



BVSD DISTRICT ACCOUNTABILITY COMMITTEE (DAC)

Draft Minutes

BVSD Education Center

6500 Arapahoe Ave., Boulder, CO 80303

March 3, 2020

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

1. Welcome (Nicole Rajpal, DAC Chair)
 - a Meeting was called to order by Nicole at 6:20 PM
 - b Nicole reviewed the term for DAC representatives and reminded members to begin soliciting a replacement if they will not be returning.
 - c Meeting minutes were reviewed for the past two months and approved.
 - d DAC website underwent a few changes, continue to login to find important information

2. Board of Education Report (Nicole read report from Kitty Sargent)
 - a Approved a contract to buy Justice High's facility so they can get a BEST grant
 - b ConnectME: implementing Wifi to homes of students' whose families can't afford it. Partnering with a company called LiveWire to provide service to students at Sanchez, Angevine, Centaurus, and Casey. This program started in 2017 with Sanchez. Angevine and Centaurus were added in 2018 and Casey was added last year. So far 50 families have been provided with Internet connectivity. This program will be expanding.
 - c The District has been out of compliance regarding requirements for teacher evaluations based on student performance. BVSD is working with teachers to get back into compliance on this requirement. All measures of student learning will be aligned to the strategic plan.
 - d Cart:Web is a new program for providing Chromebooks and internet access. It gives the school another option besides One:Web . Boulder and Fairview HS were noted as schools looking for this option.

3. Superintendent's Report (Dr. Rob Anderson)
 - a Coronavirus is getting BVSD attention and resources to be fully prepared to mitigate its impact. The District is working very closely connected to the Public Health Community.
 - b Not all schools are following the late/work component of policy [JH](#). The district will be clarifying policies so that sick kids are encouraged to stay home.
 - c District will provide weekly updates on COVID-19.
 - d Day of Action – March 19th for teachers to advocate for funding. District will decide if it can support the day with substitutes – or it will be made a non-student contact day.

4. Policy [A E/ AE-R](#) Recommendations (Policy Subcommittee)

- a Nicole introduced the Policy Committee and provided an overview of the effort.
 - b Policy Committee reviewed their underlying work and how the policy statements were created.
 - c General discussion continued through the key areas of emphasis taken by the Policy Committee.
 - d The topic of most interest centered around election versus appointment by Principal to SAC / DAC.
 - e Discussion also highlighted the importance of having meetings published and open to all parents – as required by bylaws.
 - f During the discussion it was emphasized how important it is to take information – or feedback – back to our school SACs so that they can see how their input, suggestions and concerns have been utilized.
 - g Questions and work on how to make recommendations on the “whole” pie of a District budget versus a smaller portion of the overall budget.
 - h A motion was made, seconded, and approved to keep the scope of the budget review (span of areas examined) and recommendation processes defined in the DAC bylaws and handbook as opposed to including the language in the policy statement.
5. School Accountability Committee Insights (DAC Exec)
- a Nicole reviewed the SAC Climate result from the survey.
 - b Survey reporting outlined areas where there are challenges.
 - c Nicole compiled a list of recommendations to improve the SAC / DAC process and training based on the survey results.
 - d Nicole reminded us that the District’s new Website will provide some of the tools that we want to leverage.
 - e Nicole will send links for us to comment on for creative ways to increase our capacity and our capability.
 - f The group suggested making DAC representation and SAC creation/implementation a component of principal development plans.
6. Nicole offered to compile information regarding the policy improvements and suggestions.
7. Adjournment – Meeting was adjourned at 8:30PM

DAC Subcommittee Meeting Notes: Strategic Plan Metrics & Local Accountability Grant

March 3, 2020 from 8:30PM - 9:15PM

Subcommittee Members: Jennifer Biegen, Amanda Brown, Ralph Frid, Lisa Medler, Anna Siepmann, Nicole Rajpal and Terri Wilson

Background

- October presentation to the DAC (see [DAC presentation](#)), and DACs [DRAFT Memo](#) in response that was never formalized in waiting for the feedback process, and the extent of DAC involvement to be determined.
- BVSD modified original thinking slightly, as shown in the [November 12th Presentation to BOE](#)
- Process was further refined upon expectation of receiving the local accountability systems grant and [presented to the Board](#) on Tuesday, Feb. 25, 2020.
- CDE Grant Application site <https://www.cde.state.co.us/localaccountabilitysystemgrant>
 - [BVSD Grant Application](#)

“Each member of the consortium has longstanding challenges in student outcomes --some for all students, and some for specific subgroups. The districts all seek fresh insights into the reasons for reduced outcomes, in the belief that objective information, presented systemically, can invoke, motivate, and/or instigate more effective strategies for instruction, support and administration, as well as recognize that the work of K-12 education includes more than achievement and growth scores. Although each district will ultimately choose its own measures, an initial emphasis of grant-related activity will be measuring student opportunities district stakeholders specifically identify as what the district and its schools should be accountable for providing. Opportunities include but are not limited to career and technical education programs, advanced coursework, high quality outside of the school day supports for struggling learners, and providing a safe, supportive learning environment. Broad, public agreement on and attention to these opportunities in improvement planning will in turn, over time, increase the opportunities students are provided, and lead to increases in growth and achievement.”

As part of the grant, the district is convening a stakeholder group consisting of 1-2 students, 1-2 teachers, 2 administrators, and 2 parents (one from DAC and one from another parent group), that will meet approximately 4 times between March-May, with the first meeting being March 30th. Nicole Rajpal will be a parent representative and represent the thinking of the DAC.

The first goal of the stakeholder group will identify their 2-3 highest priorities, which will be sent to researchers at CU (also identified within the grant). These researches will gather evidence regarding how similar metrics have been used successfully or unsuccessfully elsewhere...a bit of a cycle ensues. The district wants to have identified metrics approved by the BOE in June so they can gather metrics over the summer and provide data to the schools at the start of next school year.

Subcommittee Notes from 3/3/20:

- BVSD has not yet received confirmation of grant. New date of notice shifted to March 11, 2020 for State Board approval. The district is encouraged to keep the work moving, but to not obligate any funds until final approval is received.
- Focus on metrics that would help the district measure—and assess progress towards reducing—disparities in opportunity and achievement.
- Given the grant priorities—and the goals that BVSD identified in reducing disparities in access to AP/IB courses, and college matriculation rates— it makes sense to focus on the kinds of curricular opportunities and supports provided; not just in HS, but in middle and elementary

grades (e.g., access to advanced math and disparities of access in those grades; access to rich literacy curriculum & blocks, learning supports)

- Terri recommended the work of her colleagues at CU and NEPC's [Schools of Opportunity project](#), which seeks to recognize not just schools that serve affluent students (which many ranking systems do), but "recognize schools that are excellent because they engage in research-based practices that focus on closing gaps in opportunity, regardless of the students they serve." The [selection criteria](#) are, I think, thoughtful ways of thinking about some of the different supports and practices that enable schools to serve students well.
- Consider reaching out to Elena and Derek and folks at CADRE (the external partner in the grant).
- On-Track to Success metrics should be pursued, but not via the grant work
 - proposed metrics seem too easy and don't require the assistance of CADRE.
 - BVSD should be, and could easily start, tracking those metrics throughout the year
 - Like that these address break/transfer points of 5th, 8th & 11th grades to allow time to correct course/intervene if/when necessary
- DAC subcommittee recommends focusing on a trifecta of metrics, including: Rigor, Access & Engagement/Partnership
 - **Rigor:** "Audit of student work to determine appropriate rigor and grade level standards"
 - Directly addresses disparities in opportunity & expectations which can be linked to student performance
 - This, in theory, encompasses access to rigorous coursework as well (e.g., if rigor isn't appropriate, why? Access to courses, depth/breadth of coursework isn't standard?)
 - **Access:** "% of students performing below grade level expectations who have access to increased learning time (e.g., high quality tutoring, summer school, Saturday School)"
 - Relates to disparities in opportunity & access to more rigorous content which is linked to student performance
 - One concern is that this does not/cannot address the privately funded tutoring that occurs
 - Would like to see access to coursework expanded a bit beyond proposed language, but it does work well with the rigor of coursework standard above.
 - **Engagement/Partnerships:**
 - Current engagement/partnership metrics fall short
 - Utilize research around best practices for engagement
 - Look at [SACPIE](#)'s promising practices as a starting point, proposed metrics from BVSD don't tap into *authentic* engagement. CDE (Darcy Hutchins, Director of Family, School and Community Partnerships) can be a good resource to get started