

District Accountability Committee Meeting

Date: 12/13/11

Location: Admin. Bldg. - Boardroom

Time: 6:00-8:00pm

Attendees: Kathy Busse, Susan Candeo, Vicki Ebell, Rob Eberle, Dawn Fertitta, Kodi Fidler, Jennifer Fodness, Vonda Fogland, Erin Frisch, Lanny Hass, Michelle Malvey, Dylan, McNally, Sharon Olson, Courtney Peters, Liz Rayment, Heather Rowan, AnneMarie Sanchez, Jody Shadduck-McNally, Larry Shores, Judy Skupa, Deanna Terry, Di Worner, Paul Bankes, Georgie Dawson, Diane Lauer, Julie Nanez, Todd Ball, Arnold Jahnke, Nathan Balasubramanian, Sandra McClure (recorder)

Topic / Time	Information, Input or Decision	Purpose	Outcome / Action / Notes	Status
Process Rules of Order 6:00 – 6:03pm	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input checked="" type="checkbox"/> Decision	Approve minutes of last meeting	<ul style="list-style-type: none"> Minutes of the 11/8/11 meeting were approved as corrected. 	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table
Welcome/Introductions Candy Cane Talk 6:03 – 6:15	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision	Welcome/Introductions	<ul style="list-style-type: none"> Each group engaged in a fun activity to recall favorite holiday traditions. 	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table
Response to Intervention (RtI): 6:15 – 6:30pm	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision	>Understand that RtI is forstudents >CDE's Report on the TSD Case Study "Creating the Conditions for Success"	<ul style="list-style-type: none"> Individual groups consisting of Admin., Teachers, Parents, and Community designed a response to Understand that RtI is forstudents. All groups concluded that RtI is for each and every student. 	<input type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table
Making Meaning of Student Achievement Data through the Lens of RtI 6:30 – 7:00pm	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision	Reflect on how is RtI working in four programs: Read 180, FastMath, Ramp-Up to Algebra, and Mathematics Navigator	<ul style="list-style-type: none"> Handouts were provided with charts for Making Meaning of Student Achievement Data along with the list of the six 2011-12 DAC charges given by BOE. Considering these charges what are some broad questions that can be asked for DAC and SAC, particularly for the School Improvement Plans? Each individual was asked to first work out a computation provided in the handout to determine a student's growth. The formula provided new insights to members. It's important to understand appropriate growth for students already above grade level as well as those in low growth, low achievement. How do we think about adequate growth in a year? How do you do this gap analysis? What do you find in the field for those data points? With a standardized assessment, average growth is 20% per semester, 10% for half a semester. In regard to CSAP, when a student tests high proficient for 3rd grade then high proficient for 4th grade the student has grown one year. There is a potential to grow 100% for each student, 	<input type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table

			<p>regardless of where they are on the scale.</p> <ul style="list-style-type: none"> • Groups were asked to look at and discuss the Acuity A – B growth charts. 	
<p>Wrap up of Data Conversations 7:00 – 7:10pm</p>	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision	<p>>Become familiar with April 6, 2011 BOE RtI Update >Next Steps</p>	<p>Questions about interventions:</p> <ul style="list-style-type: none"> • How is this being implemented? Is it being implemented as it's supposed to be implemented? Is every school using the same process? Are they doing interventions every day or once a week and for how long? 30, 60, or 90 minutes? • Are these interventions for students with low growth and low achievement or are they having attendance issues? • For whom has it been effective? What is the goal for growth? What are the variables? Are the right kids in the interventions? • Two students start at the same scale score, both have an equal chance to achieve. So rather than being compared to a peer, the student is being compared to their prior score. On the quadrant plots, you want to look at both the vertical and the horizontal axes. • This is a different growth model than the state model. The state wants to know typical growth. The district is comparing to how much the student has learned or how much each student has progressed toward proficiency and/or mastery. 	<input type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table
<p>District's Major Improvement Strategies in 11-12 Improvement Plan 7:10 – 7:30pm</p>	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision	<p>Review and comment on the district's major improvement strategies in 2011-12 plan</p>	<p>Michelle Malvey spoke to the Six Components of RtI from the 4/6/11 BOE Minutes:</p> <ul style="list-style-type: none"> • 1. Curriculum & Instruction 2. Assessment & Use of Data 3. Problem-Solving Process 4. Family & Community Engagement 5. School & Culture Climate 6. Leadership • RtI teams are asking these same questions being asked tonight. What are the expectations for growth in a program? Is there other data needed? What's needed for teachers to provide the very best instruction for students in these programs? • What are the most impactful instruction strategies using resources at hand to keep 80% of students at proficiency? • The district has an RtI reflection team that uses a rubric to look at strengths and weaknesses in intervention. Then they ask how it fits in to the 	<input type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table

			<p>SIP's and Vision 2020? The rubric is a live document that will continue to change throughout the year.</p> <ul style="list-style-type: none"> • Students at the top of the scale need to be monitored as well so that we can best support each and every level of achievement. • It was agreed that page 6 of the handout, "District Improvement Plan 2011-2012: Four Major Improvement Strategies" will be reflected upon and ideas emailed to Jody by the beginning of 2012. • The District Improvement Plan will be provided in January to review before it's submitted to the state on January 17th, 2012. 	
<p>Oooh, Wow, Cool 7:30 – 7:55pm</p>	<p><input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision</p>	<p>Learn about good practice at one of our schools</p>	<p>Loveland High School RtI presented by Principal Todd Ball:</p> <ul style="list-style-type: none"> • The students at LHS have more support today than a year ago. Jim Sanchez did a lot of looking at other schools last year to develop best practice. • LHS developed the Propel Lab – “a place where students can get help.” It's staffed with teachers, a retired principal, IB leadership students, and National Honor Society students, all who tutor. • It's staffed and open every block every day. There have been over 2,000 visitations since the beginning of the year. It's always swamped. • Data is being collected that shows growth. • Students can come in to the lab during their open blocks. Mark Heiser runs a report on how the students are doing which goes to the focus teacher and the students. • Staff members use the lab as well. They file all tests and quizzes they've given so students have access to make these up. • They've developed their problem solving process to determine how students get referred. • Other programs like Read 180 are backed up by extra time in the lab. <p>RtI at Lucile Erwin Middle School RtI provided by Principal Di Worner:</p> <ul style="list-style-type: none"> • With staff cuts they've had to find ways to be more creative speaking to the 80% universal approach to improve their overall Tier I instruction in every area. • They've focused on the use of data to make it come 	<p><input type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table</p>

			<p>alive for teachers. They've encouraged teachers to pre and post-test all major units of study to find out what the students know before they instruct.</p> <ul style="list-style-type: none">• They've brought data to the student level so they own it. Students now write SMART Goals quarterly using this data.• Constructed a school-wide writing rubric to use across content.• Every teacher has written a Gap, Growth, and Status goal for this year. Gap growth is focused on their special needs students and Hispanic students. Growth goal is focused in language arts or math. Status goal is about what they're using in their classroom to improve their instruction.• Two areas of great importance are teaching teachers how to differentiate their instruction so they can meet the needs of all students. <p>RtI at Bill Reed Middle School presented by Principal Arnold Jahnke:</p> <ul style="list-style-type: none">• Last year they began putting together an intervention time period for each day across the entire spectrum.• Built this into their schedule called RAD time – Read Actively Daily time to engage students on a deep level. Every student is placed in an intervention course. Backed the PRIDE RAD time to one of the other programs like Read 180 or Math Navigator. 30 minutes were set up to match the time.• Made intentional decisions using the Acuity and CSAP data. They use Plan, Do, Check, Adjust and Progress Monitoring. This has led to more in depth conversations with teachers on subgroup populations to develop specific strategies.• What have we found that's working well and what have we found that's not? They've built in flexibility quarter to quarter rather than once a year.• They've moved forward in the RtI process having visited other schools similar in demographics and gathered good strategies being used.• Target goals are put on the board with teachers planning formative instruction with students involved.	
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<p>7:55 - 8pm Wrap up/Questions/next meeting</p>	<p><input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input type="checkbox"/> Decision</p>	<p>Any questions/concerns that have not been addressed? Wrap Up of Meeting</p>		<p><input type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table</p>