

CSC Minutes – 10/7/14

Secretary's note – There was a meeting prior to the regular CSC meeting to iron out some conflict between the CSC members and therefore it was held in private with only CSC members in attendance. Minutes were kept and they appear below.

Private CSC Meeting:

Attendees: Nathan Karet, Christy Berger, Linda Engelhart, Jolien Haro, Kelsey Larson, Katy Mattis, Elisa Bowers, Lisa McGrath

Lisa called this meeting because she was disturbed by the emails being exchanged in reference to the CSC's communications issues.

Kelsey commented that Nathan was bringing up issues in the emails from people who wished to be anonymous and that it wasn't fair for parents to remain anonymous when the CSC members were not.

Nathan responded that CSC members had been elected and were there by choice. He viewed his role as to represent other people and as long as he treated both staff and parents that spoke to him equally, he saw no reason why they couldn't remain anonymous.

Katy asked (in reference to Nathan's email), which issues he felt were "boiling over" at the school. She wanted to know who the parents and staff were that had been commenting and wondered why there was not any staff comments at the school level.

Nathan answered that the issues were Opting out of standardized testing and the Extended Learning (EL) day.

It was clarified that EL updates fall within CSC business. It was also noted that the role of the CSC is to be active against opting out of the PARCC tests (see full minutes for reasons why).

Katy said there that an anonymous person or group was sending emails under the email address "Parents of Denison" and commented that they were harmful emails.

In response to the two issues raised by Nathan and his question about a proper forum to address them, Katy proposed holding several town-hall style meeting at the school. The group agreed this was a good idea and that they would discuss it further as part of the public meeting.

Katy pointed out to the CSC that both St. Vrain and Compass Montessori schools were considering opting out of the PARCC tests; however their status is significantly different than Denison.

St. Vrain and Compass are both charter schools. This means their school board is separate from their districts and consists of parents of the school. This means that if their status on the School Performance Framework (SPF) drops due to parents opting out, their school board will likely cushion any consequences.

Denison, by comparison, is a magnet school and subject to the oversight of the DPS School Board. If Denison's status was to drop as a result of parents opting out, there is a major risk that the DPS School Board would force Denison to implement corrective measures that may interfere with the Montessori programing at the school.

Teachers and staff have already decided not to focus on test prep this year and see how students do on the test with a "100% Montessori experience"

Katy believes that unlike other schools who are exploring paper and pencil options for the PARCC tests, that the computer-based nature of the PARCC actually helps Denison.

- We have the technology in place already

- Due to the logistics for computer-based testing, Denison will be able to test only a single grade at a time and allow the other grades to stay in their regular classrooms

The turnover in Denison staff for the last year was also brought up as a concern. Katy commented that compared to other schools in the district, Denison's turnover was consistent with, or better than the average.

Finally, it was decided that for the public meeting, 15 minutes would be allowed for public comment at the end of the meeting if time allowed.

Public Meeting:

Attendees

CSC Members: Ana Petersen, Lisa McGrath, Jolien Haro, Kelsey Larson, Katy Mattis, Nathan Karet, Christy Berger, Linda Engelhart, Elisa Bowers

Guests: Chris Christner, Jennifer Fenton, Lynn Roberts, Mona Trujillo, Melinda Ovesen, Tim Ovesen, Ami Pickering

The committee noted that roles (facilitator, timekeeper, secretary) would need to be adjusted for future meetings since Paul Vincent has left the school.

Katy asked that the welcome and introductions be the facilitator's role, not hers.

Christy motioned to approve the minutes, Jolien seconded. The minutes from 9/23 were approved.

Katy presented a PowerPoint slide deck for most of the rest of the meeting. The minutes include the slides as well as notes corresponding with each slide (see below).

Other topics:

Discipline and Safety

- The school passed its fire inspection with flying colors
- There are a handful of students who probably should have been elevated to a behavior improvement plan earlier in the year but were not
 - Now that Katy is in charge of discipline, she is working with Andrew, the school psychologist, to determine how to handle each student.
- Katy is in the hallway with her computer each morning supervising the hallway from 8:40-9:00am

Calendar

- Scholastic Book Fair will run from 11/17-11/21
 - There will be another one in the Spring

Families of Denison Montessori (FDM) Report

- The Fall Festival is on 10/25 from 1-4pm.
 - This is a dual fundraiser for the 6th grade trip and for FDM
 - Volunteers are needed – sign up at www.fdmontessori.com or in the lobby at school (parents only)
 - The chili cook off will NOT happen at the same time and a time for that event is TBD.
- Family Portrait Night 10/28 and 11/1
 - A parent, Gina B is donating her time to do family photos
 - There is a sitting fee of \$25, \$20 of which will come back to FDM
 - 10/28 – 4-6pm at the school
 - 11/1 – time and location TBD (check www.fdmontessori.com for updates)
- Winter Clothing Exchange was postponed
 - It will now take place on 10/29-10/30 from 8:30am-9:00am
- Grandparents Day is 11/21 in the morning
 - Due to the large number of grandparents attending, attendance is limited to grandparents only

NOTE: For a better view of the slides, please see the attachment to these minutes titled "CSCMeetingSlides" which can be found on Denison's Web site posted with these minutes.

Slide 1

<p>Policies and Procedures</p> <p>Policy BDFH- Collaborative School Committees</p> <p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope: The purposes and scope of a collaborative school committee shall be:</p> <p>to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.</p> <p>to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school.</p> <p>to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.</p> <p>Meetings of a collaborative school committee will be open to the public. Notice of these meetings will be posted in appropriate public places. A copy of the agenda will be publicly posted and made available one working day before the meeting and the minutes from the meeting will also be publicly posted and made available.</p>	<p>District Goals are aligned to <i>The Denver Plan 2020</i></p> <p>The SIP is now the UIP</p>
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One of the agenda items was to clarify roles of the CSC. Katy read this page to the group.

Denver Plan 2020

<p>Goal 1: Great Schools in Every Neighborhood By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district's school performance framework</p> <p>Goal 2: A Foundation for Success in School By 2020, 80% of DPS third-graders will be at or above grade level in reading and writing, <i>lectura</i> and <i>escurita</i> (*baseline likely to change with transition to Common Core and may require a target reconsideration in 2015-16)</p> <p>Goal 3: Ready for College & Career By 2020, the 4-year graduation rate for students who start with DPS in 9th grade will increase to 90% By 2020, we will double the number of students who graduate college and career-ready, as measured by the increasing rigor of the state standards.</p>	<p>Goal 4: Support the Whole Child By 2015, a task force, including DPS staff, community partners and city agencies providing services to DPS students, will recommend to the Board of Education a plan to measure this goal and track progress.</p> <p>Goal 5: Close the Opportunity Gap By 2020, the graduation rate for African American and Latino students will increase by 25 percentage points. Reading and writing proficiency for third-grade African American and Latino students will increase by 25 percentage points.</p>
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The Denver Plan is the strategic direction that the district has set for the school (related to the role of the CSC from the last slide)

Slide 3

The collaborative school committee will not:

- participate in the day-to-day operations of the school;
- be involved in issues relating to individuals (staff, students, or parents) within the school;
- be involved in personnel issues (School Personnel Committee will stand alone in the current DPS/DCTA contract).

Katy read this slide which is also from Board Policy BDFH – Collaborative School Committees

The Collaborative School Committee will:

- Focus on the UIP as its primary responsibility at the school
- Budget Approval
- Principal Evaluation (& selection)
- Discipline and Safety
- School Calendar
- School redesign

How do we do these roles better?

- Work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic & business leaders, service and neighborhood representatives and other community members
- Establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input
- Thoughts?
 - Community Meetings/ Town Halls
 - Open comment time within CSC meetings

Board Policy BDFH (continued)

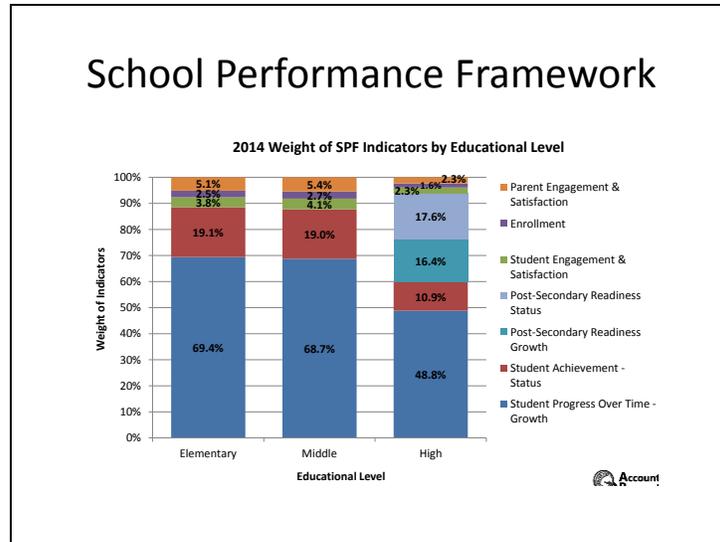
There was discussion about how do we as a committee better work with and communicate with all of the community.

Katy proposed community meetings/town halls and/or open comment time within CSC meetings.

The committee discussed scheduling 3-4 town halls this school year.

- The town halls will feature CSC members, SLT members, teacher leaders, and the principal
- Each town hall will address specific topics, but also have time for public comment
- The first town hall will be Tuesday 10/28 (**Note: After meeting adjourned, it was discovered that 10/28 conflicted with another district event. The Town Hall is rescheduled to 11/18 5:30pm**)
 - The format will be decided on either by Bill DelaCruz, or by a subcommittee
 - Subcommittee – Jolien, Nathan, Elisa
 - Format will include laying out meeting norms
 - Would like an outside facilitator (possibly Bill DelaCruz)
- The committee discussed the possibility of sending out a survey monkey (anonymous) survey to the community to gather topics for each community meeting. It was decided not to do this for the first meeting since there was not enough time to do it well.
- Topics for the first meeting will be: Extended Learning Time (next year's schedule) and Ramifications of Opting Out of PARCC tests. It was also suggested to discuss how the school can increase communication at the town hall meeting

It was also decided that there would be time for public comments allowed at the end of the CSC meetings, but only if the regular CSC business did not take the entire meeting time.



This slide shows the factors taken into account for the School Performance Framework (SPF).

It also shows how much weight each factor is given in the overall score.

Note that student growth (progress) over time is given the highest weight.

School Performance Framework

Denison's Current Rating is 72.55% (Meets Expectations)

<p>Distinguished (80-100%)</p> <p>Schools rated Distinguished are exceeding district expectations and have very high ratings in both Academic Growth and Academic Proficiency.</p>	<p>Accredited on Priority Watch (34-39%)</p> <p>Schools rated Accredited on Priority Watch are performing significantly below expectations and are expected to dramatically improve student achievement. Accredited on Priority Watch schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school-turnaround strategies.</p>
<p>Meets Expectations (51-79%)</p> <p>Schools that Meet Expectations are performing at the level that the district expects and have high ratings in either the Academic Growth or Academic Proficiency category, or the school has good ratings in both categories. Schools with this rating that have seen a decline in student performance from previous years receive increased instructional supports, such as assistance with enhanced training for staff.</p>	<p>Accredited on Probation (up to 33%)</p> <p>Schools rated Accredited on Probation are performing significantly below expectations and are expected to dramatically improve student performance. Accredited on Probation schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. Accredited on Probation schools require additional budget review, and the district provides additional financial resources and strategic planning supports to help the school improve. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school-turnaround strategies.</p>
<p>Accredited on Watch (40-50%)</p> <p>Schools are rated as Accredited on Watch when they are performing below the district's expectations. Improvement is needed on either Academic Growth or Academic Proficiency measures. Schools with this rating receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. Accredited on Watch schools that show a lack of improvement from previous years may be subject to interventions, such as replacement of staff or changes in the academic program.</p>	

These are the ratings and descriptions.

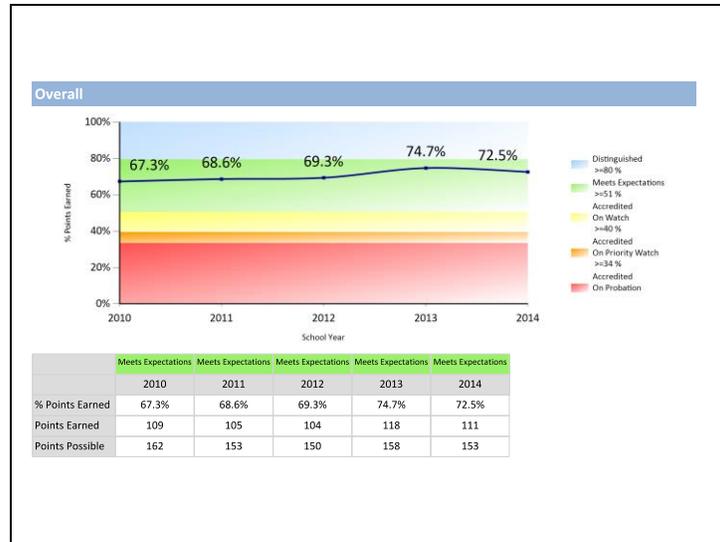
Currently, Denison is in the green "Meets Expectations" with a rating of 72.55%

STOPLIGHT SUMMARY SCORECARD					
School Performance Framework 2013-2014					
Denison Montessori School					
Enrollment	% FRL	% ELL	% SPED	% Minority	
432	60.6%	27.3%	11.1%	68.8%	
SPF 2013-2014 Overall Score					
Meets Expectations					
	Earned Points	Possible Points	% of Points Earned	Stoplight	
Overall	111	153	72.55%	Meets Expectations	
Elementary School					
1. Student Progress Over Time - Growth	80	105	84.8%	Exceeds	
2. Student Achievement - Status	17	30	56.7%	Meets	
5. Student Engagement & Satisfaction	1	6	16.7%	Does Not Meet	
Center-Based Program Offerings *					
6. Enrollment	3	4	75.0%	Meets	
Enrollment Change *	0	0		0 Bonus Points	
7. Parent Engagement & Satisfaction	1	8	12.5%	Does Not Meet	
SPF Rating Cut-Off Points					
Overall	Accredited On Probation	Accredited On Priority Watch	Accredited On Watch	Meets Expectations	Distinguished
SPF Rating	<81.5%	>=81.5% and <89.5%	>=89.5% and <90.5%	>=90.5% and <99.5%	>=99.5%
Indicators 1,2,3,4,6,7	Does Not Meet	Approaching	Meets	Exceeds	
SPF Ratings	<81.5%	>=81.5% and <90.5%	>=90.5% and <99.5%	>=99.5%	
Indicator 5	Does Not Meet	Approaching	Meets	Exceeds	
SPF Rating	<81.0%	>=81.0% and <90.5%	>=90.5% and <93.5%	>=93.5%	

This is the summary score card for Denison

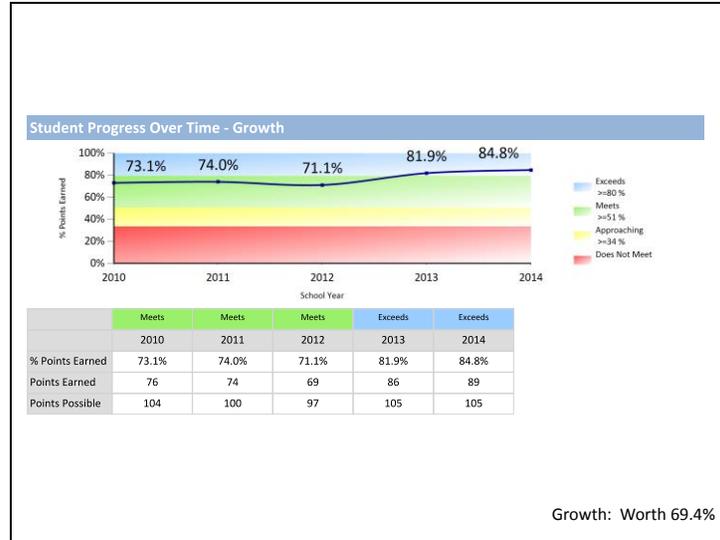
It shows the percentage of students that are Free and Reduced Lunch (FRL), Special Education (SPED), English Language Learners (ELL), and minorities.

Katy is happy to drill down to the details of this with anyone (email Katy) or you can find this and drill down to the details on your own at the Colorado Department of Education (CDE) Web site.



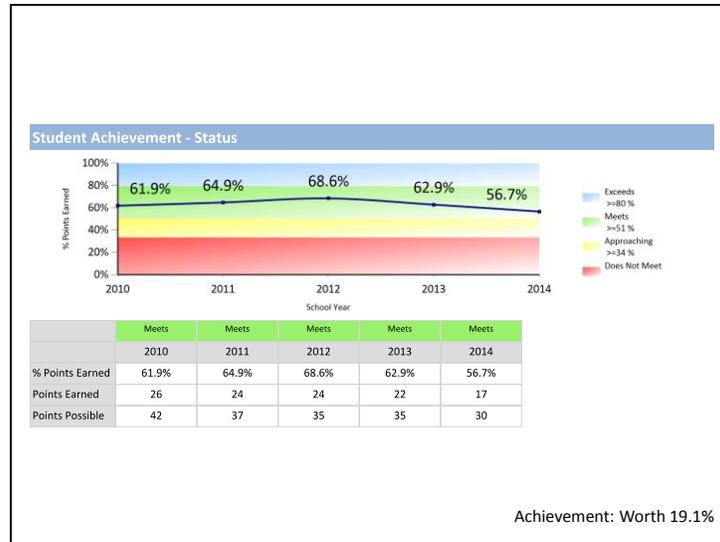
This shows the overall picture of where Denison has been over the last 5 years.

This year, there was a few point drop from last year, but overall, we're clearly still in the green and doing well.



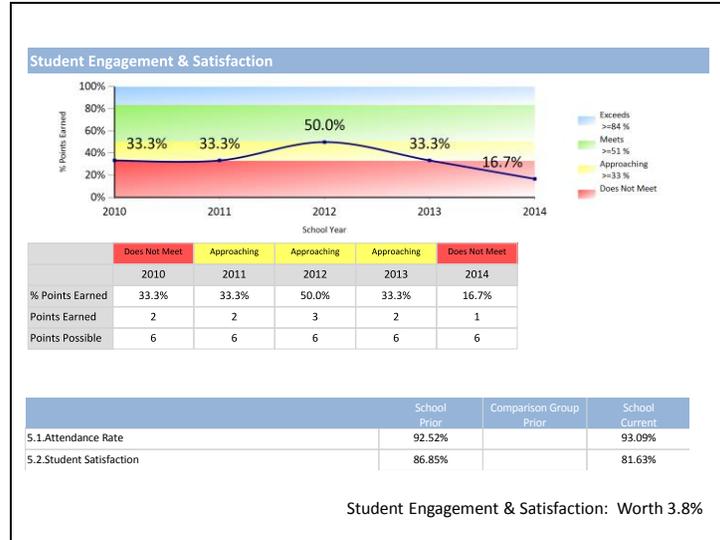
Student growth is in the "exceeds" category at 84.8% and went up from last year.

Student growth measures individual students and how much they improved from last year.



Student status dropped to 56.7%

This measures the overall student body from year to year instead of looking at individual student growth.



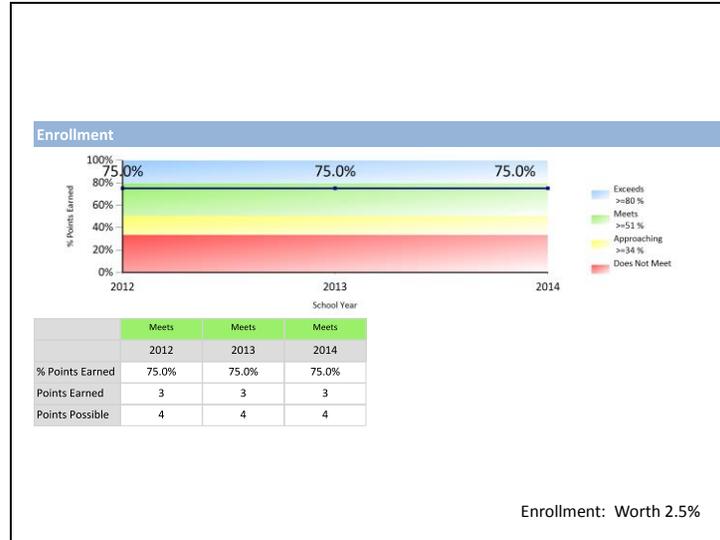
Student engagement and satisfaction sharply declined to 16.7%.

The CSC will take a deeper look at this at the next meeting.

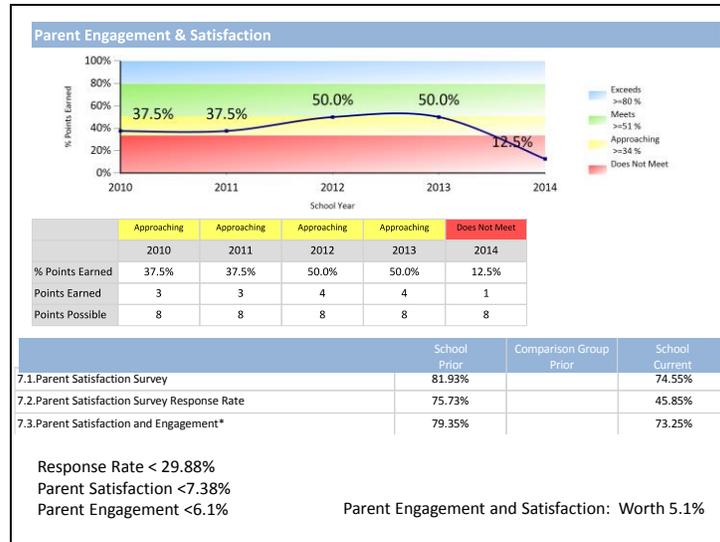
This is based on student attendance and surveys.

There was a change in the way the survey was administered.

Katy is working with the school's data partner to compare these scores with other schools



Enrollment has remained flat at the top of “Meets expectations” (green).

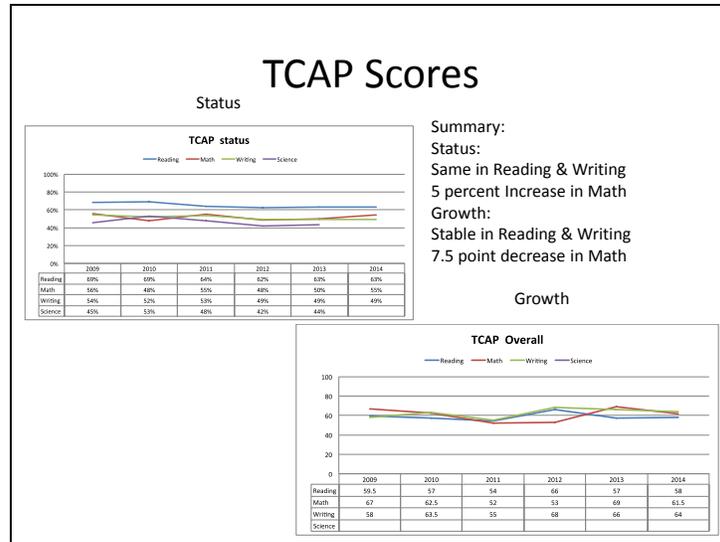


Parent engagement and satisfaction is abysmal at 12.5%.

Katy assumes that it was because the surveys went out in the middle of the heated debates about the extended learning day. Also, there is a major concern in the response rate which was only at 29.88% which hurts this score.

Katy has some ideas about ways to improve the response rate for 2014-2015.

These scores will also be discussed further at the next CSC meeting.

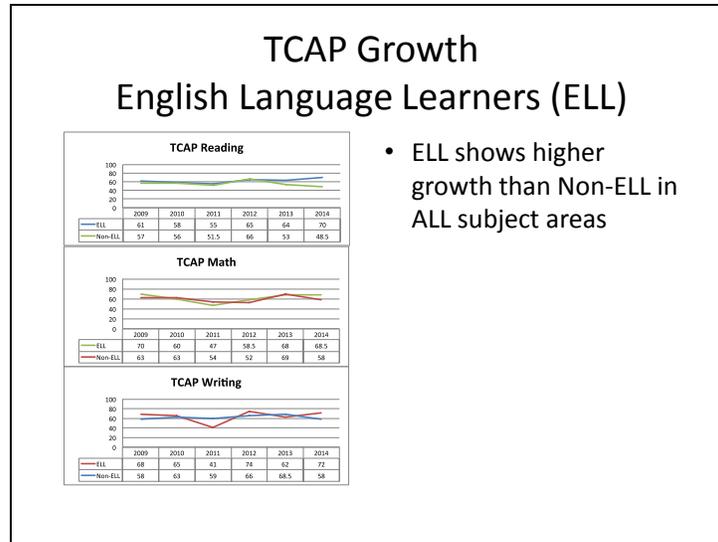


Our TCAP scores came back almost exactly the same as last year in Reading and Writing with a 5% increase in Math scores.

However, despite the increase, our status dropped.

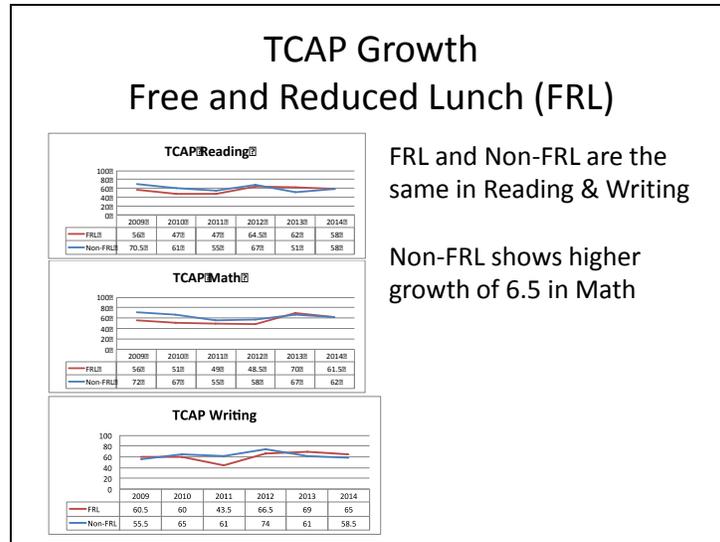
Status numbers vary greatly from growth.

The district wants us to focus our Unified Improvement Plan (UIP) on minorities.

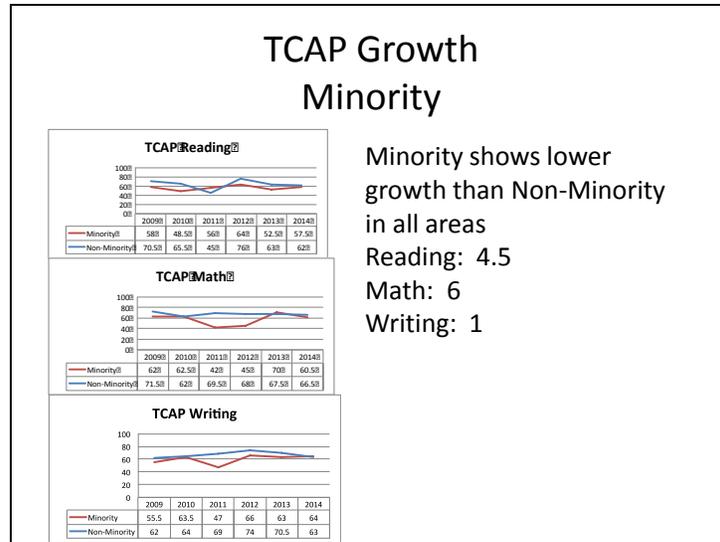


This shows TCAP scores for ELL students.

Again – growth measures individual students and how much they improved from last year.



This shows the TCAP scores for FRL students.



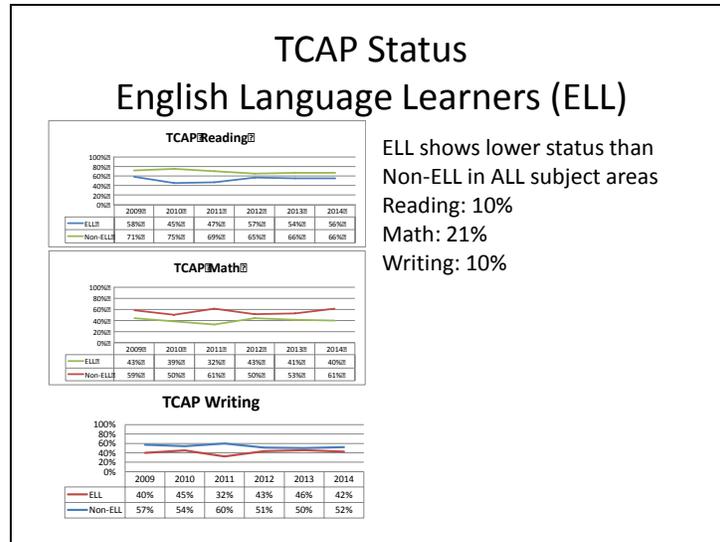
This is the overall minority TCAP scores.

Our UIP will focus on strategies to get our minorities (primarily Hispanic, but also a few others) achieving at higher levels.

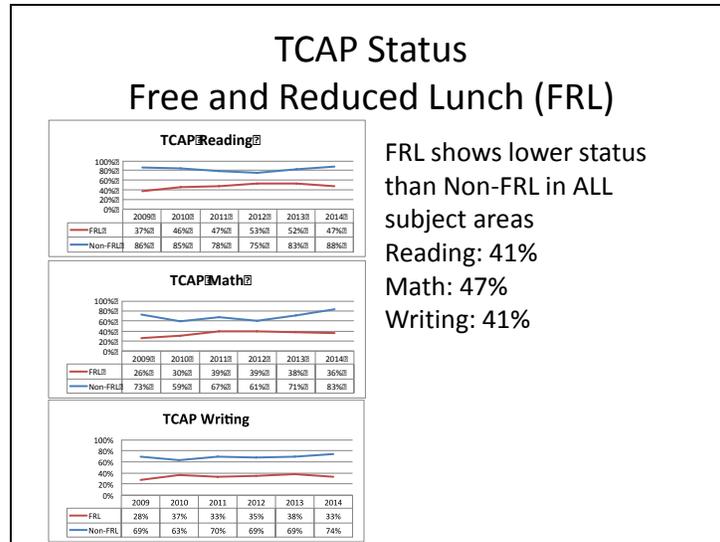
All students are growing and moving up, but all are moving up at a similar pace which means that the achievement gap is staying in place.

How do we accelerate growth for minorities?

Daphne Hunter, former Lincoln principal, is helping in the office temporarily. Katy has asked her to help with the UIP. She has provided a fresh lens. Her suggestions focus on making sure that this set of students that the UIP will focus on is accessing the resources already available to them.

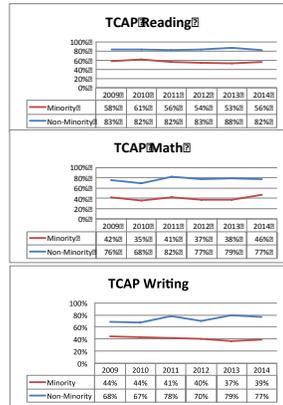


Status measures the overall student body from year to year instead of looking at individual student growth. 'This is the ELL status.



This is the FRL status.

TCAP Status Minority



Minority shows lower status than Non-Minority in ALL subject areas
 Reading: 26%
 Math: 31%
 Writing: 38%

This is the Minority Status.

Unified Improvement Plan

- In process of revising
- Root cause analysis of our status scores.
- Focus on Minority student Gap
- 3 Focus Areas
 - Literacy
 - Math
 - School Culture

This is in the process of being revised – it will focus on closing the minority achievement gap.

Focus will be placed on literacy, math, and school culture

The CSC will have to approve the UIP once it is completed.

Extended Learning Time

- 100% of our elementary students have an uninterrupted classroom time of 90 minutes (in which no one is pulled from the classroom)
- 92% of our students are participating in a 3-hour work period (not being pulled for intervention from 9-12)
- All Parent-Teacher conferences will be double in length this year. 30 minutes versus 15 minutes
- Teachers are meeting for 90 minutes as grade level teams around authentic Montessori assessment, student data, and grade level needs
- Students are in enrichment classes. Lower Elementary 1x per week; Upper Elementary 2x per week.
 - Lower Elementary: Orff Music, Shakespeare, Soccer, Computer Skills, Habitat
 - Upper Elementary: Orchestra, Puppetry, Flag Football, Soccer, Computer Skills, Yearbook, Habitat
 - Will being 2nd round of enrichments in November
 - Working on Surveying students on their experience with enrichments

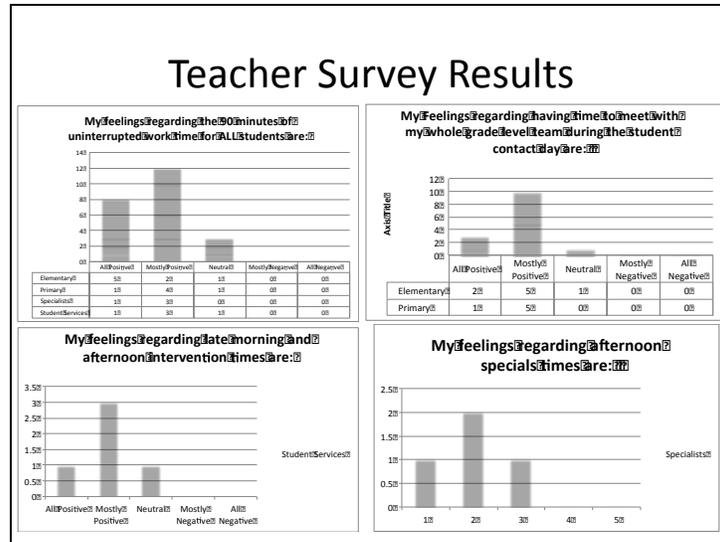
Katie presented this slide to the committee.

Questions were raised about the enrichments – how students were placed in them and whether they will get new ones.

Katy responded that all students filled out a form with their top 3 choices. From there, it was a lottery process to fill the spots in each enrichment.

Hannah is the EL coordinator and is helping plan/schedule the enrichment time this year.

- She is in the process of determining which ones will be offered in the next round
- Several students have requested basketball and Katy noted that SW Denver elementary schools do have an informal basketball league
- Katy might offer a student council enrichment with support from Lisa McGrath
- Students have requested that yearbook become a year-long enrichment so they can see it through to completion
 - Working on a way to allow some to stay and some to go
- Snags from grouping students by grade instead of by class include:
 - There have been some student behavior concerns
- A question was raised about whether different levels of orchestra were possible
 - Currently there are not enough students, but Bettina is looking at alternatives
- A concern was raised about a student who did not their top 2 choices and instead got placed in an enrichment that requires them to stay for more than one cycle.
 - Katy said she and/or the parent would have to talk with Hannah about possible options for the next cycle
- Specials numbers are larger than last year due to closing an elementary classroom
 - Some students are confused about where to go, or may willfully try to go to a different enrichment
 - Plan is to stick with current specials process until break, then evaluate if any changes are needed



These surveys were taken to gauge teacher response to the extra 15 minute day

There were 2 questions (top 2) that went out to all teachers. The bottom two went out to a subset noted on the question graph.

Feedback from teachers has been mostly positive

Surveys were anonymous (via Survey Monkey)

Next Steps

- Will continue to work with teachers teams to make the tweaks necessary for success
- Will meet with Transportation Department in November to discuss earlier bus routing
- Will inform parents prior to First Round Choice of new time
- Goal is full implementation (8:30-4:00) for 2015-2016

Katy reported that next steps included:

- Meeting with transportation in November about the possibility of an earlier bus route for an 8:30 start time next year
- Katy will inform parents about whether or not the 8:30-4:00 schedule will be implemented so that parents can take advantage of First Round Choice if desired
 - This will be posted to the EL portion of Denison's website.
- The goal is to implement the CSC's approved extended learning schedule from last year: 8:30-4:00 start time for the 2015-2016 school year.
 - Note – primary would still end at 3:45

The goal is for dismissal to remain the same as it is this year since it is going very well.

UPDATE/CLARIFICATION: On 10/13, Katy sent out an email to the CSC members stating that the meeting she had on her calendar with Transportation in November was not actually about the earlier bussing time and that she had been mistaken in the meeting. Katy stated that she will let the CSC know once a meeting to discuss the earlier start time has been scheduled with transportation.

PARCC/Testing/Montessori Assessment Update

Celebrations!

- The Assessment waiver has eliminated Fall and Winter Interims, not just for us but for ALL DPS Montessori schools
- All DPS Montessori schools are participating in Montessori specific short cycle assessment network (SCAN)
- The AMI/CCSS Mapping project has been released and can support our SCAN work
- Denison, through 2012 Bond Money, has 160 chrome books that are being used by the students and will be used to lessen the personnel burden of testing
- Montessori Workspace is being utilized by multiple Montessori schools within the district. Tim and Jim are working to ensure it aligns to our unique DPS needs
- We have created a testing and napping room (108)
 - ABCC testing (music and pe) was done with little interruption to the non-testing students because we were able to use the testing room so students could stay in their classrooms and the library remained open
 - One grade will continue to be able to test at a time, leaving the other students in their classrooms with their teachers.

Katy had 5 copies of the Fall and Winter Interim Waiver application available for viewing (see attachment “Application for Opting out of District Interims”).

Fall and winter interims have been waived for all Montessori schools in the district – several people thanked Katy.

All of the Montessori schools are part of the SCAN testing group now. It is too early to issue any reports on this.

AMI/CCSS Mapping has been completed

- This looks at how the Montessori materials map to the new common core standards

As part of the waiver, Montessori Workspace rubric was included

Montessori Workspace is an online record keeping system that is very responsive to individual teacher needs

- This replaces report cards that were done through Infinite Campus
- It allows teachers to customize for their own needs

Linda reported out on the primary level requirement to submit data on all pre-K students 3x per year.

- In addition to submitting data, they are supposed to also submit photographic evidence
 - This would take up all of the teaching time and is not really feasible
 - This amounts to 2800 data points
 - They are petitioning to use Montessori Workspace as both the data and evidence
 - Other districts have refused the photographic requirement

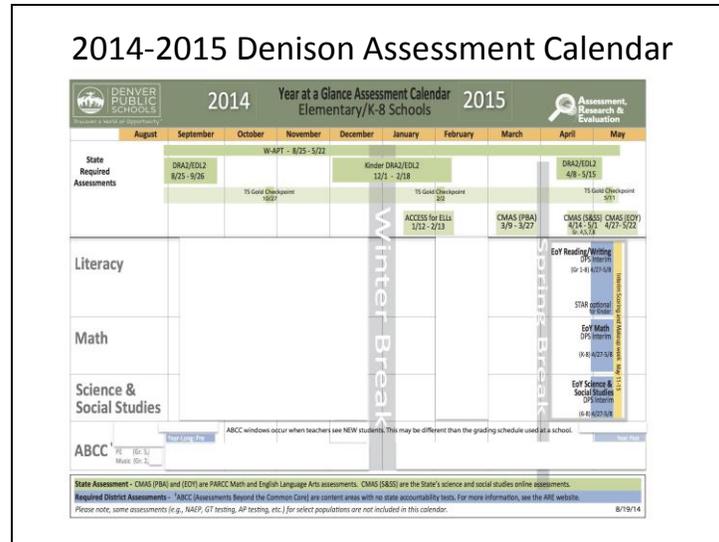
2014-2015 DPS Assessment Calendar

DENVER PUBLIC SCHOOLS A Division of the City of Denver		2014 Year at a Glance Assessment Calendar Elementary/K-8 Schools 2015												Assessment, Research & Evaluation
		August	September	October	November	December	January	February	March	April	May			
State Required Assessments	DR2/EDL2	8/25 - 9/26				12/1 - 2/18					4/8 - 5/25			
	TS Goal Checkpoint			8/27				3/2					9/3	
Literacy	Fall Reading Writing DPS Interests -or- ABE -or- SCAN (Gr 1-4) 9/29-10/15 STAR optional for Interests													
	Mid-year Reading Writing DPS Interests -or- ABE -or- SCAN (Gr 1-4) 12/1-12/15 STAR optional for Interests													
Math	Fall Math DPS Interests -or- ABE -or- SCAN (K-8) 9/29-10/15 STAR optional for Interests													
	Mid-year Math DPS Interests -or- ABE -or- SCAN (K-8) 12/1-12/15 STAR optional for Interests													
Science & Social Studies	Fall Science & Social Studies DPS Interests (K-4) 9/29-10/15 STAR optional for Interests													
	Mid-year Science & Social Studies DPS Interests (K-4) 12/1-12/15 STAR optional for Interests													
ABCC*	Year Long													
	HS (Gr. 1-2) Middle (Gr. 3-5)													

*Optional** Featuring SCAN/West Test 2/9 - 2/27
 Optional Featuring SCAN/West Test 2/9 - 2/27
 ABCC windows occur when teachers see NEW students. This may be different than the grading schedule used at a school.

State Assessment - CMAS (PBA) and EDYI are PARCC Math and English Language Arts assessments. CMAS (SSSS) are the State's science and social studies online assessments.
 Required District Assessments - ABCC (Assessments Beyond the Common Core) are content areas with no state accountability tests. For more information, see the ARE website.
 Please note, some assessments (e.g., NAEP, GT testing, AP testing, etc.) for select populations are not included in this calendar.

This is the regular district Assessment Calendar for this year.

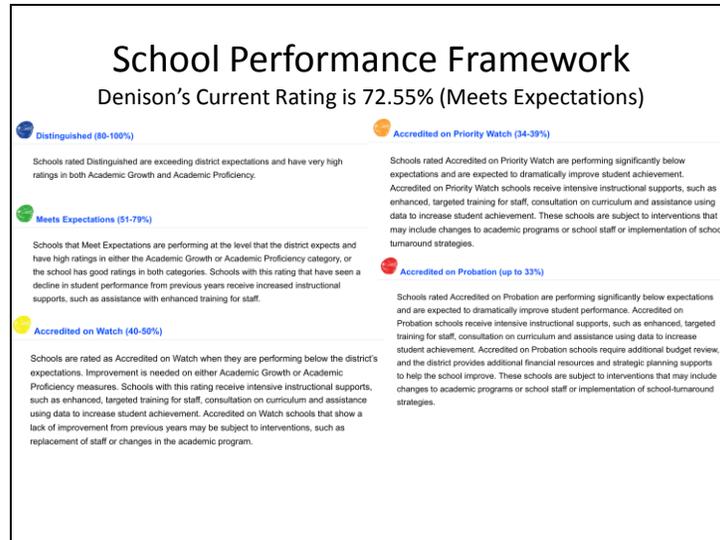


This is Denison’s Assessment Calendar – this is a big victory in lowering the amount of standardized tests our students are required to take.

Additionally, Katy noted:

- by doing our tests online, we can fit more students in the testing environment, allowing one grade at a time to be tested and the other grades to stay in their classrooms
- They created a testing/napping room this year
 - ABCC testing for music and physical education was done with little interruption to the rest of the school
 - The same is anticipated for the PARCC tests

Currently, the Spring interims are still on the calendar, but there will be discussions with the district in December with the goal of getting those waived as well.



Currently, Denison is towards the top of the green status “Meets Expectations.” If we were to drop at all into the Yellow category, it could mean “intensive instructional support” from the DPS school board who could come in and dictate that Denison implement programming to improve its rating. It could mean major changes to the academic program that are not necessarily consistent with the Montessori philosophy.

This point is made because there has been some rumors and discussion about the possibility of parents opting out of the PARCC test.

Katy mentioned that Compass Montessori School in JeffCo is considering opting out of PARCC as a school. Their situation is very different from ours. They are a charter school. If they drop into the yellow rating, their school board is made up entirely of parents at the school. Their board will likely be more flexible.

Our school is a magnet school which means we still fall under the jurisdiction of the DPS school board. The DPS school board is not as likely to be sympathetic to the Montessori system.

Katy brought up that PARCC is something we must do as part of being a public Montessori. She also brought up that there are privileges that come with being a public Montessori. Some of those included:

- Working with a great, diverse population of students
- Financial stability
- Teachers are covered by the union contract = higher pay
- Our teachers are better educated/licensed than most private schools

A teacher pointed out that at Denison, under Montessori, there is great flexibility for teachers to let the children guide where the curriculum goes based on their needs. If we drop, the district will effectively control the curriculum and there may be less flexibility.

Katy brought up that there was a Guided Reading Initiative that was implemented in the district this year. Denison was able to make a case to be exempted from it, largely because of our Green rating.

TCAP Opt Out

What it means to Teachers and What it means for Denison.
From FAQ on Opt-out website: <http://parentingoverpolicydougco.weebly.com/opt-out-of-parcc.html>

Will opting out/refusing state mandated tests affect the funds my school receives causing teachers to lose their jobs and my school to close down?

- No! This is one of the biggest myth's circulating about the opt out movement! Refusing to allow your child to be tested does not affect a school's **unding at all. However, it can affect the school's accreditation.**

So, if in 2014, 90% of students in a school test, they drop one level that year. Then in 2016, 85% of students in that same school test, we drop another level...am I understanding it correctly?

- No, if your school has a performance rating it would become an "improvement school" or worst case, fall into "turnaround" status. Only if the rating drops to "improvement" and testing is less than 95% would it become a priority **improvement school. You would only drop performance level from what the test scores indicate.**

What happens to schools that drop to "improvement" or "turnaround" status?

- For individual schools in priority improvement or turnaround status, there is a five-year calendar, and many, many options exist for schools that find themselves in turnaround status. It is a five year process. At the five year mark, a school must significantly change its programming, could be taken over by the state or be closed. Changes are made throughout the entire five years, and include plan of action by the principal, School Advisory Committee, district, and in a charter school, the governing board. There are requirements for parental engagement meetings, and detailed written plans of action via the Unified Improvement Plan.

What does it mean if a school loses its accreditation and what if accreditation loss is only due documented cases of students who opt out/refuse these tests?

- It can't be. There are levels of accreditation and a school will only drop one accreditation level for not reaching the 95% student participation threshold. This is a school threshold, not grade level.

At Denison
158 Students will be Testing in 2014/15 School Year
5% of testing students= 7.9 students

This slide came from a Douglas County school district opt out Web site about TCAP last year.

Katy pointed out that a school will drop 1 level if they only achieve a 95% participation rate in the TCAP (PARCC and CMAS have replaced TCAP, so Katy believes this applies to PARCC and CMAS as well).

- There are 158 students at Denison
- If 8 students opt-out of PARCC/CMAS, that is 5% which will drop us one rating level to yellow

A parent asked if it these numbers were accurate or had been confirmed for DPS. Katy said no. The parent asked if we can confirm these numbers with Grant Guyer

- Katy said she already has an email into Grant with these questions
- Katy suggested we invite Grant to our town hall on 10/28 (Note: After meeting adjourned, it was discovered that 10/28 conflicted with another district event. The Town Hall is rescheduled to 11/18 5:30pm)

A parent asked at what level these policies were being set and enforced. Katy said they are all tied to No Child Left Behind which means they are enforceable at the national level.

DPS has not taken a position an official position on this.

Testing is so embedded in the culture of schools and how they are evaluated and rewarded/punished it is difficult to stage anything against it.

Teacher Impact

Top Performing Schools (blue or green) \$2,480.97
Exceeds Expectations \$2,480.97

2014-15 ProComp Payment Opportunities
<http://denverprocomp.dpsk12.org>

Component@School	Knowledge@Skills			Comprehensive/Professional@Evaluation				Market@Location			Student@Class		
Element	Professional Development@Skills	Advanced Learning@Skills	Advanced Learning@Skills	Professionalism	Instructional Practice								
Description@Element	Professional development@Skills	Advanced learning@Skills	Advanced learning@Skills	Professionalism	Instructional practice@Skills								
Eligibility@Element	Professional development@Skills	Advanced learning@Skills	Advanced learning@Skills	Professionalism	Instructional practice@Skills								
Affected@Element	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Percentage@Element	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Dollars@Element	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
Hours@Element	50	50	50	50	50	50	50	50	50	50	50	50	50
Build@Element	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Frequency@Element	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly

Katy recommended that parents who are concerned about testing should call their senator, call Washington, but let their children take the test.

Katy pointed out that if our school drops into the yellow rating that it will also have an impact on our teachers. Teachers get a bonus of \$2,480.97 if they are part of top performing school.

If we drop to yellow, Katy worries that it could impact teacher retention.

Christy spoke up and said although she (and other teachers at Denison) is clearly not teaching because of the money, the bonus they get is very nice.

CSC Purpose and Scope

- Purpose and Scope:
 - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.
 - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.
- The CSC will:
 - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members;
 - act as the School Improvement and Accountability Council (SIAC) for the building;
 - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;

Katy reminded everyone of the CSC purpose and scope.

The Denver Plan 2020

<http://denverplan.dpsk12.org/>

Goal 1: Great Schools in Every Neighborhood

By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district's school performance framework

Goal 2: A Foundation for Success in School

By 2020, 80% of DPS third-graders will be at or above grade level in reading and writing, lectura and escritura (*baseline likely to change with transition to Common Core and may require a target reconsideration in 2015-16)

Goal 5: Close the Opportunity Gap

By 2020, Reading and writing proficiency for third-grade African American and Latino students will increase by 25 percentage points.

Katy reminded everyone of the Denver Plan.

**Under the purpose and scope of the
CSC and the Goals set forth by the
Denver Plan 2020:
How do we, as a CSC, communicate
the importance of student
participation in all State mandated
standardized assessments to our
school community?**

Katy posed this question for the CSC to discuss over the next several months.

Katy said that she was made aware of a group calling themselves “Parents of Denison” because she got calls from parents about an email that was sent out.

Katy said that the actions taken by Parents of Denison in encouraging people to opt-out of testing are clearly being harmful to the school.

Several people commented that they had received the email and did not see anything about opting-out in the email.

A parent commented that they felt the goals of the Parents of Denison and the school were the same, namely to do what is best for our children and that neither side was trying to harm anyone.

Questions came up about how we get the right information to the right people about testing and opting out and their potential impacts.

A parent recommended that the school needs to present facts to parents – don’t assume that parents mean harm – let the parents make their own decisions after being told the facts.

Another parent commented that they want to see open, transparent communication and the anonymous nature of Parents of Denison does not allow for that.

One parent asked how long are these tests really taking away?

- For PARCC and CMAS:

- 3rd and 6th graders will take 9 sessions of tests, each test is 2 hours, so a total of 18 hours in the Spring

- 4th and 5th graders will take 12 sessions of tests, each test is 2 hours, so a total of 24 hours in the

Spring

There was more discussion of making sure that we get reliable, factual information out to parents.

Katy mentioned that her biggest fear is having to go head to head with parents about whether or not their children who they opted out can come to school and not be tested.

- This is due to legislation that says if the child is at school, they must be tested

Someone brought up that Colorado Springs as a district has opted out of PARCC.

- Katy commented that they lost \$18M in federal funding as a result

Katy said she has spoken to the principals at the other Montessori schools and we're the only one hearing rumblings of opting-out.

Katy asked how we get to a point where parents feel okay identifying themselves and speaking openly rather than through anonymous emails or through representatives.

Nathan responded that he felt providing clear, open dialog at the Town Hall meetings may go a long way towards building trust.