



DISTRICT ACCOUNTABILITY COMMITTEE (DAC)

General Meeting Agenda

BVSD Education Center

January 8, 2019

6:15 p.m. - 8:30 p.m.

Attendees

- Jonathan Dings, BVSD Executive Director of Student Assessment & Program Evaluation
- DAC Representatives

1. Welcome (15 min)

- Equity Discussion on [The Culture Inside](#) podcast

- December Minutes approved by acclamation.

2. Unified Improvement Plan (Jonathan Dings, 45 mins)

- [Presentation from Oct. 8 Board Meeting](#)

- Shared the UIP progress update that was shared with the Board (linked directly above).
- There is strategic planning going on right now. Not all of it is reflected in our UIP report.
- In general, the same things that have been problematic in the past, continue to be challenges.

- District Performance Framework. BVSD is Accredited with Distinction. Due to the increased participation in state testing last year, we have more accurate data to look at. Still lots of things to work on but this recognizes that some things are working well.

- Significant gaps for students (special education, free or reduced lunch, emerging bilinguals, Latino students)
- 2018 should be thought of as our new baseline. It is difficult to make comparisons prior to 2018 because of the lower participation rate in the past.
- Q: There have been the same gaps in these areas over years and in specific schools.

What are we doing to address these persistent issues? A: We have the eyes of a new

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superintendent. I anticipate that we will see a different kind of focus and approach overall.

- Q: Are the disparate gaps as prominent in schools that have more of a balanced FRL/nonFRL population? A: I do have some data that I don't have here. I can say that the magnitude isn't as high but there is still a gap. This is an area that can be broken down further to look at this more closely.
- Q: Are there individual schools that do better?
- Q: There are many factors outside of school that affect what happens in school. What can we do to address those factors? A: We tend to focus on what we can address within schools. At some point we can say that we've done all that we can do here, but I don't think we're there yet.
- Q: Can we look at growth for populations that we don't necessarily see? For example, well below to below performers. A: yes.
- Q: Achievement gap is across the nation and people are looking at it. Maybe the gap isn't important, maybe we need to focus on improving the minimum, and shift everyone forward. Is that good enough? Additional comment: We have the highest gap in the state and the state has one of the highest in the nation. A: We can do better.
- Previously Identified Root Causes - lack of systematic language and literacy instruction and limited intervention; limited review of student progress, needs identification and differentiation; inadequate SEL support strategies; limited application of instructional strategies for ELL.
- Addressing Root Causes - Colorado uses Multi-Tiered System of Supports (MTSS)
- Data Based problem solving and decision making - Our educators use individual and school level data to impact student success.
 - BVSD has been told that we over identify ELL students as SPED.
 - We've made enough progress that we maintain flexibility in how we identify but if we don't continue to improve we may not be able to avoid further penalty.

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- Literacy Instructional Practices - cross content reading strategies, new materials at the elementary level. Q: Is there flexibility in how/when schools implement the new materials. A: Very little in terms of getting the materials but implementation can vary. We're looking at that and working to address that. Q: How can we hold schools accountable (root cause on UIP) if we don't know if they have the material? A: The materials are arriving in phases. Schools have materials through 3rd grade. 4th/5th grade materials are yet to come.
- Q: Is there any way to collect early indications that the materials are working. A: It would be largely anecdotal.
- Gifted Addendum - overall district planning piece that documents the thinking behind addressing the GT students needs. This is done at the district level, not on individual school UIPs. Showed some growth data for GT at three levels. Elem and High school show big growth. Middle school has growth lower than state GT students.
- Jonathan will get us some more information in the next few weeks so we can assess UIP progress.
- DAC will give feedback on UIP in either February or March and Jonathan will work with either timeline.

3. [Ascent Classical](#) Charter (Lisa Medler, 20 mins)

- Quick turnaround. Thank you to all of those who participated with the subcommittee. We met and had a presentation from some representatives from Ascent and then deliberated
- 7-2 not to recommend the approval of the application.
- Our discussion wasn't as much about the approach. It would be an addition to the BVSD portfolio.
- Main concerns:
 - They hadn't identified a board and the charter is granted to the board. Are parent involvement opportunities available and reasonable? i.e. if Board meetings are in Golden with BVSD parents really be likely to attend.
 - They don't have the space. It is tough in Boulder county. Staff and Superintendent both recommended approval with requirements. There concerns matched ours.

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- We presented tonight during a Board Study Session.
- All related documents can be found on [Board Docs](#) under the January 8 board meeting.
- Board votes on 1/22.
- Q: Does BVSD have specific requirements for equity for charter schools? A: No. It is negotiated with each charter. They said they would meet the needs of all, but not offer how they are going to recruit and support all types of learners.

4. Budget Priorities Presentation and Discussion (Amanda Brown, 50 mins)

- [BVSD Budget Development Process](#)
- [Budget Priorities Survey Subcommittee Slides](#)
- [Budget Priorities Survey Subcommittee Written Analysis](#)
- Equity and Social Emotional Learning were the top two priorities for at least the third year in a row. There is more variability in responses of priorities as you go up the grade bands but Equity and SEL still top the list.

After the presentation, a draft of the Priorities Memo was shared and discussed at each table.

Then tables shared out.

- Missing the “learning” in SEL - Add evidence based SEL curriculum at every level.
- Raise Equity to the number one spot
- All day K under Equity
- A, B, C subitems - is there a priority in this listing? Are some one time costs or year to year? Can we reflect the relative priority of each item. Are they all about equal? Or is one very high? A: Nothing is ranked, all presented in the order they were listed on the survey. This is shown in the appendices but maybe it could also be called out in the memo.
- Potential pitfalls in the responses given, some schools can be supplemented by PTA or booster clubs or grants.
- Does the board really need to look at individual school basis?
- Add - staffing as an issue of equity. Some schools cannot afford to pay for extra paras.
- KG policy - gifts, donations, PTO/PTA
- Priority doesn't mean that it's a need - boilerplate statement to begin the memo:
 - Safety & security of students & staff is the highest priority. Then achievement. Then everything else.
- SEL emphasis is what makes BVSD unique. Not just focusing on academic achievement. Teaching whole child.

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- Is the the third item in line with the budget priority? This began last year in an effort to help shine the light on gap/performance issues. How can we do better data analysis? How can we use data to inform our practices? Maybe reword this. Not necessarily opposed to spending on data. Heading seems more like an action item rather than a budget item. Also maybe give priority a 40/40/20 split.
 - Item A - increase counselor budget to get more funding based on student SEL needs.
 - Fewer words might drive the points more.
 - Get rid of everything under item A.
 - Maybe be more clear on what things mean to avoid leaving to the board's discretion ie. differentiated instruction
 - Integrating SEL into academic curriculum
 - Consider leading with equity and supports (especially given data on achievement gaps)
 - Where to highlight the importance of staffing? Is this included in equity too?
 - All day KG as an important element of equity; can that be included here?
 - Wonder if we can rename/ revise #3, to focus on gathering data for achievement gaps?
 - Also, can we revise #3 to incorporate some of the larger questions from the Data memo
5. Adjournment (5 minutes)
- Provide feedback to Sam's parent survey. There is a digital form linked in the email

DAC Information

- Return your feedback on the *Proposed Parent Survey Questions* form (provided by Sam Messier at our December meeting) to any member of the DAC Executive Team or via Google Form no later than 1/15/19.
- Discussion of the UIP is required by CRS 22-11-302(1)(b): “To advise its local school board concerning preparation of, and annually submit to the local school board recommendations regarding the contents of, a district performance, improvement, priority improvement, or turnaround plan, whichever is required based on the school district's accreditation category. In advising and preparing the recommendations, the school district accountability committee shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district and shall compile and submit to the local school board the school performance, improvement, priority improvement, and turnaround plans submitted by the school accountability committees pursuant to sections 22-11-403 to 22-11-406.”

SAC Information

- Check in on your schools [Unified Improvement Plan \(UIP\)](#)

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FYI: [School Board Agenda Items \(Draft\)](#)

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