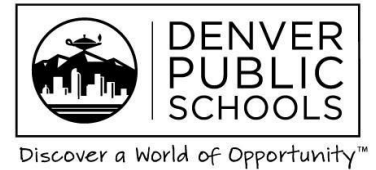


# CSC Meeting Minutes

Denver Center for International Studies  
DCIS  
574 West 6<sup>th</sup> Avenue  
Denver, CO 80204



Committee Members: (Please see the CSC meeting sign-in sheet for the attendee list)

2015-16

Date: 17 December 2015

Time: 4:30pm – 6:30pm

Meeting Location: Melanie Grant Travel Center, Room #104

## DCIS Mission Statement

**Denver Center for International Studies prepares students for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world.**

Committee Members: (Please see the CSC meeting sign-in sheet for the attendee list)

## Minutes

4:30 pm Call to order, welcome

4:35-4:45 pm Agenda & action items (previous meeting) review

- Draft a communication for School Board, Instructional Superintendent, and Superintendent outlining the impact of school of choice progress on projected school budget
  - Concerns re: the impact of school of choice and budgets were shared with our school's Instructional Superintendent with the request to make the date more immediate - this was also shared during a lunch bunch with the Superintendent
  - A draft of the School Board communication will be drafted, to share with CSC on 2/2 meeting date - moved as an action item
- Determine if adding gym for high school students will create a requirement for Physical Education credits from the District
  - Admin has received no answers
  - A rep from CSC will check with Kat Chapman - district liaison that may be able to provide an answer or guide to a source of information - follow up as action item on 2/2

4:45-5:00 pm Public input

- No public input at this time

- There is a requirement for CSC to review budget by 1/22, but budget is not given to admin until 1/21. There needs to be CSC feedback prior to 1/22, then following the meeting with the IS/HR partner on 1/29. To help accommodate for feedback re: budget, CSC meeting 1/28 (Thursday) will be cancelled and rescheduled for 2/2 (Tuesday)
- Printouts of up to date - CSC is tasked with the following:
  - Statements on trends across data
  - Priority performance challenge
  - Root cause for the priority performance challenge

Area	Trend Statement	Priority Performance Challenge	Root Cause
HS Math	The performance scores for high school students taking the PARCC math indicates significant gaps in learning across demographics that increase with age/grade, though progress is similar to other grade-level students in the district.	The observable gaps in performance with our ELL and second language learners	<ul style="list-style-type: none"> <li>● Lack of proficiency prior to this year in math - kids moving forward without mastering proficiency</li> </ul>
ACT	The average composite scores for the ACT haven't changed significantly since 2010, and appear relatively stable; however, there are significant achievement gaps that continue to exist for students who qualify for free/reduced lunch or identified as part of a minority group.	<ul style="list-style-type: none"> <li>● closing the gap between math/science</li> </ul>	<ul style="list-style-type: none"> <li>● Math and science were lower across the board</li> <li>● DCIS focus leans heavier to English/Social Studies focus which can contribute to a natural lack of emphasis on math/science</li> <li>● Data suggests difficulties accessing language on ACT across demographics</li> </ul>
MS Math & Literacy	Higher percentage of MS populations has achieved/met expectations, MS shows a higher proficiency compared to	Reduce the gap between ELL/non-ELL students by increasing performance, while also decreasing the gap	<ul style="list-style-type: none"> <li>● Turn over of staff at semester</li> <li>● Concerns about ELL friendly math curriculum and</li> </ul>

	high school and we are exceeding percentages for free/reduced lunch compared to the district.	between free reduced lunch/non-free reduced lunch	differentiation
CMASS for Social Studies & Science	DCIS performs higher in social studies and science compared to the region and district, and DCIS is stronger with 35% strong/distinguished for science and 26% strong/distinguished for social studies.	Given the DCIS mission and international focus, we should expect a higher percentage of students to be strong/distinguished in social studies, and noted continued gaps with our free and reduced/non-free and reduced lunch populations and ELL/non-ELL populations.	<ul style="list-style-type: none"> <li>● Social studies tests require more reading comprehension and writing compared to science tests</li> </ul>

Additional Notes - Data from Principal Portal

8th grade met/above - 60%

7th grade met/above - 62.9 %

6th grade met/above - 31.1%

9th grade met/above - 57%

10th grade met/above - 55%

11th grade met/above - 56%

Algebra for approaching/above - 40%

Algebra for met/above - 16%

Algebra II for approaching/above - 33%

Algebra II for met/above - 16%

Geometry for approaching/above - 44%

Geometry for met/above - 17%

6:10-6:25 pm

Budget discussion (brief review)

- None at this time

6:25-6:30 pm

Agenda Setting & Action Item Review

Action Items

2/2 - follow up re: letter to Board of Education (Tanya)

1/14 - follow up re: gym adding credit requirement (Caroline)

1/14 - Request breakdown of numbers by world language (Theresa)

1/14 - Request a draft of the progress of the scheduling committee for review (Theresa)

1/28 - CSC meeting cancelled

2/2 - CSC meeting rescheduled

Agenda Setting

1/14 - Public Input (extend time by 10-min), Set Budget Priorities for 2016-17, Identify Recommendations

2/2 - Public Input (extend time by 10-min), Review Current Budget Draft for 2016-17, Identify Recommendations

6:30 pm

Conclusion and Depart

**NOTE:** All agendas are posted publically in a timely fashion on school's website and/or in a highly visible area in the building.