

Jefferson County School District

District Accountability Committee

Great Works Montessori Charter Review



Introduction

Under Colorado Statute, the District Accountability Team (DAC) is responsible for reviewing the Great Works Montessori School charter application. The DAC provides the following report to the Board of Education for their consideration.

Overall Findings

Jefferson County has an excellent portfolio of thriving charter schools. We commit to continue this habit of excellence by perpetuating innovative, financially stable, community supported charter schools. As a part of good stewardship to taxpayer funds, the DAC carefully reviewed the Great Works Montessori Schools' (GWMS) proposal to highlight areas for discussion.

This proposal is submitted with two main areas for additional attention:

- Benefits
- Concerns

Benefits

The DAC found many positive attributes in the GWMS proposal.

- **Accessible:** Montessori is an academic model not readily available to lower socioeconomic populations. GWMS provides an opportunity for a Pre-K experience in a high impact area.
- **Ambitious:** Targeting the academic needs of a high impact area is a challenging and honorable goal.
- **Integration:** A weighted lottery system favors lower socioeconomic applicants.
- **Innovation:** Montessori is a unique academic approach providing diversity in Jeffco's academic portfolio.

Concerns

The DAC recommends additional attention to the following concerns.

- **Budget:** financial solvency
- **Governance:** parent governance equity
- **Transparency:** revealing relevant relationships

- **Other:** academics and overall proposal

BUDGET:

There are concerns regarding the financial solvency of the charter.

Budget shows dependence on soft money: Grant money is subject to change without notice. Failure to receive grant money significantly impacts the budget.

Budget changes would invalidate AMI certification: GWMS stated it would cut the budget and create their own Montessori materials to save money. Homemade/lesser quality materials would disqualify the school from obtaining an AMI certification. AMI certification regulations require all materials to be purchased from an AMI approved manufacturer.¹

“Each classroom must be equipped with a complete set of Montessori materials from an AMI approved manufacturer. These materials are available through one of the following AMI recognized distributors in the US: The Juliana Group, Inc. (Gonzagarredi) or Neinhuis Montessori USA.”

Minimal reserves available: Slim budget shows minimal reserves as required by TABOR of 3% plus a 1.5% financial contingency fund. A financial emergency could easily overrun these reserves. The problem could compound from year-to-year as the fledgling school works to establish itself.

GOVERNANCE:

There are concerns about a self-perpetuating board that disenfranchises parents.

Board does not ensure parental/local control: GWMS governance shows a board that does not ensure local parents or even local community members can obtain a majority of the available seats. Anyone, from any area, regardless of ties to the school, can become a board member.

¹ <http://amiusa.org/school-standards/>

- *"There are no minimum number of parents on the board." (p76)*
- *"Future board members will be recruited in a manner consistent with identified priorities for areas of expertise, strengths, and sector experience." (p. 81)*

It takes until the FOURTH year (and final charter contract year) of the school's operation to get a maximum of two elected positions on the five member governing board. The remaining majority members are founding members or a founding members' appointee.

The proposed charter contract is only four years. None of the elected or appointed seats are designated for a parent at GWMS or a local community member around GWMS. An elected or appointed board member can be anyone, from anywhere, as noted above.

To serve Year 1 & Year 2 through April: *"all seats are held by founding committee members." (p. 79)* No parents or community members are designated in this group.

To serve Year Three: *"...and parents shall elect one Board Member." (p.79)* Still only one (non-founding) board member is elected. No parent designation or local community member designation is guaranteed on the board. Only one elected position by the school community on a committee of five founding members to serve in year three of the school's operation.

To serve Year Four: *"parents will elect one Board Member and the Board will appoint one Board Member." (p. 79)* Parents can vote for a possible second member on the board to serve in year four of operation.

To serve Year Five: *"the Board will appoint one Board Member." (p.79)* A non-elected board member does not represent the families of GWMS. This still does not designate board members as parents. Board membership still has no restrictions on who can be a member. Year five is also out of contract. The charter contract is proposed at four years.

"If the number of candidates running for the Board of Directors is equal to the number of seats available, the seat(s) will be deemed vacant and the Board shall appoint a Board Member to fill each vacancy." There is a concern this process could continue to disenfranchise parents.

Longer terms for non elected/founding board members:

Founding Board members can stay for a possible 4 or 5 year term and can be re-appointed or re-elected repeatedly, but elected members can only serve for a maximum of three years.

- *"The term of each Director (Board Member) elected by the parents shall be three (3) years." (p.79)*
- Founding board members are given access to an infinite term: *"Nothing in this section shall prohibit a founding Board Member from seeking reelection or reappointment, in accordance with these bylaws, at the expiration of his or her initial term." (p. 79)*

Additionally, after the three year term is complete, a *maximum of two* of the three founding members (or possibly four founding members if the optional member is added) may step down from the board in any given year, if desired. Only one must go, but two can cycle out at the end of their term. This formula allows for the possibility of one original founding member to stay for four years and a second founding member to stay for five.

Additional concerns include:

- Parent board members can be removed without cause.
- Board meetings can occur out-of-state with twenty-four hours notice. CORA is observed by giving notes to non-attendees. (i.e. the three founding members can meet out-of-state and create a quorum. They can make decisions without parent input. Meeting notes will serve to inform parents of their decisions.)
- The two non-founding member board members can be anyone. The governance does not require the board member to be a parent or even a local community member.
- One additional (non-parent) board member can be added along with the original three founding majority members, potentially creating four founding members and two parents/other members.
- Self-perpetuating board never allows non-founding members, parents, or community members to gain a majority vote.

- Despite proposed high ELL/minority enrollment, no effort to encourage minority/diversity place on board.
- Consideration for accommodations suggested for Spanish speaking/ FRL parents (i.e. board members are required to read certain Montessori books that are not available to them for free, on tape or in Spanish. Board meetings might need an interpreter.) For a school focusing on a high-poverty, high ELL area, these are relevant accommodation for further discussion.

A majority vote of the members has the ability to alter the Articles of Incorporation, change the by-laws, make hiring/firing decisions, and other key responsibilities. In a grass-roots, community-run school, parents should have a majority stake in how the school is run.

TRANSPARENCY:

GWMS has ties to the out-of-state Walton family and Walmart Enterprises LLC through their property services company, TGNA Holdings LLC. This relationship was not previously disclosed.

GWMS has partnered with TGNA for their property services. GWMS claims TGNA is *“a local property development group...with a mission to make affordable facilities for schools serving diverse and underserved populations.”* (pg 111). No digital footprint exists after cursory internet searches for TGNA or the real estate agent, Zach Burnett. Further research on the Colorado Secretary of State (CO SOS) website shows TGNA Holdings LLC is a business filed under Kelli Eccleston, using the same legal filing address as Walton Enterprises LLC. Kelli Eccleston is also a filing agent for Walton Enterprises LLC. Walton Enterprises LLC is registered through the Arkansas Secretary of State (AR SOS). TGNA Holdings LLC. was formed on 5/28/2015.

Company Name/ Source	SOS Registered Filing Agent	Registered Filing Address
TGNA Holdings, LLC / CO SOS	Kelli Eccleston	PO BOX 1860 Bentonville, AR 72712

Walton Enterprises, LLC/ AR SOS & Corporate Filings Statement	Jim C. Walton Kelli Eccleston	PO BOX 1860 Bentonville, AR 72712
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TGNA Holdings LLC is registered as a “Foreign LLC” not a “Domestic LLC”, which means it was formed in one state (Colorado) but is now carrying out business, or wishes to carry out business, in another state (i.e Arkansas). This creates questions as to whether TGNA Holdings LLC is a “local property development” company as described in GWMS’ proposal. In conjunction with concerns regarding governance and out-of-state meetings, additional conversations defining operations are recommended.

The GWMS proposal included a letter from TGNA with Zach Burnett as the realtor for the property. Under the Colorado Division of Real Estate, no record for any type of real estate license exists for a last name of Burnett with either a first or middle name with Z, Zach, Zachery or any other name beginning with Z.²

While there is nothing illegal about the Walton Enterprises LLC setting up a company to buy real estate and charge GWMS property services, (16% of GWMS’ current budget goes toward purchased property services) the new information may warrant additional conversations.

Legal

There are concerns regarding possible legal entanglements between Great Works, Inc. (GWI), Great Works Montessori Learning Center (GWMLC) and Great Works Montessori School (GWMS). The DAC recommends additional discussions to define distinct boundaries to ensure legal compliance to Colorado Statute.

Additionally, the Article of Incorporation are missing for Articles 1-6. The Articles of Incorporation begin with 7. A copy of Articles 1-6 is requested to complete the review process.

OTHER CONCERNS:

² <https://apps.colorado.gov/dre/licensing/lookup/licenselookup.aspx>

There were questions throughout the document regarding qualifications and standards due to various Montessori nomenclature. It was difficult to discern which standards and methodology would be utilized. Both proposal and board presentation emphasized fidelity to a true Montessori Method as created by Maria Montessori. Questions exist regarding when and if AMI status will be sought, or if only AMI standards will be used. These different types of names and standards were used liberally through the document:

- AMI certification
- AMI standards (without seeking accreditation?)
- Montessori trained (not the same as AMI certification or standards)
- NCMPS: National Center for Montessori in the Public Sector

Further definition is requested regarding AMI-certified teachers and guides. It is unclear if teachers will be AMI certified. If teachers and guides will be AMI certified, what percentage will be certified? Teacher certification numbers impact GWMS' ability to utilize a true Montessori model with fidelity and become an AMI certified school.

Concerns exist regarding transiting children in and out of a Montessori school. A definitive transition plan addressing academics, testing, classroom expectations, etc. is needed.

Maria Montessori created her plan to provide Montessori schooling up to sixth grade. No "true" Montessori school exists for grades 7 & 8 as defined by Maria Montessori. Detailed Montessori programming for grades 7 & 8 should be discussed.

Citations

Writing is an essential skill for college and career readiness. Strong writing skills are also aligned with Jeffco's 2020 Vision Goals. This proposal shows critical writing flaws.

It's bulk size, frequent typos, insertion of other school district names, and inconsistencies between sections suggest many writers may have been involved. Authors possibly utilized "cut-and-paste" boilerplate.

The DAC found numerous citation errors. This was disconcerting from academic leadership for a proposal to start a school. Supporting arguments through relevant and viable citations is vital in both business and academia.

Citations issues include:

- Failure to exist/out of date/no longer exist/link rot (i.e. census data from Lakewood's website cited 2010 numbers when 2013 are the current census numbers on the Lakewood website)
- Contradicted the authors' arguments to promote Montessori efficacy (see below)
- Failure to support the author's claim (see below)
- Cite pre-school, and not K-8 (these were frequent)
- Failure to come from scientific, peer reviewed journals/anecdotal (one citation was a *poem*)
- Referenced an entire book without citing pages (the book itself was a spurious correlation and not scientific: Lillard's, *The Science Behind the Genius*. Interestingly, the next citation utilized by the same author, Lillard, in the *Journal of School Psychology* (2012) admits that Montessori research is "scarce and inconsistent".)
- Citation styles change throughout the document, suggesting a cut-and-paste effort or inability to adhere to one citation format.

A few examples pulled from the citations utilized in GWMS' proposal are included below. Emphasis added.

- One recent study using four demographically-matched traditional public and magnet city schools **found equal math and worse language arts outcomes for 8th graders enrolled in public Montessori schools as compared to children in the matched schools;**
- 4th graders in Montessori and other types of programs performed equally (Lopata et al., 2005) two randomized controlled studies, both involving Head Start, found that **immediate outcomes for Montessori programs were similar to those of other** types of preschool programs.
- **Research on the outcomes of Montessori education is scarce and results are inconsistent.**

- The **few studies that exist present a mixed picture**, with **some showing better outcomes than other programs...and others showing similar or even worse outcomes.**

Conclusion:

The DAC appreciates the creative and innovative approach to expand school choice in a highly impacted area; however, there are still significant issues to be addressed.

Questions surrounding board composition, financial solvency and lack of transparency were determined as the most pressing concerns.

The DAC thanks the Jefferson County Board of Education for their time and attention to DAC's review of the GWMS application.

District Performance Overview

DAC

October 18, 2016



Purpose

- Tonight

- Overview of Jeffco District Performance on state-administered assessment instruments.
- Background in preparation for November DAC meeting

- November: District Unified Improvement Plan Data Narrative

- Review Data Narrative that has been reviewed by the UIP Subcommittee
- Provide Feedback
- Vote for DAC recommendation to BOE

Why New State Assessments?

- Colorado high school students were not graduating ready for post-secondary education or to enter the workforce
 - In 2013, there were only 22 college graduates to every 100 students who entered high school.
 - 34% of graduates attending public Colorado colleges needed remediation.
- The State Board adopted “new” Colorado Academic Standards (CAS) in December of 2011 (reflecting post-secondary and workforce ready expectations).
- Districts should have implemented CAS by 2013-14.
- Older state tests (CSAP/TCAP) Did NOT measure student learning in relationship to new standards.

2013-2014 TCAP/CMAS/ACT	2014-2015 CMAS/ACT	2015-16 CMAS/College Entrance Exam
TCAP Reading and Writing (Grades 3-10)	New CMAS PARCC English Language Arts (Grades 3-11)	CMAS PARCC English Language Arts (Grades 3-9)
TCAP Mathematics (Grades 3-10)	New CMAS PARCC Mathematics (Grades 3-8 and 3 high school assessments; choice of 2 sequences)	CMAS PARCC Mathematics (Grades 3-9)
New CMAS Science (Grades 5 and 8)	New CMAS Science (Grades 5, 8 and 12) Note: 12 th grade aggregate results not released	CMAS Science (Grades 5, 8 and 11)
New CMAS Social Studies (Grades 4 and 7)	New CMAS Social Studies (Grades 4, 7 and 12) Note 12 th grade results not released	CMAS Social Studies (Grades 4, 7) - rotating 3 year cycle Note: HS level assessment not administered in 2015-16
CO ACT- 11 th Grade	CO ACT- 11 th Grade	CO ACT – 11 th Grade

Appropriate Expectations. . .

- The Colorado Academic Standards represent a “higher bar” than Colorado’s prior standards; CMAS measures these more rigorous expectations.
- Initially scores are likely to be lower, but should rise over time as implementation of the standards progresses.
- Students and teachers need time to get used to new tests.
- 2015 scores provided a baseline to measure growth.

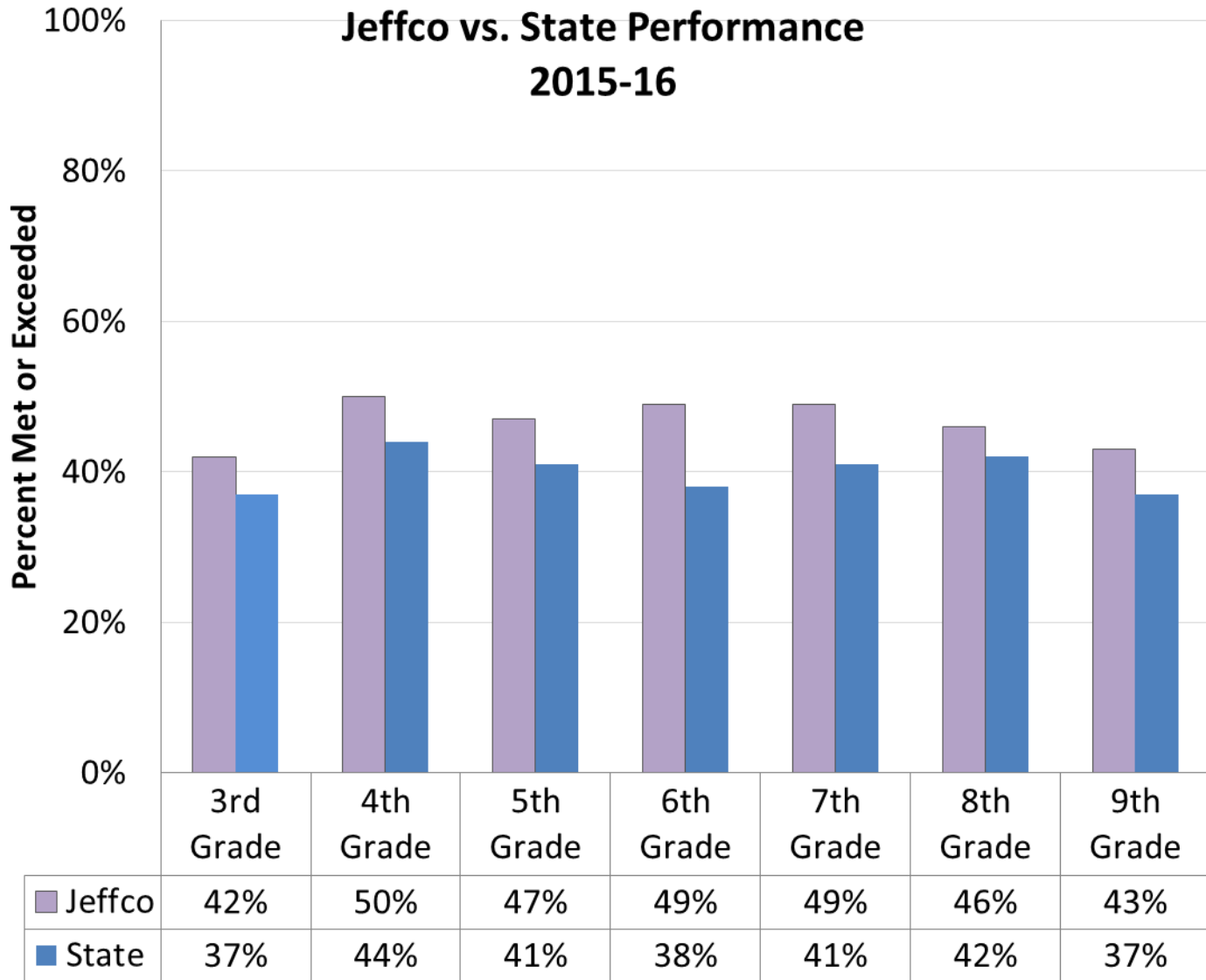
Making Meaning of Assessment Results

- What is/are the purpose(s) of the assessment? How should results be used?
- What learning is being measured? About what learning will inferences or claims be made based on the assessment results?
- What scores are provided?
- How good is good enough? To what should scores be compared?
- What could affect validity, or accuracy, of the results?

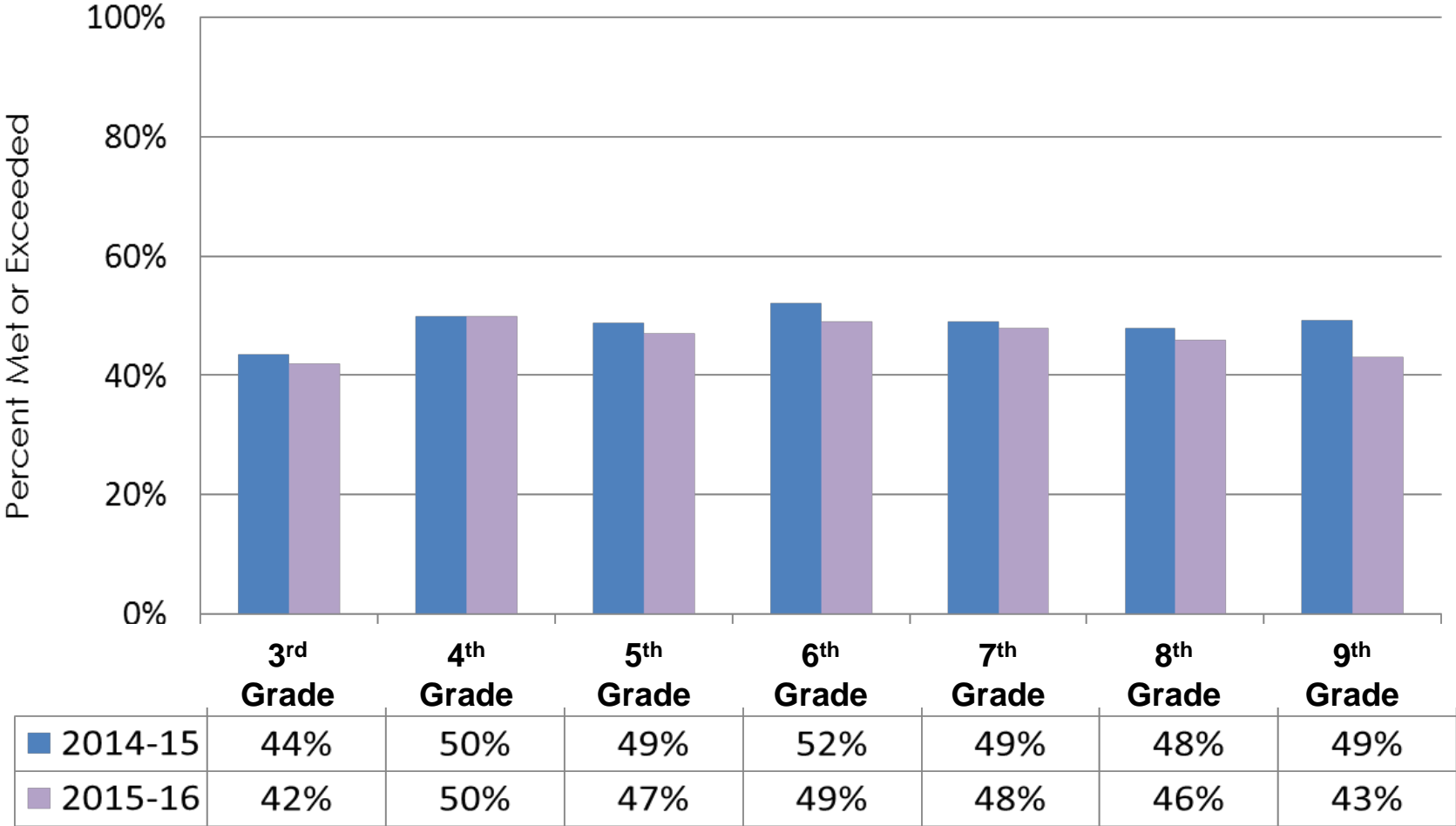
Scores and Comparison Points

Assessment	Learning being Measured	Scores	Comparison Points
CMAS-PARCC <ul style="list-style-type: none"> • ELA • Math 	ELA and Math Standards	<ul style="list-style-type: none"> • Percent Met or Exceeded • Median Growth Percentiles 	<ul style="list-style-type: none"> • State % met or exceeded • Met = on track for next grade level or college/career ready • 35th, 50th and 85th percentile
CMAS Science	Science Standards	<ul style="list-style-type: none"> • Percent Met or Exceeded 	<ul style="list-style-type: none"> • Met = on-track for next grade level
ACT	College Readiness (at 11 th grade)	<ul style="list-style-type: none"> • Percent met college readiness benchmark 	<ul style="list-style-type: none"> • ACT determined “college readiness” score
DIBELS	K-3 Reading	<ul style="list-style-type: none"> • % at benchmark • % well below benchmark 	<ul style="list-style-type: none"> • DIBELS benchmark score = grade level • Well-Below grade level
PSAT	College Readiness and ELA and Math Standards (at 10 th grade)	<ul style="list-style-type: none"> • Percent met benchmark 	<ul style="list-style-type: none"> • Benchmark = college ready • State percent met benchmark

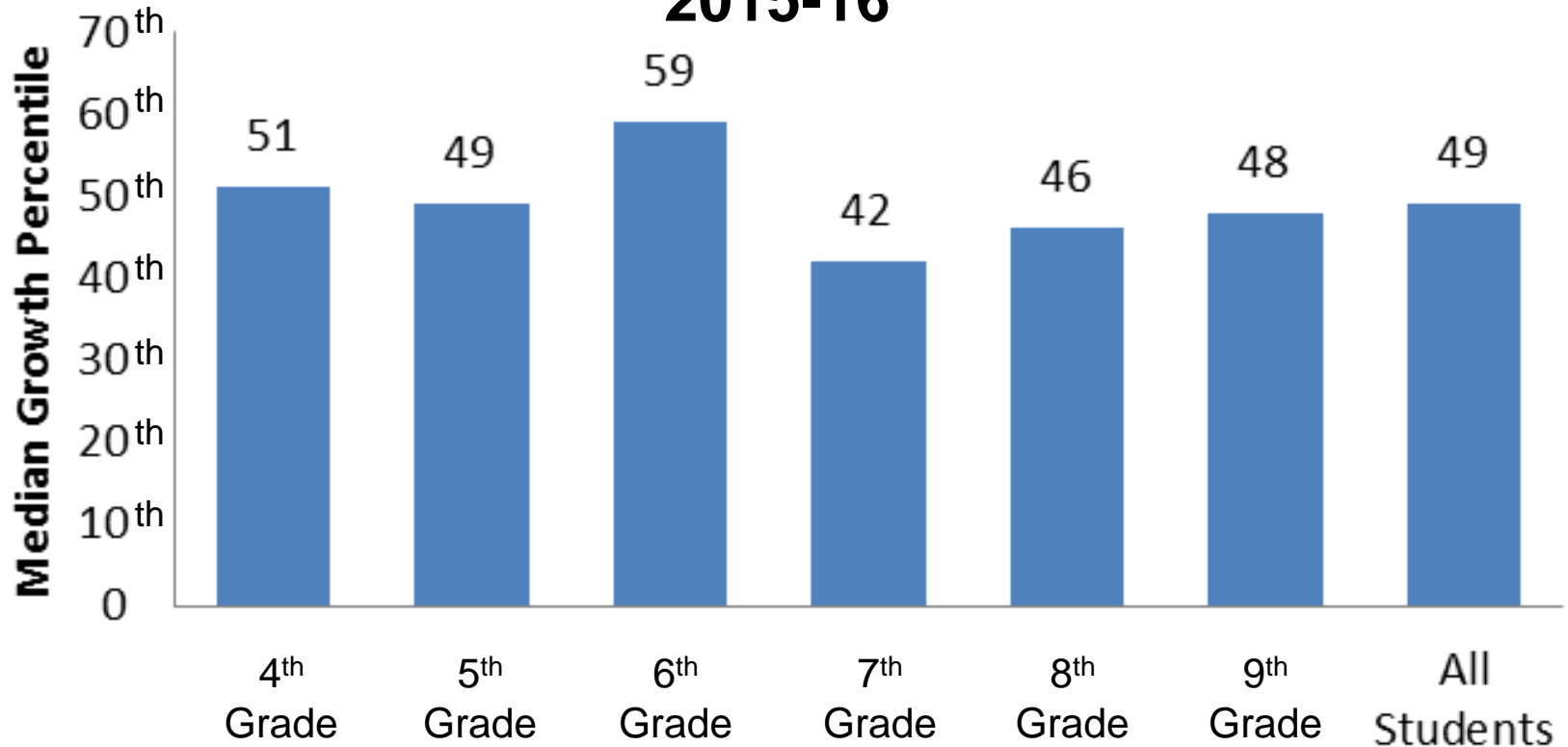
CMAS English Language Arts Jeffco vs. State Performance 2015-16



Jeffco CMAS ELA Grades 3-9 Met or Exceeded Expectations



District CMAS Growth: ELA 2015-16



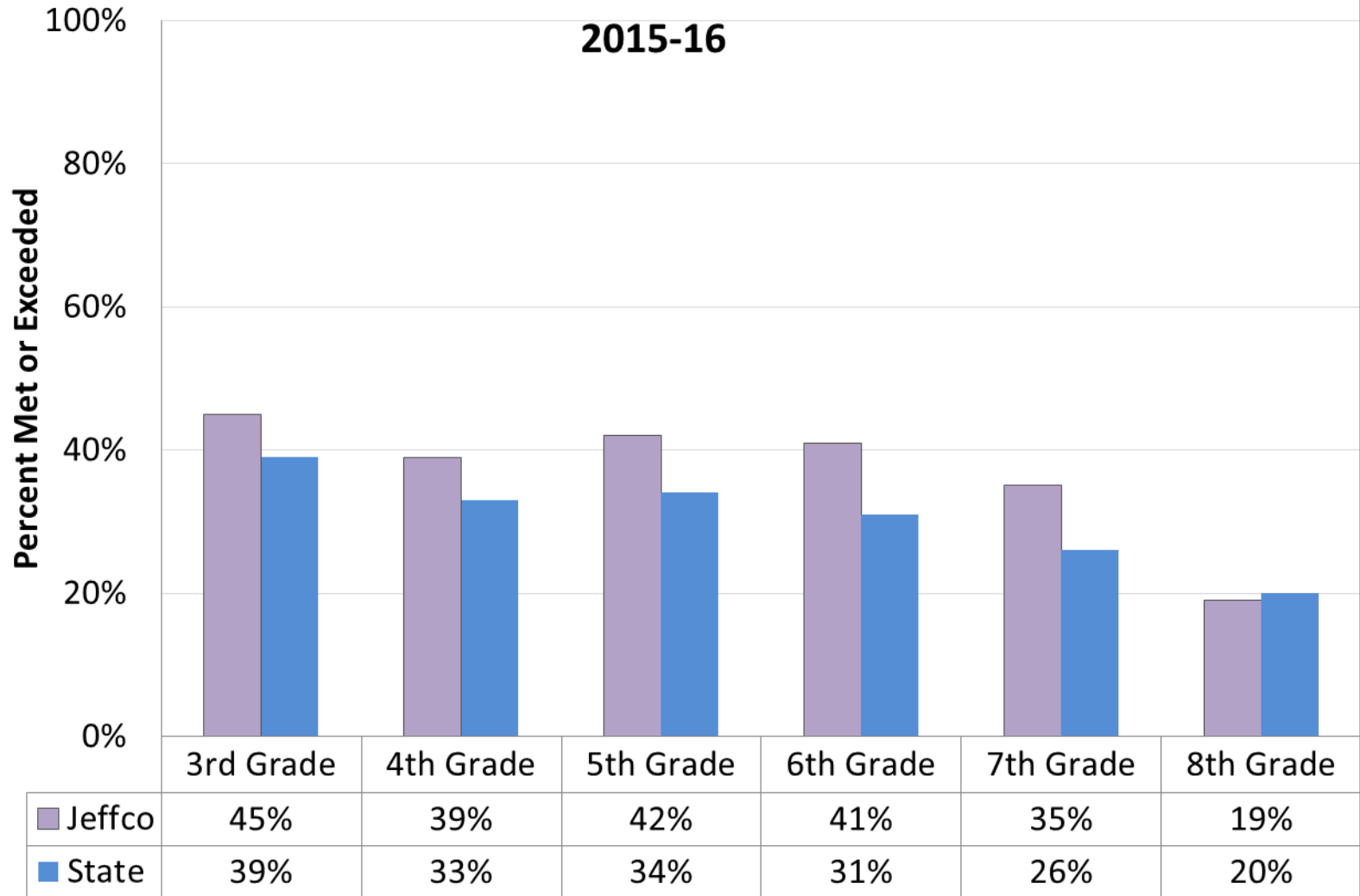
- *50th percentile represents typical growth at the state level.*

Quick Turn & Talk

- What do you notice?
- What questions do you have?



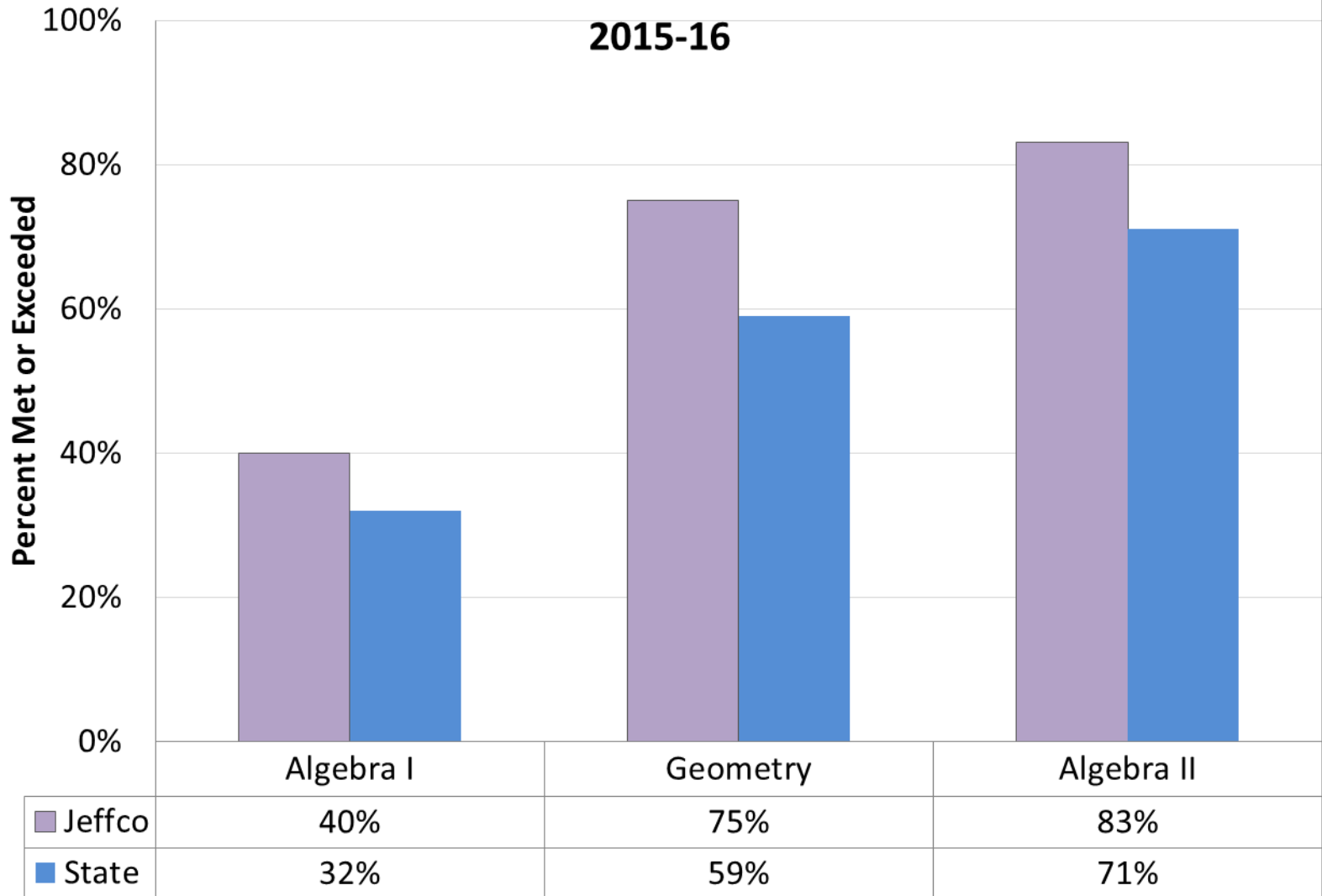
CMAS Math: Grades 3-8 Jeffco vs. State Performance 2015-16



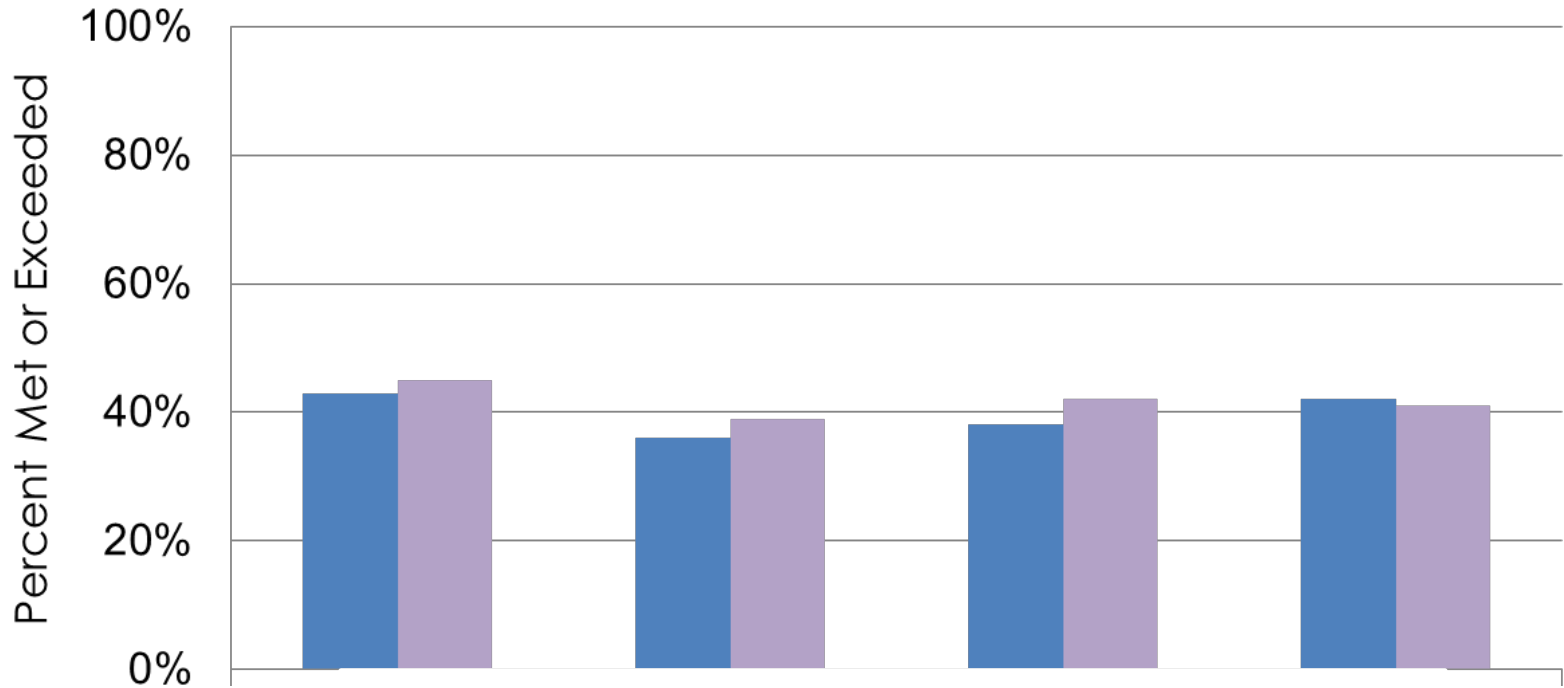
- *The 7th and 8th grade percentages reported above do not represent District performance for all students in those grade levels.*

CMAS Math: Algebra I, Geometry, Algebra II Jeffco vs. State Performance

2015-16

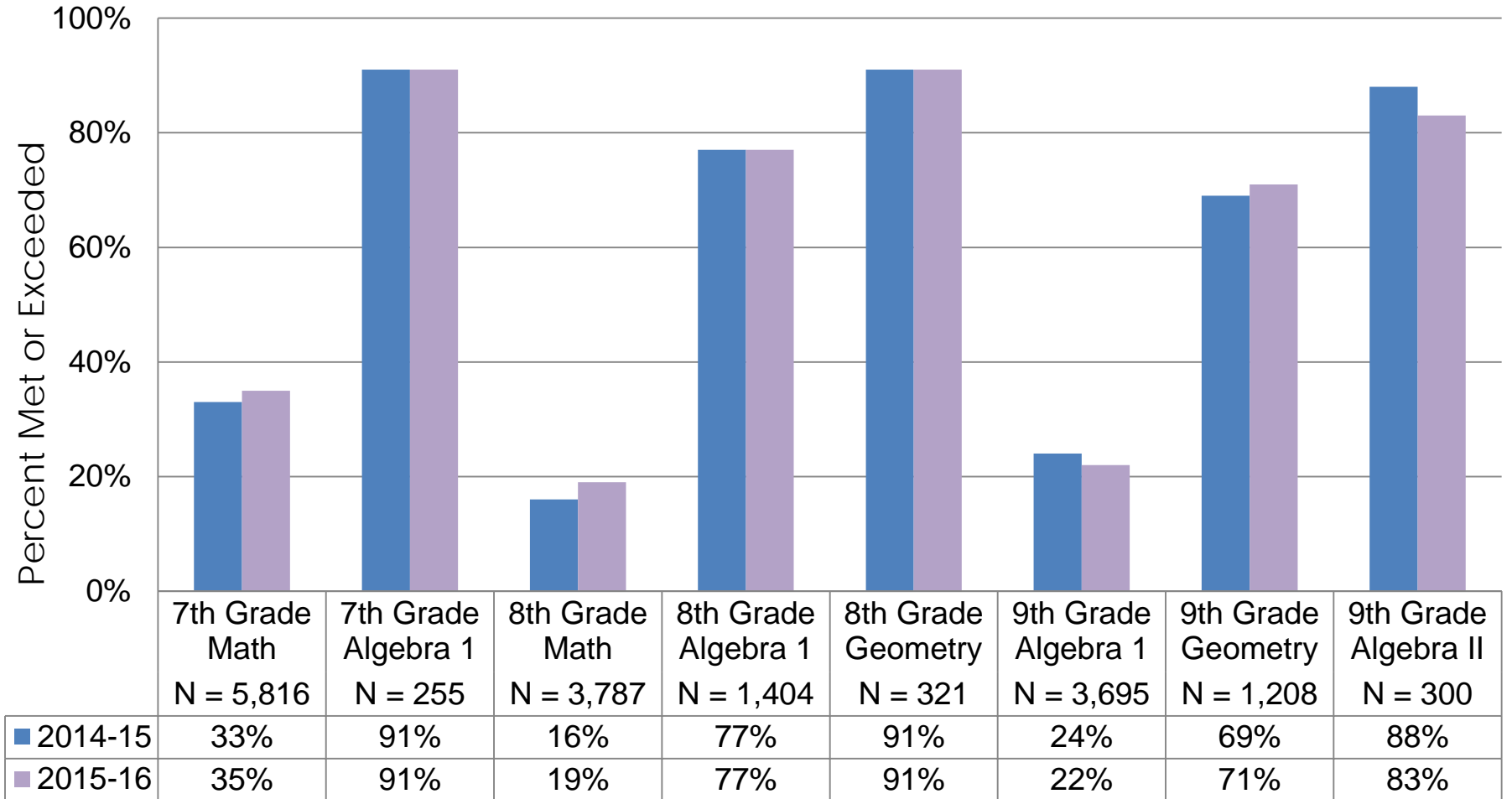


Jeffco CMAS Math Grades 3-6 Met or Exceeded Expectations

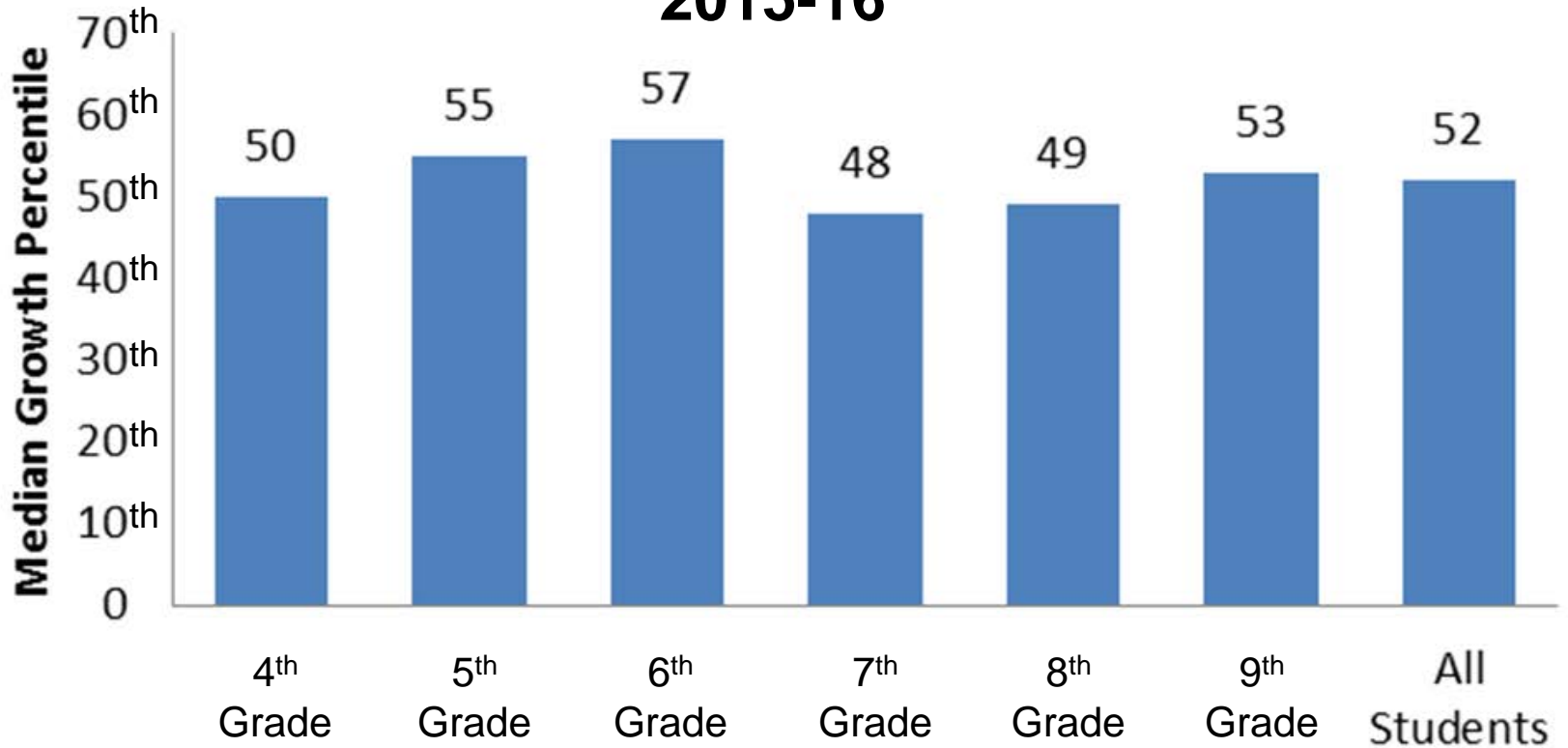


	3rd Grade	4th Grade	5th Grade	6th Grade
■ 2014-15	43%	36%	38%	42%
■ 2015-16	45%	39%	42%	41%

CMAS Math Grades 7-9 Met or Exceeded Expectations



District CMAS Growth: Math 2015-16



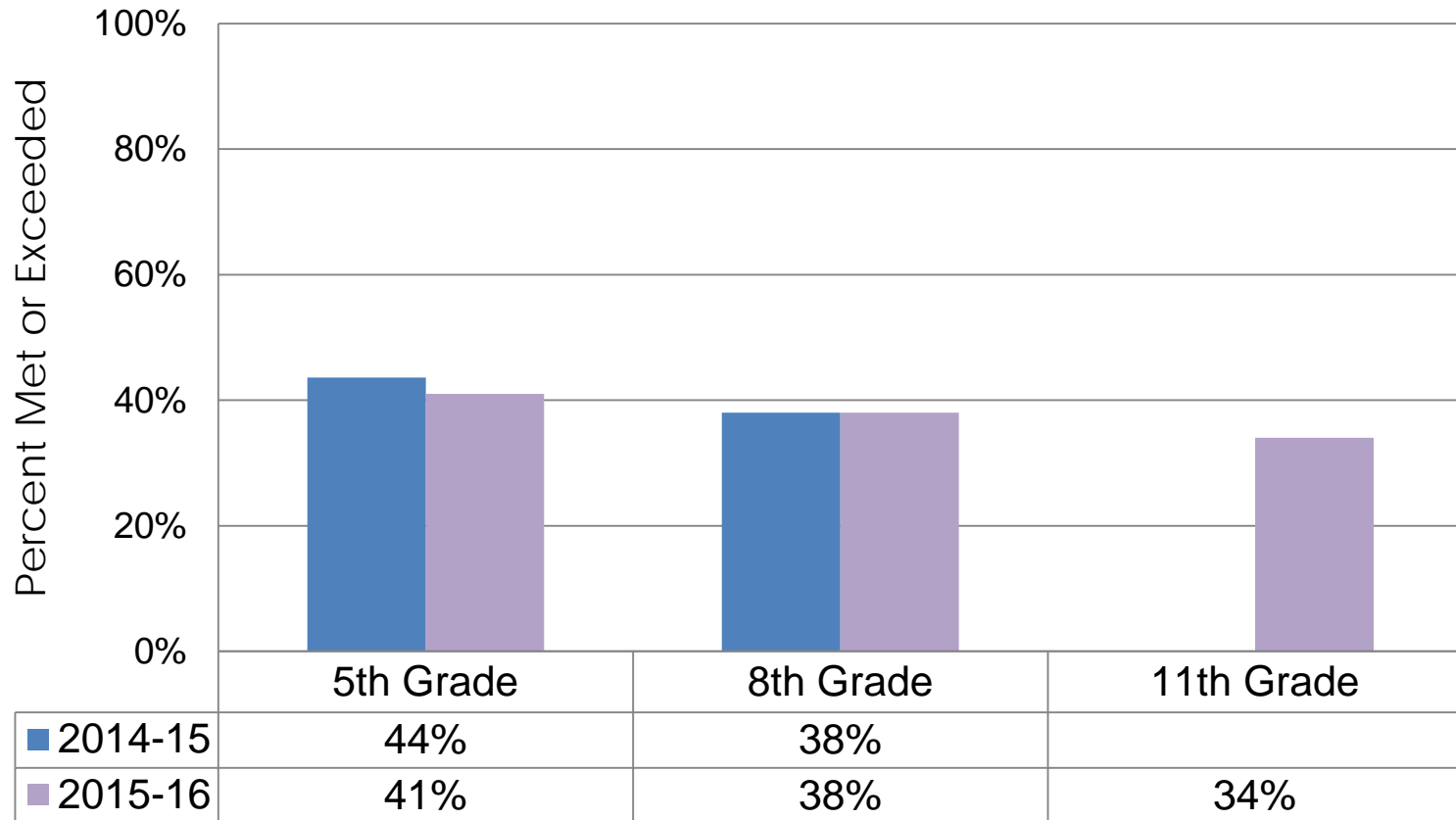
- *50th percentile represents typical growth at the state level.*

Turn & Talk

Additional wonderings and questions

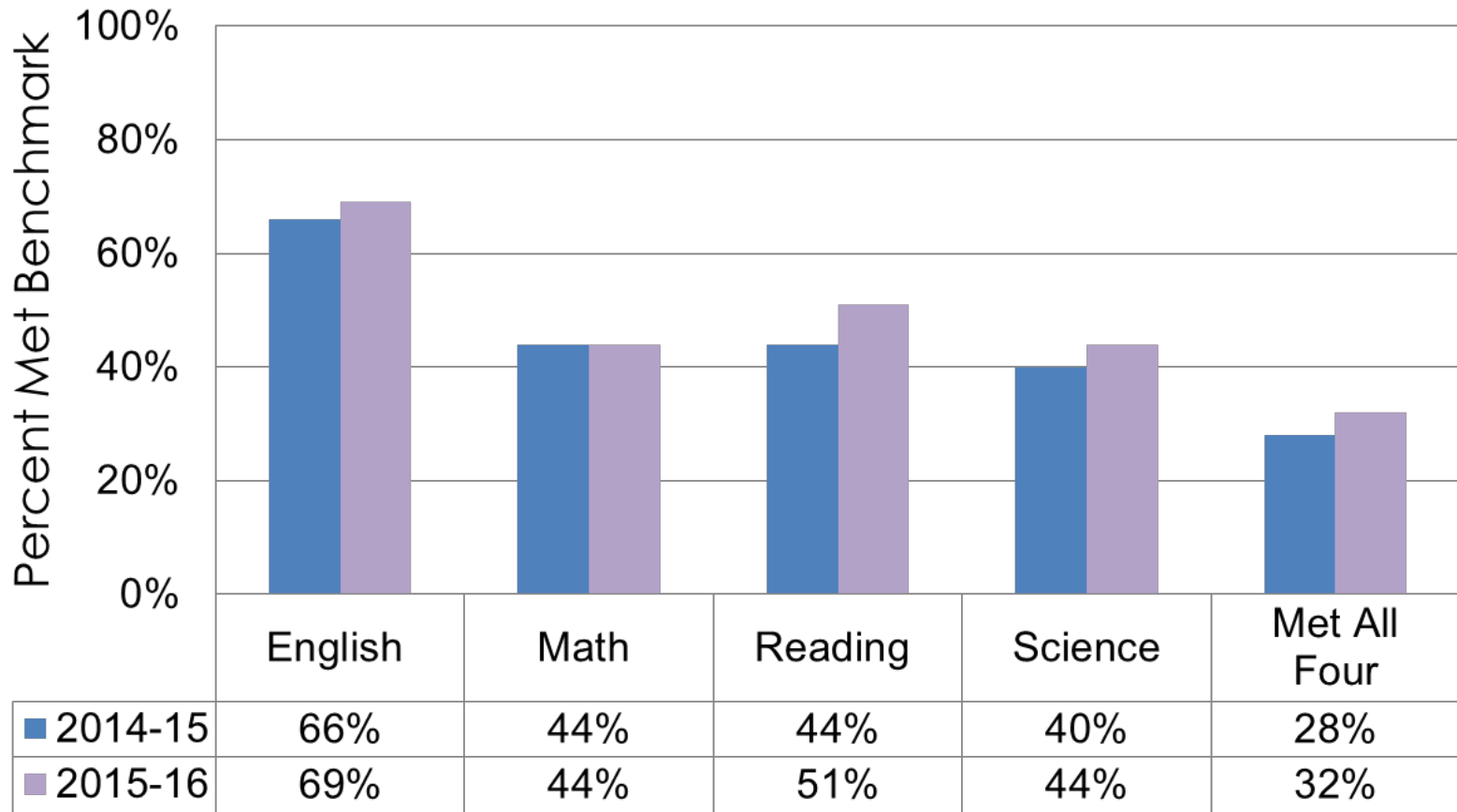


Jeffco CMAS Science Grades 5, 8, 11 Met or Exceeded Expectations



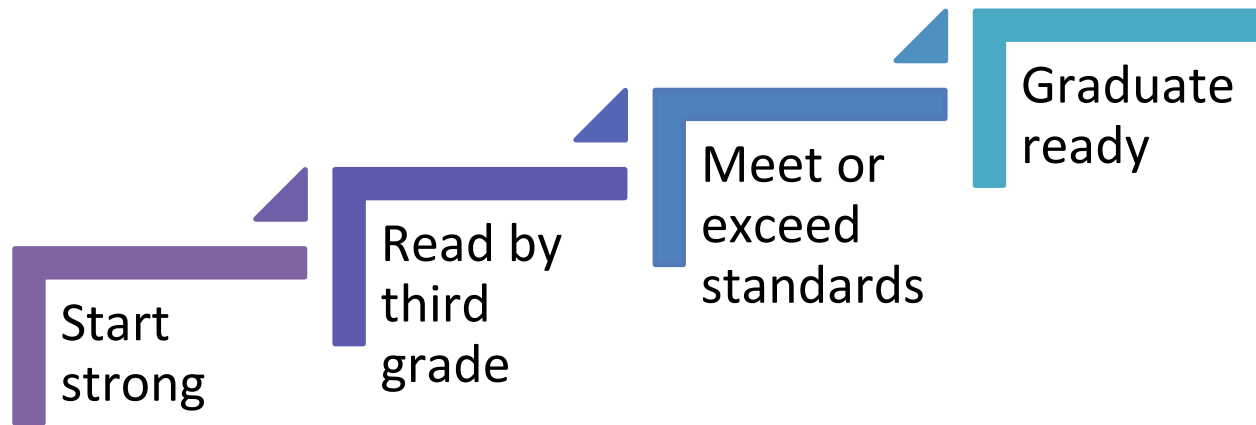
- *CO 11th graders did not test in Science 2014-15 and 2015-16 results do not include approx. 13% of Jeffco 11th graders who did not take the assessment.*
- *Due to CDE's 3-year sampling model, Social Studies data have not been included.*

Jeffco Colorado ACT Met College Readiness Benchmarks



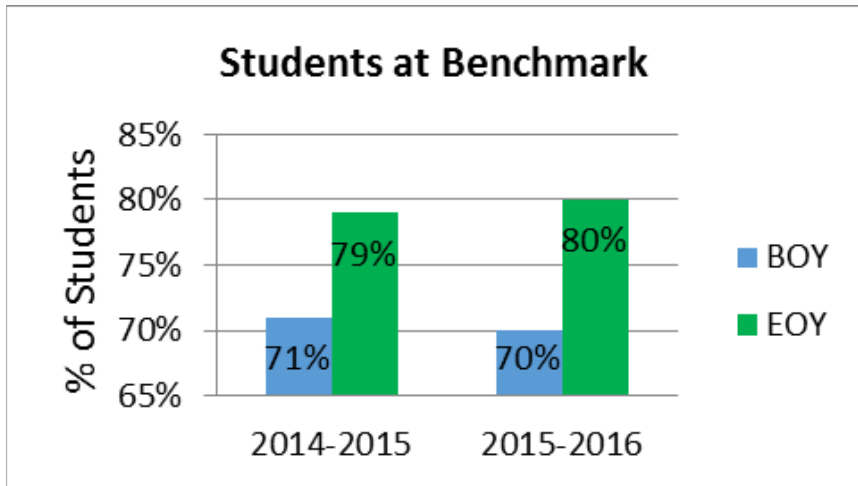
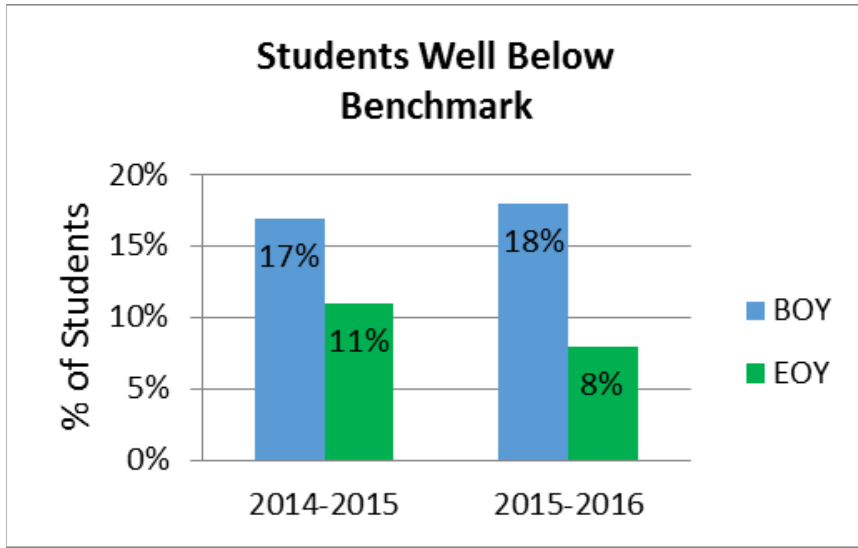
** If students meet Colorado ACT's college readiness benchmarks, they have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses*

Connections to Jeffco's Improvement Goals



- ❑ **Read to Learn:** Increase the percent of third graders who meet or exceed grade level expectations in reading.
- ❑ **Algebraic Thinking:** Increase levels of mastery regarding algebraic thinking for all students.
- ❑ **College and Career Ready:** Increase student performance from PSAT to SAT.

Jeffco Progress in Early Literacy



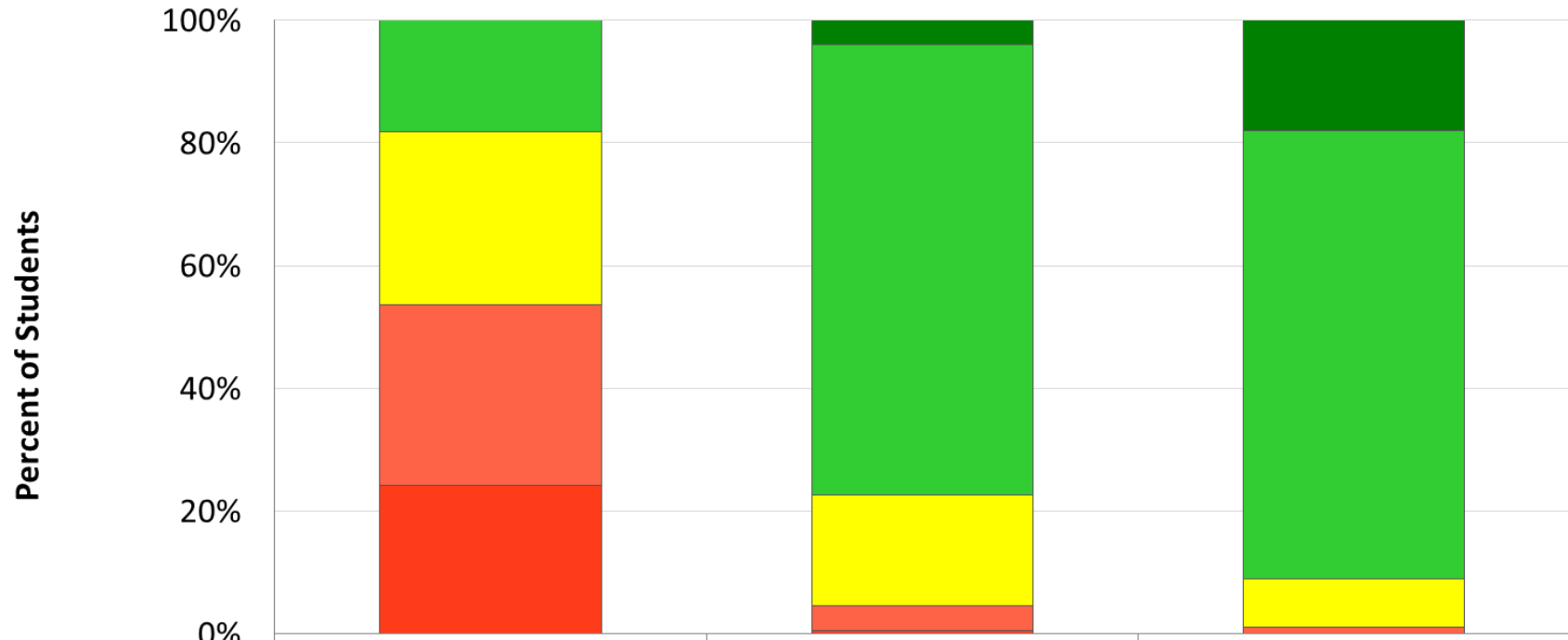
- 311 fewer students were reading significantly below grade level in 2015-16 compared to 2014-15 as measured by DIBELS.

- *BOY – Beginning of year*
- *EOY – End of year*

Algebraic Thinking

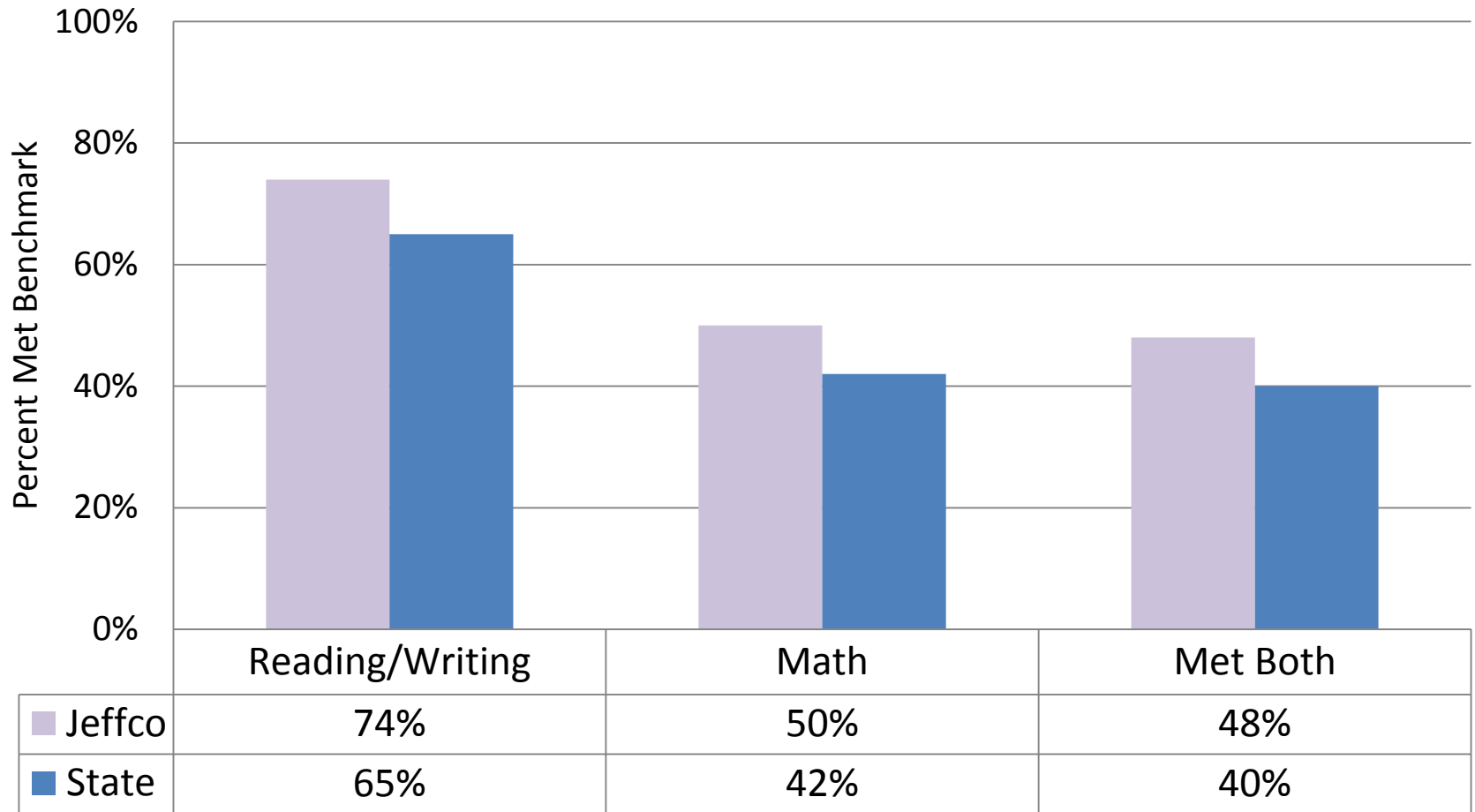
2015-16 Jeffco CMAS

Gap Among 8th Grade Students



Performance Expectations	8th Grade Math N = 3,791	8th Grade Algebra I N = 1,404	8th Grade Geometry N = 321
Exceeded	0%	4%	18%
Met	18%	73%	73%
Approached	28%	18%	8%
Partially Met	29%	4%	1%
Did Not Yet Meet	24%	1%	0%

Colorado PSAT Met College and Career Readiness Benchmarks 2015-16



** College Board's college and career readiness benchmarks predict a 75 percent likelihood of achieving at least a C in a set of first semester, credit-bearing college courses.*

Last Word

Record:

- Observations
- Questions



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2015-16 school year (Targets set in last year’s plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p><u>CMAS Grade 3 ELA</u></p> <ul style="list-style-type: none"> Increase percent of students in the met and exceeded expectations (from 44% to 46%) Decrease percent of students in the did not yet meet and partially met expectations (from 34% to 32%) Reduce percent of grade 3 students identified with a significant reading deficiency from 11% in 2014-15 to 10% in 2015-16 	<ul style="list-style-type: none"> Target not met: District performance declined to 42% (slight decline) Target met: District performance at 32% Target met: District performance at 10% 	<p>The district’s continual focus on providing resources for students with READ plans has supported meeting the last two goals for CMAS Grade 3 ELA (reducing percent of students in the did not yet meet/partially met and reducing percent of students identified with significant reading deficiency). Supports for the first target addressing rigor and critical thinking were less prevalent in the 2015-16 school year. Also, there is no consistent K-2 literacy assessment across the district except for DIBELS (an indicator).</p>
	<p><u>CMAS Grade 8 Math</u></p> <ul style="list-style-type: none"> Increase percent of students in the met and exceeded expectations (from 16% to 19%) Decrease percent of students in the did not yet meet and partially met expectations (from 53% to 50%) Increase meet/exceed expectations for: <ul style="list-style-type: none"> Major content sub-claim (from 17% to 20%) Reasoning sub-claim (from 24% to 27%) 	<ul style="list-style-type: none"> Target met: District performance at 19% Target not met: District performance at 53% (unchanged) Target not met: District performance at 17% (unchanged) Target not met: District performance at 23% (slight decline) 	<p>The major improvement strategy was not identified until spring 2016 so the district has not provided focused support on CMAS Grade 8 math needs. In the CMAS sub-claim targets of major content and reasoning, the majority of stakeholders were unclear about what was measured and included in the assessment.</p>

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.																
Academic Growth																			
Academic Growth Gaps	<p><u>MAP Grade 3 Reading</u></p> <ul style="list-style-type: none"> Increase percent of students in high and high average performance (from 52% fall 2015 to 54% spring 2016) Decrease percent of students in low and low average performance (from 32% fall 2015 to 30% spring 2016) <p><u>CMAS (Grade 3 to) Grade 4 ELA Median Growth Percentile (MGP)</u></p> <p>Establish baseline for combined subgroup district MGP and gifted/talented students</p>	<ul style="list-style-type: none"> Target met: District performance at 54% Target met: District performance at 28% <p>Baseline measures for district 4th grade 2016 CMAS ELA Median Growth Percentiles provided below:</p> <table border="1" data-bbox="951 893 1465 1227"> <thead> <tr> <th>Group</th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>51st</td> </tr> <tr> <td>Hispanic (Largest Minority Group)</td> <td>46th</td> </tr> <tr> <td>IEP</td> <td>37th</td> </tr> <tr> <td>LEP (Largest EL Group)</td> <td>51st</td> </tr> <tr> <td>G/T (Any Strength Area)</td> <td>59th</td> </tr> <tr> <td>Female</td> <td>56th</td> </tr> <tr> <td>Male</td> <td>46th</td> </tr> </tbody> </table>	Group	MGP	Overall	51 st	Hispanic (Largest Minority Group)	46 th	IEP	37 th	LEP (Largest EL Group)	51 st	G/T (Any Strength Area)	59 th	Female	56 th	Male	46 th	<p>MAP data indicate the district has moved in the right direction for reading improvements in Grade 3 for last year's student cohort group (MAP measures fall to spring for the same students, whereas, CMAS measures grade 3 from one year to the next—a different cohort of students).</p> <p>The CMAS Grade 4 ELA MGP's show strengths for Gifted/Talented, females, and Limited English Proficient students and challenges for students with disabilities, Hispanic students, and males. Achievement gaps are pervasive and challenging to address in Jeffco. Is there a systemic approach to identifying student needs, with appropriate interventions and course placement (e.g., effective design and implementation of individualized learning plans)?</p>
	Group	MGP																	
	Overall	51 st																	
Hispanic (Largest Minority Group)	46 th																		
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<p><u>MAP Grade 8 Math</u></p> <ul style="list-style-type: none"> Increase percent of students in high and high average performance (from 53% fall 2015 to 56% spring 2016) Decrease percent of students in low and low average performance (from 	<ul style="list-style-type: none"> Target not met: District performance at 53% (unchanged) Target not met: District performance 	<p>MAP data for last year's cohort of Grade 8 students show flat and slight declines in performance—a trend that supports the district's math major improvement strategy is focused on the an urgent need.</p>																	

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.																
	<p>28% fall 2015 to 25% spring 2016)</p> <p><u>CMAS Grade 8 Math Median Growth Percentile (MGP)</u></p> <p>Establish baseline for combined subgroup district MGP and gifted/talented students</p>	<p>at 27% (slight decline)</p> <p>Baseline measures for district CMAS Math Grade 8 2016 Assessment Median Growth Percentiles provided below:</p> <table border="1"> <thead> <tr> <th>Group</th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>47th</td> </tr> <tr> <td>Hispanic (Largest Minority Group)</td> <td>42nd</td> </tr> <tr> <td>IEP</td> <td>42nd</td> </tr> <tr> <td>LEP (Largest EL Group)</td> <td>45th</td> </tr> <tr> <td>G/T (Any Strength Area)</td> <td>54th</td> </tr> <tr> <td>Female</td> <td>52nd</td> </tr> <tr> <td>Male</td> <td>43rd</td> </tr> </tbody> </table>	Group	MGP	Overall	47 th	Hispanic (Largest Minority Group)	42 nd	IEP	42 nd	LEP (Largest EL Group)	45 th	G/T (Any Strength Area)	54 th	Female	52 nd	Male	43 rd	<p>Baseline CMAS MGP's for Grade 8 math indicate strongest performance for Gifted/Talented students and females. All other subgroups demonstrate less than typical growth. These data also confirm the district's direction for the Unified Improvement Plan.</p>
Group	MGP																		
Overall	47 th																		
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<p>Postsecondary & Workforce Readiness</p>	<p>Increase Jeffco's overall cohort 4-year graduation rate from 82.9% (2014-15 cohort) to 83.4% (2015-16 cohort).</p> <p>Increase Jeffco's overall 2012-13 cohort's extended graduation rate from 86.3% (6-year rate) to 86.8% (7-year rate).</p> <p>Increase Jeffco's 2012-13 cohort's extended graduation rate for the following subgroups:</p> <ul style="list-style-type: none"> * Gifted/talented – 96.2% (6-year) to 96.7% (7-year rate) *Total minority – 80.7% (6-year) to 81.2% (7-year rate) 	<p>Data released January 2017</p> <p>Data released January 2017</p> <p>Data released January 2017</p>																	

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>*Free/reduced lunch eligible – 75.5% (6-year) to 76% (7-year rate)</p> <p>*SPED – 71.9% (6-year rate) to 72.4% (7-year rate)</p> <p>* English learner – 69.1% (6-year rate) to 69.6% (7-year rate)</p> <p>Decrease Jeffco's dropout rate from 1.8% to 1.7%</p> <p>Increase the percent of Jeffco juniors meeting ACT college readiness in all subjects measured from 28% to 30%</p> <p>Decrease the percent of Jeffco graduates requiring remediation courses from 26.6% to 26%.</p>	<p>Data released January 2017</p> <ul style="list-style-type: none"> Target met: District performance at 32% (target exceeded by 2 percentage points) <p>Data published January 2017</p>	<p>CO ACT is a college entrance test that high schools have been focused on for many years and the district performed well. As the state migrates to SAT, it will be important to establish a new baseline.</p>
<p>Student Graduation and Completion Plan (For Designated Graduation Districts)</p>			
<p>English Language Development and Attainment (AMAOs)</p>			

Jefferson County School District R-1 District Accountability Committee (DAC) Bylaws

I. Name

The official name of the organization shall be the Jefferson County School District R-1 Accountability Committee (DAC).

II. Definitions

- A. Articulation Area Representative means a Parent SAC Member appointed to represent one of the articulation areas.
- B. At-Large Member means a Member who is appointed by the Board of Education and is not assigned to represent an articulation area, charter schools or options schools.
- C. Executive Committee means the Chair, the Vice-Chair, **immediate past Chair**, and the chairs of the standing subcommittees in section VI.B.
- D. Member means any person defined in section IV(A).
- E. Parent Member means any Member who is:
 - 1. a child's biological parent, adoptive parent, or legal guardian or another adult person recognized by the child's school as the child's primary caregiver of a student attending Jefferson County Public Schools at the time of appointment.
 - 2. not an employee of, or the spouse, son, daughter, sister, brother, mother or father of an employee of the District.
- F. School Accountability Liaisons comprise the 17 Articulation Area Representatives, 3 charter representatives, and the option school representative.
- G. Unexcused absence means an absence from a DAC meeting for which the absent Member has not notified the Chair.

III. Purpose and Role

The purpose of the DAC is to serve in an *advisory role* to the Jefferson County Board of Education (BOE). The DAC advises the BOE on matters related to budget, improvement priorities, student achievement, and parent engagement. Specifically, the DAC shall fulfill the duties of a school district Accountability committee as defined in Colorado Revised Statutes, Section 22-11-301 et seq. Per statute, the DAC has the following powers and duties:

- A. Recommend to the BOE priorities for spending school district money;

- B. Make reasonable efforts to consult in a substantive manner with School Accountability Committees (SACs) in the district regarding spending priorities;
- C. Advise the BOE concerning preparation of the district's annually submitted performance, improvement, priority improvement or turnaround plan (whichever is applicable);
- D. Make reasonable efforts to consult in a substantive manner with School Accountability Committees (SACs) in the district regarding school performance, improvement, priority improvement and turnaround plans;
- E. Discuss at least quarterly whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's performance, improvement, priority improvement, or turnaround plan (whichever is applicable);
- F. Review any charter school application(s) received by the BOE and submit recommendations to the BOE on said applications(s);
- G. Provide input to the BOE concerning the creation and enforcement of its school conduct and discipline code;
- H. Consider input and recommendations from the district's SACs to facilitate the evaluation of the performance of district principals;
- I. Provide input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations;
- J. Assist district staff or school personnel to increase parent engagement, including but not limited to:
 - 1. Implementing the district's parent engagement policy;
 - 1. Increasing parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans (ICAP) and plans to address habitual truancy; and,
 - 2. Helping increase community awareness of the district strategic plan and the school/district improvement processes;
- K. Determine at least annually and cooperatively with the BOE, additional areas and issues of study and recommendation to the Board that the DAC shall focus on for the year.
- L. Report to the BOE, at least two times per year, or more frequently as may be requested by the BOE on the work of the DAC.
- M. Each year, deliver to the BOE a report on the following:
 - 1. The percentage of students who are college and career-ready
 - 2. How Jefferson County compares to other districts in the area
 - 3. Critical obstacles hindering more rapid improvement of student achievement results, and
 - 4. Recommendations for what should be done to overcome those obstacles

IV. **Membership**

A. The DAC comprises the following Members approved by the Board of Education:

1. The School Accountability Liaisons nominated by the superintendent:
 - a. seventeen (17) Articulation Area Representatives, from and representing each one of the district's seventeen (17) articulation areas, who shall be parent SAC members in their articulation area;
 - b. three (3) charter school parents who shall be parent SAC members;
 - c. one (1) option school parent SAC member;
2. At least one (1) and up to three (3) teachers with effort made to represent each grade band: K-5, 6-8, 9-12. Both members and non-members of Jefferson County Education Association (JCEA) are eligible. JCEA may recommend individuals;
3. At least one (1) and up to three (3) building-level administrators employed by Jeffco Schools;
4. Up to ten At-Large representatives, with effort made to represent diversity of stakeholders;
5. At least one Business community representative;
6. One Jeffco PTA member. The Jeffco PTA may recommend individuals.
7. One classified staff member employed by Jeffco Schools. Both members and non-members of CSEA are eligible. CSEA may recommend individuals.
8. The Superintendent or the Superintendent's designee (non-voting).

B. By statute, Members approved by the BOE shall, to the extent practicable, reflect the student populations that are significantly represented within the district. This may include:

1. students who are non-Caucasian;
2. students eligible for free and/or reduced-cost lunch;
3. students who are English language learners;
4. students who are migrant children;
5. students identified as students with disabilities; and
6. students who are identified as gifted children.

C. Only one Member of the DAC may be a concurrent member of the Jefferson County School District's Strategic Planning Advisory Council (SPAC).

D. Duties of Members

1. Attendance at all scheduled DAC meetings and all assigned subcommittee meetings. In the event a Member cannot attend a meeting, he/she should communicate such absence in advance to either the Chair or to the subcommittee chair.

2. Participation on at least one subcommittee and/or service as an elected DAC officer or as DAC liaison to another organization.
3. Service as a liaison to the stakeholder group that Members were appointed to represent.
4. Compliance with these bylaws
5. Compliance with the Code of Conduct.

E. Terms of Members

1. The term of a Member appointment shall be two years. Members' terms shall begin at the close of the final meeting of the committee-of-the-whole of the academic year in they are appointed, unless the BOE directs otherwise.
2. Members shall not be precluded from being reappointed and serving consecutive terms as long as they continue to meet the requirements of membership as defined above.

F. Resignation If a Member is unable to fulfill the duties of membership, he/she should provide a letter of resignation to the Chair and Vice-Chair, who shall notify the BOE.

G. Removal The Executive Committee may recommend to the BOE that members with more than three unexcused absences from DAC meetings be removed. The committee-as-a-whole may also recommend to the BOE, with a two-thirds majority achieved by blind ballot, removal of Members who fail, after repeated warnings by the committee-as-a-whole, to refrain from meeting conduct injurious to the DAC or its duties. Removal of Members, deemed after two warnings from the committee-as-a-whole, not to be in compliance with the Code of Conduct.

H. Replacement If a Member resigns or is removed, the Executive Committee shall advise the BOE and a replacement shall be nominated and appointed through the process specified in the membership section (IV). The replacement shall serve a two year term as per IV.E.1.

V. Committee Officers

A. Officer Positions

1. The DAC has two officers: The Chair and the Vice Chair. The officers shall be elected by the membership of DAC annually, in the final meeting of the academic year. The officers shall be selected from the Parent Members of the DAC.
2. **Term** The officers shall each serve a one-year term in their respective roles. No one shall be prohibited from running for consecutive terms.
3. **Duties of the Chair** The DAC Chair

- a. Ensures committee efforts and membership meet statutory requirements;
- b. Plans annual meeting calendars and monthly meetings;
- c. Receives and relays requested agenda items from Members and subcommittees;
- d. Ensures calls are issued for meetings of the DAC;
- e. Develops and communicates norms for use in DAC meetings;
- f. Presides over DAC meetings;
- g. Ensures that minutes of all DAC meetings are recorded, including attendance and records of votes, and made available to Members;
- h. Ensures membership list, including statutory roles of individual Members, and contact information is kept and made publicly-available; and ensures processes exist for other committee correspondence, as necessary;
- i. Ensures that subcommittees are representative of the committee-as-a-whole and ensures that subcommittees have sufficient Members to conduct their work;
- j. Ensures that SAC Chair training sessions are conducted;
- k. Coordinates committee and subcommittee reports to the BOE;
- l. Coordinates the DAC's activities with administrative support from the Jefferson County School District;
- m. Annually reviews bylaws and presents same to membership; and,
- n. Ensures the public DAC web page is maintained.
- o. Appoints a Member to determine eligible votes and distribute ballots for an officer election for which the Vice-Chair is unable to do so.

4. Duties of the Vice Chair

- a. Shall be responsible for the duties of the Chair in his/her absence;
- b. In the event the Chair resigns; shall assume the duties of Chair;
- c. Ensures quorum is present at meetings and for votes;
- d. Ensures, where necessary, that records of subcommittee meetings are kept and made available to Members;
- e. Ensures public comment is received, recorded, and made available to DAC Members;
- f. Ensures bylaws are maintained, ensures Members' suggestions for bylaws changes are recorded for later discussion, and leads discussion of bylaws annually;
- g. Ensures electronic files and records of DAC, are maintained in an accessible archive;

- h. Determines eligible votes and distributes ballots for officer elections, unless the Vice-Chair is running for the office for which the election is being held.

B. Election During the final DAC meeting of each school year, a new Chair and Vice Chair shall be elected by a vote of the DAC Members. Nomination forms for each position shall be accepted following the April DAC meeting. Forms shall be made available on the DAC web page.

1. Current DAC Parent Members may submit applications for each position.
2. The Chair shall be elected by a vote of the Members, as credentialed by the Vice-Chair. Proxy and absentee ballots are not permitted.
3. Members appointed by the Chair shall count the ballots. Whomever is determining the number of eligible ballots shall not count them. No one running for election shall count ballots.
4. The Member receiving a majority of the ballots cast shall be elected.
5. If no candidate receives a majority of the ballots cast, the candidate receiving the smallest number of votes shall be eliminated, and another ballot shall be held between the remaining candidates. If two or more candidates are tied for the smallest number of votes, a reballot of the committee-as-a-whole shall decide which single candidate shall advance to the next ballot. If two or more candidates are tied after all other candidates are eliminated, the committee shall hold a final ballot. If the candidates are still tied after the final ballot, a reballot of the committee-as-a-whole shall determine the winner.

VI Standing Sub-Committees: Standing sub-committees of DAC shall be the Executive Committee, Budget Subcommittee, District Unified Improvement Plan Subcommittee, Community/Parent Engagement Subcommittee, and Charter School Application Review Subcommittee. Additional sub-committees may be formed from the membership as the committee-as-a-whole deems necessary. Subcommittees shall take up new business matters committed by the committee-as-a-whole, and must report matters back to the committee-as-a-whole.

- A. **Executive Committee** The Executive Committee shall coordinate with the Superintendent or Superintendent-designee and any other District staff necessary to determine the annual calendar and to assemble and propose meeting agendas. The Executive Committee shall conduct any necessary DAC business arising between meetings of the DAC.
- B. **Other Subcommittees** Each subcommittee noted below shall report to the full DAC at least annually and prior to any communication with the BOE regarding recommendations

or advice on behalf of the DAC. Subcommittee meetings shall be posted on the DAC web page. Each subcommittee's reports to the full DAC shall be posted on the Jeffco Public Schools DAC web page. Each subcommittee shall identify a chairperson to be the key individual accountable for managing and reporting on the subcommittee's work and for maintaining communication with the DAC Chair.

1. Budget/Finance. This subcommittee shall work to comply with the DAC requirement of recommending to the BOE priorities for spending school district money.
2. Unified Improvement Planning (UIP). This subcommittee shall support the DAC's responsibility to comply with submitting recommendations to the BOE concerning preparation and implementation of the district's performance, improvement, priority improvement or turnaround plan (whichever is applicable). The subcommittee shall provide regular updates to the full DAC per the DAC work calendar and lead full committee reviews of the district's UIP.
3. Community/Parent Engagement. This subcommittee shall work to increase parent engagement in the district by providing input and recommendations to district staff or school personnel regarding
 - (1) The district's parent engagement policy;
 - (2) Efforts to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans (ICAP) and plans to address habitual truancy;
 - (3) Increasing community awareness of the district strategic plan and the school/district improvement processes;
4. Charter School Application Review. This subcommittee shall have responsibility for reviewing charter school applications as needed and reporting findings to the full DAC. Per statute, the full DAC shall determine recommendations to the BOE on charter applications. At least one subcommittee Member shall serve on the District Charter Review Committee.
5. School Accountability Liaisons. They shall meet as necessary to conduct business as specified in the in the School Accountability Liaison Guidelines.
6. Additional Subcommittees. Additional subcommittees shall be identified to fulfill the responsibilities of the DAC, as needed, by the Executive Committee.

VII. Meetings

A. Meetings of the Committee-as-a-whole

1. A minimum of six (6) meetings of the committee-as-a-whole shall be held monthly from September through May except during the month of December at the Jefferson County School District office unless otherwise specified. The Chair,

the Executive Committee, or a majority of the Members may call additional meetings.

2. Dates of meetings shall be provided in public announcements and made available to the public. All meetings shall be open to the public.
 3. The Chair may use unanimous consent to guide decisions during meetings. Voting may be used when an issue has received a motion and a second. Absentee ballots and proxies are not permitted. Only DAC Members may vote.
 4. The April meeting shall be a meeting for all school accountability committee Chairs in order to provide updates and training for SACs. Other SAC members are also welcome.
- B. **Training Meeting** The DAC shall sponsor a meeting every year with all SAC Chairs in the fall. This meeting shall focus on providing training, expectations, and opportunities to participate in DAC including meeting dates, and supports for SACs.
- C. **Subcommittee Meetings** The subcommittee chairperson shall call subcommittee meetings.
- D. **Notice of Meetings** The schedule for regular meetings of the Committee-as-a-whole shall be established at the beginning of the school year. A notice of each DAC meeting shall be provided to each Member of DAC not less than four days prior to the meeting, and simultaneously shall be posted on the DAC web page. The Vice-Chair shall ensure the meeting agendas for meetings of the DAC, including previous notice of motions to adopt committee reports to the BOE, are posted on the DAC website, and shall ensure the meeting agenda is sent via email notification to all DAC Members, all BOE members and appropriate administration officials four days prior to the meeting. The subcommittee chair shall provide notice for subcommittee meetings in accordance with the rules of the individual subcommittees.
- E. **Quorum** Proper notice having been given, the Members present shall constitute a quorum in order for information to be shared and for discussions to take place during a DAC meeting. A quorum of at least half of the current membership and at least one DAC officer must be present in order to conduct DAC business that requires a vote.
- F. **Minutes** Meetings shall be recorded and meeting minutes shall be posted to the DAC web page.
- G. **Representation of DAC Advice**
1. As an advisory committee to the BOE, the DAC shall follow [district policy BDF, “Advisory Committees to the Board”](#), and [Board Policy GP-12, “Board Committee Principles”](#).
 2. The DAC is committed to fully representing the perspectives of the DAC Members. On matters for which a committee report is generated by the DAC for the BOE, it shall be reviewed and approved by vote at a DAC meeting before it is

provided to the BOE. DAC Members shall not represent their own opinions as those of the committee-as-a-whole.

3. Any two or more DAC Members may together author and submit a Dissenting Opinion, provided that they voice that Dissenting Opinion at the DAC meeting either verbally or in writing, if they cannot be present at the meeting, so that the entire DAC Membership has an opportunity to consider the Dissenting Opinions at the time the DAC is discussing the issue at hand and prior to voting. Dissenting opinions may pertain to the entire Committee Report/Motion and/or only portions of the Committee Report/Motion. Any Dissenting Opinion shall set forth the rationale for the Dissenting Opinion, and shall be submitted via email to the DAC committee-as-a-whole and the DAC Chair for inclusion in the DAC Report to the BOE within one week of the adoption of the Committee Report/Motion by the DAC; however, if the BOE meeting in which the Committee Report/Motion is being presented by DAC occurs within one week of the DAC adoption of the Committee Report/Motion, then the deadline for submitting the Dissenting Opinion shall be shortened to no later than 24 hours after the conclusion of the DAC meeting where the DAC membership voted to approve the Committee Report/Motion.
4. Subcommittee reports shall be reviewed and discussed at a DAC meeting before they are provided to the BOE. Subcommittee Members may not present findings directly to the BoE without approval by the committee-as-a-whole.
5. Only the Chair or the Chair's designee shall present reports and/or recommendations to the BOE on behalf of the DAC. The Chair shall submit any majority and minority reports, together and without modification, to the BOE at the same time. Time at the end of DAC meeting shall be provided for BOE member comments.

H. Meeting Agenda

1. The agenda generally shall be as follows:
 - a. Call meeting to order
 - b. Approval of agenda
 - c. Approval of minutes
 - d. Unfinished and new business
 - e. BOE Comment
 - f. Adjournment

Except where these bylaws conflict, the meetings of the DAC shall be conducted in alignment with Robert's Rules of Order Newly Revised, 11th Edition. Members may, by a two-thirds vote of those present, move to adopt different meeting rules for specific meetings.

Amendment of Bylaws

Bylaws shall be reviewed by the committee-as-a-whole at least annually, at which time Members may make motions to revise the bylaws. Bylaws revisions must be approved by a two-thirds majority of the Members present at the meeting.

All changes or amendments to these bylaws approved by DAC Members, before they can take effect, must be presented to the BOE for its approval.

Date Adopted:

Date Revised:

Jefferson County School District R-1 District Accountability Committee Code of Conduct

The District Accountability Committee (DAC) has adopted the following Code of Conduct (Code) for its Members. The purpose of the Code is to help foster and encourage a culture of honesty and accountability. This Code is intended to outline some of the duties and responsibilities of the DAC Members during meetings and representing the DAC outside the committee.

1. Member Responsibility

The DAC is comprised of parents and community Members who volunteer their time and effort to serve in an advisory role to the Jefferson County Board of Education. As such, each Member is a valuable and respected participant in the group. In an effort to promote vigorous and thorough discussions, along with encouraging full Member involvement at all meetings, each and every Member agrees to the following code of conduct:

- a. Value all participants' time commitment by beginning and ending on time.
- b. Be present, participate, and engage fully in both the general meetings and subcommittee meetings.
- c. Monitor personal technology (turn cell phones off/on vibrate, close laptops during discussion).
- d. Practice and self-organize table groups; identify a facilitator, recorder/reporter and timekeeper.
- e. Use effective communication and exploratory language: paraphrase, clarify, summarize, question, and invite thinking.
- f. Engage in open, honest, ongoing, two-way communication in a safe and respectful manner.
- g. Balance the need to advocate for a point of view with listening carefully in order to understand other points of view.
- h. Keep in mind that Members are here to provide advice, and that advice will come from a variety of beliefs, perspectives, experiences and values.
- i. Model civility and respect for each other and honor the differences expressed by DAC Members relative to district issues.
- j. Seek opportunities to recognize and use the wisdom that comes into DAC sessions.
- k. Seek opportunities to learn, share, care, and laugh together.
- l. Stay properly informed about the business of the DAC, specifically subcommittee(s) of with the Member is associated.

2. Member Representation

A Member's obligation and responsibility when representing the DAC is to act in good faith and in the best interests of the DAC and the Jefferson County School District R-1 (District).

- a. Members shall not speak as an individual on behalf of the DAC unless authorized to do so.
- b. Members shall not use their position on the DAC to advance personal interests or the interests of third parties. These interests may be, but are not limited, financial enrichment, enhancement of personal or professional prestige, and endorsement of personal, political or professional interests. This does not limit Members ability to cite their position on the DAC as a personal qualification or experience.
- c. Members shall not represent their own personal opinions as those of the DAC.
- d. In circumstances where confusion or uncertainty may arise, the Member should use "safe harbour" language such as, "I am a member of the Jeffco District Accountability Committee, but am presenting my individual views, and not speaking/writing on behalf of the DAC or presenting the views of the DAC."

3. Conflict of Interest

Conflicts between the best interests of the DAC and the District and the direct or indirect personal, professional, or financial interests of a Member may arise from time to time. This Code is intended to guide Members in identifying conflicts and in handling them appropriately.

- a. A conflict of interest can occur when a Member's personal interest outside their role on the DAC is, or may appear to be, adverse to the interests of the DAC and/or the District, or otherwise whenever a Member's personal interests outside their role on the DAC could be reasonably viewed as affecting the Member's objectivity in fulfilling his or her duties to the DAC.
- b. If a Member has a personal matter before the DAC or the District, the Member will disclose the interest to the DAC committee-as-a-whole prior to discussion as to subject matter deliberation, excuse himself or herself from participation in the discussion, and not vote on the matter.
- c. Personal interests may include, but are not limited to, outside activities, financial or other business interests, personal or charitable relationships or political interests or offices.

4. Compliance with the Code

This Code does not anticipate every situation that may arise; nor does it replace thoughtful and ethical behavior. Accordingly, this Code is intended to serve as a guide for Members of the DAC. Members are encouraged to bring questions about particular circumstances that may involve one or more of the provision of this Code to the attention of the Chair or Vice-Chair. Members should communicate any suspected violations of the Code promptly to the Chair or Vice-Chair. Violations will be investigated by the DAC Executive Committee or by a person or persons designated by the Executive Committee, and appropriate action will be taken in the event of any violations of this Code. No retaliation will be taken against any individual reporting violations of this Code.

5. Amendments and Waivers of Code

This Code will be reviewed annually by the Executive Committee. Any amendment or waiver of the Code must be approved by the Board.

ARTICULATION AREA GUIDELINES – OCTOBER

Everyone can personalize their approach to being an articulation area representative, but these are some suggested ideas for you to use. The goal is to increase local engagement in your Articulation Area and there are many approaches you could use to accomplish this.

OCTOBER ENGAGEMENT SUGGESTIONS

1. Create a group email list and send out an introductory email to the SAC Chairs, principals and achievement directors in your articulation area.

Include: Link to DAC website on the Jefferson County website:

<http://www.jeffcopublicschools.org/community/dac.html>

- Tell members that the presentations from the SAC/DAC Fall Meeting are posted online. These include Why SAC/DAC Matters, Family/School Partnerships, Making Sense of State Accountability in Colorado, and School Finance 101 if they want to review these or make them available to their SAC members.
 - Tell members that they will be receiving a new email newsletter with DAC and other district news from Tracie Apel in Communications Services.
2. Set up a joint meeting of all the SAC Chairs, principals and the achievement directors for your area for January or another time that is convenient for your Articulation area. Since all the schools in your Articulation Area will ultimately feed into the High School, one idea is to schedule the Articulation Area meeting immediately following your High School SAC meeting so people can attend the High School SAC meeting and get a feel for what happens at the High School level and then hold the Articulation Area meeting immediately following the High School SAC meeting.
 3. Some Articulation Area Representatives prefer to set up time to attend individual SAC meetings for the schools in their Articulation Area. If this is the approach you want to take, you can start setting up these meetings with individual SAC's.

2016-17 Achievement Director School Pairings by Area effective 7/1/16

Alameda		Arvada		Arvada West		Bear Creek		Chatfield		Columbine	
Alameda International	Eric Everding	Arvada HS	Kristopher Schuh	Arvada West HS	Kristopher Schuh	Bear Creek HS	Dan Cohan	Chatfield HS	Scott Allensworth	Columbine HS	Dan Cohan
Deane	Wanda Hamilton	North Arvada MS	Kristopher Schuh	Drake MS	Kristopher Schuh	Carmody MS	Dan Cohan	Deer Creek MS	Scott Allensworth	Ken Caryl MS	Dan Cohan
Emory	Wanda Hamilton	Arvada K-8	Kristopher Schuh	Allendale	Renee Nicothodes	Bear Creek K-8	Marcy Hoefner	Falcon Bluffs MS	Scott Allensworth	Columbine Hills	Deb O'Neill
Kendrick Lakes	Wanda Hamilton	Fitzmorris	Celeste Sultze	Campbell	Renee Nicothodes	Green Gables	Marcy Hoefner	Bradford Primary	Deb O'Neill	Dutch Creek	Deb O'Neill
Lasley	Wanda Hamilton	Foster	Celeste Sultze	Fairmount	Renee Nicothodes	Kendallvue	Marcy Hoefner	Bradford Intermediate	Deb O'Neill	Governor's Ranch	Deb O'Neill
Patterson	Wanda Hamilton	Hackberry Hill	Celeste Sultze	Fremont	Renee Nicothodes	Peiffer	Marcy Hoefner	Coronado	Deb O'Neill	Leawood	Deb O'Neill
Rose Stein 17-18	Wanda Hamilton	Lawrence	Celeste Sultze	Stott	Renee Nicothodes	Red Rocks	Marcy Hoefner	Mortensen	Deb O'Neill	Normandy	Deb O'Neill
		Peck	Celeste Sultze	Vanderhoof	Renee Nicothodes	Westgate	Marcy Hoefner	Shaffer	Deb O'Neill		
		Secret	Celeste Sultze					Stony Creek	Deb O'Neill		
		Swanson	Celeste Sultze					Ute Meadows	Deb O'Neill		
		Thomson	Celeste Sultze								

Conifer		Dakota Ridge		Evergreen		Golden		Green Mountain		Jefferson	
Conifer HS	Dan Cohan	Dakota Ridge HS	Scott Allensworth	Evergreen HS	Dan Cohan	Golden HS	Scott Allensworth	Green Mountain HS	Eric Everding	Jefferson Jr./Sr.	Renee Nicothodes
West Jeff MS	Dan Cohan	Summit Ridge MS	Scott Allensworth	Evergreen MS	Dan Cohan	Bell MS	Scott Allensworth	Dunstan MS	Eric Everding	Edgewater	Renee Nicothodes
Elk Creek	Karen Quanbeck	Blue Heron	Marcy Hoefner	Bergen Meadow/Valley	Brenda Carlson	Kyffin	Brenda Carlson	Devinny	Wanda Hamilton	Lumberg	Renee Nicothodes
Marshdale	Karen Quanbeck	Colorow	Marcy Hoefner	Parmalee	Brenda Carlson	Mitchell	Brenda Carlson	Foothills	Wanda Hamilton	Molholm	Renee Nicothodes
West Jeff ES	Karen Quanbeck	Mount Carbon	Marcy Hoefner	Wilmot	Brenda Carlson	Pleasant View	Brenda Carlson	Green Mountain ES	Wanda Hamilton		
		Powderhorn	Marcy Hoefner			Ralston	Brenda Carlson	Hutchinson	Eric Everding		
		Westridge	Marcy Hoefner			Shelton	Brenda Carlson	Rooney Ranch	Eric Everding		
						Welchester	Brenda Carlson				

Lakewood		Pomona		Ralston Valley		Standley Lake		Wheat Ridge	
Lakewood HS	Eric Everding	Pomona HS	Matt Walsh	Ralston Valley HS	Kristopher Schuh	Standley Lake HS	Kristopher Schuh	Wheat Ridge HS	Scott Allensworth
Creighton MS	Eric Everding	Moore MS	Matt Walsh	Oberon MS	Kristopher Schuh	Mandalay MS	Kristopher Schuh	Everitt MS	Scott Allensworth
Belmar	Wanda Hamilton	Little	Celeste Sultze	Coal Creek K-8	Beth Elmgreen	Wayne Carle MS	Kristopher Schuh	Kullerstrand	Karen Quanbeck
Eiber	Wanda Hamilton	Parr	Celeste Sultze	Meiklejohn	Beth Elmgreen	Adams	Beth Elmgreen	Maple Grove	Karen Quanbeck
Glennon Heights	Eric Everding	Warder	Celeste Sultze	Sierra	Beth Elmgreen	Lukas	Beth Elmgreen	Pennington	Karen Quanbeck
Slater	Eric Everding	Weber	Celeste Sultze	Van Arsdale	Beth Elmgreen	Ryan	Beth Elmgreen	Prospect Valley	Karen Quanbeck
South Lakewood	Wanda Hamilton			West Woods	Beth Elmgreen	Semper	Beth Elmgreen	Stevens	Karen Quanbeck
				Candelas K-8 (17-18)	Kristopher Schuh	Sheridan Green	Beth Elmgreen	Stober	Karen Quanbeck
						Witt	Beth Elmgreen	Vivian	Karen Quanbeck
								Wilmore-Davis	Karen Quanbeck

Option Schools

Brady Exploration Matt Walsh	Connections Matt Walsh	Dennison Eric Everding	D'Evelyn Jr./Sr. Dan Cohan	Jeffco Open Matt Walsh	Jeffco Virtual Academy Scott Allensworth
Long View Matt Walsh	McLain Matt Walsh	Manning Brenda Carlson	Miller Special Brenda Carlson	Mount View Matt Walsh	Mt. Evans OELS Dan Cohan
Sobesky Academy Matt Walsh	Warren Tech Matt Walsh	Warren Tech North Matt Walsh	Windy Peak OELS Dan Cohan		

Charter Schools-All Charter Schools will be supported by Achievement Director Tim Matlick

Addenbrooke Classical Academy	Collegiate Academy of Colorado	Compass Montessori – Golden	Compass Montessori – Wheat Ridge	Doral Academy	Excel Academy
Free Horizon Montessori	Golden View Classical Academy	Jefferson Academy Elementary	Jefferson Academy Secondary	Lincoln Academy	Montessori Peaks Academy
Mountain Phoenix at Wheat Ridge	New America School	Rocky Mountain Academy of Evergreen	Rocky Mountain Deaf School	Two Roads Charter School	Two Road Charter School – South
Woodrow Wilson					

ACHIEVEMENT DIRECTOR	EMAIL All emails are @jeffco.k12.co.us	ASSISTANT
Scott Allensworth	sallensw@	Helen Poland 303-982-6805, hpoland@
Brenda Carlson	bcarlson@	Helen Poland
Dan Cohan	dcohan@	Cindy Barnett 303-982-6939, cbarnett@
Terry Elliott	twelliot@	Cindy Barnett
Beth Elmgreen	belmgree@	Barb Rullo 303-982-6611, brullo@
Eric Everding	eeverdin@	Helen Poland
Wanda Hamilton	whamilto@	Helen Poland
Marcy Hoefner	mhoefner@	Cindy Barnett
Tim Matlick	tmatlick@	Dawn Buringa 303-982-6730, dburinga@
Renee Nicothodes	gnicotho@	Barb Rullo
Debbie O'Neill	doneill@	Cindy Barnett
Karen Quanbeck	kquanbec@	Cindy Barnett
Kristopher Schuh	kschuh@	Barb Rullo
Celeste Sultze	csultze@	Barb Rullo
Matt Walsh	mawalsh@	Barb Rullo


UIP Subcommittee Note Catcher
Sharing District Performance, October 18

Assessment Focus	Observations	Additional Questions
<p>ELA</p>	<p>TRANSITION FROM MIDDLE SCHOOL TO HIGH → IS IT CAUSING US TO NOT MEET THE MEDIAN GROWTH? OR IS IT SOMETHING ELSE?</p>	<p>CAN WE DIFFERENTIATE BETWEEN READING & WRITING ACHIEVEMENT SCORES?</p>
<p>Math</p>	<p>WHAT DO WE DO W/THE DATA?</p>	<p>CAN CAN WE SUBSET ESL, ETC.? ARE THERE CERTAIN SCHOOLS THAT HAVE GREAT IMPACT OF THIS DATA?</p>
<p>Priority Performance Challenges</p>	<ul style="list-style-type: none"> ◦ NEED SOME FOCUS ON 7TH & 8TH GRADERS IN TERMS OF PREPARING THEM FOR COLLEGE <ul style="list-style-type: none"> - TEACHER EVAL. / ENHANCEMENT ◦ INTERESTING TRACK 3RD GRADE DATA IN READING THROUGH THE YEARS SINCE ADOPTING COMMON CORE. 	
<p>Other</p>		

UIP Subcommittee Note Catcher
 Sharing District Performance, October 18

Assessment Focus	Observations	Additional Questions
<p>ELA</p>	<p>① Concern that less than 50% of students meet or exceed expectations</p> <p>② <u>FIAT</u></p>	<p>① Why don't we compare to competitive (DISTRICTS) instead of the entire state (NATIONAL)</p>
<p>Math</p>	<p>① Concern that less than 50% of students meet or exceed expectations</p> <p>② <u>FIAT</u></p> <p>③ 30% of regular math students do not meet expectations</p>	
<p>Priority Performance Challenges</p>		
<p>Other</p>	<p>CAN WE SEE ACT SCORES COMPARED TO THE CUT SCORES OF STATE SCHOOLS →</p>	

UIP Subcommittee Note Catcher
Sharing District Performance, October 18

Assessment Focus	Observations	Additional Questions
ELA	- AS a stat score, we exceed standards but as a growth score, we are not. (#strange)?	1. Are we spending time catching kids up but what are doing to accelerate our advanced kids? 2. Was there a similar correlation to old (previous) testing?
Math		1. Why are we socially promoting students?
Priority Performance Challenges		
Other	How can we be #1 in the nation on ACT score but so many do not meet the standards?	

UIP Subcommittee Note Catcher
Sharing District Performance, October 18

Assessment Focus	Observations	Additional Questions
ELA	<p>What happens at Middle School? Will moving 6th grade to MS change the ^{learning} growth</p>	<p>What was the opt-out rate?</p>
Math	<p>Stronger growth scores need to address the on-grade level students to move them better</p>	<p>Is there a way to determine or ask the state to broadcast who is taking the 8th grade math test-?</p>
Priority Performance Challenges	<p>need to look at students on grade level - structures, plan for math</p>	
Other		

UIP Subcommittee Note Catcher
Sharing District Performance, October 18

Assessment Focus	Observations	Additional Questions
ELA	7th grade dip due to transition Validity w/ opt out & not enough years for comparison	
Math		
Priority Performance Challenges		
Other	ACT doesn't calculate career- readiness (need "career ready" criteria)	

UIP Subcommittee Note Catcher
 Sharing District Performance, October 18

Assessment Focus	Observations	Additional Questions
ELA	<p>Why is our growth in some grades low <i>W</i></p>	<p>→ what specifically data does UIP data need to analyze</p>
Math	<p><i>#</i></p>	<p>Correlation with curriculum impact from K-6 → MS impact performance</p>
Priority Performance Challenges	<p>improve 50% of math scores @ CCR ready - that's actually not bad</p>	
Other		