



Parent Advisory Committee Meeting
2023-2024 School Year

Meeting Minutes

Thursday, March 7, 2024

Purpose of Meeting: Meeting to showcase EduClimber and the RTI data it can present to sites and districts.

Time	Topic	Minutes
7:08pm	Welcome	<p>Staff Members in attendance:</p> <ul style="list-style-type: none">• Liza Estupin, Director, Categorical & Special Projects, BUSD <p>Committee members in attendance:</p> <ul style="list-style-type: none">• Andres B., Emerson Rep.• Lee B., Ruth Acty Rep.• Sahar G., King Rep.• Monica J., Malcolm X Rep.• Reichi L., Rosa Parks Rep.• Jessica L., BAM Rep.• Lindsay N., Cragmont Rep., PAC Co-Chair• Eliza N., Longfellow Rep.• Kathryn R., Thousand Oaks Rep.• Natasha S., Willard Rep., PAC Co-Chair• Johanna T., Oxford Rep. <p>Guests in attendance:</p> <ul style="list-style-type: none">• Ruth Steele Brown, Berkeley Research, Evaluation & Assessment (BREA), BUSD
7:08pm	Icebreaker	What would be your superpower?

7:10pm	PAC Meetings, Structure, Norms, Rules	<p>BUSD PAC Website</p> <p>Went over the agenda for this meeting. Agenda was approved at 7:11pm.</p> <p>Went over the minutes from the 2/22/24 meeting. Minutes were approved at 7:12pm.</p>
7:13pm	BREA Presentation, PAC	<ul style="list-style-type: none"> ● Presentation by Ruth Steele-Brown. <ul style="list-style-type: none"> ○ Co-Chair Nofelt: This meeting was requested with a poll of questions/requested information from PAC: <ul style="list-style-type: none"> ■ Who does Response to Intervention (RTI) Serve? ■ How does it overlap with the focal populations? ■ Understanding bright spots, what schools may be doing to reduce the achievement gap. ○ Co-Chair Nofelt: Please look at the previous board meeting. They read from a data book which may have information you may be missing. ● Foundation of BREA <ul style="list-style-type: none"> ○ Dir. Steele-Brown: Educlimber is a data-visualization platform. We started building this last school year in August 2022. ○ Dir. Steele-Brown: It pulls data from all internal systems and centralizes it. It includes data from specific Interventions and infinite Campus (Student data portal). ○ Dir. Steele-Brown: It allows people to separate out data - it is built to be an intervention tracking tool. ○ Dir. Steele-Brown: We found a lot of RTI data was missing from previous years - it often lived internally at school sites. ○ Dir. Steele-Brown: Educlimber is being used as a visible data system - it allows lots of people to use all the data to be pulled from various programs. ○ Dir. Steele-Brown: Berkeley has some clear places in our systems in which students of color represent the achievement gap. Because of this - there's a lot to analyze between cause and effect to the data. ● Educlimber - Livesite <ul style="list-style-type: none"> ○ Dir. Steele-Brown: Educlimber demo is in a confidential mode, so specific student data will not be shared. ○ Individual Data <ul style="list-style-type: none"> ■ Dir. Steele-Brown: We can search for students, typing their name will show everything. (IEP, intervention, etc.)

- Dir. Steele-Brown: We can pull up all data for individual students, sites, grade level, and staff members.
 - Dir. Steele-Brown: We're using this data to create presentations - we presented this data in the board presentation [3/6/24].
 - Dir. Steele-Brown: One item BREA has done for school sites: We build collections and we share them with sites. Examples: Site teams, DIBELS scores, etc.
 - Student Data
 - Dir. Steele-Brown: Students are tracked by ID numbers, but can be sorted by data, gender, race, identified as AA, IEP, 504, homeroom teachers, and if the student is in an intervention program.
 - Dir. Steele-Brown: Each student has an attendance rate, DIBELS score.
 - Dir. Steele-Brown: We want to see improvement. If a student is in an intervention program, they should be showing strong improvement. We try to share this data with site teams.
 - District/Program Data
 - Dir. Steele-Brown: We can also see district wide data, like breakdowns of student data within intervention programs. We can see individual student progress within the intervention programs.
 - Dir. Steele-Brown: This is providing us the answer to the question: Are the things that we are doing working?
 - Dir. Steele-Brown: We are primarily focusing on K-5 schools, more data groups are planned to be tracked in middle school.
 - Dir. Steele-Brown: The main goal of BREA is to ask if specific intervention programs are working, and Educlimber provides this.
- BREA Goals
 - Dir. Steele-Brown: We want to see accelerated growth, and we're interested in the interventions that create the most growth or are the most effective.
 - Dir. Steele-Brown: Educlimber is not a perfect science - there are many students enrolled in multiple affinity programs. There's a lot of need for qualitative data - we need to ask students what is working within their programs.
 - Dir. Steele-Brown: We've got some mid-year data to see robust progress. Example: K-2 DIBELS scores show good growth, but higher levels show less improvement.

		<ul style="list-style-type: none"> ○ Dir. Steele-Brown: BREA does not go into curriculum and interventions being used. We rely on teacher-student data provided by the Curriculum and Instruction team. ● Current BREA Work <ul style="list-style-type: none"> ○ Dir. Steele-Brown: Our current goals are to continue to get more data into the system and improve the process. ○ Dir. Steele-Brown: [BREa] is working closely with RTI and COS team alignment. ○ Dir. Steele-Brown: We're also working on communication. Families sometimes aren't aware of the interventions their kids are receiving. ○ Dir. Steele-Brown: The important note is that data collection and reporting is improving at BUSD. ○ Dir. Steele-Brown: The next step is to provide the data to sites to improve the qualitative programs for our students within the achievement gaps.
7:36pm	Questions/Public Comment	<ul style="list-style-type: none"> ● Representative: Can you use EduClimber to sort between the tiers within the Multi-Tiered System of Support (MTSS)? <ul style="list-style-type: none"> ○ Dir. Steele-Brown: It depends on how we define Tier 2 and Tier 3 support. Tier 3 supports live within the IEP. Once a student is referred to Special Education, we no longer track the information in EduClimber. ○ Dir. Steele-Brown: We're starting to train the individuals performing Tier 3 support in Special Education. ○ Dir. Steele-Brown: The two systems are exclusive, but interventions being used are sometimes not exclusive. There are not some sites where it is not a clean switch. ○ Representative: Yes, I know it's going to be messy with the MTSS. ○ Dir. Steele-Brown: The district does not have a complete MTSS framework yet. A part of the COS team is trying to establish this framework, and a part of this work is aligning these systems. ● Representative: I'm wondering how the different practices are being used across sites. Can you explain how you're supporting schools, teachers and principals with data? <ul style="list-style-type: none"> ○ Dir. Steele-Brown: As we built out Educlimber, we try to train. We build out things in Educlimber and train the staff. We try to provide professional learning to the principals at principal meetings, and we assist with sites and individuals who need additional support. ○ Dir. Steele-Brown: It's a lot of time to reach out to school sites to see how school sites can use EduClimber. We don't just send out reminders.

- Representative: Do parents have access to EduClimber?
 - Dir. Steele-Brown: We've been asking since we've built it, they say a parent portal is coming. It's currently not working.
 - Dir. Steele-Brown: Educlimber does have parent reports. You can always ask your teacher or administrator, they can pull reports from Educlimber.
 - Dir. Steele-Brown: We also encourage this, because sometimes parents do not know what interventions their students are receiving. We're encouraging communication to parents.
 - Dir. Steele-Brown: There are other sources of information - like the Infinite Campus Parent Portal.
 - Representative: I didn't know about Infinite Campus, I didn't receive an introduction to it.
 - Dir. Steele-Brown: There are instructions on the district website, but we can also provide them to you. You do have to sign up for it.
- Representative: When you scrolled through EduClimber, you could see intervention types. Do you also see dosage so we can see fidelity of intervention?
 - Dir. Steele-Brown: Attendance within intervention is tracked.
 - Representative: What about dosage, the amount of time in the classroom spent within intervention?
 - Dir. Steele-Brown: The school will know how much time across the week, but the school will know how much time is assigned.
 - Representative: That might not be visible [in a data report]. It would be good to have the amount of time spent in the intervention.
 - Dir. Steele-Brown: We could put a duration in the name of the group in Educlimber.
 - Representative: Some interventions require a certain amount of time. I think time spent receiving intervention is directly related to its effectiveness.
 - Co-Chair Sandeford: For context: The intervention minutes aren't outlined - it's not clear where the time is aligned. Accountability is needed. It's difficult for parents to know how much time is being dedicated to these interventions.
 - Dir. Steele-Brown: Wilson, specifically, is used in Special Education. There are certainly things we can do to adapt, like inputting things like training minutes.
 - Representative: Wilson is a Tier 2 intervention, verified by the Superintendent.
- Representative: Why isn't EduClimber as well built-out for middle schools? What data is EduClimber missing from middle school?
 - Dir. Steele-Brown: It's not that things are missing, it's that DIBELS isn't being used at middle schools. DIBELS is primarily for K-2 as a literacy screener.

		<ul style="list-style-type: none"> ○ Dir. Steele-Brown: Middle schools are now starting to use ORF (Oral Reading Fluency) testing. The literacy work is moving up through the grades. We're focusing on early literacy and intervention, and we are now scaffolding the support in later grades. ● Co-Chair Nofelt: I'm glad there's a way for parents to request data from Educlimber. <ul style="list-style-type: none"> ○ Dir. Steele-Brown: Correction: not everyone does it, it has to be requested. ○ Dir. Steele-Brown: Everyone has Educlimber. It's only as effective as what data we have in it.
7:59pm	Final Questions, Comments	<ul style="list-style-type: none"> ● Co Chair Nofelt: We're coalescing all of our information. Our goal is to collect questions we need answered so we can provide informed feedback. ● March 28: Goal-based breakout room working sessions. <ul style="list-style-type: none"> ○ Co-Chair Nofelt: It's difficult to provide feedback on the LCAP next meeting, but I recommend breaking it into breakout groups so we can draft feedback. ○ Representative: Goal-based breakout rooms are good, I think we just need some timekeeping. ● April 11: Draft PAC feedback ● April 25: Finalize and approve PAC feedback
8:04pm	Closing	<p>Next Meeting: 3/21/24, 6:00pm</p> <p>8:04pm, meeting adjourned.</p>