

Edison Elementary
CSC Meeting Agenda and Minutes
March 2, 2017

Vision:

Edison Elementary is committed to being a collaborative learning community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

Values:

Students First, Community, Fun, Respect, Integrity, Collaboration, Equity, and Accountability

Meeting Norms:

Aim for consensus
Assume positive intentions
Members will share ideas openly, but try to stay on topic
Time keeper, try to keep to one hour
Everyone puts ideas on the table
We work to represent our stakeholders
Respect other perspectives
Ask clarifying questions
Listen with respect
Commit to our values
Focus on needs of the school and community, respect confidentiality

Attendance: S. Whitelock, A. Larson, E. Bisceglia, M. Mohr, A. Spires-Delong, J. Johnson, P. Witulski
Non-CSC member – S. Smith

Welcome by CSC chair

- Welcome
- Meeting procedure-Work session will follow the agenda. Floor will open up at end of meeting for other issues, additional discussions, open forum for non-CSC members (if necessary).

Budget was approved by DPS

- Sally shared that the budget that was prepared and approved by the SLT and CSC was approved by the district budget department and Instructional Superintendent.
- Edison's personnel committee has finalized internal moves. Next year, the following changes will occur:
 - Cindie Tomcho was hired as .5 FTE PBIS coordinator & .5 FTE sped teacher
 - Giselle Polenz will move to .5 FTE ESL teacher & .5 FTE intervention teacher
 - Megan Bohanan will move to .5 Team Lead and .5 Sped Teacher
 - Megan Mohr will move to 1.0 FTE intervention teacher
 - We currently have two positions posted (due to retirements) – Sped and Kindergarten
 - We are currently scheduling Playworks for PD all recess duty teachers to occur in August

Update on Technology Bond money

- Sally shared that Edison will have about \$53,000 from the technology bond to spend on technology in the 2017-18 school year.

- Sally and Ellen shared the SLT's vision for technology at Edison. They shared that the goal is for students to develop technology skills to be able to research and create projects/presentations using technology related to the content they are learning in reading, science and social studies. They also shared a goal to have a strong blended learning model in which technology was used for differentiation/stations (AR, Math Facts in a Flash, IXL, Google Docs, etc). Therefore, the goal was to make sure that all 3rd-5th grade classrooms have 1:1 computers, that 2nd grade had at least 1:2 computers. Additionally, we need to make sure projectors, mimios, prometheans are replaced as they break down and that all teachers have laptops that are no more than 3 years old
- Purchase plan: 90 chromebooks for 5th grade, 40 chromebooks for 2nd grade (use Imaginarium funds), 10 laptops for teachers, ipads for specials and special educators, projectors and mimios as needed, maybe a new portable promethean board for the library.

Update on Personalized Learning PD for intermediate

- Sally shared that through a collaboration with the DPS Imaginarium department, 3rd-5th grade teachers are receiving PD regarding personalized learning and project based learning. As part of this, all 3rd, 4th, 5th grade classrooms are redesigning their classrooms to provide an environment that promotes student collaboration, choice and voice.
- Sally and Ellen shared that teachers are revising their science and social studies units with a focus on project based learning and critical thinking.
- Sally shared that the next step is for teachers to be trained on Learner Profiles in which all 4th and 5th (and maybe 3rd) grade students would write personal learning plans focusing on strengths, areas for growth and personal learning goals.
- Next steps:
 - Add 2nd grade and 1st grade to the Personalized Learning initiative
 - Continue to provide PD, but in a deeper fashion related to Project Based Learning and Design Thinking
 - Develop a specific plan for Learner Profiles for next year

Feedback from parents

- The group reviewed feedback from suggestion box and google survey
- Next steps:
 - Joan and Sally started sending short weekly emails with communication about the next week
 - Parent Engagement Committee is creating a Parent Volunteer training and handbook
 - Brainstorm:
 - Consider ways to target Discovery Link Parents. Work with Jennifer to actively engage these families.
 - Work with the PTA and Parent Engagement Committee to develop 'lead volunteers' that would reach out to parents, welcome them and support their engagement
 - Work with the Parent Engagement Committee to improve Back to School night

Open Forum

- Peter Witulski brought up concerns regarding enrollment. He communicated that student numbers decrease in 3rd grade and wondering if the CSC and SLT should consider other models for classrooms/grade levels that could keep a similar class size from K-5th grade. Sally said that we would table this discussion until September because this type of decision required budget, staffing, planning which needed to be done before a budget was finalized. Sally would get information from the planning department so that we had data to help us with this discussion. Sally explained that part of the reason for a decrease in numbers of students enrolled in intermediate is because we do not accept more students at those grades.

- Steve Smith communicated that he continues to be concerned that Edison was ‘yellow’ or Approaching on the SPF in Overall Growth in 4 of the last 6 years (2016, 2014, 2012, 2011) (no score in 2015, Green in 2013) and that growth compared to similar schools was red or yellow in math and red then yellow then green in reading. These are weaknesses that he feels are not acknowledged.
- Steve Smith communicated that he has not seen answers to all of the questions asked at the State of the School address. He asked for these to be answered. Please see answers to all of the questions below.

Next meeting date: April 13 at 4:30 - change of date agreed upon by CSC due to conflict

State of the School Address Questions/Answers:

- Out of past 5 measures of overall student growth, how many times did Edison meet standards? i.e. “green”?
 - This information can be found on the DPS website under SPF. On the SPF, for overall growth, Edison was 2016- Approaching, 2015- No SPF, 2014- Approaching, 2013- Meets, 2012 -Approaching
- Why does ELA PARCC MGP paint a different picture than the other representations of the PARCC data?
 - Communicated in December newsletter - The short answer is that there are two different measurements or statistical analyses. The Student Growth Percentile describes a student’s growth by examining their current achievement on PARCC relative to their academic peers of students scoring similar to them the previous year. Median Growth Percentile is a single number which best describes where the middle of the distribution of all of the student growth percentiles lies at the school. Typically, for SGP or MGP, low growth is below 40, moderate Growth is 40-60, and high growth is 60 or higher. Edison’s scores are in the moderate range, however, DPS set a goal of MGP 50 for schools to ‘meet expectations’ on PARCC growth in order to increase achievement over time. Since we have high numbers of students Meeting/Exceeding expectations on PARCC (status) we meet expectations on the SPF in status but since our MGP is below 50, we are approaching on the SPF for PARCC growth. MGP is measuring growth on PARCC compared to peers who scored like them while percent at grade level is measuring the number of students who are meeting expectations or above on PARCC.
- How do we compare our PARCC scores to national numbers? Can you explain the benchmark? How is 50% good enough? What is the drop off between grades?
 - Communicated in December newsletter - According to PARCC, the “Meets Expectations” category is the 68th percentile or higher, therefore, most students across the country would be scoring in the Approaching or Above categories. Since Edison had 53% of students in the Meeting or Exceeding categories for English Language Arts and 49.4% of students in the Meeting or Exceeding categories for mathematics, our students are performing well compared to students across the country. Based on PARCC performance across DPS, DPS set a benchmark of 40% of students Meeting/Exceeding expectations as the goal to have a school ‘meet expectations’ on the SPF.
- How do our growth scores compare to comparable schools over past few years?
 - This information can be found on the DPS website under SPF. In 2016, we were rated ‘not meeting’ on the SPF in both literacy and math compared to similar schools. In 2015, there was no SPF. In 2014, we were rating ‘meeting’ on the SPF for “DRA Growth compared to similar schools” and ‘approaching’ for TCAP reading, ‘does not meet’ for TCAP math, and ‘approaching’ for TCAP writing compared to similar schools.
- What explanations for our low growth numbers?
 - This information was on our State of the School Address power point/presentation.
 - Master our two new curriculums. (When a school adopts a new curriculum, there is often a dip in instruction and achievement growth as teachers are mastering the new curriculum and students are learning to higher standards.)
 - Retain teachers in 4th and 5th grade by building strong teams, coaching, building relationships. (We have had turn over in 4th and 5th grade where CMAS/PARCC MGP growth is determined. As

we coach new teachers, it takes time to support new teachers in mastering instructional skills and the curriculum.)

- Adjust 5th grade advanced math to teach 5th grade standards while accelerating into 6th grade standards. (This was our lowest MGP in math last year. As we accelerate our advanced students in 6th grade math, we need to make sure that they also remember the skills/standards from 5th grade because the standards are very different.)
 - Use personalized learning to increase differentiation, student engagement, student leadership and critical thinking. (Lack of engagement or self-concept often impacts a student's learning. We need to make sure that all students are highly engaged in critical thinking.)
 - Continue to provide rigorous instruction in reading, using text based questions, exemplar responses and written responses. (Most of our students are strong readers, they are falling down on high level comprehension and written responses which we believe impacts growth as measured by CMAS/PARCC, so we need to increase this.)
- It looked like no students were above grade level in science – despite being the HGT magnet and having really smart kids. Any thoughts as to why? New curriculum? Unfamiliar with the test?
 - On the science CMAS, in 2015 we had 7.2% of students Exceeding Expectations and 43.4% Meeting expectations, in 2016 we had 0% Exceeding Expectations and 48.8% Meeting Expectations. For the state of Colorado, in 2016, there were only 4.5% of students Exceeding Expectations and 29.2% of students Meeting Expectations. Therefore, Edison is doing quite well on the science CMAS, even when compared to only non-Free/Reduced Lunch Eligible students.
 - What does Personalized learning opportunities look like for students that have scored several years above grade level? In math? In reading?
 - Communicated in February newsletter - Personalized learning supports students in developing 21st century skills of collaboration, critical thinking and communication. It builds college and career readiness through goal setting, leadership opportunities, rigorous writing tasks, and pursuing academic interests. Edison's 3rd, 4th and 5th grade teachers are very excited to be participating in DPS's Imaginarium. Through this professional development and classroom innovation initiative, our teachers have received funding to redesign their classrooms to support student voice and choice. Additionally, teachers are adjusting instructional units to add personalized projects, using technology to enhance and differentiate learning, and encouraging students to pursue their passions. We encourage parents to ask students how their classrooms are changing and what projects students are doing in class.
 - How can I learn more about after school tutoring for students below grade level?
 - Communicated in December newsletter - Did you know that our wonderful PTA funds after school reading tutoring at Edison for 4-6 students each semester in grades K-5? Some of Edison PTA's fundraising efforts pay to provide after school tutoring to our most at-risk readers at Edison. Classroom teachers and intervention teachers look at student reading data at the beginning of each semester and invite only students who qualify to participate. Parents will receive information if their child qualifies for this opportunity.
 - DPS – 29% meet and exceed in math? 27% meet and exceed in reading? It looks so low, is the district looking at how to improve as a whole? And is so, how?
 - Yes, the district, like all schools, consistently looks at data and uses this data to drive district goals and improvement strategies. Please see the Denver Plan for additional information on DPS strategies for improvement.
 - Can you please go into detail on the 'does not meet' categories in the SPF detail?
 - This information can be found on the SPF Detail Scorecard. Edison was in the 'Not Met' category on the overall SPF on the Equity indicator, which does not contribute to the overall SPF, but pulls out equity indicators scored within the overall SPF. Edison was in the 'Does not meet' category on the following indicators: CMAS Median Growth Percentile Compared to Similar Schools – Literacy, CMAS Median Growth Percentile Compared to Similar Schools – Math, CMAS Continuously Enrolled Growth (ES & MS

Only) – Math, Disaggregated Group CMAS Growth – FRL, Disaggregated Group CMAS Status – FRL, Disaggregated Group CMAS Status - Students of Color, Disaggregated Group CMAS Status Comparison – FRL, Disaggregated Group CMAS Status Comparison - Students of Color, Parent Satisfaction Survey.

- What steps is the school taking to improve the number of underrepresented populations in GT?
 - GT identification eligibility is determined by test scores as described by the Colorado Department of Education and Denver Public Schools. Edison must follow these laws and policies. Please see the DPS GT webpage for more information on this question. Edison does look at a variety of achievement and GT data in order to determine which students are placed in our advanced classroom and/or accelerated which increases opportunities for students of underrepresented populations to be challenged academically regardless of GT identification. We understand bias in tests and therefore use a variety of data sources to provide opportunities to underrepresented populations.
- I want to know what Lisa Flores’s definition of ‘systemic racism’ in DPS. I did get to ask her this.
 - You would need to ask Lisa this question. I believe she is referring to longer term, systematic social issues in our society, including DPS, which impacts equity across all schools and our education system.
- Given CMAS/PARCC has limited value, especially for lower grade levels, can we ask DPS to start measuring/scoring STAR data? Seems like Edison is doing well there so good to get data to support.
 - Communicated in December newsletter - DPS already uses the CMAS/PARCC and STAR reading data as data points on the SPF. STAR Early Literacy and STAR reading are ‘Early Literacy’ measures on the SPF. At this time, PARCC ‘counts’ for many more points than STAR does. DPS has responded to concerns raised by school leaders and is evaluating the SPF and working to improve it. STAR is not a high stakes test in that it is not used to assess schools at a state level or teachers on their evaluations. STAR is somewhat high stakes in that it is used by DPS as a measure on the SPF.
- What are other school district response rates for parent satisfaction surveys?
 - This information is on the top of the Parent Satisfaction Survey report - The district parent response rate on the parent satisfaction survey was 58% in 2015 and 55% in 2016, compared to Edison’s response rate of 64% in 2015 and 90% in 2016.
- What does STAR impact is it a high stakes?
 - STAR is not a high stakes test. STAR is used by DPS as one option for the following indicators on the SPF: Early Literacy Catch-Up – BGL & SBGL, Early Literacy Catch-up – SBGL only, Early Literacy % at Grade Level – Kindergarten and Early Literacy % at Grade level – Grades 1-3. Edison was rated meets or exceeds on all 4 of these indicators.
- Why are 5th grade growth scores low?
 - This information was on our State of the School Address power point/presentation.
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