

District Accountability Committee (DAC)
2015-16 School-level Accountability Chair Training
Wednesday, September 9, 2015



AGENDA

**Welcome &
Introductions**

**Dan McMinimee
Superintendent**

5:30 p.m.

Opening Comments

**Dan McMinimee
Superintendent**

DAC and SPAC

**Terry Elliott
Chief School Effectiveness Officer**

**School-level
Accountability
Committee (SAC)
Roles & Responsibilities**

**Terry Elliott
Chief School Effectiveness Officer**

**Unified Improvement
Plans (UIP) During
Transition**

**Julie Oxenford O'Brian
DAC Chair**

**School and DAC
Articulation
Representatives**

Meet Each Other

6:55 p.m.

2015-16 FALL TRAINING FOR SCHOOL-LEVEL ACCOUNTABILITY CHAIRS

Wednesday, September 9, 2015



Jeffco 2020



JEFFCO
2020 Vision

Content Mastery | Civic & Global Engagement | Communication
Critical Thinking & Creativity | Self-Direction & Personal Responsibility



Dan McMinimee, Superintendent

In order for
students to pursue
their life goals,
by 2020 all
Jeffco graduates
will be able to
successfully apply the
Jeffco 2020 competencies.



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Content Mastery | Civic & Global Engagement | Communication
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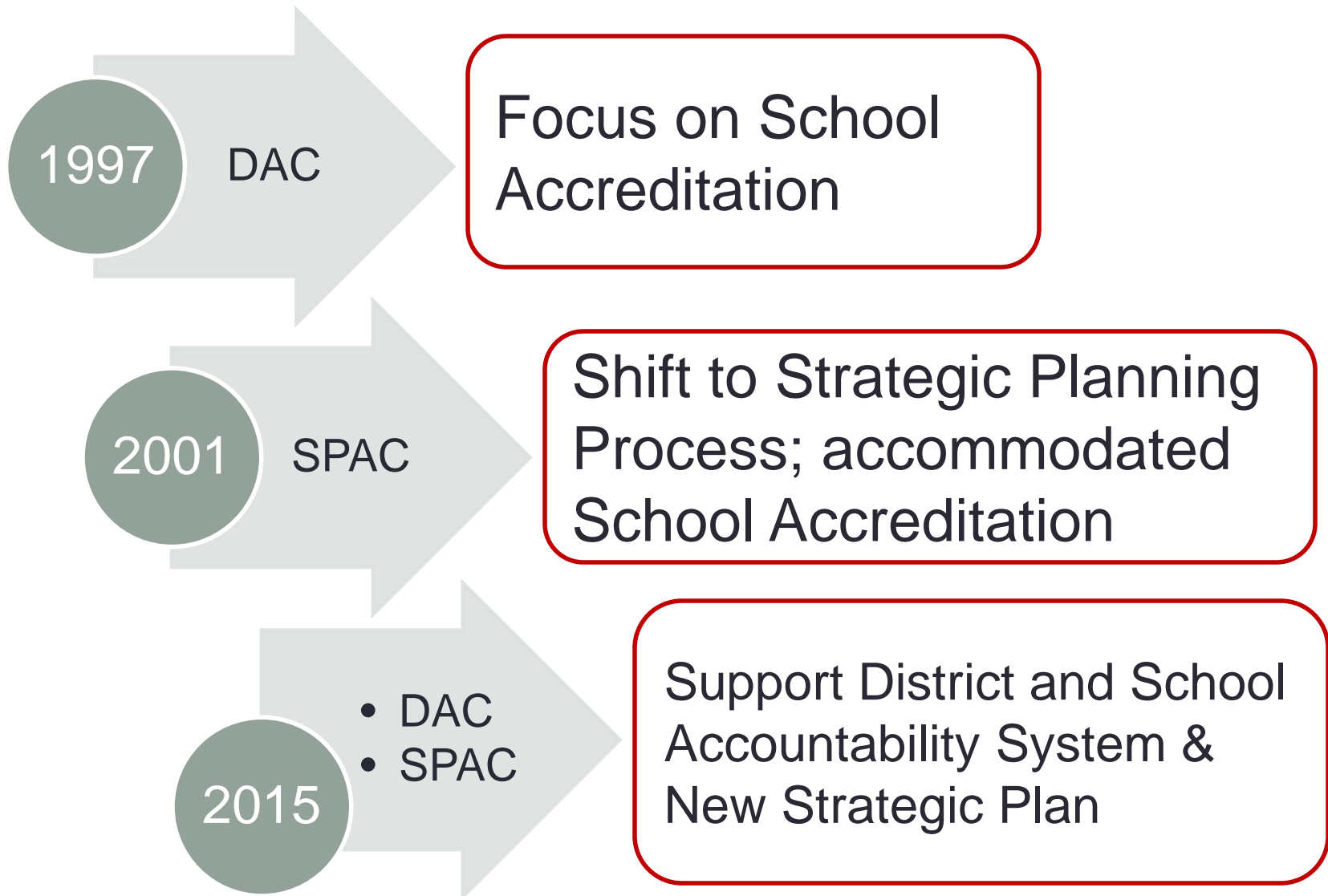
Objectives for the Training

- Ensure a clear understanding of responsibilities and composition of SACs
- Provide resources for parent engagement & recruitment
- Establish common knowledge related to changes to the state accountability for schools and unified improvement planning during the state assessment transition.
- Connect Articulation Area representatives with school representatives for enhanced collaboration and engagement

FROM SPAC TO DAC

Meeting the needs of all stakeholders

SPAC to DAC: More than a Title Change



Discussion Points from June Meeting

- Work calendar for the current SPAC is too robust to serve the DAC and SPAC needs effectively
- Desire to enable greater reach by separating the statutory requirements from the district strategic planning process
 - Allowing parents and community members to focus on the committee work they are most engaged
 - Better clarity of work during DAC meetings
- Need to ensure parent representation is more consistent and present at DAC meetings

Recommendation from Summer Bylaw Subcommittee to the Board of Education

SPAC

Superintendent Committee

- Parent Chair
- CAO Facilitator
- Quarterly Meetings
- Continue the implementation and review of the Strategic Plan focused on the Vision 2020
- District Policy AE and AE-2

DAC

Board of Education Committee

- Parent Chair & Chair Elect
- CSEO Facilitator
- Monthly Meetings
- Meet statutory requirements through the completion of the annual work plan/calendar
- Board Policy GP-13

SAC ROLES & RESPONSIBILITIES

Ensuring engaged and productive SACs

SAC Responsibilities

SAC serves as an advisory body to support school leadership

Advisory responsibilities include, but are not limited to, the following:

- Make recommendations to the principal concerning priorities for spending school funds (including grants)
 - Allocation of funds should align with school improvement priorities as well as the core values of the school
 - Additionally, school fees are reviewed by the SAC
- Provide input for the preparation of the school's Unified Improvement Plan
 - at least quarterly to discuss implementation of the school's improvement plan and related student performance data

Roles Continued

- For schools with Priority Improvement
 - Publicize and hold a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan.
- Assist school personnel to increase the level of parent engagement in the school
- Publicize and solicit opportunities for parents to serve on the SAC



School



Family Engagement



Student Success

Meetings

- SACs should meet at least quarterly
- Meeting schedules must be published
- Meetings are open to all members of the public
- Minutes from each meeting should be published for access by any member of the community



August to October	November to January	February to April	May to July
<ul style="list-style-type: none"> -Review school data & provide recommendations for the school improvement plan - Review the outcomes from the preceding climate and culture action plans - (optional) develop revised action plans for the current school year -Discuss any school safety issues raised by staff, students, parents and community 	<ul style="list-style-type: none"> -Determine priorities for school budget and grant funds -Conduct Parent Engagement review -Review progress on action steps from the School Improvement plan 	<ul style="list-style-type: none"> -Review progress on action steps from the School Improvement plan -Provide input to DAC on district funding priorities and budget -Advise DAC on principal evaluation process (if requested) 	<ul style="list-style-type: none"> -Review rules of operation, elect new chair (and officers if applicable) [This step could occur in the August/September timeframe] -Review progress on action steps from the school improvement plan -Provide suggestions on adjustments to school improvement plan based on lessons learned during the school year -Update Parent Engagement Plans

Assessing Strengths and Areas for Growth

- CDE Resource: SAC Responsibilities Inventory
 - <http://cde.state.co.us/sacpie/sacanddacresponsibilitiesinventory3r>



COLORADO
Department of Education

School Accountability Committee Responsibilities Inventory

Emerging: Limited level of development and implementation

Progressing: Functioning level of development and implementation

Excelling: Highly functioning level of development and implementation

Responsibilities	Emerging	Progressing	Excelling
Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable			

Membership

A SAC should ensure the following *minimum* membership:

- Principal or designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of an organization of parents, teachers and students recognized by the school (e.g. PTA/PTO)
- At least one member of the community

**-Remember, this is the just the minimum-
More voices = More insight**

Membership Continued

- The principal, with the support of the committee, needs to ensure the number of parent representatives exceeds the number of representatives from the group with the next highest representation (e.g., faculty members) and is consistent with the student populations that are significantly represented within the school.
- Select from its parent members a chair (or co-chairs) who is not an employee of the school district
- And we recommend selecting a recorder



SAC Recruitment

- Starting Points
 - Current Strengths
 - Current Challenges
- Identify who should participate
- Partner with PTA, PTO, other parent groups to identify potential parent and teacher leaders
- Solicit input from teachers and school staff
- Identify a recruitment process
- Share other ideas within Articulation Areas

SAC Recruitment Resources

- From Student Engagement Office
 - Recruiting & Engaging a Representative SAC
 - <https://docs.google.com/document/d/1KP2LhHI0HdCc4VvHZ0c50axT-7OYMOdjSD81epkKo9w/edit>
- From CDE
 - School Community Partnerships Inventory
 - <http://cde.state.co.us/sacpie/startingpointsinventory3l>
 - School Family Partnerships Resources
 - <http://cde.state.co.us/uip/sacpieresources>
 - Best Practices Framework
 - <http://cde.state.co.us/uip/sacpieresources>

Key Elements for Strong SACs

Henderson, A.T. et al. (2007) Beyond the bake sale: The essential guide to family-school partnerships

- Welcome everyone
- Accommodate all members
- Discuss and settle on protocols
- Set and stick to clear, precise agendas
- Facilitate, don't dictate
- Share other ideas

Promising Practices from Family Engagement Research

- Provide a specific job description of the roles, responsibilities, time frame, norms.
- Offer opportunities to work in subcommittees which have specific responsibilities.
- Spend time team building, getting to know each other, sharing strengths and challenges.
- Share inviting and easily understood information in multiple formats - website, tweets, Facebook, print, etc.
- Have mentors to coach and support new members.
- Be patient—team building takes time!

SAC Outcomes 2014-15

Principal Survey July 2015

- 140 of 155 schools reported having a SAC for 2014-15
 - Special schools, schools with newer leadership, historical struggles
- 134 schools with SACs reported having a parent chair
- 71% of SACs met the required membership minimums
- 44% of SACs reported having bylaws, but many noted being in the process of updating them
- Overwhelmingly, school leaders viewed SAC as an important organization to support shared leadership.

UNIFIED IMPROVEMENT PLANNING (UIP) DURING TRANSITION

Presented by Julie Oxenford O'Brian
Golden HS SAC Member
Jeffco Schools' DAC Chair

Impacts on Accountability and UIP for 2015-16

- State Transition to new assessment system:
 - CMAS Science and Social Studies first administered in the 2013-14 school year.
 - CMAS administered by PARCC in English Language Arts and Mathematics first administered in the 2014-15 school year.
- 2015 Statutory Changes:
 - HB 15-1323 – Changes to State Assessment Administration and Use
 - SB 15-056 – Changing the frequency of State Social Studies Assessment
 - HB 15-1170 – Add Postsecondary and Workforce Readiness Measures for 2016-17
- READ Act Requirements met by the UIP in 2015

2013-2014 TCAP/CMAS	2014-2015 CMAS	2015-16 CMAS
TCAP Reading and Writing (Grades 3-10)	New CMAS English Language Arts (Grades 3-11)	CMAS English Language Arts (Grades 3-9)
TCAP Mathematics (Grades 3-10)	New CMAS Mathematics (Grades 3-8 and 3 high school assessments; choice from 2 sequences)	CMAS Mathematics (Grades 3-9)
New CMAS Science (Grades 5 and 8)	New CMAS Science (Grades 5, 8 and 12)	CMAS Science (Grades 5, 8 and HS 11 th)
New CMAS Social Studies (Grades 4 and 7)	New CMAS Social Studies (Grades 4, 7 and 12)	CMAS Social Studies (Grades 4, 7 and HS (11 th)) - rotating 3 year cycle
CO ACT- 11 th Grade	CO ACT- 11 th grade	11 th grade “curriculum-based college entrance exam”
NA	NA	10 th grade assessment aligned to CAS and 11 th grade exam

School Accountability for 2015

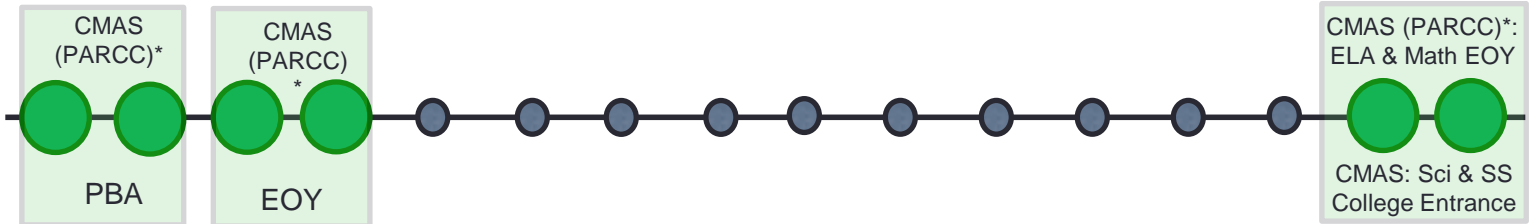
- No New School Performance Framework Reports released in the fall of 2015.
- School plan types (*Performance, Improvement, Priority Improvement, Turnaround*) will not be assigned in fall 2015 (based on 2014-15 assessments).
- Schools will continue to implement their 2014 *plan types* in 2015-16.
- Unified Improvement Planning requirements will hold firm during the 2015-16 school year.
- CDE will provide an update on assessments and accountability to the Joint Education Committee in 2015 and provide information regarding how accountability should resume in 2016-17 (required by HB15-1323).

2015

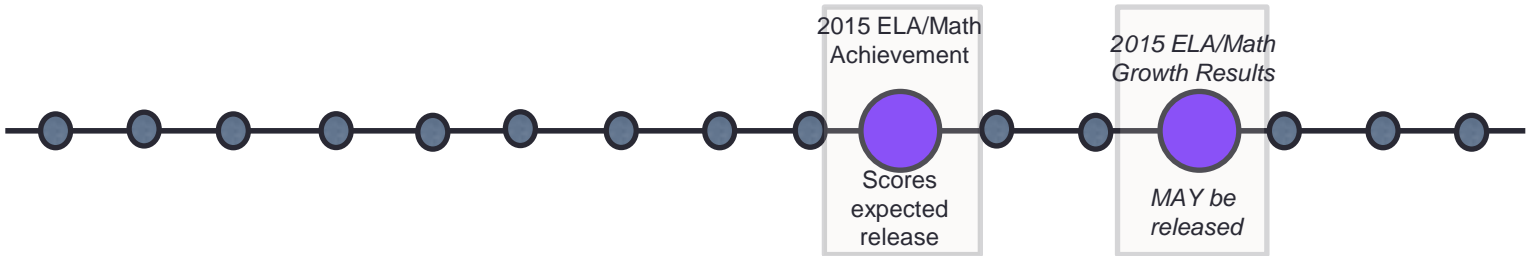
2016

Feb Mar April May June July Aug Sept Oct Nov Dec Jan Feb Mar April May

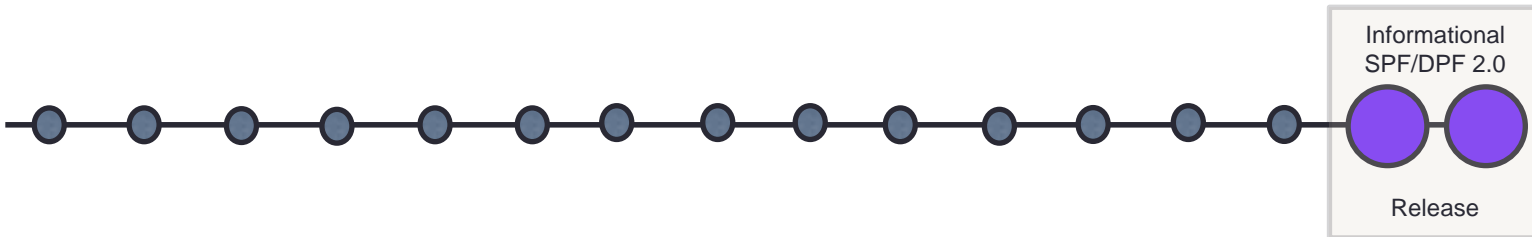
Assessment



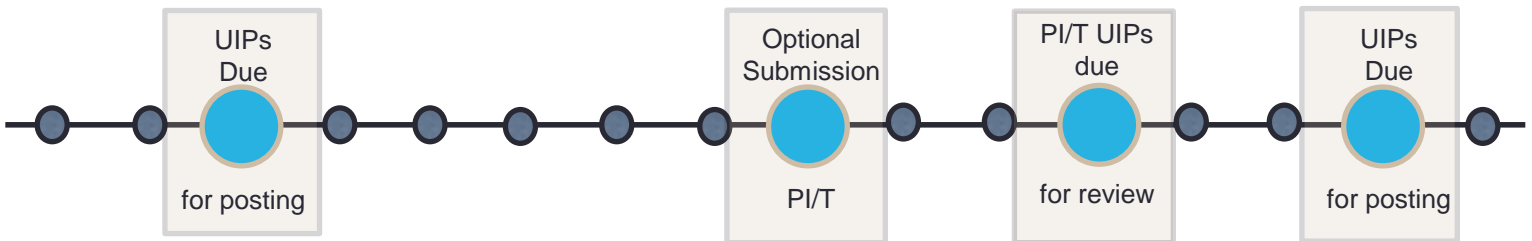
Reporting



Accountability



UIP

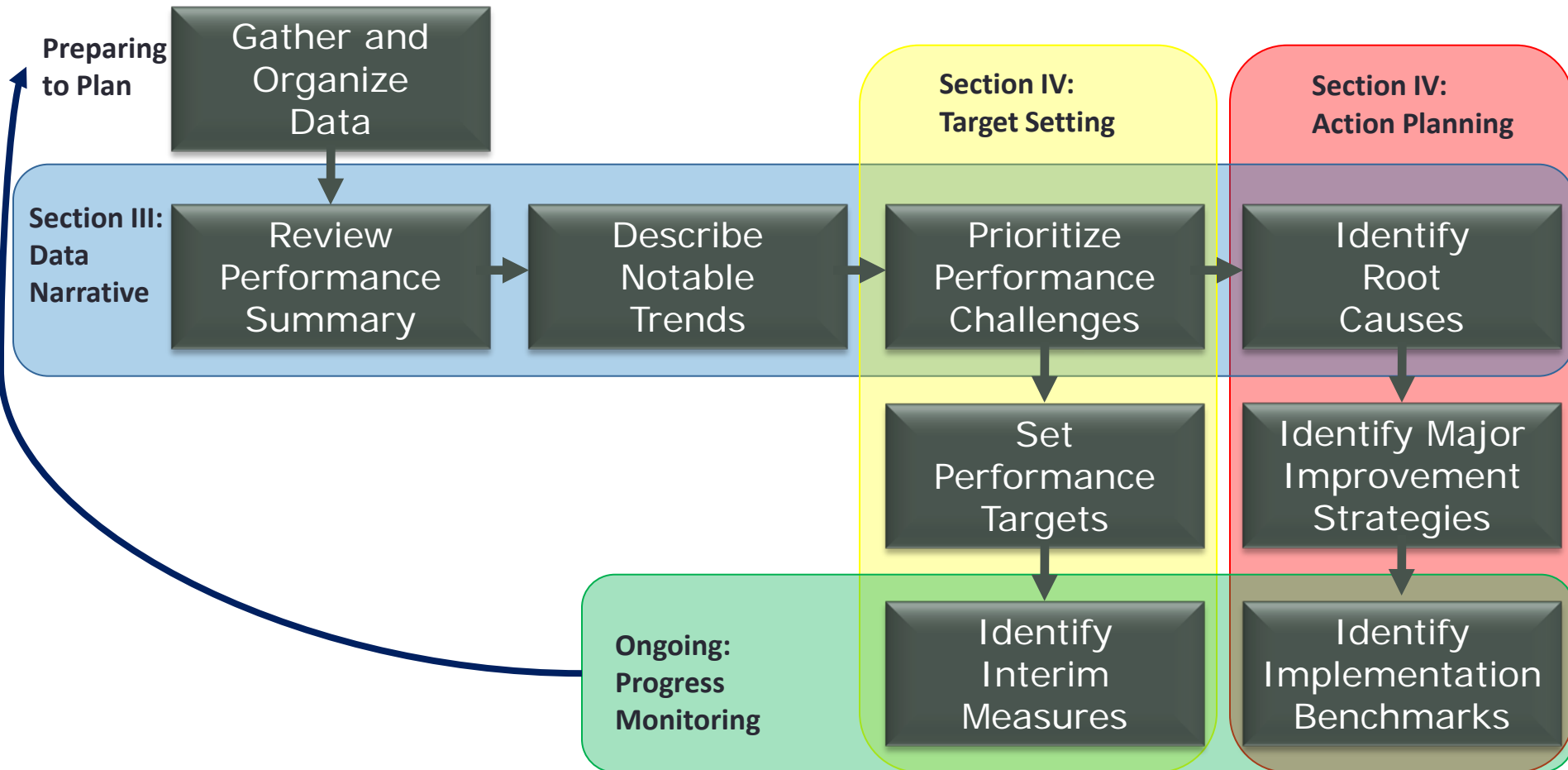


* Additional reporting release includes July: science and social studies; August: college entrance results; and April: ACCESS for ELLs

State Performance Indicator Areas

Academic Achievement	Reading Mathematics Writing Science
Academic Growth	Reading Mathematics Writing English Language Proficiency
Academic Growth Gaps (Reading, Mathematics, Writing)	Free/Reduced Lunch Eligible Minority Students with Disabilities English Learners Students Needing to Catch Up
Post-Secondary and Workforce Readiness	Graduation Rate Disaggregated Graduation Rates Dropout Rate Colorado ACT Composite

Unified Improvement Planning Processes



State Assessment Transition and UIP

- Unified Improvement Planning Processes remain consistent:
 - CDE staff review of priority improvement and turnaround plans remains consistent.
 - Deadlines stay the same.
- **UIP Processes** which typically utilize state assessment results will need adjustment for some performance indicator areas:
 - Review current performance
 - Describe notable trends
 - Prioritize performance challenges
 - Set performance target

Performance Indicator Areas with NO impact

- Postsecondary and Workforce Readiness (PWR):
 - Graduation rates
 - Disaggregated graduation rates
 - Dropout rates
 - Colorado ACT composite scores
- Academic Growth, English Language Proficiency:
 - ACCESS for ELLs is not changing.

The Challenge for UIP

- During the state assessment transition. . .
 - Release of state assessment results will be delayed.
 - Growth data may not be available/usable.
 - Typical comparison points used for data analysis and target setting will not be identified until winter/spring 2016.
 - Participation rates may have an impact on 2014-15 results.
- School Planning teams must determine how to analyzing data for:
 - Academic Achievement (Math, Reading, Writing, and Science and whether or not to include Social Studies)
 - Academic Growth (Math, Reading and Writing)

A Basic Approach. . .

1. Start with 2014 School Performance Framework Reports and 2014-15 UIP.
2. Review performance trends up to and including the 2013-14 school year.
3. Consider additional performance data available for the 2014-15 school-year.
4. Determine if performance data available for 2014-15 provides evidence that school/district performance has changed.

Performance Data for 2014-15

- Results from district or school administered assessments (Acuity from 2014-15, NWEA MAP baseline in Fall 2015)
- Results of K-3 literacy assessments—DIBELS (elementary)
- ACCESS for ELLs (English language proficiency and growth)
- CMAS achievement results for science and social studies for the 2013-14 and 2014-15 school-years (elementary and middle only)
- Post-Secondary and Workforce Readiness Data (high school)

2014-15 Performance Data Resource

School Dashboard

(<http://www.schoolview.org/dish/schooldashboard.asp>)

- Trends in Achievement and Growth through 2013-14 school year.
- PWR data
- 2015 State Data Resource Report
(data typically shared through performance framework reports)

Opportunities during the state assessment transition. . .

- Put more energy into root cause analysis.
(New teacher perception data may be available at www.TELLcolorado.org)
- Consider the degree to which improvement efforts are being fully implemented in the school (How do you know?).
- Make more use of local assessment resources for planning and improvement.
- High Schools place a greater focus on post-secondary and workforce readiness data
- Elementary schools place greater focus on K-3 literacy.
- Schools with English Language Learners place greater focus on their language development.

ARTICULATION AREA MEET & GREET

Articulation Area

- Exchange contact information
- Share any strengths or needs
- Establish method for exchanging information to support greater communication and collaboration between SACs and the DAC



Thank you for volunteering your time to help support our school leaders and our school communities