LUMINARY
LEARNING NETWORK

NOTICE OF PUBLIC MEETING

LUMINARY LEARNING NETWORK BOARD

Wednesday August 30, 2017 at 4:30 PM

AGENDA

The LLN board will meet for a board meeting to discuss:

4:30 – 4:35 Approve Minutes from 5.16.17

4:35 – 5:15 CMAS Data Review: LLN & Individual Schools

5:15 – 5:45 Accountability & Role of the Board

5:45 – 6:15 Board Composition

6:15 – 6:30 **Executive Session**

In accordance with Colorado Revised Statute §24-6-402(4)(f), C.R.S. the Luminary Learning Network Board of directors will call an executive session in order to discuss personnel matters.

The meeting will be held at the Denver Green School (MS Cottage) located at 6700 E. Virginia Avenue, Denver, CO, 80224.

Attendees:

Board Members

- Mary Seawell | President, Community Representative
- Jen Walmer | Vice President, Community Representative
- Janet Lopez | Senior Program Manager at Rose Community Foundation, Community Representative
- Michael Johnston | DPS Board of Education Representative
- Frank Coyne | Lead Partner at Denver Green School, School Leader Representative
- Jen Jackson | Principal of Cole Arts and Sciences, School Leader Representative

Other Attendees

- Zach Rahn | Principal, Ashley Elementary
- Julia Shepherd, Principal, C3
- Brent Applebaum, Assistant Principal, C3
- Kartal Jaquette, Lead Partner, DGS

Agenda Items:

1. Approve Minutes from 5.16.17
2. CMAS Data Review: LLN & Individual Schools
3. Accountability and the Role of the Board
4. Board Composition
5. Executive Session if Necessary

Topic 1: Approve Minutes from 5.16.17

The minutes from the May 16, 2017 board meeting were sent in advance of the meeting and opened for discussion at the beginning of the meeting.

Jen Walmer motioned to approve the minutes.

Frank Coyne seconded the motion.

All in favor; Motion Approved.

Topic 2: CMAS Data Review: LLN & Individual Schools:

Jessica Roberts, Executive Director shared this [deck](#) including overall LLN data and individual school data.   A summary of each school's results is included here as well as comments from each school leader:

Ashley:

ELA: ELA Status (% meeting or exceeding expectations) at Ashley stayed relatively flat overall from the 15-16 to 16-17 school year (change of -0.8%). Encouraging data was that 3rd grade ELA status increased 3.9%. Additionally Ashley had very strong (some of the best in the district) Early Literacy Results (data released earlier this summer) which is showing tremendous growth in grades K-2.   Overall the number of students meet or exceeding expectations is low (18.1%) so we need to ensure we are focused on curriculum, interventions and supports that will help move more students faster. MGP results underscored this need as there was an 8.5 point decrease in MGP.

Math: Math status at Ashley increased 6.7% percent overall. The biggest gains were again made in 3rd grade with an increase of 18.7%. Even with the gains the concern is the number of students meeting/exceeding expectations is still low (11.6% overall). Adding to this concern was the decrease of 11 points in 4th grade Math MGP (5th grade stayed relatively flat at a delta of -1).

Discussion: Zach, his team recognize that there is a lot of work to do at Ashley to truly make the progress they want to see.   Zach and Kali have worked hard to create a "Playbook" for Ashley that clearly defines the goals for the year and includes a clear improvement plan focused on incorporating the strengths of the success of the early literacy work and utilizing outside experts to deepen instructional knowledge for all grades.   They have also been leveraging relationships with with peer schools in order to try and understand the "secret" to their success and whether or not any of their innovations can be implemented at Ashley.

Cole Arts & Science Academy:

ELA: ELA Status at Cole stayed relatively flat overall from the 15-16 to 16-17 school year (change of +0.8%). Fifth grade ELA status increased 4.9%. Like with Ashley, overall the number of students meeting or exceeding expectations is low (20.9%) so we need to ensure we are focused on curriculum, interventions and supports that will help move more students faster. MGP results confirmed this need as there was an 11 point decrease in MGP (largest drop was in 4th grade).

Math: Cole was the only LLN school to have an overall decrease in Math status, with an overall decrease of 5.9%. The biggest drop occurred in 3rd grade while 4th grade actually had an increase in status year one year. The more concerning results were MGP, overall MGP decreased 18 points.

Discussion: Jen, Kia and Ami (Executive Coach) have created a 30-60-90 day instructional and cultural improvement plan to ensure that the school year starts strong. The school as a whole is putting a huge focus on lesson planning and all lesson plans will be reviewed for content alignment weekly. In the 16-17 school year Cole employed Math teachers who pushed into classrooms and therefore had to teach multi grade levels. This proved to not be sustainable or successful for teachers or students, and therefore this year Cole is returning to a more traditional ELA/Math model. Additionally there have been significant staffing changes in order to address concerns highlighted in the school review last year, specifically 3rd and 4th grade instructional expertise.

C3:

ELA: ELA Status at C3 stayed relatively flat overall from the 15-16 to 16-17 school year (change of +0.2%). Overall, third grade has the most work to do as only 58.3% of students meet or exceed expectations, while in the other grades more than 70% meet or exceed. C3 experienced a drop in ELA MGP this year of -19 points. Given the huge gains made least year the leadership did not expect that the MGP success could be repeated, but they did not expect a drop quite as big as it was. However, it is important to know that due to a test administration some scores were suppressed, which could also have an affect. Overall MGP held at 65 which does put them in the highest point category for MGP for the SPF.

Math: C3 performed well in Math with a 5.2% increase in the % of students meeting or exceeding expectations and a significant increase in MGP (29 points in 5th grade and 1 point in 4th). Compared to the rest of the district these were stellar results for Math and Julia received a phone call from Tom congratulating them on their success in math.

Discussion: We are working to understand the "why" behind the decrease in MGP for ELA. Overall results were very strong. C3 has implemented a new teacher leader model and therefore will have much more support for ELA teachers from a former C3 teacher (now Teacher Leader) who had great results in both ELA and Math.

Denver Green School:

ELA: DGS had exceptional results in ELA. In the district slideshow, the were shouted out on every slide that called out schools for their increase in % Met or above. Overall they increased %met or above by 12.3%, a notable fact that was highlighted was that 82.1% of 8th graders are meeting or exceeding expectations. This is an incredible accomplishment. MGP results were just as exceptional with an overall increase of 11. A true MGP highlight was 4th grade moving 30 points from an MGP of 42 last year to an MGP of 72 this year.

Math: Overall DGS increased the % of students meeting or exceeding expectations in Math by 2.8% and their MGP went up by 3 points. Highlights were 3rd and 8th grade math while there were dips in 7th and 4th grade that we will be looking into.

Discussion: DGS has received great praise from the District, including a call from Tom, for their results overall. I was told during the initial release that "DGS really knocked it out the park". Clearly there are lots of unique things at DGS, but we believe one of the true keys to these results was how they use data in a data-feedback loop. We are working to expand this process to other schools in the zone.

LLN Overall: Overall the LLN performed well in terms of status, for ELA the LLN had a 5.2% increase in students meeting or exceeding expectations, which was a larger increase than any other governance type. For Math the increase was 1.6% which matched the increase experienced by the traditional district schools. We did not perform as well in MGP, however as a network we still have one of the highest ELA MGP's compared to the other networks, and in Math we are in the middle of the pack.

Some board members discussed concern with the data of both Ashley and Cole and determined that there needed to be more clarity around how schools were to be held accountable to data on an yearly basis, while understanding that the ultimate goal for schools is to move one band on the SPF within three years.

Some of the questions posed and discussed by board members were:

What does it mean to be a good to great zone?

How do we serve students best given the type of results experienced at two schools?

What is our role in balancing autonomy with results?

It was determined that Mary Seawell, Board President, and Jess Roberts, Executive Director, should meet with each individual school leader and draft a proposed accountability document that could be discussed with the whole board at a follow up board meeting.

There was also a discussion about the need for more frequent data updates.

It was determined that due to the length of the data review session, that the Accountability & Role of the Board and Board Composition discussions should be moved to a separate meeting, scheduled to take place in a week, on September 6, 2017.

It was determined that there was no need for an executive session at this time.

Meeting ended 6:27