

Edison Elementary
CSC Meeting Minutes
October 3, 2024

Vision:

Edison Elementary is committed to being a collaborative 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

Members will share ideas openly, but try to stay on topic

Everyone puts ideas on the table

Respect other perspectives

Listen with respect

Focus on needs of the school and community, respect confidentiality

Assume positive intentions

Time keeper, try to keep to one hour

We work to represent our stakeholders

Ask clarifying questions

Commit to our values

CSC Members:

Parents: Kristen Ingram - panteenk@aim.com , Beth Tomsic - thomsic@gmail.com , Jarred Frank - jarred.frank@gmail.com

PTA parent representative - Tara Littell - tara.littell@compas.com

Teachers: Erin Anderson - Erin_Anderson@dpsk12.org

Non-certified staff: Lisa Meeks - lisa_meeks@dpsk12.org

Community Member: Leah Watson - leah@hopsandpie.com

Admin: Sally Whitelock - sally_whitelock@dpsk12.org , Samantha Aragon - Samantha_Aragon@dpsk12.org

Attendance: S. Whitelock, S. Aragon, T. Littell, B. Tomsic, J. Frank, K. Ingram, L. Meeks, L. Watson, E. Anderson

Welcome by principal and introduction of CSC members

- Meeting procedure-Work session will follow the agenda. Floor will open up at the end of the meeting for other issues/ discussions if necessary, as well as an opportunity for non-members to share thoughts/ask questions.

Enrollment and Class sizes:

- Above/Below projections:
 - Enrollment: 583
 - Budget Impact: 3 above projections
- Classroom sizes:
 - ECE: 40 (20/class)
 - Kindergarten: 96 (24/class)
 - 1st: 97 (24/class)
 - 2nd: 100 (25/class)
 - 3rd: 84 (27/class)

- 4th: 83 (27/class)
- 5th: 83 (27/class)

UIP draft, feedback and approval

- Explain UIP requirements
- **Edison 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.
- See CDE School Report Card below

Student Data:

- School population:
 - % Free and Reduced Lunch - 18.8%
 - % English Language Learners - 2%
 - % Special Education supports - 67%
 - % Gifted and Talented supports - 20%
 - % Students of Color - 31.4%
 - 69% White, 19% Hispanic, 6% Multiple races, 2% Black, 2% Asian

Literacy

- STAR Reading - % of students above 50th %ile
 - Kinder - 2022: 84% **BIPOC: 66%** 2023: 92% **BIPOC: 77%** 2024: 89% **BIPOC: 79%**
 - 1st Grade - 2022: 84% **BIPOC: 92%** 2023: 86% **BIPOC: 61%** 2024: 89% **BIPOC: 87%**
 - 2nd Grade - 2022: 83% **BIPOC: 68%** 2023: 80% **BIPOC: 65%** 2024: 80% **BIPOC: 55%**
 - 3rd Grade - 2022: 83% **BIPOC: 53%** 2023: 83% **BIPOC: 64%** 2024: 78% **BIPOC: 58%**
 - 4th Grade - 2022: 83% **BIPOC: 67%** 2023: 83% **BIPOC: 47%** 2024: 80% **BIPOC: 64%**
 - 5th Grade - 2022: 72% **BIPOC: 50%** 2023: 75% **BIPOC: 55%** 2024: 79% **BIPOC: 43%**
- STAR Reading - MGP
 - Kinder: 2022: 84 **BIPOC: 61** 2023: 81 **BIPOC: 62** 2024: 73 **BIPOC: 77**
 - 1st grade: 2022: 78 **BIPOC: 64** 2023: 78 **BIPOC: 74** 2024: 92 **BIPOC: 74**
 - 2nd grade: 2022: 76 **BIPOC: 58** 2023: 77 **BIPOC: 75** 2024: 79 **BIPOC: 73**
 - 3rd grade: 2022: 56 **BIPOC: 50** 2023: 46 **BIPOC: 38** 2024: 77 **BIPOC: 75**
 - 4th grade: 2022: 57 **BIPOC: 64** 2023: 55 **BIPOC: 50** 2024: 45 **BIPOC: 38**
 - 5th grade: 2022: 50 **BIPOC: 71** 2023: 51 **BIPOC: 43** 2024: 55 **BIPOC: 50**
- ELA CMAS
 - School wide: Meets/Exceeds: 2021: 70%, 2022: 77% 2023: 80% 2024: 75%
 2022 Meets/Exceeds: White: 88%, BIPOC: 50% (DPS: White: 72%, BIPOC: 27%, Gap: 45)
 (Gap: 38)
 2023 Meets/Exceeds: White: 91% BIPOC: 57% (DPS: White: 73%, BIPOC: 28%, Gap: 45)
 (Gap: 34)
 2024 Meets/Exceeds: White: 75% BIPOC: 48% (Gap: 38)
 - 3rd grade: Meets/Exceeds: 2022: 76% (Exceed - 18%)
 2023: 73% (Exceeds - 21%)
 2024: 65% (Exceeded - 11%)
 - 4th grade: Meets/Exceeds: 2022: 77% (Exceed - 32%)
 2023: 83% (Exceed - 30%)
 2024: 80% (Exceed - 43%)
 - 5th grade: Meets/Exceeds: 2021: 70% 2022: 73% (Exceed- 14%)
 2023: 84% (Exceed - 26%)
 2024: 81% (Exceed - 30%)
- ELA CMAS Growth
 - 2024:

3. of white students at/above grade level on math CMAS. This is critical for future school success and preparedness. The are a significant number of students who are chronically absent and a high percentage of these students are students of color. Attendance is negatively impacting school success and preparedness.

→ Thoughts, Suggestions, Feedback:

- ◆ None

Major Improvement Strategies and Action Steps

- **MIS 1-**

Specific School Priority within the Strategy: Data-Informed Instruction is a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and adjusting instruction in response to the assessment data in intentional cycles (daily, weekly, etc). DDI at our school will include intentional assessment of student learning, data analysis structures and routines, and instructional practices informed by data analysis. DDI differs from Professional Learning Communities (PLCs) in that DDI starts with data to determine the strategy needed to improve the data, whereas PLCs start with a strategy to determine the impact on students.

What will success look like at our school: *Teams will fully complete the DDI protocol monthly with a focus on SOC who are below grade level. Teams will review summative data & student work samples. Teams will implement remediation and acceleration activities in response to student data. This will lead to increased growth and higher numbers of students mastering grade level expectations.*

Action Steps

In May, ILT and SLT will collaborate to determine what the yearly focus/strategy for DDI implementation will be for the next two years, with a focus on closing achievement gaps. Focus areas could include: disaggregating data and structures for reteach/extensions and re-assessments, targeted interventions, etc
By August, school leader and ILT will review/revise protocols for data meetings that include analysis of both formative (student work in hand) and summative data, action plans and follow up
By August, school leader and ILT will create calendar/schedule for data meetings that ensures monthly data analysis and action planning and regular lesson internalization and differentiation planning
Teacher Teams meet monthly throughout the year for DDI meetings to examine data, collaboratively reflect, and develop action plans to accelerate growth of SOC who are below grade level, both for literacy and math.
Teachers will bring student work samples for target students to every data team meeting (monthly) to analyze alongside summative data and use this to plan for differentiated instruction.
Teacher Teams meet weekly throughout the year to collaboratively plan for rigorous and differentiated instruction of reading, writing and math.

→ Thoughts, Suggestions, Feedback:

- ◆ Since this is a 2 year plan, is this working?-We do not know if it is working yet but we have some strong systems in place. We are looking at student work samples and really digging into what the actual student misconceptions are instead of just looking at the numbers.
- ◆ Maybe more contact with parents could support this. - Maybe affinity groups that are parent led and a space for parents to share what they need and offer feedback to the school which can also provide some insight into our attendance.
- ◆ How do we partner with parents to educate them on attendance, test scores, etc. (how do we get them educated in the same way our CSC is on what is happening).

- **MIS 2 -**

Specific School Priority within the Strategy: Instructional coaching is a partnership between a teacher and an expert that is focused on improving teacher performance. Feedback is information provided to teachers about student learning in their classrooms and/or their performance toward professional goals. Effective coaching and feedback results in changes to teacher practice and student achievement. Coaching at our school will include: roles, systems, structures and training; foundational elements and common practices of effective coaching; data analysis to inform coaching; and cycles of effective feedback.

What will success look like at our school: Teachers will improve skills in providing both differentiated scaffolds & supports to students with grade level instruction while also building independent learners. This will lead to higher numbers of students of Color mastering grade level expectations.

Action Steps

School leaders intentionally assign caseloads to coaches with areas of expertise, equity, and capacity in mind.
ILT calendars ILT meetings to reflect on and plan for aligned PD and quality coaching/feedback cycles which focus on: differentiation to close achievement gaps, normed use of observation processes, focused support around specific high-leverage indicators, and common look fors.
In August/September, coaches will hold beginning of year meetings with all teachers on their caseload to specifically discuss coaching style preferences and needs, as well as, set a year long individualized goal and a goal which supports closing gaps for SOC, who are below grade level, in order to personalize the coaching experience.
Coaches will lead 3 learning cycles during the school year, focusing on agreed upon LEAP indicators AND closing gaps for SOC, who are below grade level, with each teacher on their caseload.
ILT will facilitate PD in the areas of differentiation and culturally responsive practices. During the PD, specific teaching strategies will be taught and modeled (tangible takeaways). ILT will then coach on these strategies.
Every other week, the ILT observes for specific student behaviors/work and teacher moves of target students. This data is shared with teachers to support teachers with differentiation strategies and intentionally closing gaps of target groups of students. ILT will set small, clear bite size action steps each coaching meeting to support teacher growth.
ILT will intentionally observe for 'at bats' and planned opportunities for differentiated instruction for target students, document specific student data and teacher moves in Schoolmint/Grow and reflect on this data with teachers during coaching meetings.
ILT collaborates on MY and EOY meeting protocols and scores in the interest of equity, consistency and continual growth of teachers.

→ Thoughts, Suggestions, Feedback:

- ◆ Are the intervention groups working? Yes, however it takes time.

● **MIS 3 -**

Specific School Priority within the Strategy: An Attendance Intervention System is a comprehensive, school-wide system that models and promotes school attendance while supporting students and families through a layered continuum of interventions. While the Attendance Intervention System is a subset of the Multi-Tiered System of Supports (MTSS), this strategy guide focuses specifically on processes, data and interventions around attendance.

What will success look like at our school: Staff will interact with students and their family members regularly in ways that prevent or decrease absences and tardies, as well as intervene successfully to improve student attendance and tardies. This will lead to improved school-wide attendance and student experiences at school.

Action Steps

Equity committee and school leaders review attendance/chronic absenteeism data and revise the school attendance system as needed, to include policy, communication, incentives, monitoring and supports to families.
School leaders will send communication to families 3 times per year communicating the need for good attendance, the negative impacts of missing school, and vacation/non-student contact days for the year.
Teachers will participate in Home Visits in order to develop positive relationships with caregivers and communicate the importance of good attendance.
Teachers discuss student attendance data (attendance rate, days/time missed, and whether or not a student is chronically absent) during parent-teacher conferences in October and February.
Monthly, school leaders review attendance and chronic absenteeism data monthly and send home letters to caregivers of students who are chronically absent. Teachers send home communication to families once students miss 7 days or more of school.
School social worker/Principal/AP develops individualized attendance/family support plans for students/families with significant attendance concerns and/or family needs.
Equity committee reviews progress around implementation and student attendance data in December and May. The team reflects on implementation to make adjustments to attendance system.

→ Thoughts, Suggestions, Feedback:

- ◆ Affinity group notes from above apply here

- ◆ We have shifted our attendance phone calls home from a “warning conversation” to an offering support conversation.

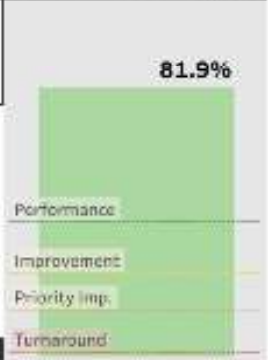
Next meeting date: November 7 at 4:30 - in person

2506: Edison Elementary School | 0880: Denver County 1

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report

Performance Plan	81.9/100 Points Earned
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The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness Indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	94.0%	37.6/40	Exceeds
Academic Growth	73.6%	44.3/60	Meets

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Assurances

Assurance	Rating
Participation	Meets 95% Participation

Improvement Plan:
42.0% - 52.9%

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation		Accountability Participation		Rating
			Rate	Parent Excusals	Rate	Rate	
English Language Arts	244	222	91.0%	21	99.6%	99.6%	Meets 95% Participation
Math	244	221	90.6%	22	99.5%	99.5%	Meets 95% Participation

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Total Participation Rate Descriptor for Planning Purposes:	Low Total Participation
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Insufficient State Data:
No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	94.0%	37.6/40	Exceeds	81.9%	Performance
	Academic Growth	73.6%	44.3/60	Meets		

* See assessment plan

2506: Edison Elementary School | 0880: Denver County 1

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	221	91.0%	773.2	98	8.00/8	Exceeds
	Previously Identified for READ Plan	18	64.3%	716.9	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	39	80.0%	742.5	56	0.75/1	Meets
	Minority Students	65	85.5%	754.7	83	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
Students with Disabilities	n < 16	-	-	-	0.00/0	-	
CMAS - Math	All Students	220	90.6%	766.8	98	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	40	82.0%	731.6	43	0.50/1	Approaching
	Minority Students	65	85.5%	750.2	83	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	70	90.9%	760.5	94	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	19	86.4%	735.5	47	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	27.25/29	Exceeds

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	139	61.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	21	59.0	0.75/1	Meets
	Minority Students	37	62.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	139	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	22	49.5	0.50/1	Approaching
	Minority Students	38	50.5	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	14.75/20	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at <http://www.cde.state.co.us/accountability/accountability-resources>

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:		All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point	
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
	Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group
• at or above		1-Year: 553.1 3-Year: 552.5	Exceeds	4	1.00
• below previous cut but at or above		494.6 495.1	Meets	3	0.75
• below previous cut but at or above		448.1 452.5	Approaching	2	0.50
• below		448.1 452.5	Does Not Meet	1	0.25
Mean CO SAT Math scale score was**:			All Students	Each Disaggregated Group	
• at or above		527.0 522.5	Exceeds	4	1.00
• below previous cut but at or above		465.8 466.4	Meets	3	0.75
• below previous cut but at or above		423.3 424.7	Approaching	2	0.50
• below		423.3 424.7	Does Not Meet	1	0.25
Dropout Rate: The district or school dropout rate was (of all schools in 2017):			All Students	Each Disaggregated Group	
• at or below 0.5%			Exceeds	8	2.0
• at or below 2.0% but above 0.5%			Meets	6	1.5
• at or below 5.0% but above 2.0%			Approaching	4	1.0
• above 5.0%			Does Not Meet	2	0.5
Matriculation Rate (of all schools in 2018):			All Students		
• at or above the 75.8%			Exceeds	4	
• at or above 61.1% but below 75.8%			Meets	3	
• at or above 46.8% but below 61.1%			Approaching	2	
• below 46.8%			Does Not Meet	1	
Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students	Each Disaggregated Group		
• at or above 95.0%		Exceeds	8	2.0	
• at or above 85.0% but below 95.0%		Meets	6	1.5	
• at or above 75.0% but below 85.0%		Approaching	4	1.0	
• below 75.0%		Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	52.3%	33.8%	34.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement:	Cut-Point: The district or school earned...of points eligible	
Growth:	• at or above 87.5%	Exceeds
Postsecondary Readiness:	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
		74.0%	not applicable
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan (District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8); 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10); 2024 for CMAS and CoAlt Science (g5, & 11); 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.