DAC / District Accountability Committee
Meeting Minutes

Date: September 9, 2014
Wilcox Building, Board of Education Room
6:30 PM – 8:30 PM

Call to Order and Roll Call:

Chris Cingrani - Chair & Voting Parent
Barb Cousins - Vice Chair and Voting Parent
Sandra Brownrigg - Recorder & Voting Parent
Ron Booth - Voting Community Member
Brian Wetterling - Voting Parent
Mark Harrell - Voting Principal
Michael Holmes - Voting Parent
Jean Medberry - Voting Parent
Brandy Nath - Voting Elementary Teacher
Judi Reynolds - Non-Voting BoE Liaison
Steven Cook - Non-Voting Staff Liaison
Kathy Brown, Non-Voting Staff Liaison
Absent
Becky Barnes - Voting Parent and FOC Representative
Ted Knight - Non-Voting Staff Liaison
Meghann Silverthorn - Non-Voting BoE Liaison

General Meeting:

1.   Roll call by recorder and confirmation of quorum. The August 2014 meeting minutes were approved with no changes. They will be posted onto the DCSD DAC website page by Dorinda.

2.   The committee has three vacancies – two voting parents and a voting secondary teacher. It was agreed to immediately publicize the openings, closing the application process October 5. Interviews will take place between October 5 and October 20. Final candidates will be recommended to the Board of Education for vote at their October 21 meeting.

3.   Two parent members who were appointed to partial terms had those terms extended for the entire three years for each.

4.   Mark Harrell, whose term would have expired in October, also agreed to continue serving as voting principal.

5.   The next DAC meeting was moved to October 28, in the hope of having a full quorum

should the Board affirm the new candidates.

6.   **Current Framework and Alignment to the Strategic Plan** - by Matt Reynolds, System Performance Officer for DCSD. Mr. Reynolds facilitated a workshop on the state framework, based on TCAP, and how it relates to the District's strategic plan. Students take the TCAP standardized test each spring. The results are analyzed and scores assigned to each school on a four point scale in which a 4 means the school exceeds expectations and a 1 indicates the school does not meet expectations. The results are provided to the District, schools, and parents each fall.

The District has four priorities in its Strategic Plan: Safety, Choice, World Class Education, and System Performance. The group agreed that the state framework provides insight only into system performance. That insight is limited, because the single point of data – the one day's testing - from which it is drawn is inadequate. The District is working on ways to support schools as they seek to address the four priorities of the Strategic Plan.

The group noted the following useful data was missing from the analysis: the actual number of students who are proficient/advanced and on grade level; the range of scores for each group, rather than a simple average; the focus of the school, and whether it is a specialty school; what is happening at the school instructionally: which programs the school uses; what the teachers view as issues and what resources they need; the human element – whether a given student is having a bad day; the effect of logistical issues, such as whether the computer system went down; and how many students are at the school via choice versus whether the school is their neighborhood school.

7.   *Questions & comments included:*
   - ➤ How does opting out affect a given school? The percentage of students taking the test is one of the metrics. Overall school scores are dropped if enough students opt out. So, the school may be dropped from one category to another.
   - ➤ Why is the status important if the school is not classified as in turnaround? Parents look at the data to see whether the school is one where they want to send their students. An inaccurate assessment can damage a school's reputation.
   - ➤ A few years ago there was an issue with the writing action of the TCAP where the instructions were unclear. In most cases, where the issue was systemic, the state will modify the score to take that issue into account.
   - ➤ If a school is ranked as proficient, does it make it difficult to continue to score highly on growth? Achievement and growth are measured separately. Growth is measured by comparing similar schools. So, the improvement in your results is evaluated against schools that scored similarly to you.
   - ➤ In math, some students take algebra in sixth grade, some in seventh and some in eighth. How does TCAP take that into account? It doesn't. It's a grade level test, not an end of course test, so students who have not yet taken a given course will perform poorly. Students who've advanced beyond the grade level test will also not be accurately measured.
   - ➤ Do we know what data PARC and CMAS will give us? In short, not necessarily. We will have some growth data. We will be looking at a whole new framework.
   - ➤ Are the results publically available? Yes, they are on the CDE website.

- Can schools or parents get the results before autumn? No. It's a state test, and he District does not have the ability to accelerate the analysis.
- It was suggested the District survey the students when they elect to change schools. Find out why they want to go to a different school, and why they want to leave their current one.

8. **CITE Evaluation Process Guide** – by Danelle Hiatt, Director of Elementary Education. Ms. Hiatt presented a guide to the CITE Evaluation Process that has been created to help train administrators and teachers. The presentation outlined each step of the evaluation process: expectations of the evaluator at each stage; expectations for the teacher; and the deadlines for each milestone to be completed throughout the year. Ms. Hiatt also went over the appeals process a non-probationary teacher may elect to pursue if (s)he feels the evaluation was unfair. Ms. Hiatt discussed the process by which the District reviews the evaluations if a statistical anomaly or a credible threat of impropriety is present.

9. *Questions & comments included:*
- Is there a recommended number of goals for a teacher? One goal is the minimum. Usually, teachers set one to three, but no more than three.
- Where are the informal observations? Informal observations are ongoing, so there is no set time frame for them. We expect evaluators do that on an ongoing basis.
- Are the administrators held accountable? Yes. The administrator uploads that evidence into InspirED it is expected that one can see that evidence.
- Is the goals setting individual or can it be a team? Goal setting is usually individual but sometimes a team is working on professional goals as a group.
- When they set their goals, is the relative challenge of the class taken into account? The body of evidence that shows a goal that meets the needs of that particular student body can be made.
- Are new teachers dealt with differently? This can be intimidating. New teachers are involved in our teacher induction. Our PLS provides support to our new teachers acclimating them to evaluation aspects.
- On the self-eval: are they evaluating themselves according to the CITE criteria? Yes.
- Is our evaluation different from the state? Yes. As long as our evaluation process meets the state assurances, we can use ours. At minimum, we have to adhere to the state requirements. The great majority of our eval system is common throughout the state. The milestones are the same as we have done for years but the format looks different.
- How many teachers does an evaluator typically evaluate? Usually, they evaluate approximately 25-35 certified teachers. The fewest would be 8-10. Some elementary school principals may have upward of 30.
- A child came home and told her mom that the teacher was observed. The teacher was completely different than the norm. How do we account for the difference? The evaluator should visit frequently enough to see patterns – not just that single point of data. The District suggests to evaluators they conduct their observances prior to mid year review.
- Is the process the same as a year ago? The majority is the same; however, the mid-year self evaluation is now required. It was not a year ago.
- How many review requests does the District receive from teachers? Very few.
- Is it possible to have everyone effective/highly effective? Yes. There isn't a normed

process for rating. There is no curve.
- ➢ Do probationary teachers have the right to appeal? No.
- ➢ Is the aggregate data available publicly? No.
- ➢ Is there a way for teachers to get together across schools to exchange best practices? There are an abundance of digital options. The administrator was offering to send teachers to other schools.

The meeting was adjourned at approximately 8:40 pm.

Sandra Brownrigg Recorder.

<u>Handouts at meeting:</u>

- ✓ Agenda
- ✓ School framework
- ✓ DCSD Strategic Plan
- ✓ PowerPoint by Matt Reynolds (not paper version)
- ✓ PowerPoint by Danelle Hiatt (not paper version)

9/14/14