

## **DAC Meeting Minutes**

PSD Boardroom

Wednesday, May 18, 2022

6:30 p.m. – 8:30 p.m.

Attended:

### **DAC**

Dwayne Schmitz

Susan Thomas

Heather Alderman

Scott Schoenbauer

Angela Lindquist

Jennifer Keeton

Jessica Zamora

Marcy Lewis

Joe Gawronski

Rachel Olsen

Becky Woodcox

Norma Huerta-Kelley

Michael Werner (New DAB

Rep)

## **Minutes**

### **Welcome and Introductions**

Dwayne welcomed everyone.

### **Approval of Minutes**

- April 2022 Meeting Minutes were reviewed and not approved; several committee members felt their voices were not captured in the minutes.
- Staff will go back through the recording and add the committee's input.
- Moving forward, committee members will help identify key items to be captured.
- April minutes will be revisited for approval in August.

### **Fist to Five Check In** – (Dwayne Schmitz)

### **Announcement/Recent Developments** - (Dwayne Schmitz)

- The DAC will use a "Meeting Design" to structure our meetings.

### **DAC Elections** – (Dwayne Schmitz)

- Four open seats
  1. Integrated Services
  2. Charter Schools
  3. Middle School Representative
  4. Early Childhood (no one has applied at this time)
- Not all committee members have voted yet.
- One clear winner: Middle Schools Representative – Erica Daniell
- Dwayne will be the tie breaker if one is needed.

### **DAC Responsibilities Check In** – (Dwayne Schmitz)

Dwayne introduced Susan Thomas and Michele Lae

- Susan will be our Facilitator; she will move the meeting along and guide us through the Meeting Design
- Michele Lae will be the Recorder

### **Preview Meeting Design** – (Susan Thomas)

With this new Meeting Design, the Context, Opportunity Statement, and Intent will be consistent from meeting to meeting. The Desired Outcomes will change monthly

**Context: (Dwayne read aloud from the Meeting Design)**

**Opportunity Statement: (Dwayne read aloud from the Meeting Design)**

**Intent: (Dwayne read aloud from the Meeting Design)**

**Desired Outcomes for this Meeting: (Susan read aloud from the Meeting Design)**

**Agenda: (Susan read aloud from the Meeting Design)**

- Susan previewed the meeting design topics and the “Parking Lot Items” section.
  - Parking Lot Items is a place where we will record topics that surface through conversation where we might get off track; these items can be revisited at later meetings or offline.

**DAC Responsibilities/Check-in** – (Dwayne Schmitz)

- The District Accountability Committee (DAC) Responsibilities Inventory sheet was reviewed by the DAC for past compliance. Three items were identified as either not occurring or needing improvement.
  1. At least annually, cooperatively determining, with the local school board, the areas, and issues, in addition to budget issues, that the DAC shall study and make recommendations upon (Yes/No?)
    - i. *The DAC expressed that there is room for improvement in communication from the DAC to the BOE and Cabinet.*
    - ii. *DAC members expressed a desire for a “collective DAC voice” to express to the school board thoughts regarding items that need to be studied.*
    - iii. *DAC members expressed that a lot of information is shared with the DAC, but there is very little room for ancillary comments.*
    - iv. *DAC expressed need as a system for more insight as to what the recommendations have been, and why recommendations not followed/adopted. Otherwise, contributors wonder if they were heard. There might be several valid reasons for decisions that run counter to recommendations, and it would be helpful to have insight into those reasons.*
    - v. *The DAC expressed feeling they could have had a more robust conversation to move to the Board.*
    - vi. *For efficiency and effectiveness, DAC expressed interest in preparation/reading/preview ahead of meeting to help make meetings efficient.*

2. Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations (Yes/No?)
  - i. *Not done in past. PSD DAC will meet this responsibility in 2022/23.*
  
3. Assisting the district in implementing the district's family engagement policy (Yes/No?)
  - i. *PSD currently does not have a parent engagement policy. PSD will create a family engagement policy in 2022/23.*

**DAC Reviewed Legislated Changes to DPF (District Performance Framework) and UIP (Unified Improvement Plan) Process for 2022/2023 – (Dwayne Schmitz)**

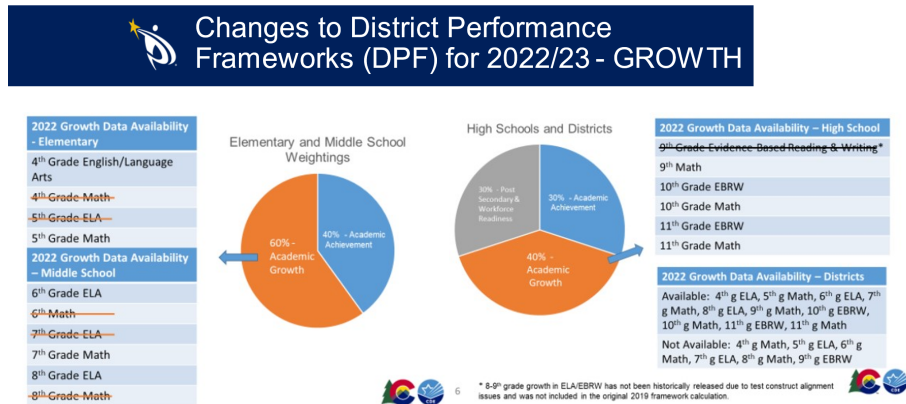
- Accountability was paused for two years, there are some changes coming.
- Processes should be back to normal starting the 2022/2023 school year.

**Frameworks District Performance Framework (DPF) for 22/23**



1. State accountability in 2022 is currently being shaped through the state legislation and State Board of Education.
  2. [Performance Frameworks Information](#)
  3. Only 1-year frameworks will be calculated for the 2022 performance frameworks.
  4. Rules being worked on. The state board added a 90% total participation threshold for any school or district to be eligible to participate in the request to reconsider process.
  5. Growth data in 2022 will be limited due to the alternating CMAS assessment schedule in 2021 for elementary and middle schools. Since growth calculations require two consecutive years of achievement data for a given student, growth data will only be available for students with usable achievement data for a given content area in both 2021 and 2022. The department is planning to include cohort-referenced growth calculations in the 2022 performance frameworks.
  6. The percentage of students contributing to the growth indicator is added to the framework for informational purposes.
  7. Currently proposed state legislation keeps the 2022 sub-indicator, indicator and overall performance framework cut scores and ratings the same as they were on the 2019 performance frameworks.
  8. No additional inclusion criteria related to learning mode is expected to be included in the 2022 performance frameworks.
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- Growth data from the current assessment will be limited because of the way the CMAS was taken in 2021, years were skipped on reading and math.
  
  - The state will go back to Cohort Referenced Growth.
    - During the pandemic there were two types of growth, baseline growth and cohort growth.
    - Cohort growth was used prior to the pandemic.
      - How did students grow compared to other students during the same timeframe?
    - Baseline growth compares how students did in the timeframe relative to some statistical modeling utilizing data sets from a few years ago.

- The SPF that we will be receiving in late August will be less robust and reliable relative to past years due to various data issues that the DAC will explore together in 2022/23.



- This slide shows where we will have growth.
- The orange line indicates that there will be no growth data.

### Changes to Unified Improvement Plan (UIP) for 2022/23

## Changes to Unified Improvement Plans (UIP) for 2022/23

1. [Unified Improvement Plan Information](#)
2. The state board added a 90% total participation threshold for any school or district to be eligible to participate in the request to reconsider process.
3. U.S. Department of Education (ED) has invited State Educational Agencies (SEAs) to submit an addendum to modify their approved ESEA consolidated State plans for the 2022 school year, in order to identify schools for support and improvement in fall 2022. The proposed changes and feedback on these changes can be accessed [here](#).
4. CDE submitted an addendum to ED for proposed changes to the ESSA identification methodology based on stakeholder feedback and public comments. CDE's addendum is currently under review by the ED.



## Teaching Learning Conditions Colorado

The [TLCC survey](#) is given every other year. Reviewing the 2021/22 survey, district patterns include :

- PSD scores above state averages in most areas (leadership, professional development, etc.),
- Top staff concerns were around students' Social Emotional Learning (SEL) and mental health/wellness
- District support for schools is reported to lag the state average.

In the fall, as part of a systemic approach, principals will be trained in an [easy-to-use protocol](#) to analyze school TLCC data with their teams and integrate what is learned into each school's improvement processes. The easy-to-use protocol augments the [state provided review protocol](#).

Tonight, the DAC will initiate this process. The insights gained from our staff (TLCC survey) will be incorporated into planned action steps within the Unified Improvement Plan and the district's strategic plan. Action steps will describe specific "adult behaviors" that we believe will have positive impacts on student outcomes and experiences. Action steps will include PSD provided tools/protocols, staff supports in the form of teach/coach models, and monitor/support expectations to ensure actions are occurring and helpful.

The TLCC is a state survey sent out every other year to teachers, paras, and other support staff.

- Allows a voice regarding the conditions in schools.
- A new topic was added this year, the sexual orientation of students, gender identity.
- During a cabinet meeting it was asked how we are utilizing this data in our Unified Improvement Plan?
  - PSD scored above the state average in almost all areas. There is still work to be done in other areas.
  - Social emotional learning, mental health, and wellness need to be addressed as a system and a community.
  - District supports for schools reported to lag the state average (75% versus 79%).

*Committee comments:*

- *What does that mean?*

The data came in about a month ago. The district will be looking at the data through the fall.

- Leadership teams will be going through the protocols school by school.
- The district will model what the process will look like to move this into the UIP.
- 2,230 people responded to the survey.

One DAC member provided thoughts on why "district support" had lower score than state:

*"Those of us working in older buildings, we have one staff bathroom/toilet, no space for pull out groups, all rooms are full, no storage space, we need to be built onto (Shepardson). I toured Bamford and it is a gem, not equitable support. Not the same support for the older schools, the older schools might sound a bit sad because they do great things, but they do not have the same amenities, would love to have more space for students, even portable units. This might be a reason why the score is lower."*

- o The cabinet will look into this matter to understand how district support may be improved.
- o What possible adult behaviors/system supports would drive these outcomes to be better?
- o The TLCC survey results are available to the public.

**Preview Alignment of System Improvement Efforts – Theory of Action and Adult Behaviors**

(Dwayne Schmitz)

- This will be the DAC’s focus for the next two years.
- We will begin this work tonight.

**Aligning system improvement**

- District Ends 1.0 Monitoring Report
- Keystone Metrics (Key Student Outcomes)
- Unified Improvement Plan (UIP)
- School Unified Improvement Plans (SUIPs)
- PSD Strategic Plan (In Development 2022/23)

- These are the big pieces that

the DAC is part of

- DAC has a voice not a vote, and it is a very important voice
- Accountability needs to be aligned and coordinated to have an impact on students.
- The UIP for the District and the SUIP’s need to clearly identify the adult behaviors that are supposed to be occurring, by whom, by when, and identify how we know they are happening.
- “Kids don’t grow to the level of our goals; they fall to the level of our systems. The systems are about adult behaviors.”

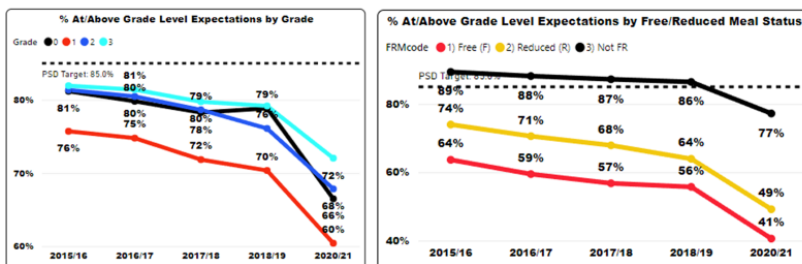
**Priority Performance Challenges (PPC)**

PSD review of longitudinal trends and current state indicates:

- Literacy
- Mental Health/Belonging (Connections, Opportunities, Discipline)
- Graduating with Options

*Note: PSD District Accountability Committee (DAC) validated these three priority performance challenges as the right areas of focus for the 2022/23 Unified Improvement Plan at the April 30th meeting.*

**Literacy - K-3 Acadience Data**





## Mental Health/Belonging - Healthy Kids 2021

Mental Health - PSD High School Level					
Health Measures*	Number of Responses	Heterosexual/Straight % (95% CI)	Bisexual % (95% CI)	Gay/Lesbian % (95% CI)	Not Sure % (95% CI)
Agree or strongly agree their stress level is manageable most days	5507	62.8 ( 60.3 - 65.4 )	34.9 ( 32.6 - 37.3 )	34.3 ( 29.6 - 39.0 )	38.9 ( 34.4 - 43.4 )
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	5465	34.4 ( 31.1 - 37.6 )	70.5 ( 68.3 - 72.8 )	66.6 ( 64.5 - 68.7 )	57.9 ( 51.3 - 64.5 )
Seriously considered attempting suicide during the past 12 months	5425	13.8 ( 12.7 - 14.9 )	45.3 ( 40.7 - 50.0 )	47.7 ( 45.8 - 49.7 )	31.3 ( 25.5 - 37.1 )
Have an adult to go to for help with a serious problem	5449	79.4 ( 76.9 - 82.0 )	71.3 ( 69.7 - 72.9 )	68.5 ( 64.3 - 72.7 )	70.3 ( 66.2 - 74.5 )
Most of the time or always could talk to a friend about feelings during their life	5466	61.4 ( 58.0 - 64.9 )	53.2 ( 51.8 - 54.7 )	57.8 ( 52.7 - 63.0 )	46.7 ( 41.3 - 52.1 )

Sexual Orientation	Number	Number/Total Sample
Heterosexual (Straight)	2907	70.1%
Bisexual	731	13.1%
Gay or Lesbian	239	4.3%
Asexual	127	2.3%
Not Sure	279	5.0%
Other	290	5.2%

- The Healthy Kids Colorado survey recently came out.
- It asked high school students about their sexual orientation.
- According to the survey 70% of kids are heterosexual and 30% of kids do not identify as heterosexual.
- This slide shows students that identify as something other than heterosexual are dealing with stress levels that are not manageable.

### Committee comments:

*“One golden nugget is having an adult to go to, I’d like to focus on that, having a trusting adult to go to. This is key – a trusting adult.” Several committee members agreed.*

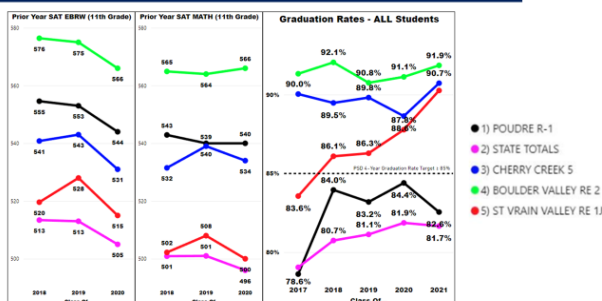
*If we can support marginalized communities then everyone benefits. We’ve been saying that in committees for years. If the stress level is high for heterosexual kids, it’s all high, but this points to an overarching point that everyone needs mental health support, this is a crisis for our community.*

*In 2017 Polaris won an award from the PFLAG organization for being a safe space for LGBTQ kids, there is a lot of work being done out there –staff have some insights.*

*Gender Support Plan – well intended but perhaps discriminatory. A wondering is how many kids are afraid to come out because they do not want to sit in front of a group of supportive adults to do paperwork about what bathroom they go to, where to dress out, etc.?*



## 4-Year Graduation Rates



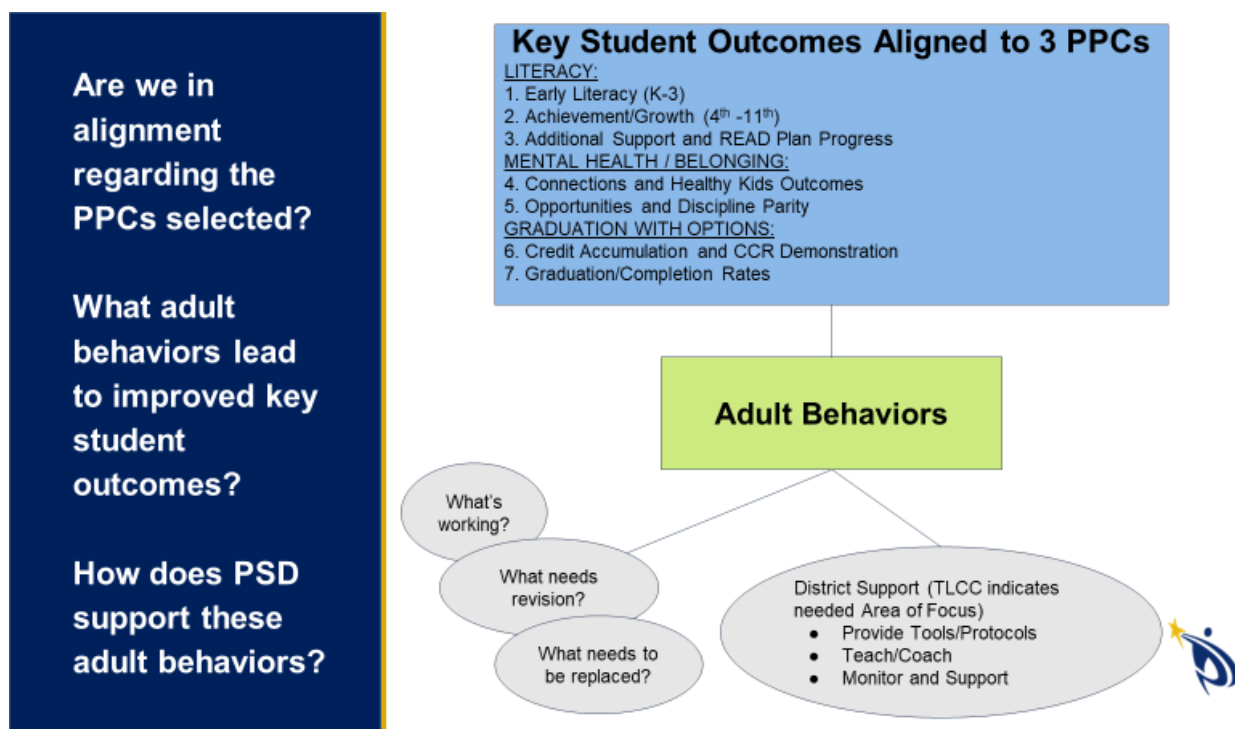
Committee comments:

When we talk about subgroups, for years, Latino kids have had low data, will this be something that we delve into?

I would like a flashlight on every group, sometimes we put them all together, and they are so important all by themselves, any conversation we are having and taking to the cabinet or the board, they have to be there for those conversations.

### Key Student Outcomes Slide

The key student outcomes on this slide are aligned with the three Priority Performance Challenges (PPCs) that DAC have identified.



- Our focus will be on Literacy, Mental Health/Belonging, and Graduating with Options.

### DAC Input – Deepen Ownership and Alignment regarding three identified Priority Performance Challenges – Dwayne Schmitz

### Problem Solving Template: DAC – Literacy (Summary/Highlights)

**Context/Current State:** (What’s going on that makes you think we have a “problem”?)

- Declining achievement percentages/rates
- Increased percentage of students with READ plans
- Decreasing graduation rates
- Special populations - below the state overall rates as well as local peers/colleagues



- Decline in PSDs literacy rates predate Covid

**Problem Statement:** (A complete, clear, and concise sentence that describes the situation you are trying to change.) **PSD has clear evidence of declining literacy rates overall and by subgroups.**

**Intent:** (Your goal for the work.)

- Reverse the decline in K-12 literacy rates
- There is a tie between academics and mental health/belonging, address the concern while keeping students dignity intact, be aware of messaging
- Ensure that all students graduate with options
- Minimize the number of students and the number of times any student is pulled out of Tier 1 instruction

**Desired Outcomes:** (*nouns*: everything that you must have to successfully achieve the intent)

- Strengthen Tier 1 instruction
- Minimize pull out
- Early identification for instructional needs / MTSS process
- Growth mindset, belonging, trauma informed (being regulated while trying to learn)
- Minimize the impact of mobility - consistency
- Adult representation

**Review Next Steps for DAC** - (Dwayne Schmitz)

- PSD adult behaviors will be the focus for the next meeting.
- This focus will be built into the UIP for tracking and observation.

**Closing Reflections** – (Dwayne Schmitz)

1. One positive piece of feedback for this new process/meeting design style:
  - *This process drove the focus of the topics, no scattered information. Good process.*
  - *Having Susan keep us on track but let us go as needed.*
2. One constructive piece of feedback for process/meeting:
  - *More time for group discussion.*
  - *Trim out the early part of the meeting.*
  - Send out the agenda, supplemental material, previous minutes one week in advance
    - *The expectation for the committee members will be to read all the information before coming to the meeting, hold each other accountable.*
  - *For new members there is a huge learning curve:*
    - *Understanding the structure, and how it plays into the bigger picture.*
    - *List of acronyms and the history of DAC and what's to come.*
3. Overall reflections on the process/meeting:
  - *Great, productive meeting.*
  - *Before I felt like I was just here and had a bunch of data being read to us. I like that we are taking more actionable steps.*

**Recognize Outgoing Members that Provided Two Years of Service to the PSD Community**

(Dwayne Schmitz)

**Closing**

Next meeting: August 17, 2022

**Adjourned**

**2022-2023 Meeting Dates:**

- August 17, 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:** Healthy Kids Colorado Survey