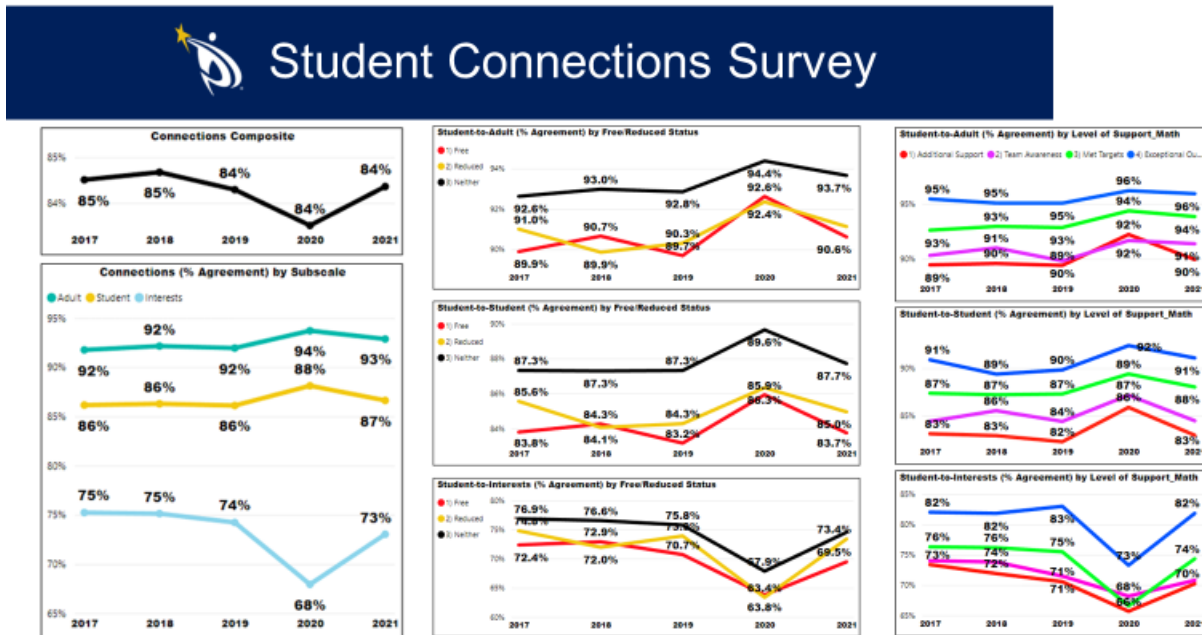


- o We take assessments like CMAS, MAP, PARCC, ACADIENCE and we standardize their scores. Which means we put them on the same scale, change them to z-scores and percentile ranks, and plot them out over multiple years.
- o Four groups: Exceptional Outcomes, Meets Expectations, Team Awareness (teacher or counselor can better identify the students' challenges), and Additional Support.



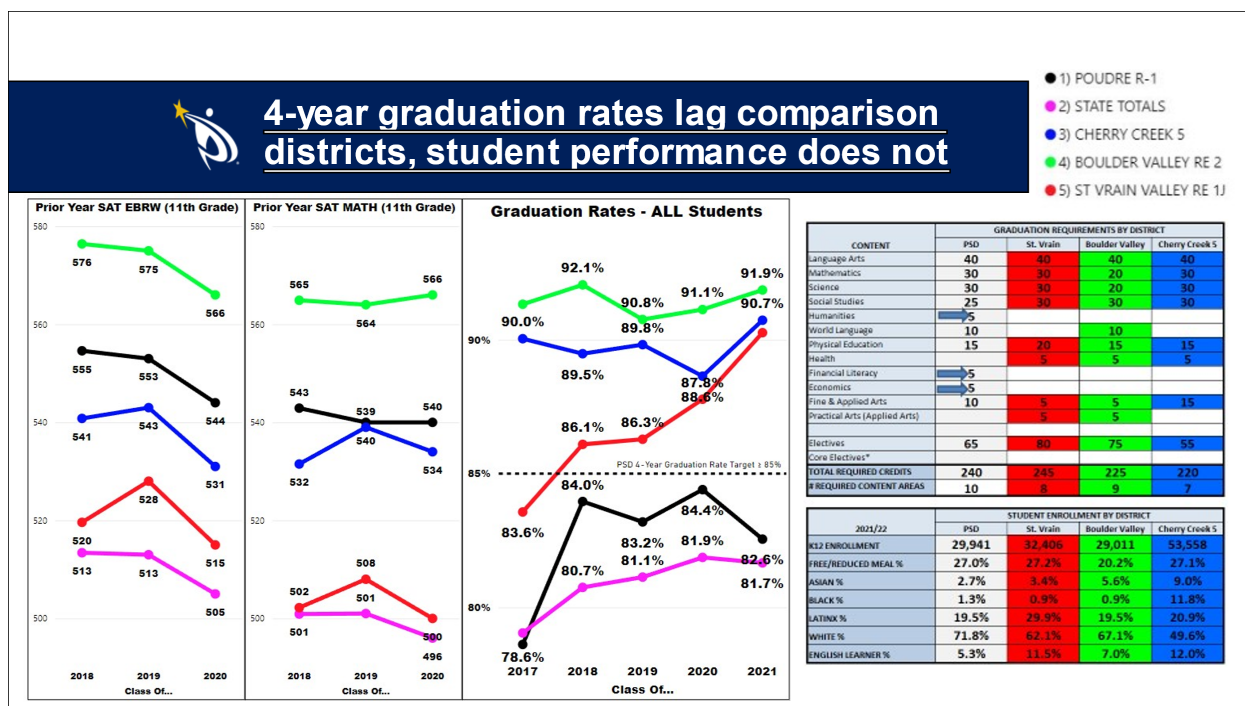
- o Notice how kids who are good candidates for additional support exhibit declining growth from Fall to Spring over the most recent five years.
- SAT data (11 graders) have exhibited similar trends. So, to recap, Acadience from Kindergarten through all these levels up to 11th grade, indicate declining achievement levels. They show the same pattern, and these patterns predate COVID disruptions to learning. COVID accentuated these patterns.

Belonging (Connections, Opportunities, Discipline) as a Priority Performance Challenge



- o Connections: feel connected to peers, teachers, interests, passions
 - o There are gaps with all of that and it sets the stage as to why we're pushing on restorative practices.
 - o The same kind of pattern we see in achievement scores, we see in connections data.
- o Opportunity: AP, IB, Concurrent Enrollment, World Language, Music, PE, GT, Art
 - o There is disproportionality in the Hispanic population.
- o Discipline: Expulsion, etc.

Graduation as a Priority Performance Challenge



- o Graduation rates are above the states but well below our comparison districts.
- o PSD SAT scores on both Math and Evidence Based Reading and Writing are in the mix or above our comparison districts but our graduation rates are lower.
- o Credit requirements is a part of the story.
- o 17%-unit difference between the graduation rate for our Hispanic students versus all of our students.
- o Dropout rates are low to competitive. Our graduation rates are not.
- o Our SAT scores are high, and our remediation rates are low, and we have more kids taking post-secondary opportunities while they're still with us. Yet, we have the biggest gaps of many of the districts in the state. We must build a UIP and an accountability system that changes that.

DAC agreement indicated on three areas of concern identified as PSD PPCs for 2022/23

Three big areas:

- (1) **Literacy** - PSD has high but declining levels of achievement in literacy.
- (2) **Belonging** (connections/discipline/opportunities) - restorative practices, creating a loving and welcoming environment, accepting students for who they are. A lot of staff training and work to be done in this space.
- (3) **Graduation with Options:** Hard to graduate with options if you don't graduate.

Discussion:

- What is happening with the Family Engagement department since John McKay has left? Are they replacing him? Is the whole department changing?
 - There is a lot of change going on, a lot of reorganization, largely to deal with some of what we've talked about tonight. But, the department will continue to exist. Their work is super important.
- I work in an Elementary school and have had a burning question the last couple of years. Example: we have 2 kiddos that came from Libya and speak no English. No one speaks their language in our school. We have an ELD person who comes into our school and can work with them 40 minutes per week. When we talk about issues with minorities, or whatever, I think it's wonderful that we get things at the top of the District. But, how do we get boots on the ground at the schools?
 - Funding is always a constraint. Right now, with the conversations I've been privy to and what I heard from Principals and teachers, they're trying to sort out budget priorities and all that. Mental health and support of all types that you're talking about, whether with language or other supports, are top of the mind for everybody. The needs are so real and they've expanded quite a bit out there in the schools. It's a priority, but they're constrained by the budget. So, where are they putting their money? They're trying to be strategic about it and provide support they can. They are spending a lot of money on high dosage tutoring and it doesn't exactly address what you're talking about.
 - That's just one piece. How do we get boots on the ground for literacy issues? We have 29 fifth graders and 6 kids that are way below reading. How do we get targeted support in that area?
 - Have you heard about this TNTP Literacy Review that we're doing as a District? We're spending a good chunk of money and bringing in a group that's done this successfully with other districts. They're doing an in-depth review, going into schools, watching actual instruction, and they have rubrics to grade to see if it's grade level content. They're not judging and grading teachers. They're looking at our curriculum and how it's delivered and aligned with the standards. Is it the right level of rigor? Do we address students' needs at the level they need to be addressed? They'll be doing this over the next couple of months and then all that data and information is going to come back, not for us to analyze, but they are. Because, we recognize that our Literacy is high but it's coming down. We have to be smart because we have limited money on how we support, where we support. This is one of the initial things and is a fairly comprehensive study that's being carried out over half of our schools. With that information, I'm positive we're going to be seeing some action steps and changes and maybe some changes in funding and where it flows.
 - It's been said that K-8 is super important and if you don't get that right you're going to be dis-served as you go into secondary. I just keep wondering how we can beef up the K-8 education and our graduation rates? I see it with kids in STEM. When we get them engaged in that, they don't tend to turn from it when they get to middle school if they lay the stage in the lower grades.
 - The Superintendent and Assistant Superintendents know that and it's one of the reasons they're doing this whole literacy review piece. We're not just focused on graduation rates at the other end. There are pieces at both ends of the spectrum. We have to address some quickly. There are some things getting in the way

of kids graduating that don't have to do with their literacy levels. But we know that the long term big bet is on early literacy for all kids. At the same time, we've got to address these other two pieces around graduation rate with grading practices and lack of consistency. And then we also have to address this whole equity piece. We have to move on these 3 fronts at once. We can't just pick one.

- Wondering if there is any correlation with the problem in literacy and the fact that nowadays the kids are just not reading on their own and always on video games and watching Netflix, etc.
 - Probably. My youngest son used to love to read and his scores jumped like crazy. We couldn't stop him from reading. Then he got tuned in digitally and he doesn't read as much. But, his scores have stayed high. There's no doubt there's some kind of interplay there but it's not an automatic destroyer of a kid's ability to read. Because a lot of kids are reading while they're online too. There's also a danger in that too. What content are they reading, etc.
- How much leeway are we going to have next month to talk about some of the structural elements of this district that really are detrimental to the success of some students?
 - I would love for you guys to talk about that. We will have to work in between now and then to think how we structure that, so we get out of it what we want.
- I have a question about charter schools and how they play into the data because I know that some of them are independent.
 - Some of the data we get from the state includes charters when they say PSD data. I have a lot of data visualization tools I post on the PSD website under the Community tab and then Research Evaluation. So, a lot of them around graduation rate and student population, when it say PSD is literally with charters. Then, there's a lot of other data like MAP, Connections, Discipline, there's no charter data in there because we're looking at PSD internal data systems. I try to be really clear in the monitoring report at what we're looking at and basically removed charters everywhere I can.

Closing

Next meeting: May 18 at PSD Boardroom 6:30-8:30pm

Adjourned

2021-2022 Meeting Dates:

- August 18, 2021
- September 15, 2021
- October 20, 2021
- November 17, 2021
- December 15, 2021
- January 19, 2022
- February 16, 2022
- March 2022 (TBD)
- April 20, 2022
- May 18, 2022