

DAC Meeting Minutes 2/27/18

Minutes approved.

Board member attendee: Dr. Carrie Olsen, longtime teacher and newly elected DPS School Board member.

Presentations:

*These areas are mandates for the District and generally are not up for changes but are important to understand given their priority.

The READ ACT: Cate Beck, READ Act coordinator

- Students not reading at grade level by the 3rd grade are 4x more likely not to graduate.
- READ stands for “Reading to Ensure Academic Development”.
- Better version of the CBLA (Colorado Basic Literacy Act)
- CO is one of 16 states to have early literacy legislation
- 1 in 6 K-3 students in Colorado have a Significant Reading Deficiency/reading significantly below grade level.
- Speaker did not know what percentage improvement is shown from this program/interventions
 - Updated information
 - With one exception, percentage of SBGL/SRD students in Grades K-3 in Denver have gone down
 - School level data can be found by visiting [dashboard](#) and then selecting Denver. Individual schools follow after district information.

2013	2014	2015	2016	2017
25.6%	17.7%	17.0%	19.3%	16.5%

- 15.7% of all CO students were classified as SRD. 24.1 FRL, LEP 21.5%
- 16.5% of DPS students. 21.9 FRL, 53.1% IEP, 20.2% minority, LEP 12.5%, NEP 34.5%
- The Limited English Proficiency group was given tests in Spanish (where applicable) beginning in 2017, which may one reason for a decrease in LEP students who are designated SBGL.
- Students in the US for less than one year are not required to be assessed for reading proficiency under the READ Act
- Appx 2/3 of READ plans in DPS are for Elementary students.
- Assessment uses Istation (English and Spanish), STAR, i-Ready, or DIBELS/IDEL (Spanish version)
- Parent involvement is required by law. Participation in the creation of the READ plan is encouraged.
- Discussion at 3rd grade regarding whether advancement to 4th grade is appropriate is mandated by the READ Act.

Introduction of Dr. Carrie Olsen, DPS Board member. Taught at DPS, ELA Teacher for 32.5 years. Most recently at West High School.

Board Update:

- Board is taking a lot of time on Aim Lines Lots of talking about the SPF
- Board is spending a lot of time on Innovation Zones Had a meeting on Whole Child
- Executive Session on Security next week.
- Upcoming sessions available on the Board website. You can also watch live.

Darci Cherry looked up the results on READ:

Statewide CDE data – Following year 76% still classified as SRD. 5% removed.

Kindergartners identified as SRD (2013) in 3rd grade 40% still SRD

2nd graders identified as SRD (2013) in 3rd grade 70% are still SRD

Kristen Barnes input:

SPF has reduced the weight on the Early Literacy scoring, this information seems to show that this is essential, not less important. Karen Mortimer pointed out that that change is (maybe) temporary.

Second presenter (I did not get her name) [Lindsey Smith](#) talked about the

interventional programs. Darci Cherry question: How do schools get funded for

this.

Answer – funding is based on enrollment. Schools opt in and get the resource or they opt out and get the money. READ ACT funds are spent for interventions, summer academy, and full day kindergarten. Other funding sources, such as the early literacy mill, are allocated by FRL (elementary).

Heidi Erbe question: teachers don't have READ funds but are expected to improve students and meet needs and document the situation.

Answer – Read funds are not distributed directly to teachers. They only go to interventions, summer academy, and full day kindergarten.

Kristin Barnes: How does Early Literacy Mill Levy get allocated

A – Portion goes to charters. Weighted funding formulas. \$4 to every FRL student and \$1 for non FRL. Other uses include early literacy professional learning and additional funds for intervention resources.

Karen Mortimer: So schools can use these allocations...

A – yes, broad leeway to spend it. Very early for data on Mill Levy results.

Ed Krug – Is there anything in the interventions that is one on one? Or is it just lecturing. RTI usually identified too late.

A – little to no lecturing. Whole group, small group, duration, frequency can be Tier 2.

Karen Mortimer – What is the teacher feedback on READ Plans?

A – Feedback is Some teachers find compliance is burdensome. Trying to make it a tool for teachers instead of just work.

Consent Decree: Jorge Robles, Leads English Language Acquisition Department

- ELA Department and Consent Decree Overview
- DPS 94000 students, 199 schools, 67% FRL
- Consent decree is court-ordered. It establishes the “floor” for services we provide to ELs in DPS
- Consent Decree was mandated when DPS was found in contempt of previous standard
- 9 chapterd from Services to Accountability – found in presentation – each of which have a number of requirements
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Kristin Barnes question: What is the difference between Charter obligation and regular schools?

A – Charters are not required to provide bilingual education. Regular DPS schools are. Elementary schools the level is 60 kids that are native Spanish speakers. As a district, if a school is a restart school then the district is requiring the school to continue bilingual education.

Karen Mortimer question: How does the district know whether the schools are compliant and whether they have a PAC (Parent Advisory Committee)?

A – right now the way we know is that the ELA school partners visit schools and school leaders. At the end of the year there is an evaluation and all of the opportunities are reviewed and the IS includes this in the evaluation of the principal. CMS – 90% of parents are parents of ELs. Not stopping until it works.

Student Rep – At Hill there are kids that are new to the country that were placed in a grade by age level, not by ability. Is there a way to focus not just on learning English but on a broader approach?

A – yes. Trying to invest in community navigators to help with refugees and expanding the newcomer centers. Trying for smaller student/teacher ratios for newcomers. Have introduced software for reading news and more engaging subject matter. Also helping with access to healthcare and social/emotional support as well. In secondary school in particular when you place them in a setting where there are requirements to graduate there are challenges to getting them on a path to graduation.

Mary Smith question: What is the ESL graduation rate vs overall DPS?

A – Last year graduation requirements 67% district wide – EL (in-program) is mid 40s. Kids who have exited the program are high 70s/80s.

Seal of Bi-Literacy – 60% go to 4 year college, 2x rate of AP enrollment and 2x pass rate on AP tests. When kids have access to work on their bi-literacy it translates into significantly better academic performance as well as increased attendance and engagement rates.

Mary Smith question: What percentage of ELA are identified as GT/HGT
A – New assessment this year and number is in the “high teens”

LINK TO CONSENT DECREE

<https://www.justice.gov/iso/opa/resources/321201341619724582524.pdf>

LINK TO BILINGUAL BILITERATE PROGRAMMING

https://www.cde.state.co.us/cde_english/dps-bilingual-biliterate

Budget/Peer groups – hard to schedule. Working on it.

Face – haven’t scheduled another meeting.

Great Schools – have 4 applications. It will be like renewals. All the data drops then everything happens suddenly. Data will drop April 2. Two conference calls that week, interviews 4/16-5/2, then draft recommendations 5/4. Presentation to board 5/10. Decision 5/17.

New recruitment for DAC members begins Background Check and Interview. LINK TO APPLY IS HERE. PLEASE FORWARD TO INTERESTED PARTIES. The process is application and “interview” but it is understood that applicants passing background check will be accepted.

<http://board.dpsk12.org/district-advisory-committee/>

Meeting adjourned.