Accountability Committee Responsibility: Membership
Accountability Committees: Membership Minimums

Established by State Statute (CRS 22-11-401 & CRS 22-11-301) and BVSD Policy AE-R

**SAC:**

- 3 Parents
- 1 Principal or their designee
- 1 Teacher who provides instruction at the school
- 1 Community Member
- 1 Member of an organization of parents, teachers and students within the school (PTO, Booster, etc)

**DAC:**

- 1 Rep from each SAC (AE-R)
  - Parents
  - Administrators
  - Teachers
- 1 Community Member
- 1 person with Charter knowledge (AE-R)

*DAC Reps are nominated in May in approved by the BOE in September.

*All DAC Reps shall apply annually - forms are on the DAC Website.

Parent members must outnumber non-parent members
Diversity of Membership

To the extent practicable, the members of the SAC and DAC should reflect significantly represented populations. These populations shall include, but not be limited to:

(I) Students who are members of non-Caucasian races;

(II) Students who are eligible for free or reduced-cost lunch through the federal "Richard B. Russell National School Lunch Act"

(III) Students who are English language learners, as defined in CRS section 22-24-103 (4);

(IV) Students who are migrant children, as defined in CRS section 22-23-103 (2);

(V) Students who are identified as children with disabilities pursuant to CRS section 22-20-108; and

(VI) Students who are identified as gifted children, as defined in CRS section 22-20-202 (11).

We need diverse SACs if we want a diverse DAC!

BVSD demographics at a glance:

- 70% White
- 1% Black
- 19% Latinx
- 6% Asian
- 6% two or more races
- 20% FRL
- 11% ELL
- 12% IEP
- 15% GT
Actively Recruit Members

Every BVSD school has engaged parents who want to support their school. They may not show up to SAC or DAC because....

- They don’t realize the committee exists → improve communication
- They haven’t been asked → reach out individually
- Meeting times are not ideal → find a “best” time, provide childcare & translation services
- They don’t believe their efforts can make an impact → celebrate/market success
- Committee lacks objective → reorient to statutory regulations & BVSD policies
- Create bridges with other parent engagement organizations (FET, CAPL, DPC, PTO, PEN)

Identify the root cause of low membership or participation at your school and implement changes to address the root cause(s).
Improve SAC Transparency

SAC Websites

- Templates created for every school
- Schools need to populate:
  - School Name
  - SAC Members
    - note the Chair & DAC Rep
  - SAC Meeting Dates
    - At least 4/year
  - SAC Minutes/Agenda

Adopt SAC Bylaws

- Example bylaws are on website.
  - Email Nicole Rajpal if you want an editable version.
- Once completed, upload bylaws to your SAC website.
DAC Member Action Items

- Help recruit SAC members that reflect the diversity of your school
- Help promote diverse DAC members
- Ensure your SAC website is visible & complete
- Ensure your SAC approves bylaws by the end of this year
- Apply for DAC Membership on the DAC website.
Accountability Committee Responsibility: Unified Improvement Planning (UIP)
Unified Improvement Plan (UIP)

In 2009, the state of Colorado introduced the Unified Improvement Plan (UIP) to streamline the improvement planning components of state and federal accountability statutes. The plan is intended to be used as a cycle of continuous improvement.

- DAC/SAC provides input on the development of the UIP annually, and monitors progress towards implementation at least quarterly (§ 22-11-402 & § 22-11-302)
  - Schools with a Priority Improvement or Turnaround Plan have additional requirements that are outlined in statute (advertized public meeting, recommendations sent to the BOE, etc.)

The UIP process begins with a data review (e.g., student performance data, process data) and then identifies ambitious targets and an action plan to direct next steps.
<table>
<thead>
<tr>
<th>UIP Elements</th>
<th>Translation</th>
<th>Notes</th>
<th>BVSD Examples (2018)</th>
</tr>
</thead>
</table>
| **Priority Performance Challenge (PPC)** (identified from trends in data) | How are BVSD students performing? What are top challenges? | • Focus on Students  
• Looking to past | • Data Trends: CMAS MPG in ELA for ELL was 44; did not meet prior year target of 50.  
• **PPC: Academic Growth by Students in Programs and Latino Students** |
| **Root Cause** (deepest underlying causes of PPC; guides improvement work) | Why does the student performance issue continue? | • Focus on Adults  
• Looking to past & present | • **Limited application of instructional strategies to support ELL students** |
| **Major Improvement Strategies** (Evidenced based strategies to address PPC) | What might improve student performance? | • Focus on Adults  
• Looking forward | • **BVSD Multi-Tiered System of Supports (MTSS)**  
• Assessment Communication  
• Data-Based Problem Solving & Decision Making  
• Literacy & Instructional Practices |
| **Action Steps** (specific actions to carry out improvement strategies) | What will BVSD do? | • Focus on Adults  
• Looking forward | • **Adopt Fountas and Pinnell literacy curricula in all BVSD elementary schools** |
| **Progress Monitoring** (Interim Measures, Implementation Benchmarks) | How will BVSD monitor the impact? | • Focus on Students & Adults  
• Looking forward | • **Disaggregated Growth: iReady, Istation, math screeners and monitoring of implementation benchmarks for new literacy materials.** |
### 2020-2021: BVSD UIP Targets

<table>
<thead>
<tr>
<th>Priority Performance Challenges</th>
<th>Root Cause</th>
<th>Major Improvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inequitable discipline</td>
<td>• Inconsistent gathering and use of school level discipline data</td>
<td>• System-wide standardized discipline data gathering and use</td>
</tr>
<tr>
<td>• Achievement and growth gaps likely widening during remote learning</td>
<td>• Inconsistent school wide strategies for promoting positive behavior</td>
<td>• Catch up plan to address academic losses sustained during remote learning</td>
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<tr>
<td>• Large disparities in academic acceleration</td>
<td>• Limited ability to deliver sufficiently engaging instruction remotely</td>
<td>• Accelerated coursework opportunity strategies</td>
</tr>
<tr>
<td>• Disproportionate identification for special education</td>
<td>• Inconsistent instructional delivery</td>
<td>• Improved special education identification and exit procedures</td>
</tr>
<tr>
<td>• Inconsistent use of student level data to inform instructional planning</td>
<td>• Lack of clear acceleration paths in accelerated coursework</td>
<td></td>
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</tbody>
</table>
UIP: Example Data Points

Observations of Student Performance Trends:

- CMAS
  - Math & ELA (Grades 3-8)
  - Science (Grades 5, 8 & 11)
  - Social Science (Grades 4 & 7)
- PSAT/SAT (Grades 9-11)
- i-Ready (Grades k-8) MOY, BOY, EOY
- Performance Framework
- Growth Reports
- Graduation Rates
UIP: Example Data Points (Non-Assessment)

- **Student Engagement**
  - Attendance
  - Enrolled Courses

- **SEL Engagement**
  - Mental Health Referrals
  - SEL Assessments
  - Culture/Climate Survey

- **Instructional Delivery**

- **Behavior**
  - Disciple Data

- **Family Partnership**
  - Parent Survey Responses
  - Parent Group Participation (PTO, SAC, FET, etc.)
  - Mobility Rate

- **Post-Secondary & Workforce Readiness**
  - CTE
  - College Applications
  - Graduation Rates
  - Seal of Biliteracy
Continuous Improvement

The diagram depicted here illustrates the theory of action behind Colorado’s approach to improvement planning. By engaging in a continuous improvement cycle to manage performance, districts and schools will improve their effectiveness and the outcomes for students.

- Focus attention on the right things (performance indicators);
- Evaluate performance by gathering, analyzing, and interpreting data about performance;
- Plan improvement strategies based on performance data, root cause analysis, and evidence-based strategies;
- Implement planned improvement strategies.

UIP Process Map

Unified Improvement Planning Process

1. Gather and Organize Data
2. Review Current Performance
3. Describe Significant Trends
4. Prioritize Performance Challenges
5. Set Performance Targets
6. Identify Interim Measures
7. Identify Major Improvement Strategies
8. Identify Implementation Benchmarks
9. Identify Root Causes
UIP: Current Quarterly Review Process

**Q1: (Aug. - Sept.)**
- Review State Achievement & Growth Data (CMAS, PSAT, SAT, etc)
- Check progress on targets from previous years UIP
- UIP - refresh if needed

**Q2: (Oct. - Dec.) & Q3: (Jan. - Mar.)**
- Review interim data (ABCs [Attendance, Behaviors, Course Credits], iReady, etc.)
- Review implementation benchmarks (Evidence of staff implementing strategies with fidelity and high quality)
  - Survey data (teacher, leadership, parents and students)
  - Observation data
- UIP - refresh if needed

**Q4: (April - June)**
- Submit UIP to Colorado Department of Education
- Provide input to draft plan for the subsequent year
UIP: Quarterly Review Process is Shifting Next Cycle

Q1: Fall - Finalize Plan
- Review achievement & growth data (CMAS, PSAT, SAT, etc)
- Review non-achievement data
- Submit plan for posting by Oct. 15th

Q2: (Winter) & Q3: (Spring) - Plan Implementation & Review
- Review interim data (ABCs [Attendance, Behaviors, Course Credits], iReady, etc.)
- Review implementation benchmarks (Evidence of staff implementing strategies with fidelity and high quality)
  - Survey data (teacher, leadership, parents and students)
  - Observation data
- UIP - refresh if needed

Q4: (Summer) - Consider next-years plan
- Provide input on subsequent plan(s)
DAC Member Action Items

- Remind principal & SAC Chair to schedule a meeting(s) to discuss:
  - School UIP
  - Recruiting SAC members that reflect the diversity of your school
  - Adopt SAC bylaws
  - Update SAC website
  - Mental health
CDE Resources:

- **School View** - source for school & district data
- **Quality Criteria Rubric for Evaluating School UIPs**
- **Quality Criteria Rubric for Evaluating District UIPs**