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Loudoun County School Board, Minority Student Achievement Advisory Committee (MSAAC) Meeting, Wednesday, November 18, 2026

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Place	Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
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- Official meeting video (Vimeo / LCPS-TV): https://player.vimeo.com/video/1248149241?rel=0
- BoardDocs (School Board): https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-11-19. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:01] - Okay, good evening everybody. If you haven't already, go ahead and scan the QR code to get signed in. I do have it at the end of the meeting also. So if you don't get a chance to do it right now, then we can do it at the end also.

[00:00:39] Welcome to our November meeting. Go over the agenda really quickly. Tonight's agenda, we're gonna be empowered by data. We're gonna go over some numbers and go from numbers to impact. So we'll have Dr. Tyler come up and speak with us And then for our delegate power-up today, we'll have a discussion after his presentation, just so we can think about the information presented and how we can use it, what ideas we have, what we think is missing, what we think we can improve on.

[00:01:09] And then we'll have a town hall where we can have some candid discussion. And we'll have our immediate past chair, Aaron Kunkel, come up about our MSAC special announcements. And then I'll make some final closing remarks.

[00:01:25] So just to go back over our theme for the school year is empowerment so tonight's focus we're going to be powered by data understand information and i do want to thank everybody for coming and joining and being with us today and taking time out of your busy schedules i know everybody has a lot

going on same here me too um so i do not take it lightly that everybody shows up to support our staff and our students all right and now i switch it over to dr tyler who is our director of research assessment and school improvement to lead our discussion on

[00:02:03] data good evening so i'm going to have to ask a favor from everyone in the room i would love for you to join someone at the table because we're going to have a kind of a viewing and discussion

[00:02:38] about data and i would like you to join someone at the table join colleagues at the table because we have some worksheets we have equity oriented change agent kind of connection there there are worksheets that are data dialogues that you will utilize to review the data as we share it and that you will be using for your action planning. So I see a colleague of mine who's wearing a shirt that reads "Stop competing, start empowering" and I saw that and I thought immediately that is really appropriate

[00:03:16] for this kind of conversation here because we're going to have a discussion about three topics. We're going to do an overview of where we are as a division as far as certain outcomes like student achievement outcomes. We're going to have a quick discussion about some of our schools that are in status, particularly the close achievement gaps, opportunity gaps of certain student groups. And for those of you who have not heard, there's something that has changed when it comes to expectations in Virginia as far as what it means for a

[00:03:52] student to be proficient. And it is transformational. It's different. So how's that for a teaser for a Netflix series? So at the end of this session, you're going to see evidence of the strength of Loudoun County and outcomes. You're going to see evidence of growth we need to make as far as closing gaps of certain student groups. And if you're not already engaged in this conversation, you're going to be drawn into what is now a four-year conversation about what it means to redefine what is rigor and what it means to be proficient in the commonwealth and taking us

[00:04:30] through the next four years of that transformation. So at the tables, there's one handout and it looks actually like this. It's been an equity-oriented change agent. And you may say, if you've not seen this before, it's from a book that Mr. Muhammad in his office shared in previous years. We actually read it a couple of years ago. And you may say, well, why is he introducing this here. There are certain things that you need to ground yourself in to do this equity work.

[00:05:00] I don't consider myself an expert in it. I consider myself kind of an advocate and a supporter of it. We have to have an equity attitude. What does that mean? Can we consistently look at outcomes and remind ourselves that we need to look at outcomes for all students, breaking it down by student groups, that we need to consider what it means to provide access to opportunities? Can we avoid demonizing people. Dr. Tyler, I don't demonize anyone. Have you ever heard or seen or been around someone who had an opposing viewpoint that was so different from yours that you found

[00:05:37] yourself struggling to remember that what did one reporter, sports reporter, say one of the signs of maturity is when you realize that people will sometimes disagree with you and they often have entirely legitimate reasons for doing so that are as legitimate as yours? Avoid demonizing people who really disagree with you on certain topics but understanding they might have a reason why.

[00:06:02] Initiating courageous conversations, being persistent, grounding ourselves in these things because we're going to have a conversation about what it means to have expectations for students with disabilities. For example, do we expect to get the same outcomes for the vast majority of students with

disabilities into getting into advanced courses, getting into career technical education pathways, like with all students, or do we find that we may have a bias or a different expectation? So this is important. We'll revisit this during the conversations because at least

[00:06:39] two or three of these have come up in some of the conversations we've had around data recently. So that is five minutes in. The last thing I will say, Ms. Kunkel's heard this many times, this, if you are immature, if you're someone who struggles with like hard truths and things like this, this is your last chance to leave the room. Last chance. If you're immature and you see things and you make excuses for things and you say, well, we can have the same expectations. If you're one of those people that jumps up and down, you don't get what you want. Last chance. Three seconds,

[00:07:19] two seconds, one second. That's it. Bar the doors. So there are resources available to you that I'll reference that we'll give you an opportunity at different points to kind of stop and dive into. One of them is what's called the School Quality Profile.

[00:07:36] There are over 1,800 schools in the Commonwealth. There is a profile that shows you for each of those schools, their pass rates for different student groups, the extent to which they're getting kids into different pathways for college career readiness, their graduation rates, their chronic absenteeism.

[00:07:53] You can find out a lot of key information on, like, I think it's like 1,813 schools in the Commonwealth, including all 100 of our Loudoun schools. And there's also a local dashboard. Did you know you could go in to our local dashboard and actually find the attendance data as of yesterday for any of our schools?

[00:08:13] The demographic makeup of any of our schools that changes on a daily basis to resources that we might reference so that if you ask about a particular school, we just might hop online and confirm things like some of our schools are much more diverse than you might think. And our population has changed or transformed much more dramatically than you might think.

[00:08:37] So now I'm going to go into looking at outcome data. Each of you should have access to what's called a data dialogue worksheet that's on the table. It's a little worksheet that looks like this.

[00:08:58] And as my colleagues have mentioned earlier, when we discuss next steps, I would like for you to take notes on this. So as we're looking at student achievement outcomes, as we're looking at our schools in status federally, as we look at cut scores, what is the priority question that pops up when you see a data point that's really interesting to you?

[00:09:18] Fill that out here. What patterns and trends are you seeing? What does the data suggest and what might be some next steps? And you had, I guess one of your board members that kind of mentioned this in the beginning, we're gonna come to next steps as far as how might we build awareness of what you've seen today?

[00:09:35] How might we make parents aware that, did you know that the actual cut score for the end-of-course reading assessment that's tied to graduation is going from 400 this year to 479 in five years, which is a big deal for making sure that kids are proficient and ready?

[00:09:53] I caught a couple of you with that. I heard a yeah, and I see some eyebrows raising. So take notes on this worksheet throughout. I think there are multiple copies. We have more up here. So let's start

with SOLs. And for those of you who may not be immediately familiar, the standards are learning, I believe now are 30 years old.

[00:10:12] They're designed to be proficiency assessments that are administered in the spring, in most cases, sometimes in the winter. Grades three through eight, end of course assessments, reading, math, science, social science. And what you see from this data is that we monitor this on a yearly basis as far as pass rates, the percentage of kids taking a state assessment who are proficient.

[00:10:35] And what you see from this data, you can start taking notes, is that there was something happened right around 2020, I don't wanna name it, that shifted things a bit. So you actually see that we didn't administer the SOLs in that year.

[00:10:50] But you can see several years worth of data that show you for reading in 2019, our pass rate was 84. It's actually rebounded back to 83% of kids proficient last year and last spring.

[00:11:06] However, you see two other lines. You see a gray line for all students, and you see a red line for English learners, and you see a different pass rate. You see a blue line for students with disabilities, a different pass rate. We refer to those as achievement gaps.

[00:11:24] And one of the conditions of being an equity-oriented change agent is that, to what extent do we see gaps like that, and what does that trigger in us? Does that trigger we're used to those gaps, and we may not dig into why those gaps remain?

[00:11:40] Does that trigger us to action to say, We shouldn't be seeing significant gaps between student groups. But as you see from this data, high levels of achievement in reading and math, you see math is not quite back to where it was in 2019, but there's been a recovery, and you see persistent differences there.

[00:11:59] And I'm gonna stop in about five more minutes and give you a chance to talk to your colleagues and start filling out the worksheets here, just collecting your thoughts. So that's reading and math. Any questions before I go any further? Science, you see science was at 88% in 2019.

[00:12:18] Again, it's recovering, but there's still persistent achievement gaps. And this slide deck's been made available to the leadership and they'll share, they can share the slide deck later. But we can walk through it, I can go back to different slides as needed. And history you see has almost returned to the pre, I almost said it, before the thing that should not be named, almost returned to the performance, 89% in 2019, 88% now, but still different gaps for student groups.

[00:12:48] So you're thinking, okay, so we have high overall pass rates, but it's not the same for certain student groups. What is it relative to the Commonwealth? In this color, I will call it red from here, reddish orange, you see the pass rates for Loudoun County compared to Virginia in blue.

[00:13:06] And you see in this chart, as has always been the case, consistently higher pass rates than the Commonwealth. This chart actually shows you, for each of the content areas, the overall pass rate in each of the student groups.

[00:13:22] So you see 83, 89, 88, 82, 80, consistently getting anywhere from eight to nine out of every 10 students at a level of proficiency being ready for the next grade, but a different story for certain student groups. And this has been historic, as you see from the, I think, seven or eight years worth of data on a previous slide.

[00:13:42] So I'm going to stop with this and we're going to have a little discussion. Now here's what's interesting about us. Loudoun County, out of 131 divisions, is one of three divisions to rank in the top 10 in pass rates in every content area.

[00:14:01] 131 divisions, only three, are in the top 10 in pass rates in English, math, science, social science. And we're the only large school division to accomplish that. And we have gaps for certain student groups.

[00:14:18] So I'm going to stop right there. And I'm going to go back to this. At your tables, when you look at the worksheets, when you talk to your colleagues at the table, what patterns or trends, strengths or errors for growth are there?

[00:14:33] What does the data suggest?

[00:16:42] So I had an interesting question from a colleague.

[00:17:17] I promise I did not plant this question. So my colleague asked, Dr. Tyler, what percentage of kids in LCPS are English learners and students with disabilities? So if you do a search for-- And yes, I have a lot of tabs open.

[00:17:32] I have a problem. Thank you for your response. I was like, oh my gosh, Dr. Tyler. So, what LCPS dashboard here? So, if you do a search for LCPS dashboard, how many steps did I take?

[00:17:56] That was one step. I clicked here. Two steps. LCPS dashboard, it takes you right to our hub. And if you click demographics, it's going to take a little while to load.

[00:18:17] - Yeah, Dr. Rasheed, that was like two steps. So you see here, our enrollment as of yesterday is 78,272 students. That's actually 13.4% of students, or these students, have disabilities.

[00:18:33] They have an IEP. And it's 13% are English learners. And we're at 22% economically disadvantaged. So LCPS dashboard, search, go right into the link. You can break it out by levels.

[00:18:50] You can select individual schools. You can combine schools. I want the five schools that are closest to me. What do the demographics look like? Wow, 30% economically disadvantaged, for example. So I'm going to go back to our presentation.

[00:19:15] So before we go any further, what might you share at your table that you heard or an observation you had, a pattern or a trend, or something that the data suggests?

[00:19:31] There are microphones close to you. All you have to do is press the activation button at the microphone. Go ahead. - So this isn't an observation yet about the data, but my question is how are the English learners and the students with disabilities defined?

[00:19:50] What criteria do you use to put them in that group? Is it self-reported information, especially in the case of English learners when you submit the enrollment form? Because I'm from a multicultural, multilingual family and we put only English. So it's a combination, so students and disabilities, obviously there's certain data that are identified and it's kind of a partnership between the family and the division as far as identifying students, screening them, figuring out what to diagnose as a disability.

[00:20:19] And for English learners, what's interesting is that it's also negotiated as far as the families may self-identify, we have a test called WIDA that actually assesses language mastery. But sometimes if we see that there are challenges student might have. It's a conversation with the family. So the answer to your

question is there's not like a formulaic component of it. It's all about discussion, just disclosure by the family. We have a student who's already been identified with an IEP. We're enrolling them in the division. We are multilingual and for example and we do want our student to take the WEA

[00:20:57] assessment so that you can build the language skills along with the content. So it's really something that's kind of a collaboration between the student, the family, and the division. So if that's the case, then I think that that number is probably a little lower than it would be in effect because you're not capturing the students that maybe just go over that bar.

[00:21:16] You wouldn't quite qualify them as English learners, but they still are because they're either from a multilingual, bilingual, or a different language at home. They're just either a higher achiever, more exposure, better teachers. Right. And in this case, and I see what you're getting at, English learner, the official perspective, English learners and students with disabilities are receiving services for it.

[00:21:39] So there may be students who are learning the language, but they're not receiving, like, an EL service for that. So our official designation is they're receiving services. English learners who receive services and reach a certain level of proficiency and are no longer receiving services are not classified as English learners.

[00:21:57] So my child's in the DLI program, so it's a little bit different with them. So the aid floats, and everyone sort of benefits from the individual in the classroom. And so I don't know how it's done aside from that, because that's my only exposure. But I do think that perhaps that number is a little lower than what it really is in real life.

[00:22:13] It's true, meaning that there are families, there are students who may not be identified for receiving services who are still learning the language. Yes. Any other thoughts? Thank you for sharing that. Okay, you're quiet now, but I'm going to pull your perspective out of you.

[00:22:35] I'm not trying to trigger anyone, but I'm going to draw you out here. I'm going to go to what's next here, which is there's something called different accountability systems. And you've seen really high pass rates for our division. And you know that we're one of three divisions in the top 10 of pass rates for content areas.

[00:22:55] With that, though, there's what's called state and federal accountability. The federal government for decades has said, no matter how performing you are, we want you states and commonwealths to identify situations where you have achievement gaps. Because one of the things the federal government monitors is that if we're not getting the same outcomes for student groups and it's persistent and we don't see change in that area, the federal government will put steps in place to impose an accountability on states and schools.

[00:23:27] And what they did in this particular case is we have an accountability system that identifies schools and puts them in certain categories. Did you know that in the new accountability system, the school performance and support framework, we went from 46 to 66 of our schools being distinguished amongst the highest performing schools in the Commonwealth?

[00:23:49] Dramatic increase. Did you also know, though, that based upon looking at certain student achievement gaps, we went from 11 to 14 of our schools that were targeted support? and two, that remain comprehensive support. You may say, what do you mean by that, Dr. Tyler?

[00:24:05] I'm going to kind of move a little forward in the conversations to this. We have two schools that are amongst the lowest-performing Title I schools in the Commonwealth. A high-performing division and two schools that are amongst the lowest-performing.

[00:24:21] We have outstanding staff in these buildings. We have hand-picked principals in these buildings. Did you know, though, that you can have amazing talent? You also need to have additional resources if you have situations where you have populations that need you to do more than you would normally do.

[00:24:41] For a student who comes from a home with a rich environment of resources and print-rich environment, you may be a school that's not getting outcomes because you serve a population that requires you to do so much more. And you may show up in the accountability system as low-performing.

[00:24:59] So this is real talk as far as we want outcomes for all of our students and all of our populations. But the equity work and the equity work means that sometimes to do that, you have to give some people more than you give others.

[00:25:14] And you have to give some populations way more than you give others. And you have to be persistent over many years to pursue those outcomes and get those outcomes for every student group. So that's two schools that are listed as comprehensive support.

[00:25:30] And what the state said is that if you have schools that are in this list, U Division have to put steps in place to help them close those gaps. You have to staff those buildings properly. You have to put resources in place. And we actually have a number of schools that are TSI, targeted support, meaning we have significant achievement gaps of certain student groups.

[00:25:55] So what you see on the left of that screen is that we had 11 schools that were targeted support a year ago. And they exited status because they closed enough gaps with their students with disabilities to not be on the list. We had four that remained in status because they made progress, but they didn't close the gaps enough for students with disabilities.

[00:26:18] And for the first time in the newly designated schools, we have four high schools that are targeted support. And these high schools are amongst the highest performing in the Commonwealth. And we found that we were not getting students with disabilities into college and career pathways.

[00:26:36] into advanced courses, into CTE courses where they complete the pathway, get a certification, get a high-quality work-based learning experience so they can go out and get a job, or getting them into a career interest inventory like ASVAB that could take them in any number of directions. And those schools are Dominion, Light Ridge, Parkview, and Broad Run. And those high schools actually, you remember the pass rates for SOLs? We're like 80, 88, 89, 89%.

[00:27:09] It's a recurring theme that we have figured out outcomes for 80, 90% of our students. But there are some groups, and in this case for the high schools, we're not getting students with disabilities into pathways for college career readiness. We've already met with the high schools as a division.

[00:27:31] We actually met with them two days ago, yesterday, and Mr. Muhammad was in that meeting. And we started talking about things like, we maybe need to change our course progressions to get students with disabilities into advanced courses and we need to make our CTE courses more accessible just like we do for tests just like we do for instruction and the principal said I'm gonna stop take a break and kind of let

you ponder this the principals in the room this this should really be funny to you if you know high school principals you know high school principal elementary principals they're all we have strong principals elementary principals are

[00:28:08] strong and sweet and you know they follow the rules the high school principals follow the rules and you will hear our high school principals give you just candid feedback. All our principals will. But the high school principals, they're like, we don't have a lot of years of our kids. We have to make sure we're getting outcomes. The high school principals asked us, can we, we have certain courses where small groups of kids in those courses. Can we figure out a way to reassign and create more opportunities for more kids in certain courses and maybe combine these other courses because we're limiting opportunities.

[00:28:43] Can we change that division? And the division is saying, sure, we can change that. Why haven't we changed it before? Well, we just haven't been pressed to have this conversation yet. We have certifications for different CTE pathways where you take the certification and it's industry recognized.

[00:29:01] But we weren't offering them in every certification in every high school based upon interest. But sometimes if kids see that there's not a certification offered, they may take a cue from that to say it's just not available. So we need to find ways to make those things not just available, but to make students and families aware of it.

[00:29:20] There are careers right now that are what are called a high demand, meaning they have five- and ten-year projections for growth. And now we're saying, how do we find the balance between Erin is interested in this particular field, she loves it, but the projections for it are not as promising as this other field, and she's showing interest in both.

[00:29:41] How do we have conversations with families? I want my child to do things they love. And we're saying, we want them to get a job. And how do we balance that? Well, we're saying to families, pursue the things you love. But our superintendent said, I want our kids to be able to be prepared for college, if they're interested in the CT pathway and technology, to get a job in that area, if they're interested in the military or interest inventory.

[00:30:10] So we're pivoting more to figure out ways to get kids in the pathways. And the last thing I'll say before we going to our breakout for another conversation is we have a range of folks in different ages I'm not gonna ask you to identify what age group you're in but the days in which our grandparents left high school graduated from high school had two jobs in one career field for 40 years and got their gold watch those days are decades past the research in the future says these kids graduate our five-year-olds have a projective lifespan of 90 years just in case you

[00:30:48] hasn't heard that. And they're likely to have four or five careers, not jobs. They're likely to go into engineering, then go into law, then go into teaching. And they need transportable skills. So they can't pick one path in high school. They need to be ready for college. They need to be ready to get a job. 25% of our kids who graduate don't show up in a two or four year college the year they leave us. They're not all going to college. So I've hit you with a lot, a lot. At your tables, What I've shared with you about our federal identified schools and some of the patterns.

[00:31:25] What patterns and trends and strengths do you see here? What does the data suggest here? And I got one more for you to wrap up with. And let me know when your brains are full. I want you to give me a

thumbs up and say, oh, I'm done, Dr. Tyler. I'm going to shut down. It's just too much information.

[00:31:40] Let me know. At your tables, this last set of data, and I'm going to leave it right here. This is targeted support. What trends are you seeing here? What questions might you have? What does the data suggest?

[00:31:53] with your colleagues at your table. Okay, I'm doing a status check. If you finish this phase

[00:35:47] of the conversation, just give me a fist or a zero. If you need five more minutes, give me five. Five more minutes. Okay, so five more minutes of discussion. For those of you who want to move ahead, just trying to differentiate a little bit, there is another worksheet on your table. It's one copy and it looks like this and this is where we're going these are the changes and cut scores

[00:36:20] so while you finish your conversation on phase two those of you on phase three okay we got any star trek fans any star trek fans here raise your hand star trek fans look at these cut scores and set your faces to stunned set your faces to stunned get it you need a copy

[00:36:44] what is happening my goodness what is happening what is happening here

[00:37:58] a lot of intense focus on me right here i feel like i need to cases everyone has achievement gaps they there's just more as disparate as like the elementary and high school

[00:38:28] so i'm looking at our time here

[00:39:11] Boy, that Star Trek reference, that went some places I didn't expect it, so I've been cast as a Vulcan now, so there you go. So any other thoughts as far as the federal identification there?

[00:39:30] Any other thoughts looking at the federal identified schools, these targeted support schools? Because I've shown you data that says we're one of the three divisions in the top 10 of pass rates in each content area. And I've also shown you data that shows we have achievement gaps, where we were identified by the state and federal government to close those gaps.

[00:39:49] So any other thoughts you might have before I go to the next one? I'm going to try to finish in about 10 minutes here. Yes. Well, I just noticed that all the elementary schools in Sterling Park are either a CSI or a targeted support and improvement school.

[00:40:06] And I guess our high school is also joining them this year. And the idea of who you serve matters as far as the resources you need to serve all populations and what is the division doing to support that.

[00:40:28] So it's a complex issue because we obviously don't lower expectations and it also forces us to think about doing more with resources, doing more with opportunities, not just Title I funds, which are helpful.

[00:40:47] So I see you're processing that. Okay, so I'm going to go one more step, so this is going to really take it to the next level. How can I summarize this, Dr. Rasheed, and not get too political? A previous governor ran for office under the guise of, we're a high-performing state, but are we really?

[00:41:12] And if you look at this other assessment called the National Assessment for Educational Progress, our pass rates say we have 75-80% of kids passing. But the National Assessment of Educational Progress that's set at a higher standard of rigor says it's like 30 or 40 percent.

[00:41:30] And that governor made a point of it during the campaign and in part rode that into office. And part of the conversations around, we need to reframe what proficiency is. Now, the SOLs were designed to do what they're doing, which is basic skills, basic skills.

[00:41:50] You know what you need to know to have completed third grade successfully. The National Assessment for Educational Progress says you also have the information you need to be successful in fourth grade, a higher level, meaning you have some initial understanding of fourth grade level concepts.

[00:42:06] I've learned third grade level content. I'm also ready for the fourth grade, and I have some grounding in that. It's just a different standard. But what it led to after four years of meetings and a new accountability system and a lot of political terms, transparency, honesty gap, a lot of conversations, it led to redefining what proficiency is.

[00:42:32] What you see at your table and you see a snapshot here is that when we look at the National Assessment for Educational Progress, it's a national assessment that is at a higher level of being ready for the next grade. If you see the fail below basic thresholds, you see fail basic, always it was like at 500 was advanced, 400 was proficient.

[00:43:02] Those have now been reset. This school year, third grade, in spring of this school year, passing on the SOL is not 400, it's 418 in third grade.

[00:43:19] In fourth grade, it's 426, meaning proficiency and the expectations and realigning to this higher standard of proficiency have changed. What you see here, and I'm going to exit out of this, and I'm going to go into this view, what you have as a handout is this.

[00:43:41] What you're seeing here is the end-of-course reading assessment, which is what kids take around 11th grade. The past proficient cut score is 400. That's changing in two years. You're saying, oh, we got two years. Actually, if you have a ninth grader, by the time they get to 11th grade, the cut score for that intercourse reading assessment that they need to graduate for a verified credit won't be 400, it'll be 420. In 2032, it'll be 479.

[00:44:17] That's how much we had to adjust it to get to that new standard for proficiency. I see some looks on some faces around this room, and I see part, wow, and I see, so what does this mean? We're already as a division resetting what proficiency looks like on our assessments on student work and we're looking at a 479 in 11th grade and you say what does this mean it's a lot of educational jargon it means more than basic comprehension you have to be able to infer in one case to give you

[00:44:49] an example and we'll kind of wrap up with this the actual difference in third grade going from a 400 to a 444 that you see right here. Close that out. A 444 in 2030 is the difference between reading a story about a village in China where there was a young girl who was like nine years old who was who was kind of mature beyond her years. She cared about her people in her village and she had all these great characteristics and kids were asked to describe her as an item and that was comprehension.

[00:45:26] When a drought occurred in the story, the kids were given four responses to predict what this character would do in that situation. And kids struggled to infer that this young lady, even though she was young, would be the one to climb into the mountain to find this mythical water source and unblock it and actually solve the drought issue.

[00:45:52] Because it wasn't fixed in the story before they got to that point. So the struggle was that she was the one that people in the village said was wise beyond her years. She cared about people in the village. She was the one who would do anything for the village. And the kids struggle with a nine-year-old will be the one to climb into the mountain to find the water source and unplug it and have this stream come down the mountain and actually relieve people from the drought.

[00:46:18] It's inferring. It's kind of reading into what's there and figuring out, predicting what might happen. So I'm sharing this because this is transformational, and it's something that's changing our conversations in the division.

[00:46:36] You may have heard about these common assessments that are being administered. One of the reasons is that we have to redefine rigor and raise that up and expect more of third graders and fifth graders and seventh graders and kids to say, I got it right, and it's like, you need to be able to infer.

[00:46:52] Why do I need to do that? You need to be able to predict and see patterns in things. Adults know that. You can be able to predict and see patterns and plan ahead for things and not just simply kind of understand what's happening right in front of you only. So I'm going to stop there. We've got a few minutes.

[00:47:09] This is happening. And again, what does this mean? I gave you the most impactful outcome as far as what does it mean at an 11th grade and what we're expecting of kids and how teachers are transforming and raising the level of rigor to meet that.

[00:47:26] That's part three. so let's go into our groups again you've looked at SOL data you've looked at schools identify for closing gaps and you've looked at this transformational adjustment of proficiency and the changes in cut scores so we're going to go back into our group conversations and I think we'll move then into possible action steps okay back to your groups for the final conversation before we have a

[00:47:52] larger conversation about next steps

[00:48:30] what i can do definitely there are definite ideas here there's resources on the state website there's stations here this is going to change like mtsf i read into my kids in need of intervention because

[00:49:09] their kids who in the past would have faced with passing so well if things don't change would not and introducing parents who've never dealt with this before with your child needs supports so So that's me, like, that's pretty much my math. Like, what is the MTSS?

[00:49:25] What are you talking about? And we can unpack that.

[00:49:30] Okay.

[00:51:47] It's like a, there's like a retake window of like 25 points below the cup score, where if you fall within that, you can get a retake.

[00:52:13] We have other options where kids can still earn, like with an alternative assessment, like the CLEP assessment and things like that. five point difference but it used to be 375 to 399 but when it drops up or creases the 411 it's not 375 it's going to 386 so yes yeah ready to switch up here and you're gonna

[00:52:47] okay so dr tyler really kind of walked us into our next our next step and i i kind of was over

[00:58:05] hearing some of the conversations and this is pretty much where you all are right now is just trying to figure out like how do we as delegates use this information to improve the student experience

and outcomes in our schools so I look at the information every year when dr. Tyler does this presentation and I have questions every single year and it's always because like things are constantly changing but also our kids are getting older we might have new kids coming in at lower grades but for each of our kids that's coming in right now how do we best support them but not just our kids other kids and for parents who

[00:58:43] are not in the room tonight how can we get this information to them what additional information do we think we need to be more empowered to put that information out there to our schools what actions can we take as delegates to get that information. One of the things I do is I, the PTO meetings, I take that time and I give that information to the PTO. I love talking to them. It's different in middle school. I can honestly say there's not a lot of people that come to the PTO meetings. So it's like now I'm

[00:59:20] having to regroup and just get information to try to brainstorm on how we can get this information to other parents, because they're not showing up in the schools like they used to. So a lot of my son's friends from elementary school, I'm like, hey, did you know? And our little group text. So like, just, you know, did you know? And I think especially for these, the testing scores, a lot of parents are going to be blindsided. Even though the information has been out there, we get the

[00:59:54] information. We get a lot of information. So how do we decide what information we take and use and what's important to us and filter through everything that, okay, this may not be as important. So I do want us to think about that as delegates, like what can we do? And just a few more minutes at the tables, just kind of brainstorm to see if someone at your table is doing something different than what you've done. How are they getting this information to other families? How are they showing up in their schools and talking to the principal or talking to deans and counselors

[01:00:34] about this information and how are they giving it to the parents and what kind of feedback do you think they're getting so I'll give you a few more minutes sorry to interrupt the conversation but I do want to continue down that same path but take it just a step further to figure out what we can

[01:00:50] do what ideas are out there okay so I'll give you about two minutes to wrap up your conversations

[01:17:21] and then we'll keep moving so I heard a lot of promising things at the tables this this is great I'm excited one of the big things and it's something that I do also is with the PTA so some people recommend they talked about the PTA having a newsletter and also a Facebook group

[01:17:57] that's definitely a way you can get the information out there even with the flyers that come out you can go ahead and shoot that to your PTA/PTO, have them put it out there, have the principals put it in the newsletter, if they have a weekly newsletter or something like that.

[01:18:13] So that's another way to get the information out there for MSAC. I do wanna go over a few things in this little town hall session here. So one of the things that we do as MSAC is we submit policy feedback on any of the policies that are due for review.

[01:18:28] So most recently, our policy chair, Ms. Rod, sent out a few policies for review those are due november 28th i think i have that date correct um so if you take a look at those just submit your feedback they impact our kids that's the one thing that really kind of pull me in is that i i'll look at them and then i'll forget to submit my fit my feedback so i'm setting reminders now to submit my feedback on time so that we can submit it as a group

[01:19:05] because a lot of these things, they may not realize how they impact all the kids, and so your comment, your question, your concern could be the difference in that policy.

[01:19:21] There is also a thought exchange on the assessment and grading policy. Tonight is the deadline for that, and this also impacts our kids. So definitely take a look at that if you have time tonight, but this is the last day for feedback on the assessment and grading policy.

[01:19:44] And then the last thing I wanted to talk about are school goals. One of the things I've kind of taken a liking to at my son's school is the principal puts out a weekly newsletter, and in that newsletter, there's different things.

[01:20:02] One of the things that caught my eye recently was they have advisory lessons to stop and reduce bullying and other inappropriate comments. I don't think I saw that in the elementary school at all.

[01:20:17] It really didn't exist. I don't know how many other middle schools have things like that where they're actually having these conversations about these things with the students ahead of time and trying to eliminate hate speech before it occurs. So take a look at your school goals, talk to your principals, and just see what kind of things that they're doing in the schools.

[01:20:41] His school also has a bunch of committees, And there's an equity, that's like an equity group that meets once a week. So there's different ways that your kids can also get involved if, you know, they're interested in things like that.

[01:20:56] So did anybody have any things that their schools are doing that is similar or? So our principal does once a month, I think, Thursday morning coffees. And the last one was about the mandatory bullying presentation.

[01:21:15] But beyond that, she was talking about something that was the first time I had heard of it, but they have one PMK. So we're Potomac Elementary School. And that's their initiative to basically take that even further and identify who they are in the school, what's their identity, how can they learn about each other, you know, and then leading all the way up to their multicultural night that they're going to bring back in the fall.

[01:21:36] But so that's what they're trying to make it not just a one lesson that is given optionally to parents, but expand that into their classroom activities. anybody else yes come on ladies don't be shy okay hello um our school has a student equity committee we're from broad run high school and um we meet three times i'm not sure like we meet depending

[01:22:10] on events and such and um it's pretty new this year but we're trying to implement things like we started like a think um initiative which is reminding students to be careful of what they say but also staff to thank before they speak, as well as we have something called seminar, which is every Wednesday there's 30 minutes designated to either club meetings or just school-wide lessons, and those are pretty helpful.

[01:22:38] We also have assemblies from time to time. Our school has something called peer, which is a group of students itself where they'll act almost as like counselors, where you can reach out if you need help with anything, And there's several like tutoring things throughout our schools through different clubs so students can reach out if they need help with anything.

[01:23:01] Great. Anybody else? At my school, Freedom, they have a bunch of affinity groups where like students can kind of see like how different cultures operate and like see how the student body is like diverse.

[01:23:18] And I think it really helps with like just kind of inclusion and realizing that people are different from you because people are like seeing it firsthand instead of just like hearing about it. So thank you. Thank you guys for sharing. And I really did that so that other people can hear that there are things that are going on in the schools that we may not be aware of.

[01:23:42] Like we just heard two groups of students say about different things that's going on in their schools. So there are ways that we can get these things implemented in the schools and bring awareness to different things. So I do like to highlight those periodically just to make sure that everybody can kind of be on the same page and get some ideas.

[01:24:01] And I just want to give a shout out to the student delegates at Broad Run for bringing up the aspect of the prayer rooms and mindfulness spaces in schools. And we haven't forgotten.

[01:24:16] So in December and January, we will be going to all the schools to do a review and look at what those spaces look like. And then talk to school personnel about if there are challenges. And then we'll report that information back out here for all the delegates.

[01:24:33] So thank you, student delegates. Okay, so next I'm going to have our immediate PASH chair come up about our special election announcements.

[01:24:55] Hi, everyone. It's so good to see you this evening. I will be brief. So as you know, last month we had to announce a special election because our chair at the time had to step down. And so after opening the special election and opening up the nomination period, we received only one application, and that was from our current vice chair, Ms. Raquel Chapman.

[01:25:21] And she was the only one to apply, so she is now our MSAC chair by acclimation because she ran unopposed. So I know we're already applauding, but I would just like to say we are so excited to have you as our chair.

[01:25:39] we know you're going to do great things please y'all lend her your support she's going to need it because january to may is a race to the finish for our committee so she needs everybody in the room and in the space and the places supporting her and lifting her up and encouraging her as she goes through the remainder of the year and then as we mentioned in november no october it's been a week. As we mentioned in October, we will have our regular MSAC Executive Board elections in May. So if you are interested as we go through the remainder of the year,

[01:26:18] please feel free to reach out. Don't leave questions unasked, things you want to know, because we need the help. We need the support. Many hands make light work, but also we are fearsome and a force to be reckoned with when we're all together on the same accord. But I would like to take a personal privilege and say, Raquel, I know you got this. You are amazing. You know you have my support. We are rooting for you. We will be here for you, and we can't wait to see where you

[01:26:45] take us for the rest of the year. Thank you. Very hard decision, but I'll tell people, and I said this in my speech last year when I ran for chair, MSAC has given me something that I wouldn't have gotten

anywhere else. I came here due to a bad experience and this has become family. It's become a lifeline. It's become a resource. And for those of you who are here on good notes, like you were

[01:27:25] introduced to MSAT because your friends say, hey, you should come to this. It's a wealth of knowledge, a wealth of information, a wealth of resources, link arms with people in your clusters. I just, I mean, I would be doing myself a disservice by not running for chair. So just because of what it's given to me. So thank you. I look forward to the rest of the school year and not sure what that's going to look like, but we're going to have fun while we do it. And we're definitely going to

[01:28:00] empower the delegates to do more and just figure out what that looks like. Because for a lot of us, we're new to this and we don't know how to show up in our schools, but reach out, ask questions. I can say everybody up here has gotten a phone call from me at some point or another.

[01:28:20] Just because they're here to help us and they want us to be successful. So thank you. Closing remarks, we've talked about this, about sharing the key information with your school community. Think about ways that we can build awareness and think about how you show up in your schools and maybe where you need more support.

[01:28:43] We only meet here once a month, but you can email messages, you can call. If you have any questions, if you need more support, if you just wanna reach out and just say, I have this idea, even if it's something that you might wanna see at an MSAC meeting.

[01:29:02] I have my ideas of things that I enjoy seeing, like Dr. Tyler, he's one of my favorite presentations. I look forward to it every single year, but maybe there's something that happened in the previous year or something that you haven't seen yet that you wanna see, I'm open to ideas, just to make sure that we're all on the same page and we're getting everything that we need 'cause all of our needs might be different and definitely open to that.

[01:29:29] So I do wanna say thank you, and this is wrong. Our next meeting is gonna be in January. - January 17th. - Our next meeting is gonna be in January 17th. January 17th.

[01:29:49] Oh my gosh, January 20th, it's the third Wednesday. Okay, so next meeting is January 20th, 6:00 p.m. right here. Same place, same time. And so the last thing I'll leave you with is if you did not sign in, please sign in. So there's the sign in sheet on this side. And then if you have not registered

[01:30:23] to be a delegate, go ahead and register to be a delegate using the other QR code. If you did not get the meeting agenda for today, you have not signed up to be a delegate. I use the list from the delegate registration form for this year if you've done it in previous years thank you but can you do it again this year that way I have an accurate list of the delegates that

[01:30:53] we have and student delegates if you have any questions let me know and I will try to see what information we can kind of feed you guys also so that you can be in the know as well so that's another thing that's kind of been on the list to try and figure out how to include this student delegates and the information and in the work. All right. And I'm going to give you guys the gift of time and we're going to adjourn early, but, um, happy holidays. Thank you so much for

[01:31:31] all you do. Thank you for showing up and being here. And I look forward to a great 2027.



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