

November 19, 2013

## Accountability Minutes

In attendance: Sharon Koenig (chairperson), Robert Flanders, Shannon Willis, Paula Aguilar, Andrea Guajardo, Jennifer Miller, Patty Dwyer, Juliana Garcia-Hermosillo, Dan Hutchings, Colleen Howe, Jill Horton, Amanda Stevens, Karol Steeves, Julia Brunner, Molly Snyder, Lynn Kessman, Katherine Rickard

**I. CDE website resource:** The Colorado Department of Education's website is a source for parents. Briefly, in order to access released CSAP items (the most recent year released items are available is 2010), follow the pathway outlined below:

Visit [www.cde.state.co.us](http://www.cde.state.co.us)

1. Hover cursor over "Data & Accountability" to open a drop-down menu, then click on "CSAP and TCAP Results"
2. On the right-hand of the screen, under CSAP/TCAP, click on "Additional Resources"
3. In the top right hand box in the center of the screen, click on "CSAP Released Items"
4. Select the subject (Reading or Writing) and grade level (3<sup>rd</sup> – 10<sup>th</sup> grade) you are interested in perusing. These released items show questions from past tests, as well as sample student responses that demonstrate Unsatisfactory, Partially Proficient, Proficient, and Advanced achievement.

Briefly, in order to explore data in targeted and in-depth ways, the CDE website has a "Data Lab" tool which will collate data tables with specific look-fors. To begin using the tool, follow the pathway outlined below:

Visit [www.cde.state.co.us](http://www.cde.state.co.us)

1. Hover cursor over "Data & Accountability" to open a drop-down menus, then click on "Data Lab"
2. Scroll down, then click on the green "Launch Data Lab" button
3. Make selections in each box (required selections: Academic Year, Exclusions, Outcome Measures, Subject, and District; optional selections: Schools and Variables)
4. Click "Finish" button at the bottom of the page, then wait for the data table to be built. The art and science of questioning and analyzing the data for meaning begins here. Remember, correlation is not causation, data is neutral, and the numbers should always point us back to the stories of learning communities and individual learners. We think best TOGETHER.

**II. KLES Vision:** Heather Clifton, a Jeffco consultant, joined us to discuss moving forward with creating a vision for KLES (post PYP). A handout was provided, the Steering Committee Charge Statement, which detailed the overall purpose,

questions to be addressed, committee membership, team member desired attributes, parameters, and timeline.

Heather was once an elementary principal in Jeffco, and once upon a time a teacher here at KLES.

Mission= “why do we exist? “ (generally the same across all schools, providing the best learning available to all kids; in Jeffco college and workforce readiness for all, etc.)

Vision= the filter for our school which will articulate goals, aspirations, hopes and dreams, create a mental picture of our future accomplishments, serve as a source of inspiration that energizes and motivates stakeholders, align with our mission, and provide a direction for establishing goals and action plans

Questions during discussion:

A cross section of our student population may not be met by just 4 parent/community members; can we increase the number in order to represent the student body? Perhaps one per student cohort groups (FRL, GT, Minority, catch up/keep up/move up)

What’s the product? Maybe a 1-page description with lots of thought and processing behind it; think of it as a filter through which we pull everything we do

What kind of reaching can this group do to achieve flexibility and greater resources? What are our restrictions? School board policies and current budget realities are parameters we need to honor.

Are parents on committee here to stay? 5<sup>th</sup> & 6<sup>th</sup> grade parents may be leaving too soon; kindergarten parents may be too new.

How will staff be selected? Will there be representatives from various grades, classrooms, years of experience and new to the school, etc.?

Does the staff desire to have higher numbers of representatives than community/parents? They are the ones who will be adopting/implementing it.

Final outcome: sufficient to complete consensus, not ever a vote nor a desire for perfect (100%) consensus; the goal is to move forward together.

Choice enrollment happens in January. Can we attract people? Will we lose people? Any chance we can roll it out by January? That’s ambitious.

A suggestion on charge statement under “Questions to be addressed”: a teacher-oriented bullet addressing sustainability of vision (workload, buy-in, etc), addressing a goal or desire for teacher retention.

**III. UIP (unified improvement plan):** This document identifies our goal for a year or two: meet TCAP Math growth expectations for student cohorts by intensifying

depth of knowledge for *all* students and by implementing intensive “RtI” (Response to Intervention).

Specific data point goals: Increase median growth in the following cohorts: FRL from 44 to 47; minorities from 44 to 47; students with disability from 42 to 46; “catch up kids” from 48 to 50

Action steps: 45 students have been identified for intensive math interventions; refine RtI process; 90 minutes of math instruction daily; intervention block with AMP teachers; weekly YPP (Yearly Progress Pro) monitoring to all math gaps students; YPP data analysis training for teachers so they can better adjust math instructions; depth of knowledge training

Intervention is being administered by specials teachers; are they qualified? Kenner and Raizman with advanced math; Ms Runyan also a classroom teacher background; utilizing a resource that is scripted and specific (Do the Math, which includes a math screener); last year parents tutored and made positive impacts, and this is likely to be even better.

YPP not yet school wide, but its utilization is increasing.

IV. KLES Principal Survey: A survey will be distributed that will ask parents to choose one of the following options:

1. Remove the “Interim” from Dave Singh’s title and name him Principal
2. Interview Dave Singh for the principalship, in order to learn his plans, goals, vision, etc. (The position would not be opened to other candidates.)
3. Open the position and conduct a full search and interview process for KLES principalship; Dave Singh may be among the candidates