Willow Creek Elementary School
School Accountability Committee
Minutes for March 12, 2018

Attendance: Natisha Doherty (parent), Kristy Marshall (parent), Ami Zach (community member), Susan Martina (first-grade teacher), Melinda Krause (parent, co-chair), Alison Solove (parent, co-chair), Diana Price (principal), Jane Doherty (parent), Brenda McKenna (parent), Cara Scheerer (incoming assessment coordinator), Robin Palmer (current assessment coordinator), Kim Slyky (parent), Chris Domino (tech)

1. Welcome and Introductions
   We went around the room and introduced ourselves.

2. Approval of Minutes for February 12, 2018
   Approved as read.

3. DAC Update (Chris Domino)
   Brenda did not make it to that meeting, so Chris talked about the presentation made by Norm Alerta, Director of Assessment and Evaluation, titled “Internal Measures of Teaching and Learning.”
   a. Norm talked about the intersection of Professional Learning Communities (PLCs) and Student Learning Objectives (SLOs). SLOs are one of the methods by which we assess Standard 6 of the state’s teacher evaluation rubric.
   b. Norm also presented an overview of our inside and outside assessment systems and the role of teacher-made tests. Our district uses both state-required testing (e.g., CMAS, CogAT, iReady) and district assessments (e.g., ACT Aspire). Part of the reason that we added the Aspire test is that the state has switched their assessments several times, making it difficult to obtain the longitudinal data we need. Using the Aspire test from year to year gives us that data.

4. PTO Update
   a. The next PTO meeting is tomorrow night; we will be voting on the officer slate and the budget for next year. The good news is that we filled our entire slate.
   b. We are pleased with how fundraising went this year. We got donations from 79% of our parents, and our restaurant nights are working out well.

5. Brief Update on Innovation Project (Diana and Chris)
   a. We should have the blueprint finalized by the end of the month.
      1. The design you saw several months ago has changed substantially; we were going to move the computer lab to the library space, but we can’t because of wiring and costs.
      2. We are preserving the library and its function. We’ll get down to about 13,500 books, but we are keeping everything worth keeping. We are
removing things that need to be weeded, either because they are out-of-date, duplicates, or in bad condition.

3. The plan we’re working on allows for everything in the space, with the exception of walls and things fixed to walls, to be flexible.

b. Looking at innovation through the lens of “technical” and “culture/adaptive” change (Diana)

1. A group of us attended the all-day LAUNCH workshop today, led by John Spencer, the author of LAUNCH: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student.

2. Diana spoke to each type of learning environment (ideas from the Campfire to the Holodeck book) and how these spaces are used in teaching. Our teachers are doing a great job of using these ideas in the classroom and improvising these changes with very little money. For instance, flexible classrooms honor students who need to stand or move. We saw examples of this innovation at an Accountability meeting earlier this year. The focus of the bond money is to change the physical layout and equipment in the library space in order to fully implement these ideas.

3. However, we need cultural change as well — changes in teaching practices and beliefs.
   a. Project-based Learning (PBL): we have teachers who already do this. PBL is about letting kids create and make choices, and thus learn more deeply as a result.
   b. As a staff, we will be studying LAUNCH design thinking and how to implement it at Willow Creek.
c. The LAUNCH cycle stresses the importance of failure, since that’s how we all learn. We need to teach students and ourselves to embrace failure and use it to drive better thinking. The process highlights what’s working and what’s failing.

6. Brief Update on the Use of Google Docs at WCE (Chris Domino)
   This topic arose from a parent’s concern about the privacy of their children’s work online.
   a. Privacy Protections provided by law
      1. Chris distributed a handout from the U.S. Department of Education about FERPA, the Family Educational Rights and Privacy Act, which protects student privacy.
      2. She also distributed a brief summary of COPPA, the Children’s Online Privacy Protection Act. This law protects children online, partly by making it illegal for children under the age of 13 to have accounts on websites without parental permission. However, the law allows school districts to create such accounts when they are needed for educational purposes.
      3. In addition, Colorado recently passed more restrictive laws concerning student privacy online. This actually caused a delay in web services at the beginning of the 2016–2017 school year, since the district had to renegotiate contracts with every web service provider we use.
   b. Chris briefly talked about the district web filter, which strictly filters web use within our building.
   c. Chris demonstrated Google Classroom and associated Google apps.
      1. Cherry Creek Schools has its own Google domain, which we manage with Google Management tools. We can control what apps appear in students’ Google accounts and vary that content by grade level.
      2. One of the great benefits is that students have universal access to the Google platform — they are not restricted to Chromebooks but may view and work with their content on any platform that runs the Chrome browser (e.g., Windows, Macs, iPads, Android devices).
      3. Google apps duplicate the functions of programs like Microsoft Office or a drawing program, but do so in a simplified and streamlined way. Work done in Google apps can be downloaded in formats read by other programs.
      4. One of the great virtues of the Google universe is that students can easily share and collaborate with others by inviting them to view or edit their work.
      5. Your students’ work is private, in that it is not discoverable by anyone outside our domain or by other students. On the other hand, teachers and IT personnel can look at what your student has done in his/her account (we don’t snoop, but we do look if an issue arises, such as cyberbullying or plagiarism).
      6. Chris showed an example of Google Classroom, which is a teacher app that allows teachers to assign work to groups or the entire class. Classroom is used mostly in Grades 2 through 5, with fifth grade using a very complete implementation of the app.
7. **Staff Report: Testing at WCE (Robin Palmer)**

a. Robin distributed the schedule for April’s CMAS assessments.

1. Notice that there is a reduction from last year in the amount of time the tests take. The state has been good at listening to parents’ concerns on this matter.

2. We do not take specials away during testing, but there is some flipping of schedules with other grades to accommodate getting the assessments done efficiently.

3. The state assesses the subject of social studies in a rotation among schools, so we’re not testing this year.

4. Please don’t pull students out during testing. Of course, we accommodate illnesses with make-up tests, but we are penalized if the number of students who are tested drops below the required 95% participation rate.

5. All tests are computerized.

6. Robin distributed a handout for parents who want to see the practice version of CMAS and the tutorials. Students and parents can reach the website here at school or at home. We don’t teach to the test — we teach students the tools that the test uses, particularly in third grade, which is the first year the students take CMAS. The tool panel lets students eliminate answers, bookmark questions they want to return to, or review before ending the test. There is also an equation editor for math problems. We make sure that students know what the tools are and are able to use them.

7. No more PARCC — the CMAS is now homegrown in Colorado. The state purchased some of the PARCC questions and added and modified questions to make sure that the assessment reflects Colorado standards.

8. Robin showed a slide with CMAS data for three years (the latest data is last spring’s results). Comments:

a. Someone commented that we made significant growth in math, but district didn’t.

b. Brenda asked if our math results are why we use ability grouping. The reply is that we have used that method for a very long time, but when we see kids who don’t do well, we dig into the data and work to help every student succeed.

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<thead>
<tr>
<th>Following the same class of students from 3rd to 5th grade at WCE</th>
<th>% Met or Exceeded Expectation</th>
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<tbody>
<tr>
<td></td>
<td>Willow Creek</td>
</tr>
<tr>
<td>ELA 03 2015</td>
<td>66%</td>
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<tr>
<td>ELA 04 2016</td>
<td>75%</td>
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<tr>
<td>ELA 05 2017</td>
<td>77%</td>
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<td>67%</td>
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<td>MATH 04 2016</td>
<td>73%</td>
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<tr>
<td>MATH 05 2017</td>
<td>79%</td>
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b. iReady
1. The iReady is a computerized reading test. All students in Kindergarten through third grade take this test, plus those students in fourth and fifth grade who are on a READ plan (remediation). It is given three times a year: the beginning of the year, midyear, and end of the year. The results are sent home to parents.
2. Robin displayed the results from this year’s fall and winter administrations of the iReady test, which show exciting improvement.

![Image of iReady results]

Assessment administered to all students Grades K-3; students in 4 and 5 on Read Plans
red area of triangle indicate students two or more years behind
yellow is students one year or more behind
green is students on or above grade level

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c. ACT Aspire test
1. The Aspire is given to 4th and 5th grade students. It is a summative assessment based on whole year’s work, but we give it in November. Obviously, students have not studied some units at that point, so bear that in mind when you look at the results.
2. The district uses the Aspire to forecast performance on state tests and to identify student progress.
3. The test separates literacy into English and reading scores. It also covers math and science.
4. See the attachment to view this fall’s performance. The red dotted line represents the district performance; the top numbers are our performance.

d. CoGAT test
1. This test is given to every child in second grade as a screening for GT.
e. Diana thanked all parents who allow students to participate in testing.

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8. Concerns and Comments
a. Kristy Marshall, who’s working on traffic problems, thinks that one reason the dropoff is so chaotic in the morning is that parents are trying to arrive in a very tight time frame. It’s uncomfortable dropping off from 7:30-7:50 am because they think there’s no supervision to monitor their children. The Parent Handbook says that students should not be on the grounds earlier, and if you are
in the drop-off lane, you can’t see around the building to the grade-level
doorways to make sure your child is safe. If you got mean and made parents
come into building for tardies, parents would be motivated to get here on time.
Response: Supervision is a problem. Diana says she’ll try to make sure someone’s
at each grade-level door by 7:50 am for next year.
1. Contractually, teachers don’t need to be here until 7:40 am. She can’t ask
them to perform a duty at that time. TAs don’t arrive at work until 9:00 am.
2. Back when school started at 9:00 am, we were able to supervise, but not
with the earlier time. Kids are out there, but unsupervised.
3. Willow Creek teachers have not traditionally been assigned duties. Diana
can’t change duties by more than 7% of worktime in a year. Other
elementaries do assign more in duties.
4. We could ask PTO to volunteer more for traffic duty. By the way, volunteers
aren’t covered by our insurance and there are a lot of liabilities involved
with traffic duty.
5. Check in with Diana in April or May to see if there’s any solutions.
6. We should start out the way we want drop-off to happen the very first day
of school and really enforce it.

9. Principal’s Wrap-Up
Announcement: Diana can’t be at the April Accountability meeting because she will be
at the Board of Education meeting to be part of the presentation of the John Irwin
Award.

10. Adjourn

Next Meeting: Monday, April 9, 2018, 6:30–8:00 pm
ACT ASPIRE
Results from testing in November 2017

The ACT Aspire is a summative assessment, meaning that it is meant to measure an entire year’s worth of work where the grade tested has studied all of the curriculum expected at that grade level. The District gave this test roughly one-third of the way through the year.

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<th>CCSD 4th grade Met Benchmarks</th>
<th>29%</th>
<th>67%</th>
<th>44%</th>
<th>50%</th>
<th>59%</th>
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<tr>
<th>Willow Creek % Met Benchmarks</th>
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<tbody>
<tr>
<td>28%</td>
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<table>
<thead>
<tr>
<th>Willow Creek % Met Benchmarks</th>
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