

Green Valley Elementary School  
School Site Council Agenda  
October 17th, 2023  
3:00-4:30 PM  
Green Valley MPR

Minutes submitted by Aurelia Azarmi

Attendees

Site Council Members: Elizabeth Leftik, Donna Grim, Mariah Brown, Jonathan Templeton, Julie Defino, Brenda Dvorak, Lisa Rubin, Gina Sans, Chris Buchanan, Adam

Glimme, Isabel Chan, Aurelia Azarmi, Catherine Lu

Guests: Lindsay Penkower, Lily Lai, Scott Coffe, Gina Coffe, Allison Braley-Patton, Adam Leftik, Madison Sinclair, Katie Haraga, Neena Bhathal, Stephanie Small, Elizabeth Ahern, Krista Bauer, Addie Lane, Amber Gerobard, Maryam Mercado, Nicole Werger-Humaydan, Katy Fitzsimmons

Absent: Mary Roy, Jenny Oh

Notes

- August minutes approved (motion to approve by Jonathan Templeton, second by Chris Buchanan, all in favor)
- Addie Lane presented on GreatSchools
  - GreatSchools is a non-profit organization that is used by consumers and real estate agents to rate schools and properties. They need sponsors and funding to sustain their business.
  - In 2017, GreatSchools changed their methodology to respond to criticism and demands from their sponsors and funding streams. They instituted a global rating which is a weighted average of 3 scores: Test scores, Equity, Growth/Progress.
  - There was no state testing during the pandemic.
  - Today, GreatSchools rated GVES 9/10 on Test Scores, 2/10 on Growth/Progress and did not give GVES an Equity score.
  - GVES did not receive an Equity score because GreatSchools determined there was not a large enough population of students of color (namely African American and Hispanic) to fulfill statistical significance.
  - In the absence of an Equity score, the other scores were weighted more heavily and hence why the global score is only 5/10 despite receiving a 9/10 rating for Test Scores. Note that many neighboring schools did receive an Equity rating which in turn bolstered their global rating.
  - Growth rating metric: This metric is intended to look at 2 years of data for the same cohort. Due to the absence of test data during the pandemic, GreatSchools substituted test scores from 2019 and compared them with test scores from 2022. They compared 2 different cohorts of students instead of measuring the growth of a single cohort. Additionally, 2019 test scores were exceptionally high and an outlier year. These combined factors caused GVES growth to appear to have declined, when in fact it is skewed and inaccurate.
  - Because GVES has more fluctuation in test scores from year to year than many other schools, meeting the expectations are more complicated.

- The question of why GVES's growth was rated lower than Vista Grande's growth was addressed. Vista Grande's overall test score trend was stable from 2015-2022. When placed within GreatSchools' metric, this yielded a higher Academic Progress score. While Vista Grande had a steady trend, in some years Green Valley performed better in a year-to-year/head-to-head comparison. This was particularly the case in 2019. Because 2019 test scores were uniquely high, the comparison from high pre-pandemic scores to lowered post-pandemic scores yielded an artificially low progress score for GV. The 2019 score is at a greater distance from our 2022 score than it is for Vista Grande at 2019 and 2022, even though our English scores were virtually the same in 2019 and our Math scores were 7 points higher than VG in 2019.
  - **Thus, the academic progress score reflects GreatSchools' metrics and is not an accurate measure GV's performance as is seen in the data.**
- Donna presented the tests that GVES performs:
  - DIBELS (3 times a year)
  - FastBridge (3 times a year)
  - CAASSP (once a year)
  - CA Healthy Kids Survey
- Donna presented the school analysis for grades 3,4, and 5 for 2022/2023 that show that GVES globally raised our scores between 2022 and 2023.
- The staff and teachers are the same with change seen in improved scores so they are working hard to help children advance.
- Donna presented Healthy Kids survey results: Kids feel safe and supported at school.
- Donna presented the academic intervention structure with 7 IA, or computer-based help (Lexia, ...). Also the literacy room (installed by Lisa Rubin) helps teachers and IAs to get support in empowering the reading skills for the students.
- For social support, the school provides several resources including the rainbow room, expanded recess offerings (library and Maker's Space).
- Donna noted that unexcused absences have increased by 65% following the pandemic. Absence from school impacts the academic progress of our students and their performance on state standardized test scores. Compared to some neighboring schools, GVES has more unexcused absences. Students who missed 10% or more of school made up 62% of the students who did not meet standards on CAASSP.
- Question from a parent guest: Why do our school test scores vary more than some other schools? GVES has a very stable teaching staff, so cannot know why GVES has a volatile performance.
- Question from a parent guest: How do you assign intervention assistants? Mr. Templeton answered and stated IAs are in each class to help all students.
- Question from a parent guest: Are all students who are not meeting standards able to have the necessary help from schools? Is there enough IA support? Answer - Thanks to Learning fund, GVES provides IAs to help all students. It is noteworthy that 25% of the 30% of students who are not meeting standards are actually very close to the cutoff for meeting standards.
- Question: Can parents have a better view of their kids' performance, especially for the younger kids before they go through testing? Mr. Templeton answered that the best way to get this information is to ask your child's teacher.

Brainstorming ideas formulated by parents (transferred verbatim)

- More support for intervention/programs to continue to support students in area they are struggling (literacy, math)
- Publicize attendance issue and institute a fun attendance challenge
- Educate parents on attendance policy
- More transparency at younger grades regarding how child is performing on assessments
- More after school enrichment activities specifically around academics – for example, Singapore Math, Russian Math - Khan academy
- Ask GreatSchools to refresh with 2023 data sooner
- Email parents on update/outcome of this meeting. Addie's breakdown was eye opening.
- Rally real estate agents to petition for change to not bring down property value
- Hold education/info session with local real estate agents so they continue to promote and "sell" our community
- Publicize data on all scores including how many students in SPED.
- System to identify students who are struggling academically, intervention and parent communication
- Add more STEM into the curriculum - Singapore math reasoning and enrichment
- More critical thinking projects
- More help for the English Language Learners