



# ***2019 Accountability Committee Kickoff***

## ***Welcome***

***Empowering School Accountability  
Committees through DAC***



JEFFCO PUBLIC SCHOOLS

# 2019 Fall SAC/DAC Meeting

Empowering School Accountability  
Committees





## Jeffco DAC Mission

*"We empower the school board and district staff with informed recommendations to support the education and growth of the whole child"*



# Why School Accountability

- You know your schools
- Decisions need to be made closest to where students are.
- You are advocates and stakeholders for your schools
- Community input into improvement and funding priorities is essential

*I realized if you can  
change a classroom, you  
can change a community,  
and if you change enough  
communities you can  
change the world.*

*- Erin*

*Gruwell*



# Why we do this?

## DAC is Your Voice of our Schools to the Board

- We are an advisory body to the Board of Education, required by State Law
  - We are the voice of 158 SACs across the district
  - We represent all facets of the Jeffco Community
    - Parents
    - Business and Community Leaders
    - Teachers, Support Professionals, and Administrators
- Our role is vital to ensure that the Board hears all relevant information for the areas we have responsibility
- We collaborate and work with District Staff
- We reach out to the community in a variety of ways for input into the process
  - Local SACS
  - Family School Partnerships
  - Charter School Review

# Impact of SACs on Board Decisions

- **School UIPs** influence recommendations made by DUIP
- **School Budget Priority Surveys** strongly influence decisions and recommendations made by the Budget Subcommittee
- **Family School Partnership Surveys** drive recommendations from the FSCP Subcommittee and District engagement policy
- **Articulation Area Representatives** are local SAC's direct voice on the DAC
- Our Board Listens to our recommendations



# Our Best Work Starts Locally



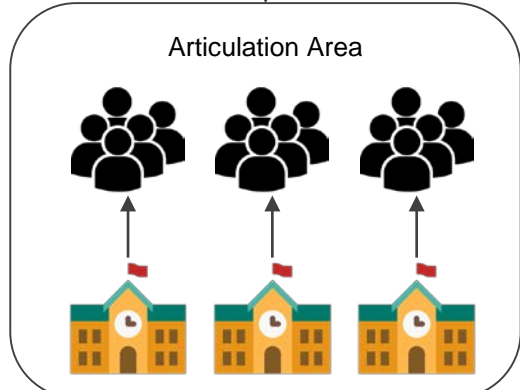
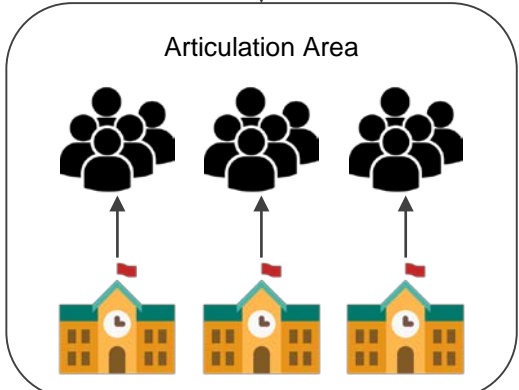
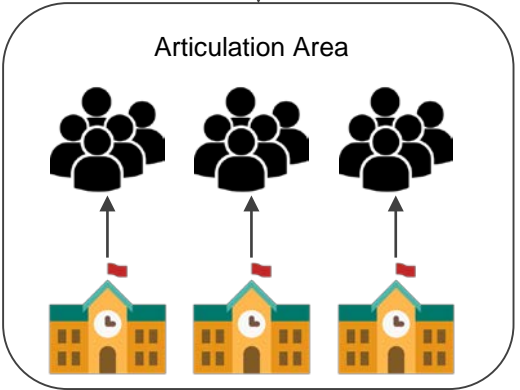
Articulation Area Representative



Articulation Area Representative

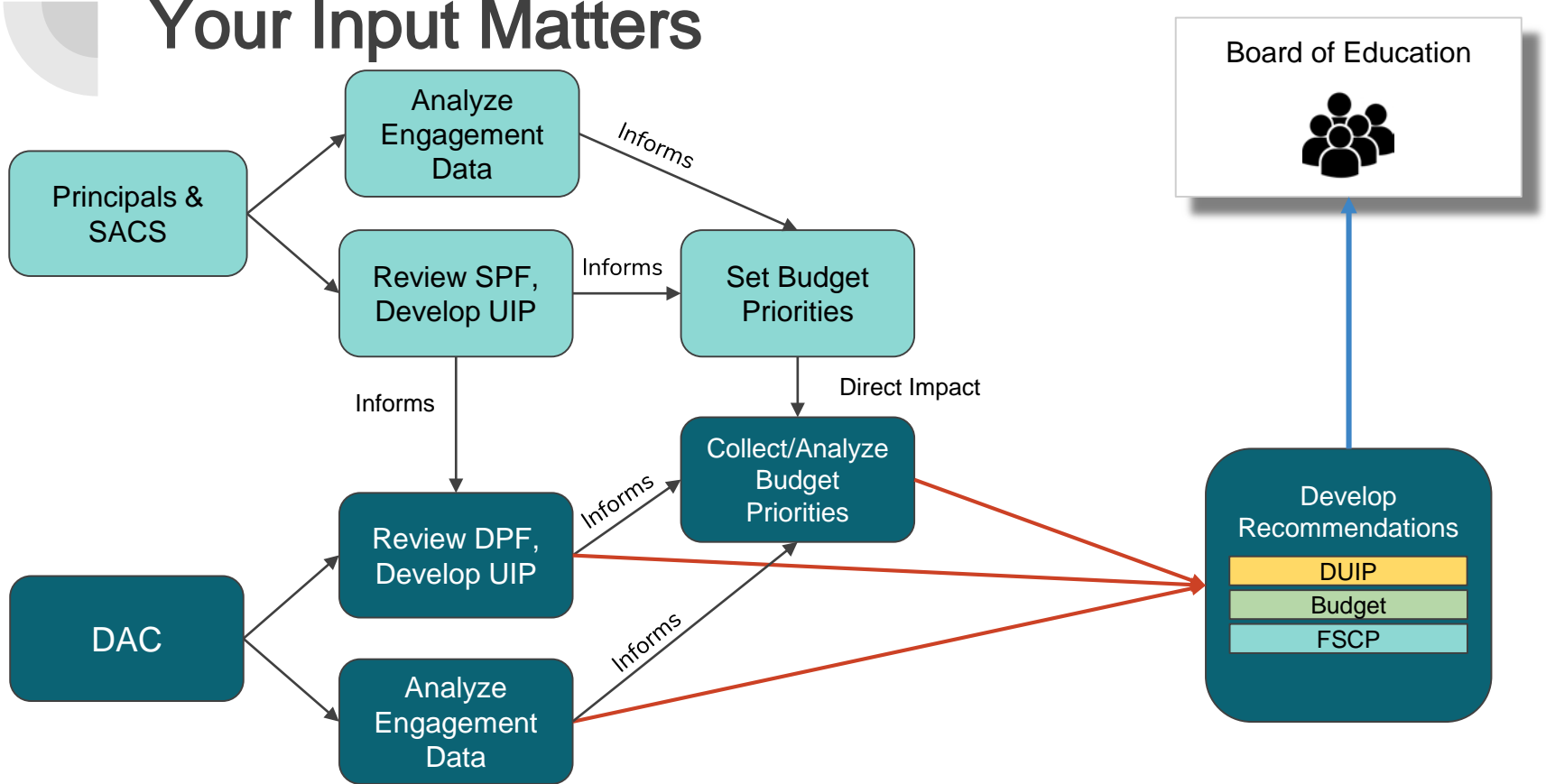


Articulation Area Representative



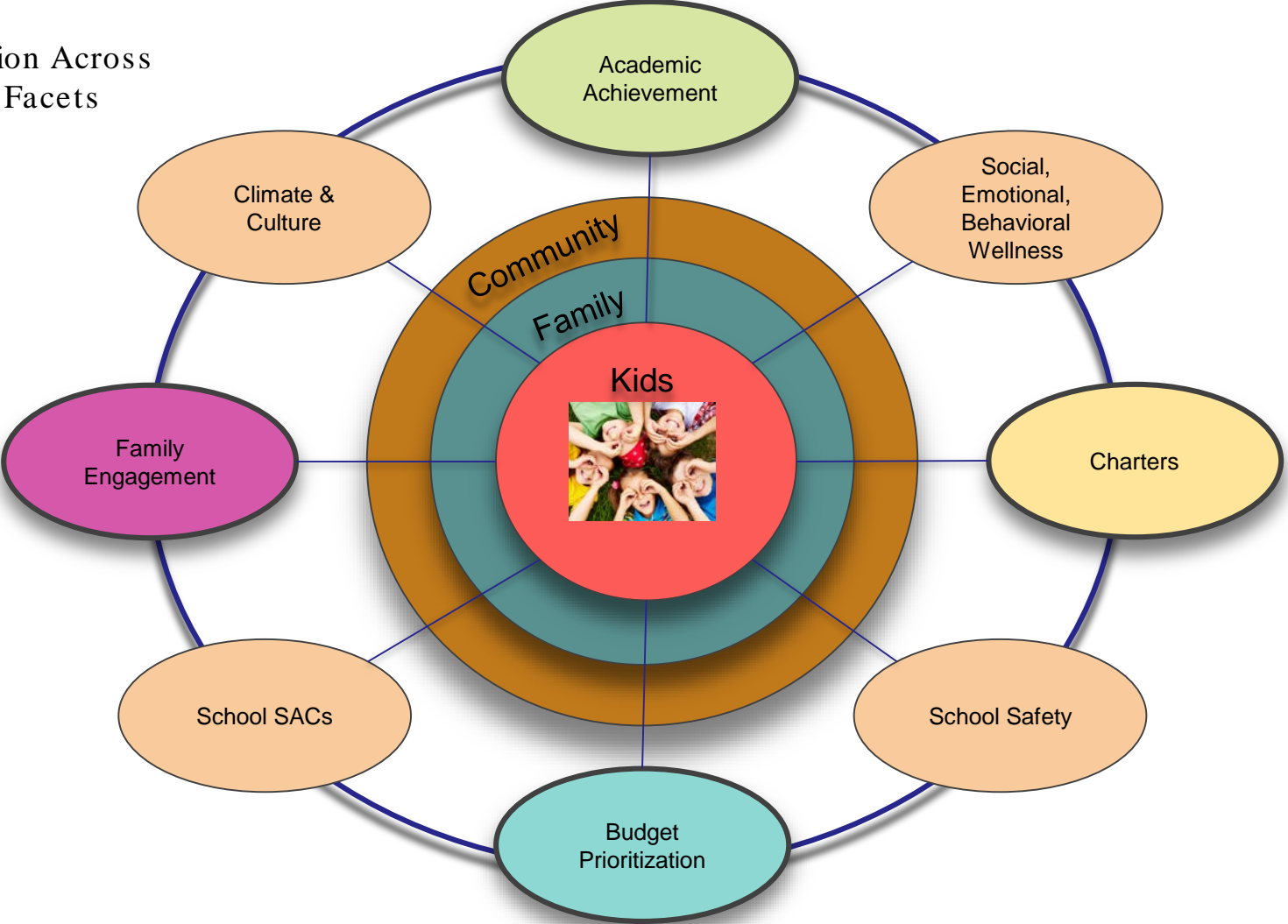
SACs

# Your Input Matters





Cohesion Across  
All Facets



Academic  
Achievement

Social,  
Emotional,  
Behavioral  
Wellness

Charters

School Safety

Budget  
Prioritization

School SACs

Family  
Engagement

Climate &  
Culture

Community  
Family  
Kids

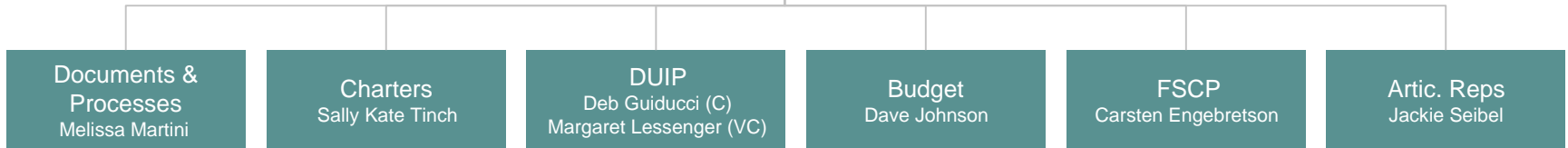


# DAC Organization

**Board of Education**  
Ron Mitchell  
Ali Lasell  
Susan Harmon  
Amanda Stevens  
Brad Rupert

**Superintendent**  
Dr. Jason Glass

**DAC**  
Jim Earley - Chair  
Sally Kate Tinch - Vice Chair



# Questions / Preguntas



# DAC Roadmap





# DAC Goals for 2019

## Charter Subcommittee

Develop a set of rubrics for new charter applications and renewals for consistency and fairness in process

## DUIP Subcommittee

Include additional analysis and recommendations for SEL/BH

## DUIP Subcommittee

Partner with GT/SEL resources for input throughout DUIP process

## Budget Subcommittee

Refine SAC Survey for improved input into Budget process

## DAC/SAC Cohesion

Develop supports and resources for Artic Reps to support the needs and voices of their area schools

## SEL Supports

Provide a liaison from DAC to work with Kevin Carroll on any SEL initiatives

## FSCP Subcommittee

Redefine FSCP surveys for actionable outcomes in DUIP/Budget process and Board Policy

## Budget Subcommittee

Tighter alignment and inputs from DUIP, FSCP into budget process

## DAC/SAC Cohesion

Develop coordinated DAC/SAC schedule to align inputs and improve communication

## DAC Leadership Initiatives

Engage district staff on SEL, Safety, Culture initiatives aligned to DAC mission

## Bylaws Subcommittee

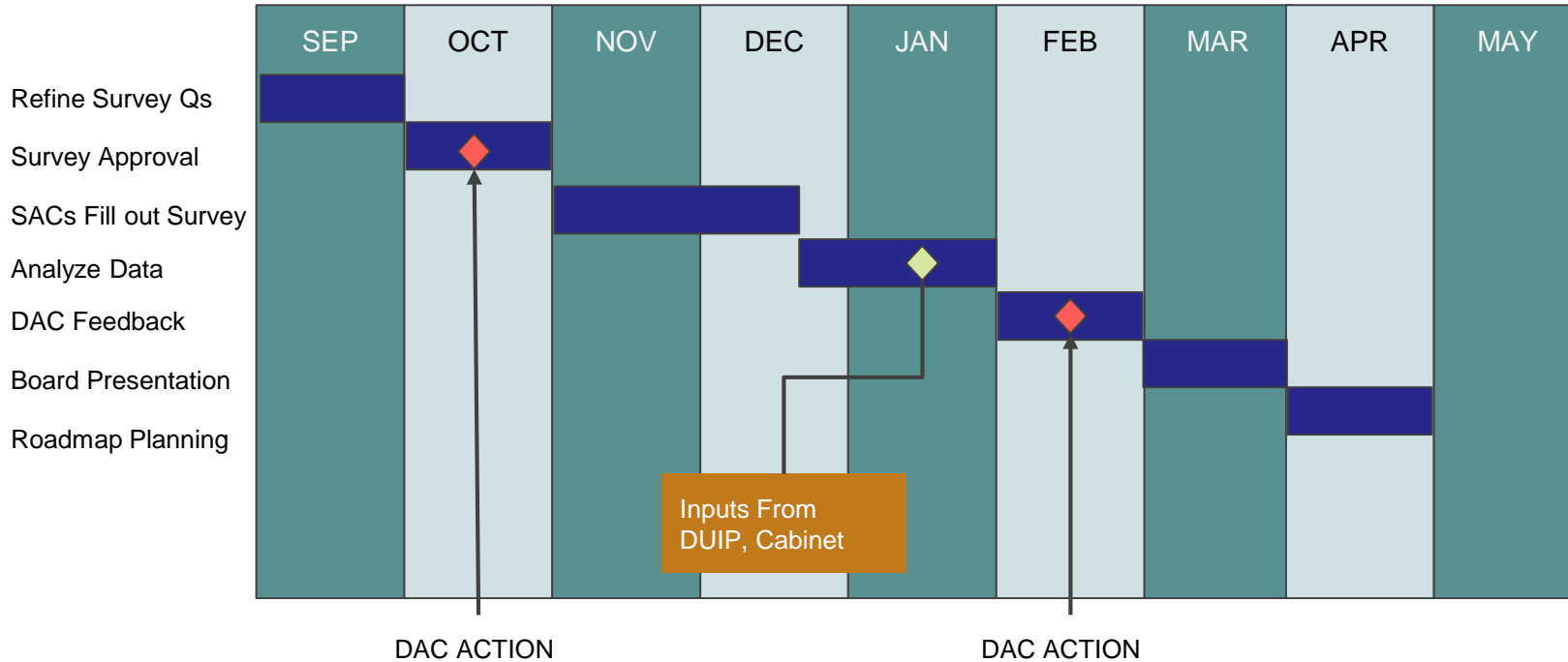
Provide supports for SACs to Review/Create/Update Bylaws

## Inter-District Collaboration

Host Inaugural DAC Leader forum for DACs across Front Range

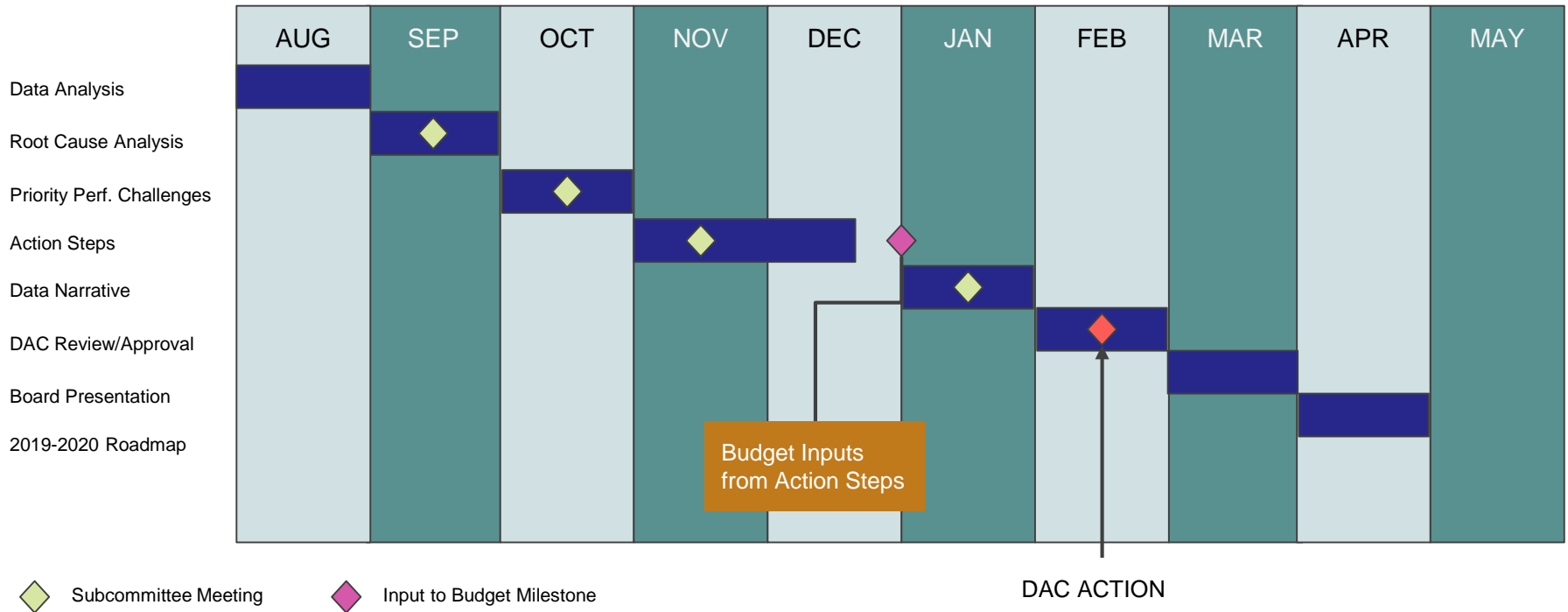


# Budget Process Roadmap



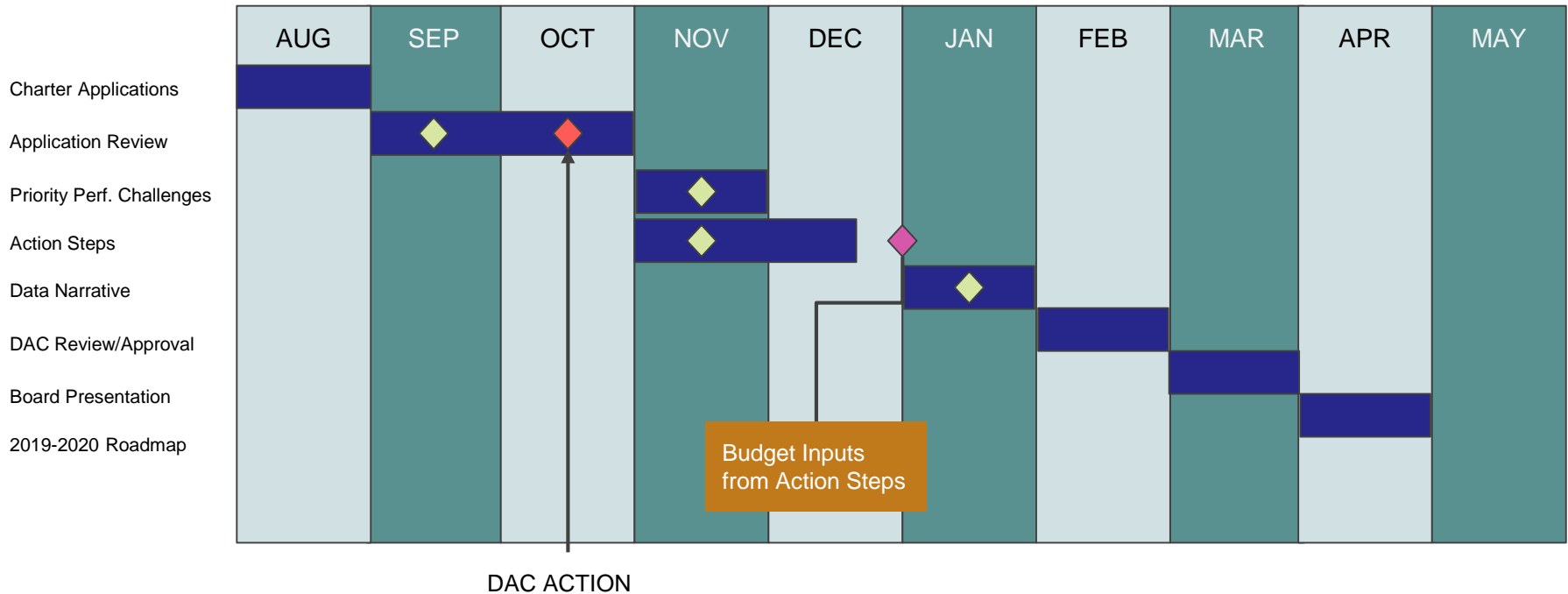


# DUIP Process Roadmap



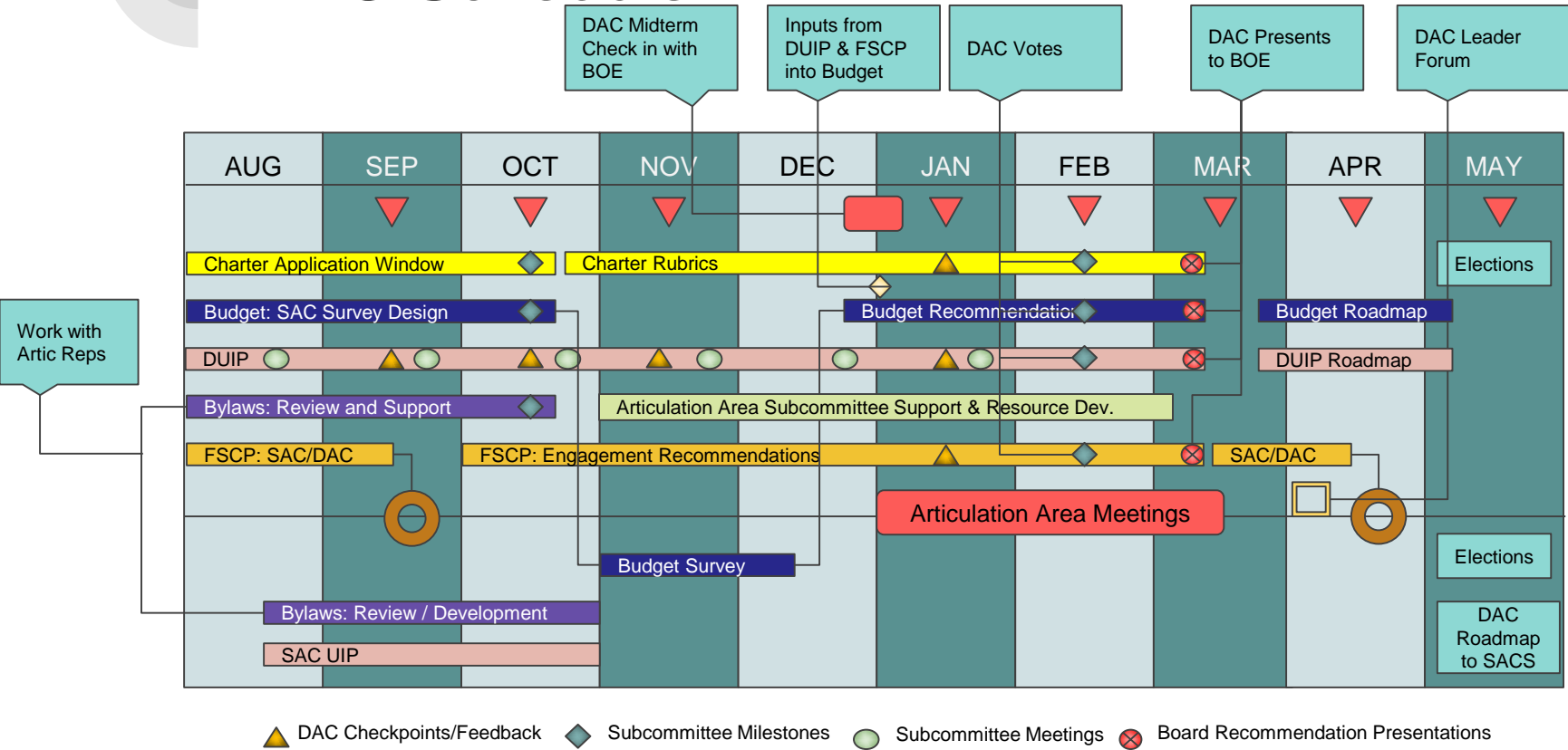


# Charter Subcommittee Process Roadmap





# DAC Schedule





# Articulation Area Representatives

- The voice of local schools on the DAC
  - Work with SACs and Principals to form a dialog between DAC and SACs
- Two representative for each high school articulation area
- 3 representatives for Charters
- 2 representative for Option Schools
- Meet with Articulation Area SACs at least once a year

# SAC

# Calendar Building

# Agendas

Presented by Sally Kate Tinch, DAC Vice Chair  
sallykatetinch@gmail.com

## In-person Meeting

In-person meetings between principals and chairs are recommended to plan agendas.



**SURVIVED ANOTHER MEETING  
THAT COULD HAVE BEEN AN EMAIL**



## Relationships

**Principals:** Please take your parents' concerns seriously. Have sincere conversations about issues, even if you don't agree with the concern.

**Parents:** Please take your principal's advice seriously. They are professionals who want the best for your kids.



# What are we supposed to talk about? (*OFFICIAL*)

- Safety
- Academics
- Survey results
- Culture & climate
- Money: Budget & fees
- Unified Improvement Plan (UIP)

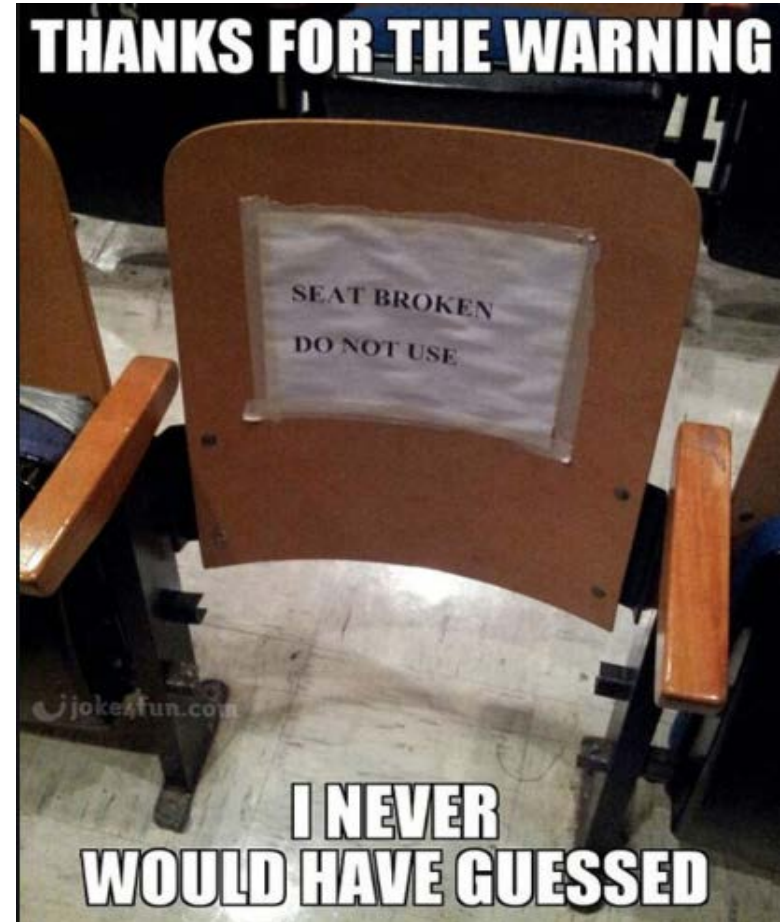
# What do we talk about? (*UNOFFICIAL*)

- The Home Depot bucket filled with cat litter
- The dress code at dances/graduations/ceremonies
- That crazy post on Next Door/Facebook/Instagram
- The neighbor with the rooster that crows during class
- The breathalyzer test at prom
- How to buy or unload AP books
- Plumbing stopped up with vaping products
- Controversial books



## A few more things:

- Politics
- Eduspeak/common vocab
- Surprise!
- Testing
- Gatekeepers: dominating dads / mommy mafia
- Open forums
- Sheets in office
- Reviewing norms



# Where can I find a sample calendar for the year?

- Google [“Jeffco Public Schools District Accountability”](#)
  - Click “The SAC Resource Guide”
  - Pages 6 and 7 have sample month-to-month agendas
  
- Questions for later? Email me!

[sallykatetinch@gmail.com](mailto:sallykatetinch@gmail.com)

**THANKS FOR LISTENING**



**ANY QUESTIONS?**

# Colorado LAWS on **SCHOOL ACCOUNTABILITY COMMITTEES (SACs)**

Presented by **Evie Hudak**, DAC Board Appointee

Colorado PTA Director of Public Policy

Former State Senator

Former member of Colorado State Board of Education

[evie@hudak.org](mailto:evie@hudak.org)

# Establishment of SACs

- All public schools (including charter schools) are required to have a SAC.
- School boards determine the number of members and the method for selection of members of SACs.
- Members of a charter school board may serve as members of its SAC.
- The **chair** or co-chair of the SAC must be one of the parents on the SAC.

# **SAC Membership - required, if practicable**

- The principal or the principal's designee.
- At least one teacher who provides instruction in the school.
- At least three parents (or legal guardians) of students enrolled in the school.
- At least one member of an organization of parents, teachers, and students recognized by the school (i.e., PTA).
- At least one member of the community.

# Restrictions on SAC Membership

- The number of parents must **exceed** the number of other kinds of members (such as teachers).
- No member may fill more than one of the member positions.
- Members should, to the extent practicable, reflect the following student populations, if significantly represented in the school (10% or more):
  - Non-Caucasian
  - Eligible for free or reduced price lunch
  - English language learners
  - Special needs/disabilities
  - Gifted
  - Migrant

# SAC Primary Duties and Powers

- Recommend to the principal its priorities for spending school moneys, including grants, prior to adoption of the school's budget.
- Provide input to the principal on the school's Unified Improvement Plan (UIP), and if required to have a Priority Improvement or Turnaround plan, also advise the district superintendent and school board.
- Discuss, at least quarterly, whether school leadership, personnel, and infrastructure are supporting or impeding the school's performance.
- Inform the District Accountability Committee (DAC) and the school board about its recommendations for spending priorities.



# Other SAC Duties

- Provide the DAC with input and recommendations on:
  - Principal development plans.
  - Principal evaluations.
- If the school is on a Priority Improvement or Turnaround plan, publicize and host a public meeting to discuss strategies for the plan.
- If the school is on a Priority Improvement or Turnaround plan, publicize the public hearing held by the school board to review its plan. (A SAC member is encouraged to attend this hearing.)

# SAC Duties for Parent Engagement

- Increase the level of parent engagement in the school (especially that of significantly represented populations).
- Publicize opportunities and solicit parents to serve on the SAC.
- Assist in implementation of the district's parent engagement policy at the school.
- Assist school personnel in increasing engagement with parents, including parent engagement with READ plans, IEPs, ICAPs, and plans to address habitual truancy.



# School-Level Accountability Committee

- **District Resource Guide**
- **District Policy AE-R-1**
  - Serve in an **advisory role** to the school Principal
  - Develop a meeting schedule and publish time, date and location of meetings
  - Hold meetings in public
  - Maintain and publish minutes available to the public at the school and on the school website
  - Offer recommendations for maintaining and improving culture and climate as well as the safety of the school

# 2019-20 FALL TRAINING FOR SCHOOL-LEVEL ACCOUNTABILITY CHAIRS ON THE UIP

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Tuesday, September 10, 2019

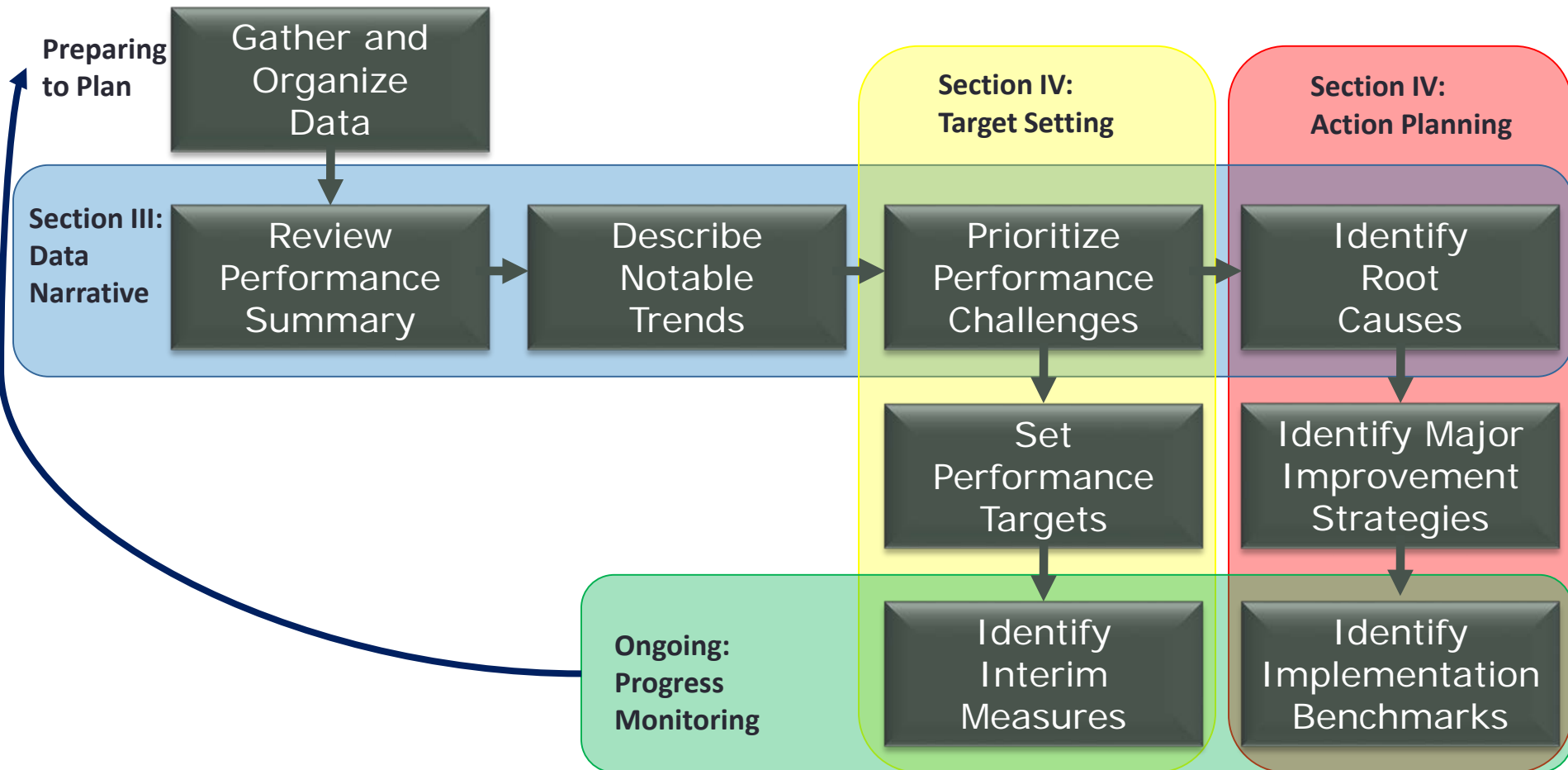
DUIP Co-Chairs Margaret Lessenger  
Deborah Guiducci



# Relationship between DAC & SAC and DUIP & UIP

- DAC is essentially the SAC only at a District level
  - SAC advises the principal
  - DAC advises the BOE
- DUIP is essentially the UIP only at a District level
- Every individual school's performance is part of the DUIP

# District Unified Improvement Plan (DUIP) Process



# Early Academic Achievement

- **Challenge:** Early academic achievement and growth gaps for subgroups remain largely unchanged
- **Root Cause:** Inequitable early academic access, resources, and support
- **Strategy:** Close achievement gaps for subgroups by supporting teachers in the development and connection of Colorado Academic Standards to transformed tasks to engage all students in primary grades
- **Action Steps:**
  - Marzano Proficiency Scales provide teachers with learning benchmarks and instructional entry points for all students across our district with the incremental learning all students need to achieve or exceed expectations by the end of the year
    - Address educational equity with step-by-step benchmarks should be learning, what and when when of what students should be learning
    - Do not exist currently in the district's curriculum
    - Include all grade levels, content areas and Jeffco Generations Skills
  - JSEL - Jeffco Summer of Early Learning offers an additional 6 weeks of intensive summer school for literacy and numeracy instruction for students who are at risk of not meeting end of year expectations

# Middle Level Achievement

- **Challenge:** Middle level English language arts and mathematics growth falls below state average
- **Root Cause:** Lack of engaging learning experiences for middle level students
- **Strategy:** Develop resources, training, and structures so middle school educators can transform the task for student learning
- **Action Steps**
  - Marzano Proficiency Scales (see Early Academic description)
  - Math interventionists work with small groups of students to close the gap between where students are currently performing and grade level expectations. This strategy allows for classroom teachers to maintain grade level expectations while the interventionists can help fill gaps for students who have holes in their mathematical understanding.



# College and Career Ready

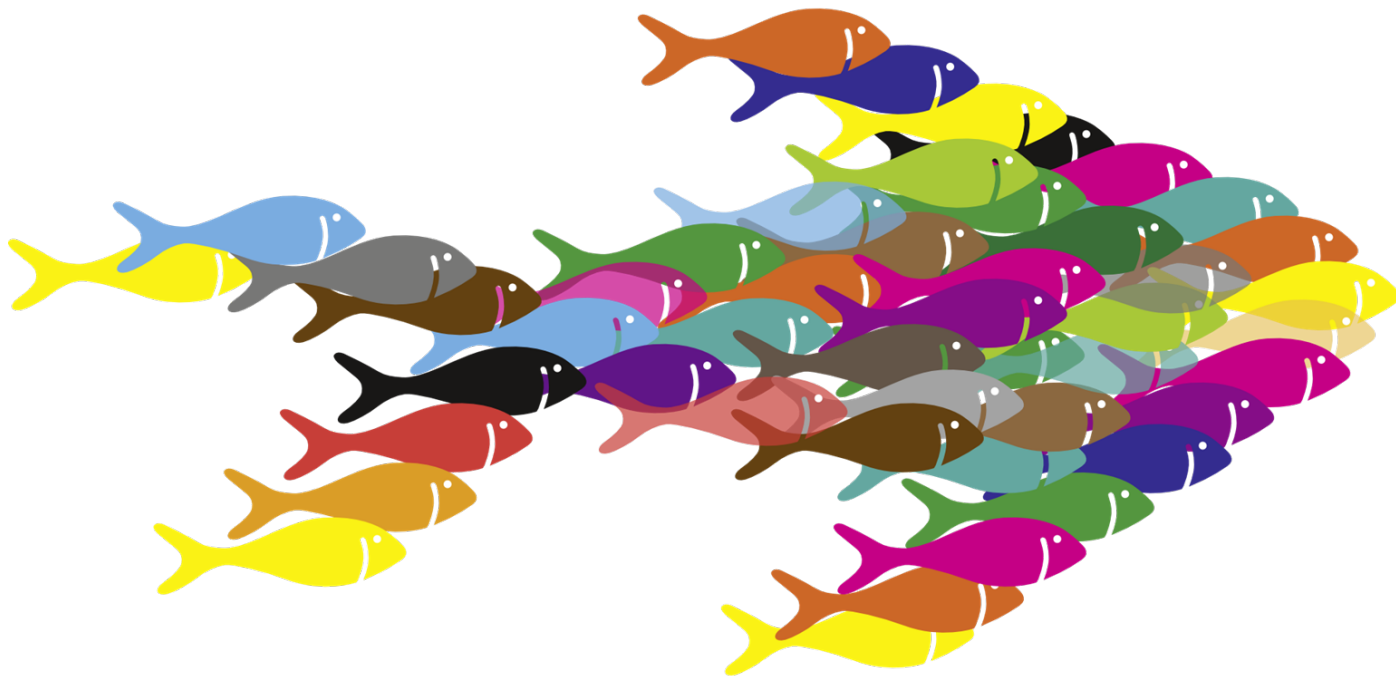
- **Challenge:** Not all Jeffco high school students are demonstrating career and college readiness as demonstrated by Colorado SAT and graduation rates
- **Root Cause:** Lack of customized learning experiences with college and career connections in high school
- **Strategy:**
  - Provide resources and training to provide teachers with relevant instructional models
  - Increase student access to career and college opportunities through the expansion of Career and Technical Education programs, Concurrent Enrollment courses, and Advanced Placement (AP) and International Baccalaureate (IB) courses
  - Expand work-based learning opportunities (worksite tours, mentors, career exploration activities, job shadows, internships and apprenticeships) for all students
- **Action Steps**
  - Marzano Proficiency Scales (see Early Academic description)
  - Expand work-based learning to support customized pathways (such as CareerWise Apprenticeships and teacher externships)

# GT

- **Challenge:** The district remains underrepresented with our GT identified students among our Free/Reduced Lunch (FRL) and English Language Learner (ELL) populations as compared with our overall district identification rate.
- **Root Cause**
  - There remain perceived misunderstandings of the nature of giftedness and access to identification and programming resources among those schools who have large numbers of ELL & FRL populations
  - There is a lack of alternate assessments and enriched programming for ELL and FRL students who show high potential
- **Strategy** Implement a Talent Pool model for high potential G/T students who demonstrate an advanced/exceptional ability in a particular area, but at this time do not meet the formal criteria for gifted identification
  - to better identify high potential students among targeted populations (FRL/ELL)
  - To provide appropriately challenging instruction
- **Action Steps**
  - Communicate about the nature of gifted potential in underrepresented populations
  - Provide resources and deliver professional learning on identification and programming strategies (academic & social-emotional) for educators at Pilot Schools
  - Implement additional testing instruments (like non-verbal ability tests)
  - Broaden pilot

# DUIP has Exciting Work this year!!!

- The DUIP is continuing the work to align the DUIP with the District's Strategic Plan
- District = Sum of Schools





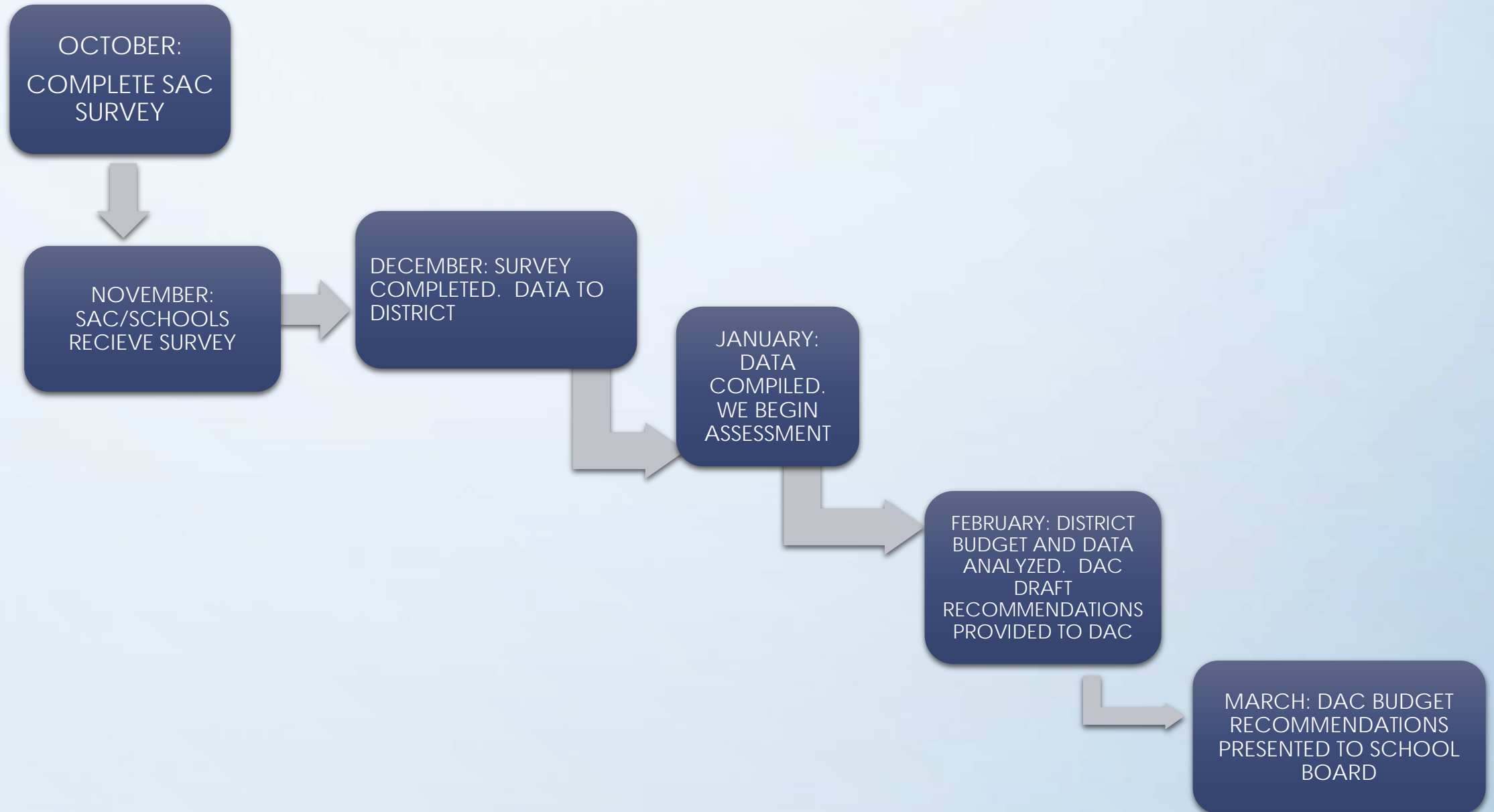
# BUDGET 101

Why it matters.....


# 2019-20 Budget Subcommittee Recommendations

- Tuesday February 19th, 2019

# WORK-FLOW FOR BUDGET SUBCOMMITTEE



# STEP ONE



2018-19 School Accountability Questionnaire

JEFFCO PUBLIC SCHOOLS

**The Jeffco District Accountability Committee (DAC) is providing the 2017-18 School Accountability Questionnaire to collect input from School Accountability Committees (SACs) relative to several topics about which the DAC makes recommendations to the Jeffco Board of Education, including the following: district budget priorities, the school improvement planning process, and local parent and community partnership efforts.**

**Please complete this questionnaire during a meeting of your SAC as part of, or after discussion with, the full SAC. The form can then be reviewed by the SAC Chair and School Principal prior to final online submission. Only one response per school will be accepted. There are no right or wrong answers.**

1. Name of the individual submitting this questionnaire

\* 2. Title of the individual submitting this questionnaire

Principal

Assistant Principal

SAC Chair

SAC Member

Other (please specify)

\* 3. School's name



# STEP TWO



2018-19 School  
Accountability  
Questionnaire

Summary of  
Results



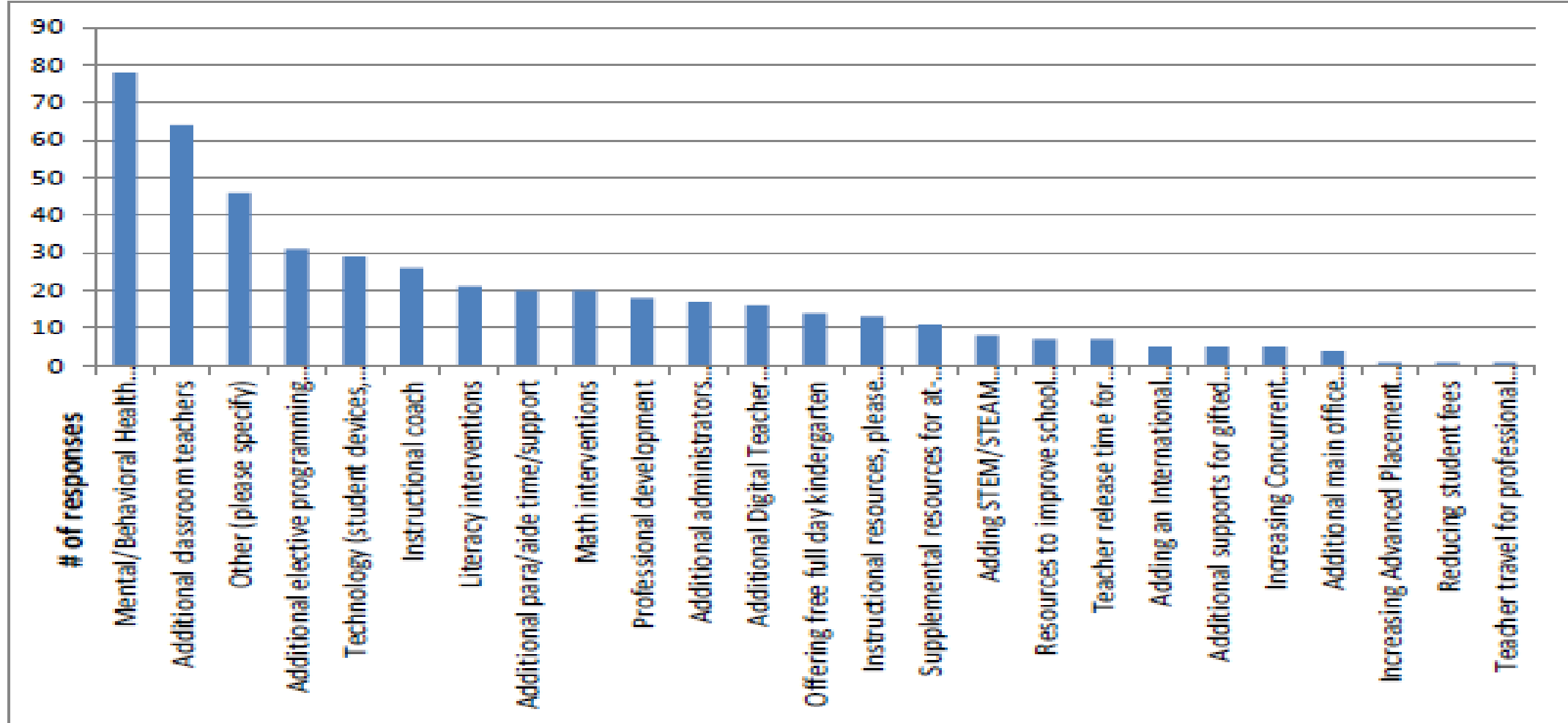
| Jeffco Schools District Accountability Committee





2019-2020 School Budget Questionnaire, Question 16: SCHOOL LEVEL SPENDING PRIORITIES –  
From the list below, select the three top spending priorities identified by SAC

Total





Jeffco Public Schools Board of Education Meeting

**Agenda Item Details**

Meeting	Mar 07, 2019 - Regular Meeting
Category	2. Study/Dialogue Session 5 pm
Subject	2.01 Community Engagement: District Accountability Committee Recommendations (EL-11, GP-13)
Type	Information

estimated time: 5 p.m. (estimated duration: 50 minutes)

**PRESENTING STAFF:**

Karen Quanbeck, chief of schools-elementary/charters, DAC liaison  
Kristopher Schuh, chief of schools-secondary/options, DAC liaison

**PRESENTING GUESTS:**

Jim Earley, chair; District Accountability Committee (DAC)  
Sally Kate Tinch, vice chair, DAC  
Deb Guiducci, co-chair; District Unified Improvement Plan (DUIP) Subcommittee, DAC  
Margaret Lessenger, co-chair; District Unified Improvement Plan (DUIP) Subcommittee, DAC  
Dave Johnson, chair; Budget Subcommittee, DAC  
Carsten Engebretsen, co-chair; Family School Community Partnership Subcommittee, DAC  
Lisa Vega-Fields, co-chair; Family School Community Partnership Subcommittee, DAC  
Caitlin Fitzpatrick, member; FSCP Subcommittee, DAC

**PURPOSE:**

For the Board of Education to provide guidance on any work for next year's DAC and to receive the District Accountability Committee recommendations on:

- spending priorities for district funds in the development of the 2019/2020 budget;
- the District Unified Improvement Plan including priority challenges, major improvement strategies and action plans;
- engagement supports with family, school, and community members;

# FSCP Subcommittee

## Family, School, and Community Partnerships

**Chair: Carsten Engebretsen**

**Vice Chair: Evie Hudak**

**AAR Chair: Jackie Seibel** (Partnership w/FSCP)



# FSCP Defined

**Families, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for students.**



# Mission of FSCP Subcommittee

To **advise** the District Accountability Committee (DAC), and through DAC, **make recommendations to the Board of Education** regarding the progress and best practices of improving Family, School, and Community Partnerships (FSCP) and its **implementation** throughout the District leading to **improved educational outcomes and achievement**. To fulfill this mission, the subcommittee uses the **six FSCP National Standards as its foundation and springboard** to a multifaceted approach to advisement; i.e. training, policy, and best practices.





# National Standards for FSCP



- S1. Welcoming All Families***
- S2. Communicating Effectively***
- S3. Supporting Student Success***
- S4. Speaking Up for Every Child***
- S5. Sharing Power***
- S6. Collaborating with Community***



# Accomplishments in 2018-2019 School Year

- Revised and recommended **new FSCP Board Policy KB** - approved by District Cabinet and Board of Education.
- Analyzed 3 **district-wide surveys** (FSP, MYVH, and TLCC) and **provided UIP budget recommendations** based on analysis.
- Launched an **Articulation Area Rep. (AAR) subcommittee** for training and support.

Supported the District in **FSCP trainings and projects**



# Goals & Tasks Planned for 2019-2020

- Support the District and assist SAC with **increasing participation and engagement** of parents and the broader community.
- Analyze 3 surveys, **compare and contrast results** with last year, and **formulate UIP recommendations**.
- Ensure and support the engagement and growth of the **“business community”** within the FSCP process (CTE).
- Plan and facilitate the **Fall Spring SAC/DAC event**.
- **ONGOING** - Create a **DAC Handbook** and update the **SAC Resource Guide**.





**Thank you!**

Questions / Wonderings



***How DAC Goals Apply to SAC Work***

***Setting SAC Agenda & Calendar***

***SAC Duties Required by Law***

***The Unified Improvement Plan (UIP)***

***What SACs do in regards to the Budget***

***SAC's Role in Family School Community Partnership / Engagement***



# Articulation Area Rep. Subcommittee

**Jackie Seibel, Chair**

