DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE

September 16, 2019
6:00 – 7:30 PM
Professional Learning Conference Center
17551 E. 1st Avenue, La Plata Peak

Minutes

I. 6:00 Welcome

The following individuals were present: Billie Day, Tanoya Barnes, Lori Stack, Ella Hart, Bridget Allison, Amy Hill, Tim Hill, Ilene Agustin, Michelle Torgrimson, Breahna Miller, Saba Teklu, and DJ Loerzel

Visitors and Presenters: Tarro McCray (Quest), Valerie Richmond (Community), Tamika Coleman (AAL), Andre Wright, Dave Schoenhals

II. Dave Schoenhals, Principal on Special Assignment, Blueprint APS. (See Blueprint Presentation)

Phase 1 – Gathering Broad Community Input (10/17-01/19)
Challenges in terms of enrollment. We have to rethink what we are about, the services we provide, and the schools we want. All about community involvement. What do people want?
Phase II- Community Feedback on Draft Scenarios (1/19-06/19)
Phase III- Implementation (9/19- ongoing)

People don’t want just neighborhood schools, but a variety. Board charge- a system with both types of schools. Boundary schools- comprehensive that reflect the area. Possibly larger boundaries, Regional Specializations, and more k-8 schools. There can be flexibility with grade levels in a K-8 to meet the enrollment needs of a building. This would mean building strong relationships with students who attend a single school for a longer period of time. There will be one magnet school aligned to the regional strength and providing a range of offerings.
There are currently 7 regions and the design teams will determine the strengths.

With the boundary schools, how much of a challenge will it be to make those schools perform comparably? Balancing that is a priority that is dependent on the resources.

How will resources be allocated? To be explained.
What is defined by educational opportunities? Where students live will not dictate the type of experiences they will have.

Structure: There are 2 charges for RDTs.
1. All 7 regions have identified specializations.
2. Specialization ideas outlined (magnet schools, reconfiguring grade levels, community centers, etc.) and presented to the LRFAC. How buildings might be repurposed?

Clarification: Each region will represent all of the schools within that region. Specialization will have representatives from those schools.

There are 26 members of LRFAC.

Question about how we would deal with Charter schools (confusing with video)? Schools within a region or schools becoming a magnet, does not affect charters. However, the charters in their regions may impact specializations.

If your child attends a charter, how would you initiate conversations regarding the collaboration with charters? Is blueprint priority for students from charters to return to boundary schools? All of this is about choice. Charter school representation are on the design teams.

What is the geographical relationship of the boundary schools to the region? What makes the most sense in term of the regions.

Does this affect high schools? In terms of what they want to offer, yes.

How does Quest impact their region if there is only one magnet school per region? We’ll have to figure that out.

III. 6:45 Andre Wright, Chief Academic Officer
Description of different departments of Equity and Learning:
- Student Success (new) focuses on mental health.
- College and career success.
- After-school programing.
We need an infrastructure to support student success. All aspects of work based on these 3 departments.

One of the things we have done, we are in service of schools not the reverse. (Arrows) should move from schools to the leadership not the other way around. How do we best support them?
Priorities: increase proficiency in all of our schools. Reduce the number of students not at grade level.

What kinds of things will be put in place? Tutors, leadership development? Having the right person in the right places. The people leading schools need to have the tools they need. I have to tighten this first. Either the right leader in place or the supports needed by the leader in the building.

A great teacher will teach, assess, reteach, and set goals. Why doesn’t the district mirror the same process? We try to best replicate what happens in a master classroom. We can learn most from them by talking to them and helping replicate what they are doing.

What is in place to help teacher be great teachers? Teachers are facilitating this to empower themselves in data discussions. Shift from Teaching Partners being the
teacher to being the coach. The coaching model is daily and helps support teachers to grow in the profession, on an ongoing basis.

How does turnover from last year compare to retain teachers this year? It is lower this year.

How do we look at students of color and the teachers that look similar to our students? The higher percentage of our students are of color compared to our teachers’ race/ethnicity. As a team, we are recruiting from different organizations to support bringing in more teachers of color. APS has a higher average than the state for the percentage of teachers of color.

Does APS have a “grow your own” program? I have not seen it. Maybe we can get to that from some of our specializations or partnerships with colleges. Maybe one of the teams can be a pathway to supporting this.

How does the leadership impact teacher development in this area? Necessary exposure to grade level content. How are we addressing making sure all students have access and how do we plan to scaffold their learning to support this access? Tied into what they need to master to be successful. We need to hold the bar high for all. What does it take and what are the expectations?

What do you mean by access? Resources, instruction, remediation are all tied to what the grade-level standards are for that content.

If there is training on working with all backgrounds? Culture awareness for the population they are teaching. CRE, Culturally responsive education- exposed teachers to all kinds of resources to build awareness and develop understanding for how to support students. We have to define what equity means for APS. Once we define it then we are accountable to it.

Strived for and implemented in all schools, UVA has helped schools develop the 90-day plan. Schools have to communicate so we as a district can support them. Are schools on track or do they need support?

When is the next 90-day plan due? We’re in the middle of Q2, so the next one will be in January.

Student success branch, does it reflect the over representation of students of color (disciplinary)?

How test are written? Is there monitoring? Supports around understanding the questions, test anxiety, etc.? Children know when things are different. Teachers freak out and behaviors change so how does this impact the students? You have to create a March environment. Consistency is necessary so students know they are prepared. Owned by teacher, student and parent.

What about students’ burn-out? No pressure if students don’t pass. If you have accountability, the pressure causes everyone to respond.

Why is that? State decision. Key- I am not testing, I am assessing.

IV. 7:45 Meeting Adjourned