



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Loudoun County Public Schools, Performance Monitoring Committee Meeting, Wednesday, February 18, 2026

Date Wednesday, February 18, 2026
Place LCPS Administration Building / School Board Room, Ashburn, Virginia
Length 46m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/1166123938?rel=0>

Machine transcript (speech-to-text) produced by Coraggio Consulting. Not an official county record. Names and numbers may be misspelled; check the video at the timestamp before quoting.

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-12. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] afternoon everyone I'd like to call this February 18th 2026 meeting of the performance monitoring committee to order my name is Amy Riccardi and I'm the chair of this committee and I'm joined by Miss Chandler and Miss Chernoff and we appreciate your presence here today the purpose of the meeting today is to work through our February 2026 agenda items including public do we have any public comment no public comment no public comment today so we're good on public comment now approval of our February 5th meeting minutes and one information item the Department of Student Services student attendance data and one discussion item the Department of Academics PMC roadmap and draft data

[00:00:37] calendar so we will skip right through our first order of business which is public comments seeing none and we'll move on to the approval of the minutes have you both had a chance to take a look at the minutes is there any corrections or additions to the minutes there's no objections or corrections at entertain a motion to approve the minutes from february 5th 2025 126 motion to approve the draft minutes for february 5th 2026 second so much all those in

[00:01:14] favor say aye aye and there are no opposed so it is the february 5th 2026 meeting minutes have been approved as we review the agenda are there any adjustments or additions to the agenda that anybody wants to make good okay all right seeing none we'll move to agenda item 4.0 the information item which is

4.01 the department of student services student attendance data presented by miss tedra richardson assistant superintendent of department of student services the floor is

[00:01:52] yours how are you good afternoon thank you so much for having us here performance monitoring committee members i am joined this afternoon by jennifer evans our director of student mental Health Services and Mr. Darren Madison, our Supervisor of Student Assistance Services, and I'm going to be handing it over to them because attendance really lives in their world.

[00:02:18] I know that this is an update that we usually give on an annual basis, and I know there's been lots of conversation lately about how are we doing towards our chronic absenteeism rates, and so Mrs. Evans and Mr. Madison are going to share some information with you, and we just wanted to say thank you for this opportunity thank you good afternoon we wanted to start off before we take a view at our student attendance the next

[00:02:53] slide we provided a list of definitions and resources here for you starting with regular attendance meaning that as a student that's present on a consistent basis if they're missing less than 10% of the roll school days missing less than ten percent of the roll school days during school year chronic asceticism is defined as really it's it's a measurement of loss of instruction time when a student misses ten percent or more of the school year for for any reason so that that includes excuse absences unexcused absences and out of

[00:03:30] school suspensions what it excludes is students enrolled less than 50% of the school year students receiving homebound instruction in school suspension and alternative disciplinary placements next slide please chronic absentee is in considerations after viewing the data today just looking at some of these considerations take these in account often we we do have parents that have perception that only excuse absences are problematic barriers that some of our

[00:04:08] students and families oh I'm excuse sorry I'm excuse absence or problematic barriers that some of our families and students would be facing such as chronic illnesses, lack of food or housing, mental health or lack of access to mental health or health care. Students that may have aversions to going to school because of academic difficulties or mental health conditions or if they don't feel safe in their school community for a reason and disengagement due to factors such as meaningful relationships or a student that is not

[00:04:45] engaging or doesn't feel like the instruction is relevant at this point an example of this would be an adult student like a 12th grader maybe 18 years old they have already completed their requirements graduation maybe they feel like their next steps and after graduation is not really aligned with the with the instruction they're learning at the present moment and that would that's an example of what sometimes we see with our 12th graders that we'll show later where we see some of that disengagement from that from that population. So next slide, please. So go right into looking at our current

[00:05:24] chronic absenteeism rate. This data was collected last week on February 11th. So on that day, our chronic absenteeism rate was right at 11%. When we pulled the data today for our division-wide chronic absenteeism rate is at 12%. So a little bit of fluctuation there, about 1%, but it's been pretty consistent around that rate throughout this year. I would also add that Typically, towards the end of the year, when we take into account those students that have not been enrolled for 50% or more in the school year, we see rates will drop.

[00:06:00] But we felt like it was important to help tell the story to look at the 22-23 school year. So you see that at that year, our rate was at 19%. That was a significant year for us in terms of attendance and how we view attendance and how, yeah, it really was.

[00:06:20] in terms of, you know, our strategies and how we, you know, what we're doing to combat chronic absenteeism. Going in, we had to define, like, well, what is driving chronic absenteeism in our school division?

[00:06:37] So at that time, Ms. Evans and myself, we were tasked with the responsibility of creating a chronic absenteeism work group. Within that work group, we had principals at each level. So we had Dr. Tyler, Dr. Blaylock as part of our RACI team was present.

[00:06:54] We had attendance officers, members from Unified Mental Health Team. We wanted to get a lens from different perspectives and feedback on what are the target areas and what are some of the populations that we need to focus on to reduce our chronic absenteeism. Some of the actions that came out of that was, one, we needed more communication with our communities, particularly our EL and our Hispanic families.

[00:07:18] We developed a collaboration with our face office and working hand-in-hand with our parents as educational partners to go out and do presentations to a lot of those communities of our Hispanic families and providing awareness and education and resources to those families.

[00:07:35] In addition to changing our policy or revisions to our policy in our Regulation 8140, We needed more guidelines on what is considered the criteria for an excuse and unexcused absences.

[00:07:52] At the time in that year, we also did not have a dedicated truancy docket with the juvenile court service unit. So we had several meetings with judges, our common fraternity's office, administration from our court service unit to get our docket back up and running for some of our most vulnerable students that are experiencing attendance gaps.

[00:08:16] There were several other action steps that were taken. I think, you know, RASI was instrumental, giving a shout out to RASI now, to Dr. Tyler, Dr. Blaylock, and really identifying, you know, the profile for our chronic absentee student in Loudoun County, which was really important, especially when it comes to educating our families about the impacts of chronic absenteeism.

[00:08:39] The result of that work was the following year that we were able to reduce our chronic absenteeism by 5% in that 23, 24 year to 14% who's been staying pretty steady at that rate as well, definitely.

[00:08:55] I just wanted to add that in doing our data dive, we had some hypotheses that we would think that the students who were chronically absent were students who were getting core grades, who were having discipline referrals, or were facing mental health challenges, and what we found was that that was not true.

[00:09:12] There are some small numbers of those students who did have those correlations, but the large number of students who are missing were missing because of excused absences so only a small percentage were the unexcused so it was travel days it was family trips and that's what led us to changing our policy thank you miss evans um next slide please so our chronic absenteeism for our el and our students with disabilities we can see currently for our el population they make

[00:09:46] of 19 percent of our chronic absenteeism students in last year in 2024 there were 16.9 percent in 23 24 it was 18.7 but so approximately 19 percent so we know that you know going back to that first year when we established our work group we knew that this was a targeted area of focus that we needed to to work with those students those families um and and you know identify what interventions needed needed to be done to make sure that they're engaged in school next slide

[00:10:22] please the regions i'm sorry this is by grade sorry i've jumped ahead here um so you can see the u-shape there and this is pretty um you know that graph u-shape that's pretty consistent throughout our combo for virginia through our nation we see that that chronic absenteeism is impacted um at the kindergartens level and also at 12th graders where we see the majority of our chronic apathesis will occur.

[00:10:50] You know, for kindergarteners, it's for, you know, reasons for parents. Also, it's, you know, the first time, a lot of times these kids are going into a classroom and would have a lot, they're being exposed to a large amount of students for the first time. So, you know, developmentally, they're, you know, their immune system is developing, so you see a lot of chronic illnesses.

[00:11:08] For our 12th graders, it's more of a disengagement, right? And so, and once again, this is, you know, areas that we continue to focus on and educate in engaging those students one thing we did start in terms of it's one of our target areas of that we're actually expanding is doing restorative practices attendance circles at every level so yeah deficit we're getting those students coming in as a way it's weird they're really engagement circles so so we provide those restorative practices in circles on at elementary middle and high school and we've grown that that program to all of our schools at this

[00:11:48] point this year. We expanded it out. Next slide. The regions were divided by where our attendance officers are how they, you know, by our attendance officers and what they're assigned to. So each attendance officer has approximately two clusters for, you know, for one region. We can see that as of now that Sterling and Leesburg are, have the highest current absenteeism rates. There's not a large disparities actually between the regions.

[00:12:22] But once again, when we're going back and looking at that considerations for chronic absenteeism, knowing the target areas and the populations that we need to work with a lot of those families and the students fall within the Leesburg and Sterling regions. So next slide, please.

[00:12:43] And also I want to include the Sterling region. Also, we included Robey. The western region included our two charter schools. Chronic absenteeism by ethnicity. Once again, we see here that our Hispanic students make up 18% of our chronic astuteism rate.

[00:13:03] I believe our Hispanic students are at 19, like 19.4% of our population for our school division. So, and Dr. Tyler, you can correct me on this, but it doesn't really represent disproportionality. It's more in line with the enrollment rates, right?

[00:13:24] Thumbs up. But once again, we know that this is still an area that we are focusing a lot of our targets area and efforts in terms of educating the families there, providing resources for those families because they do fall in line.

[00:13:46] As Ms. Evans indicated, the majority of all of our students don't fall into that model of students are missing school because of lack of resources. But for those populations, we do see more of that and those disproportionality where students are not going to school because, you know, they have to make a decision.

[00:14:05] Well, am I going to work or am I going to go to school? So they have adult responsibilities or taking care of other siblings at home or parents. So our tennis officers and our tennis teams, you know, work diligently to provide resources and interventions for those for those families and students.

[00:14:28] So targeted efforts. So working with our family and community engagement office has been very instrumental. They've been great in terms of connecting our attendance officers that do a lot of our presentations in the community with some of our PEP programs, our parent educational partners that are going out into those schools, providing current absenteeism and attendance presentations, providing resources.

[00:15:02] So our community parent chronic absenteeism presentations, that's something that we started back in that first year, 22-23. We're really making an effort of going out into the community. We partnered with Lyon County Mental Health, with the Juvenile Court Series Unit. So we're not only providing presentations within our school division, but we're also providing presentations in collaboration with our local government agencies.

[00:15:27] School staff presentations and chronic absenteeism training. So we're making sure that our teachers and all of our attendance stakeholders in the schools are aware of chronic absenteeism and what their role can be to help prevent and reduce chronic absenteeism and improve attendance.

[00:15:45] Our school attendance leaders, we have school attendance leaders that lead our attendance teams in every school. So we, Ms. Evans and I, have a beginning of every year, we have a process where we identify those leaders in all the schools.

[00:16:01] and we provide support for them, training, PD. We have communication that goes out to them about certain different policy changes or operating procedures and changes of that sort. So that communication has been really crucial.

[00:16:17] We're also just building up our attendance teams to have more fidelity, to share different attendance teams and what they're doing to help streamline the attendance team process. running attendance team is a as a task in terms of collecting all the data and making sure that we're following where we're in in accordance with the code and also with our policy so we really wanted to make sure that those those school attendance team leaders are supported and all the work they have to do in their school communities collaboration with Virginia Department Education and our region for NOVA attendance leaders so that's a meeting that I attend

[00:16:57] monthly with all of our attendance supervisors for nor virginia we also have a video e rep there and that during those meetings we talk about different things that are going on in our communities we help brainstorm and come up with ideas and strategies our division-wide support attendance and leaders talked about that earlier our attendance procedure presentations to all of our stakeholders so we we are now at a point where we are designing presentations specifically for attendance team role members for example like we have a a presentation that's specifically for

[00:17:31] social workers um and we have presentations that we go out and we talk about specifically the um the chins petition the child needed supervision child needed services and what is your role in that and how if you are involved in that process um understanding what that that court process looks like and what your role is coordination of our interdisciplinary meetings that's our IDT meetings of what it's called that's a meeting that that occurs if a student is a non-compliance of truancy and they're

[00:18:07] in violation of the 22.1-254 compulsive attendance guidelines under the state code of Virginia and they're found guilty or they adjudicate found guilty of truancy then the judge will order an IDT meeting so before those meetings were we're not happening consistently so we those meetings happen every Tuesday now every first I think the first Tuesday each month and with those meetings we have collaboration with all of our government local government agencies so we have Department of Famous Services we have CPS we have you know like kind of mental health we have members from our school there and these are for our

[00:18:47] students that have gone through that trinity process and now we're meeting we're deciding on interventions that we are making recommendations for the judge. We're sort of practicing attendance circles, and we also meet quarterly with our Congress Attorney's Office in staffing difficult cases, receiving information about updates around certain court processes and laws relating to attendance.

[00:19:13] I'm just going to add, I think it's important to note some of the numbers that we've had for court petitions over the last few years. In 22-23, we only were able to file on four adults and five students, so a total of nine, compared to last year, 34 adults and 50 students, totaling 84.

[00:19:35] So you can see that drastic jump in accountability. So as much as it's the last resort that we want to take families to court, there is an accountability piece that comes with that that I think is bringing our numbers down a little bit. They wouldn't take referrals for truancy for years, so we're in a better place with that.

[00:20:01] Sorry, I think that concludes our presentation, so we'll turn it back to you, Ms. Riccardi. Thank you guys so much. This is so fascinating. With that, members, do you all have any questions or comments? Thank you so much for the presentation.

[00:20:20] I agree with Ms. Riccardi. This is just absolutely fascinating. And I think it is so interesting to sort of come at it from the perspective of a parent and the fact that just within this decade we've gone through a global pandemic, right?

[00:20:36] and um it is so interesting to sort of reflect back on what it was like in that first year and how much improvement the team has made so kudos for that really well done and i i know it's a multi-layered effort with lots of parents teachers principals everybody has really been working on this for the last couple years in terms of understanding the profile of a chronic chronically absentee student taking it like painting a broad brush and sort of trying to better understand

[00:21:12] what's typical something like seasonal illnesses would not necessarily apply to this number right you know they would because those are excused absences okay those count towards chronic absenteeism so they can't and so that is definitely a factor that you're observing and but in terms of the on both ends of that right when it's in kindergarten and high school

[00:21:40] I just want to reflect on what you said, but a lot of those students, especially at the 12th grade end, have adult responsibilities, and they're working in many cases, and that's the underlying cause of chronic absenteeism in some cases?

[00:21:59] In some cases, it could be, right? Between that and just the overall disengagement. We did our assist code to allow students, 12th graders to do that. Yes. So once a child has completed all their requirements for graduate, we can use a not scheduled code, which is something we did the last two years because kids were not coming, but we were getting those absences and it was impacting the schools.

[00:22:27] So once they've completed all those requirements, they don't have to show up. So we took that into consideration and made a code so that we don't have those in our schools. At the end of the year, you'll see those students participating in capstone projects, right? I mean, I remember at the end of the year seeing seniors who were helping in elementary school classes, but it was all part of that program because they had completed.

[00:22:54] So I guess that's very helpful. Thank you for that. And just to sort of close out my questions, what is left for us to do? The pattern that we did see was the calendar.

[00:23:11] So when we have, I'm sorry, I'm sorry, but we would see families take advantage of our three-day weekends and turn them into five-day weekends. They would add one day here and one day there.

[00:23:27] I'm sure we saw that with this long weekend that we had. So that was one area, not that we can do anything about that right now, but down the road, looking at the calendar, might be something. but I do think our communications office has really been phenomenal in emphasizing that family trips should be scheduled during our breaks but yes so we just have kind of been pushing that information out there and talking about the impact in missing that time in school whether it's socially or

[00:23:57] academically thank you thank you chair Riccardi I also was fascinated by this data and i cannot say enough about how much i hear about these teams and the work that you're doing around chronic absenteeism i know now it's part of the accreditation so i think there's a heightened awareness around the importance of this and there always should have been but especially you know piggybacking off my colleagues comments about covid kind of brought it to new light and then

[00:24:30] to add the accreditation piece in is like a double triple whammy as it often is um i was just laughing because it's my weekly jab at videoe but it's okay um but i was at a i was actually invited to a school a high school last the beginning of last school year in early october to be a part of one of these attendance team meetings with a group of high school teachers and i was so impressed like the work that you're doing is it is so multi-layered and these teachers in some cases are doing home

[00:25:06] visits they're doing multiple calls they are meeting kids at the basketball park where they know that they're playing basketball when they're not at school on their lunch hour like that's the level of detail that these teachers were invested and the team at large invested in supporting these layers to get kids in school and I was so grateful to have been invited to see not only the data and what they use to drive the conversation to get to that meeting but just to hear the care that the people level right it's a relationship that's what keeps kids in school and so i'm i'm so grateful for for all the things you're doing in terms of collaborating with face and pep and

[00:25:44] you know just just know i mean i'm sure you guys get to go and see it all the time but that was really eye-opening to me that they were taking time to really dive in in one of their what would have been i think like a clt as one of their topics was to was to tackle you know these large numbers and it was it was it was actually end of junior year beginning of senior year that they were starting to see the drop off um to that and I have a question about the data is it can like one of the things that is really on my mind and trying to figure out is the amount of kids that do early release especially our seniors oh I see those reactions I feel the same way about it um

[00:26:23] I'm on I'm on a deep dive on this and I is so I know early release is its own separate thing because that's excused but if a kid is there not only a portion of the day does that count as physical is

absenteeism include any part of the day is my question no so it's just the full day absence so if a student leaves has early release that's not going to impact the chronic absenteeism okay are we track no skip one class it doesn't impact absenteeism so it's a full day are we tracking any of that data okay I would love to hear more see more about that not

[00:27:01] I mean, I know the early release numbers are growing, especially for our seniors and things. And I have some wonderings about just to sort of also echo what Ms. Chandler said, like what else is there to do? Because honestly, like I think there's some systematic things, like you mentioned the calendar.

[00:27:19] I think I'm going to go out on a limb here, shocker, but I think that it had to do with the grading policy a little bit. I mean, if you can have unlimited retakes and you get a free floor for not doing anything, I don't think that's very motivating to be in school if you're a high-achieving student who can just pick it up whenever you want.

[00:27:37] So I'm interested to see that correlation of data going forward. And then additionally, start times. I mean, we hear a lot about how high schoolers need to leave to work because they're there. I mean, the bus in my neighborhood from Heritage High School drops off at 5.30 p.m.

[00:27:53] What are they going to do for a job? You know, I mean, that's just something I'm thinking about. So I do think now we're at that point where maybe digging deeper into some system things that may not be supporting our students for absenteeism.

[00:28:09] I'm not pretending to be an expert in that area or that any of that, what I just said is true, but it just does make me wonder. So you have to revisit the calendar and get into it. But I'm so appreciative of the work. Like, it is beautiful, it is happening, and it is all student-centered and relationship-driven for wanting kids, the best for kids.

[00:28:29] And so I just am really a big champion of that. Question specifically about early release. Is it identifying how many students who do have early release also are chronically absent, or just early release as a standalone? I would love both.

[00:28:45] And I would also love to see if there's kids that maybe aren't approved for early release, but that just chronically miss certain end-of-the-day classes. Do you think most of those kids apply for early release? Because when you're a freshman and a sophomore, you can't. So I'm just curious about the drop-off rate of kids leaving school early because it's so late.

[00:29:07] Yeah, and by district would be great to. Whatever you got. If it's more than an hour, I have to get two people to support me, so I've got two people here, but I don't know. I just had a couple questions. What is kind of our goal? What's the kind of goal percentage we're trying to get to for absenteeism generally?

[00:29:27] What's a good number? I mean zero obviously but what's realistic there's 12% and I believe it was 2027 by 2027 so that's a 12 percent yes and that's good I mean regionally that's all percent is just kind of the norm well there's that comparing to other divisions 12 percent would be leading but But I do think, Dr. Tyler, tell me if I'm wrong,

[00:30:06] our chronic accident rate is lower than all of our neighboring divisions right now. Has been historically. So when we were at 19%, closest neighbor was at 25. - Wow, okay, that's 12%, that's great.

[00:30:21] On the demographic slide that's on here that we looked at earlier, I'll just tell you, I mean, from just my number. So we, in Sterling Park, we have 74% of our kids are Hispanic. Our Pacific Islander and American Indian numbers combined is 0.1%.

[00:30:42] It's a few kids, a small handful. So those two numbers on here, I mean, I don't know. I guess this is countywide, too, is interesting. I mean, obviously, I'm really focused in on the Hispanic numbers and also in Sterling Park.

[00:30:57] And I see these kids when I'm out walking my dogs. And I kind of know where they hang because I see them every day. But what are we doing to really try to get to the bottom of that?

[00:31:13] I mean, I know, I mean, Sterling Park families aren't necessarily going on big vacations necessarily. It's not really the vacation crowd. So I guess my bigger question is, you know, what are we doing to kind of really drill in? In this case, it would be Parkview.

[00:31:29] I know Sterling Middle School is doing great stuff. We talked about this a minute ago. We got to see that a couple weeks ago with Principal Frusz. I think it was about 50% decline in absenteeism at Sterling Middle. and I'm really curious to see how that trickles up into the high school. And we didn't have a chance to really drive down into what he's doing there, and I'm sure other schools are doing a really great job with that too, but I'd be very curious to kind of know or collect some of those best practices and see how we, or maybe you are, if I shouldn't even assume you're not, I'm assuming you probably are collecting those best practices and what those look like.

[00:32:01] I believe last year when I visited Sterling Middle School, I believe they have a dedicated intervention, well, attendance specialists or intervention specialists that their role is to just monitor the attendance team and do outreach.

[00:32:18] Going back to the question, what's left, you know, what else can we do, that's significant. If you have one person in school that is dedicated, that is their role, right? Because it's really about driving down to, because as Ms. Evans indicated earlier, it's not about punishment or, you know, Sometimes it is about holding kids accountable, but it's really getting down to the root.

[00:32:41] When kids are having attendance gaps, it's really a symptom of a larger problem, right? So we need to get down to, okay, what's happening with this student? So that takes time and effort and outreach. But if you do have the dedicated personnel to do that, it makes a huge difference.

[00:32:57] I know in part view, you know, it's a lot. I've been to their attendance teams. It is, and I believe they do have an SSA there that runs the 18th, but they have other responsibilities as well. I will also add that our attendance officers right now, our attendance officers really should be almost like the attendance consultants for their regions.

[00:33:21] With the extra responsibility of going to court, because court is a big part of their job. And now that we have the truancy back up and going again, they spend a lot of time in court. So right now we have, like I said, we have an attendance officer assigned to like two clusters.

[00:33:38] For some of these clusters that we had maybe one attendance officer assigned, like a part view, for example, like a part view can probably just have one attendance officer assigned just a part view, honestly. So, you know, just the personnel need, I think it makes a difference.

[00:33:57] And I think it's also a community and sense of belonging piece too, right? It's like figuring out if these kids only have a half day of classes they have to take or whatever the issue is, how do we kind of get them back into the loop and into the community of the school and engage them in other ways, maybe even engaging them back with the middle school or the elementary school.

[00:34:15] I love that idea. I'm just trying to get the kids kind of reengaged in doing that. Thank you for this. This is really fantastic. Do you guys have any other? Thank you, Madam Chair. Just quickly as a follow-up. We had a conversation a few years ago about the students who travel.

[00:34:35] And not necessarily the students who travel on, like, long weekends, but students who have families that still live far away and that may go for, like, three weeks on a family trip. I remember in LAMP, earlier on, we had a conversation.

[00:34:52] I believe one of our local delegates carried legislation to ask for a code, but that didn't pass. was just wondering if there was any update in terms of how that those types of trips if somebody is going to see family in india for three weeks what the impact is in terms of the absentee data and if anything's changed there so we haven't made any changes but we're in conversations actually presenting this to senior staff tomorrow because we were told by vdcoe that policy dictates the school division has to dictate when you inactivate a student so if we know a student is going to be

[00:35:27] be gone for 15 days they said it's up to us when we inactivate them so rather than accruing the 15 absences could we inactivate them on 10 or could we activate them on 5 and put the note that the family said they were going to be gone for 15 days so we're going to explore that to see if how that would impact not only our budget but also our chronic absenteeism rate for students who are in classes would that deactivation impact their course schedule would they lose their seat yes but when parents say they're going to be gone for 15 days we tell them up front they're going to be

[00:36:01] inactivated because that's a mandatory withdrawal for the state that we have to do that so they they are aware that they'll be inactive we can always put them in a holding school to maintain their schedules but when they do come back they could still have their schedule but it's not ideal i hear you yeah thank you thank you guys so much for this i appreciate it it's really really great all right so let's um we're going to move on to 4.02 the department of human resources no this is

[00:36:36] not HRTD that was last week I don't know I thought yeah we're on 5.0 Department of Academics PMC roadmap and draft data all right I will kick it off and then ask dr. single to see my screen there we go I'll ask dr. single to walk through this slide in just a minute so what we did after our last meeting was

[00:37:10] took your feedback from the conversation and mapped out a draft plan of the next several performance monitoring committee meetings trying to hit on the things that committee members wanted to discuss this is in no way meant to be a final document and we are open to feedback and even once it is final it will probably change and that's absolutely fine dr. single do you want to get the highlights Absolutely. So based on your guidance provided during the last PMC around wanting to revisit some of the data points that we talked about last semester,

[00:37:48] we are hoping to revisit student engagement and discipline data, particularly looking at subgroups and then have a school presentation on the instructional framework and how they are implementing through their professional learning the instructional framework.

[00:38:05] In April, we're visiting VALS and MTSS and so how does VALS live within the MTSS framework. Usually I'm so used to talking about VALS and MAP together. I'm sorry, and it's late in the day I'm trying to see.

[00:38:22] And one of the other goals that we have for that day is to talk about the continued school improvement process, so having our RASI department talk through that. that. We feel that the continued school improvement process hits really all of the strategic plan goals, so that's a nice revisit there for one of the other goals other than goal one. In May, digging into the EL and SPED student achievement data that was a specific request from you, and then going along with that we do have a co-teaching model that we have developed based on Dr.

[00:39:00] Spence's post-entry plan goals. And then in June, we're looking at our student or climate survey data and talking about cultural and sense of belonging and so wanting to know did we hit press what might be missing and what point from the waiting and before you answer that question i will also share in case it's helpful for the discussion the draft data calendar so this was born out of a comment that miss ricardi made at the meeting and then a follow-up conversation

[00:39:38] that she and i had that was really helpful oh and it's just the map okay so there's a beautiful map so you can look at it by month and then there is also a detailed table of the types of data that different departments prepare for the board so some of these are regularly shared in certain committees some of them are regularly shared at the school board level some of them are required at the school board level for example the annual comprehensive financial report we certainly can discuss that in PMC but that's an example of something that's annually presented to the full

[00:40:18] board and then this is by and then we also included some guiding questions so these questions were formed from the amazing RASI team and cabinet review these as well so this is sort sort of the current status of data that is collected and monitored and reported to the board i want to make a couple things abundantly clear this is a draft this is absolutely a draft also there is so much more that is regularly collected among all the other offices and departments so if something

[00:40:52] is not on this list it is not to imply that it's not monitored or collected or even reported on so just know that and i liken it to our strategic plan goals just because it's not a strategic plan goal does not mean that it's not important and we don't follow it very closely so this is for discussion as well we are happy to pull topics from this list to include in the pmc any feedback that you have but ms riccardi this was a really helpful exercise for us as a as a team to see all of this in one place and think about the regular cadence of presentation of

[00:41:32] data so appreciate you having that thought and asking for it and so with that I'm happy to bring back the roadmap or just have you all leave the discussion from here thank you so much I'll just say that so my next thought as I was going through and looking at this is to start highlighting the questions by the way are fantastic but start highlighting the questions that are on these not all of the questions but like a couple from each one just to start whittling it down say okay these are the data points I think the better board strategic level can help drive like the high level decision-making and then you

[00:42:11] can drill down into it beyond that but this is this is awesome it takes a lot of organizations months to be able to pull something like this together so that you guys pulled this off in like what three two weeks or whatever it's spent a week and a half is pretty impressive honestly I'm sure yeah I'm sure it was not an easy it was a work in progress we had already started as I mentioned this is one of Dr. Spence's

goals to really develop this very clear and transparent cadence of reporting on data and so we appreciated the nudge to get it to across the finish line do you all have any questions or thoughts or

[00:42:50] thank you to Riccardi I have a question about the roadmap I am wondering why a school won't be coming to talk about the school improvement process I would love to hear about it from that perspective and how the different levels of people within the building are involved to support it so is that something we can do yeah we can absolutely we were trying to balance dr. single and I struggled with where to have the school-based presentations we also don't want to overwhelm the committee the school-based

[00:43:29] presentations take a little bit more time and I know that's amazing to hear from the schools and that's probably what you want so just trying to strike the balance and yes we could certainly we could certainly do that I just I know a lot about the process from working in the schools but since dr. Spence has come and sort of revamped it and made it more I would say differentiated and more high-level goal-setting and more people involved it feels like a more all hands on deck kind of approach so I would love to hear how that is and speak to that I don't want

[00:44:02] to speak for others but I like it when they come and then just to piggyback about the document I mean this is so beautiful you cannot put this in front of me people and not want me to have it for everything else so um and I'm really glad I'm on like all of these committees so pretty much except FNO but I this is wonderful so whatever happened to make this happen is amazing I think the driving questions are so important for us to remember too I think it'll help me when we're tackling a topic

[00:44:37] to kind of revisit these questions but beautiful work and very appreciative and I think any board member even the public I think would just love to see this document I will definitely be sharing it because I think it just really speaks to the amount of work that's happening the data that's being collected and that we really are looking at it very strategically so thank you um yeah i would say i love the roadmap and so i'm going to really i i'm committed to this we had a conversation with the three of us had the two of us had a conversation with dr spence as well last week about this and

[00:45:12] his goal and this dashboard right and so um the list kind of came from part of that conversation as well so my my goal is to maybe start drafting out what what data points we might think about putting on that and then floating it by you guys so you can take a look too and then at some point in time if we want to take that to a board competition it could be in a work session of some sort or a retreat at whatever point in time but I think it'd be really just great for us to have in front of us those data points and just kind of an ongoing way of kind of looking at the health of LCPS

[00:45:48] and what's going on in the varying ways that we can measure data and take a look at it so thank you guys for doing this i i know this i have great appreciation for this table in particular because i know this is like this is not an easy an easy request so thank you guys for pulling that together um and i will and i will endeavor to take a look at that and then yeah i think that's it thank you so much for this all right so um the next item is any new

[00:46:23] business is there any new business here nope so seeing none we'll move to adjournment um the march meeting um will be our next one which will be on our regular schedule at six o'clock on tuesday march 3rd which is in again another week and a half and then we'll have a whole month break after that kind of get back to well i really wanted to make sure we covered january and february's agenda didn't get

too off track with that so i mean if there's no further business then i'll entertain a motion to adjourn the meeting we just adjourned it okay well we are adjourned thank you guys so much



Coraggio Consulting · aguyonx.com