

# 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)



Parent members must outnumber non-parent members

## 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](#).

# 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.
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# **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.

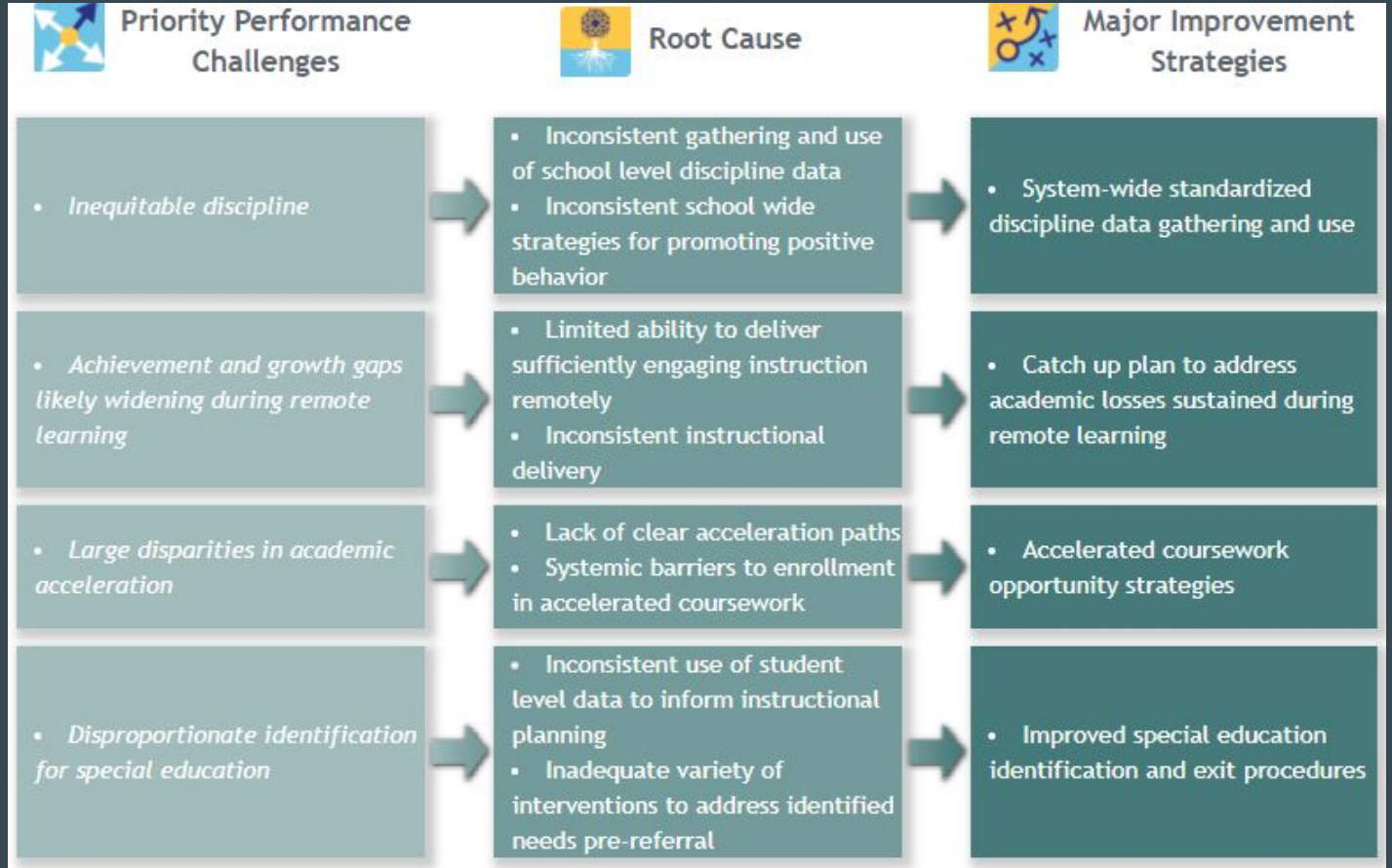


# UIP: Document Components

	UIP Elements	Translation	Notes	BVSD Examples (2018)
	<b>Priority Performance Challenge (PPC)</b> (identified from trends in data)	How are BVSD students performing? What are top challenges?	<ul style="list-style-type: none"> <li>● Focus on Students</li> <li>● Looking to past</li> </ul>	<ul style="list-style-type: none"> <li>● Data Trends: CMAS MPG in ELA for ELL was 44; did not meet prior year target of 50.</li> <li>● <i>PPC: Academic Growth by Students in Programs and Latino Students</i></li> </ul>
	<b>Root Cause</b> (deepest underlying causes of PPC; guides improvement work)	Why does the student performance issue continue?	<ul style="list-style-type: none"> <li>● Focus on Adults</li> <li>● Looking to past &amp; present</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Limited application of instructional strategies to support ELL students</i></li> </ul>
	<b>Major Improvement Strategies</b> (Evidenced based strategies to address PPC)	What might improve student performance?	<ul style="list-style-type: none"> <li>● Focus on Adults</li> <li>● Looking forward</li> </ul>	<ul style="list-style-type: none"> <li>● <i>BVSD Multi-Tiered System of Supports (MTSS)</i></li> <li>● <i>Assessment Communication</i></li> <li>● <i>Data-Based Problem Solving &amp; Decision Making</i></li> <li>● <i>Literacy &amp; Instructional Practices</i></li> </ul>
	<b>Action Steps</b> (specific actions to carry out improvement strategies)	What will BVSD do?	<ul style="list-style-type: none"> <li>● Focus on Adults</li> <li>● Looking forward</li> </ul>	<ul style="list-style-type: none"> <li>● Adopt Fountas and Pinnell literacy curricula in all BVSD elementary schools</li> </ul>
	<b>Progress Monitoring</b> (Interim Measures, Implementation Benchmarks)	How will BVSD monitor the impact?	<ul style="list-style-type: none"> <li>● Focus on Students &amp; Adults</li> <li>● Looking forward</li> </ul>	<ul style="list-style-type: none"> <li>● Disaggregated Growth: iReady, Istation, math screeners and monitoring of implementation benchmarks for new literacy materials.</li> </ul>

2020-2021:

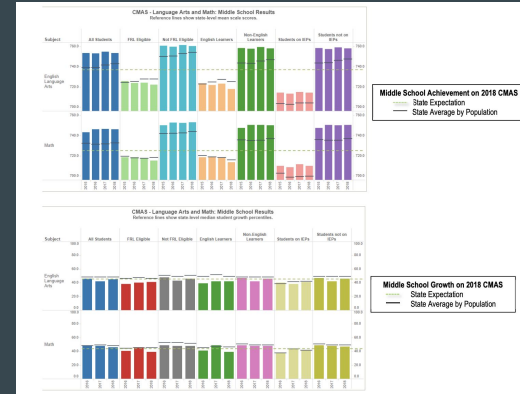
# BVSD UIP Targets



# 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



**Grade 1**

Number of Students Assessed: 76  
Total Number of Students: 78

● BOY - 08/16/2017 - 09/29/2017

Overall Reading Level	Average Scale Score	Students Below Level
Overall Reading Level	423	74% (106)
Phonological Awareness	422	46% (32)
Phonics	417	46% (56)
High-Frequency Words	412	64% (49)
Vocabulary	418	70% (53)
Comprehension: Literature	429	64% (49)
Comprehension: Informational Text	433	61% (46)

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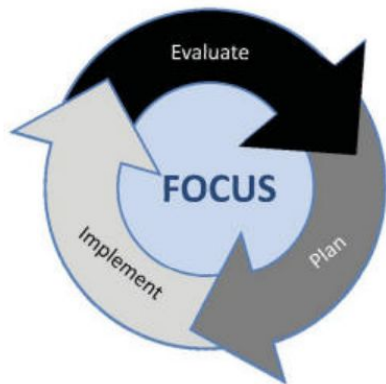
● MOY - 12/04/2017 - 01/19/2018

Overall Reading Level	Average Scale Score	Students Below Level
Overall Reading Level	400	44% (34)
Phonological Awareness	403	25% (19)
Phonics	406	36% (28)
High-Frequency Words	401	39% (30)
Vocabulary	404	45% (35)
Comprehension: Literature	407	49% (38)
Comprehension: Informational Text	447	49% (38)

# 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

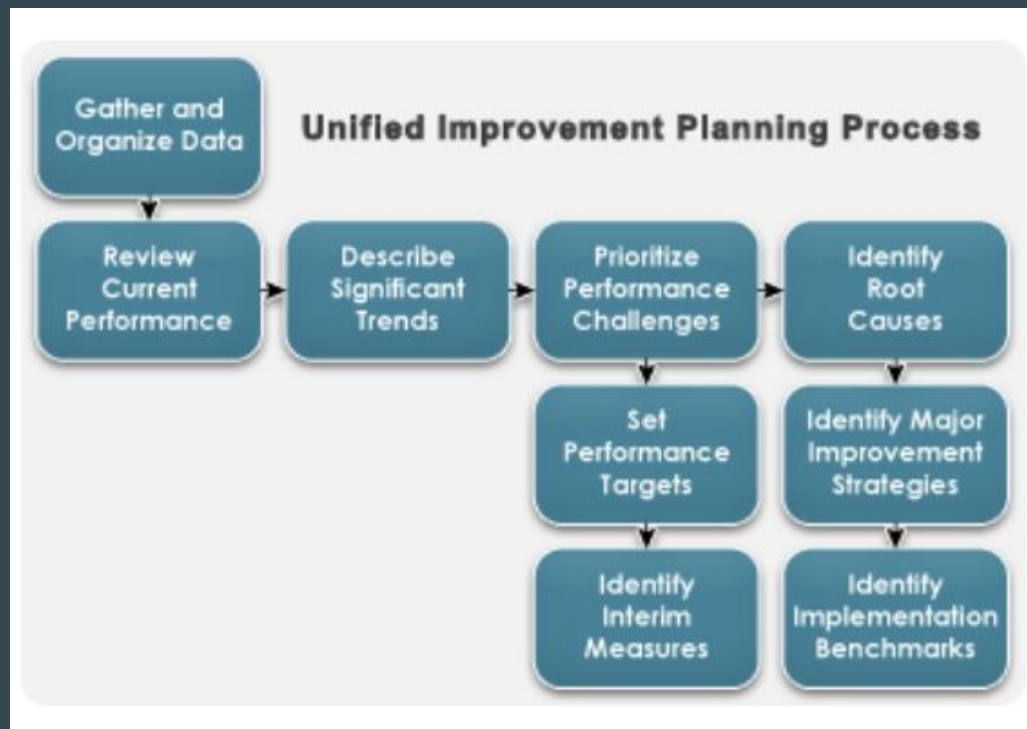


## Continuous Improvement

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



# 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
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# CDE Resources:

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