



# District Accountability Committee

Aug. 28, 2022



## AGENDA

- Welcome
- Superintendent Update
- Introductions & Community Building
- Functions of DAC, SAC & Roles of Members
- Data Sources & Strategic Plan Metrics
- School Level Planning
- Closing





**Welcome**



# **Superintendent Update**



**Back  
To  
SCHOOL  
2022**



**Regreso  
a la  
escuela  
2022**





# **Introductions & Community Building**

# DATA HUMANISM

~~SMALL~~ big data

data bandwidth ~~QUALITY~~

~~IMPERFECT~~ infallible data

~~SUBJECTIVE~~ impartial data

~~INSPIRING~~ descriptive data

~~SERENDIPITOUS~~ predictive data

data conventions ~~POSSIBILITIES~~

data to simplify complexity / ~~DEPICT~~

data processing ~~DRAWING~~

data driven design

~~SPEND~~ save time with data

data is numbers ~~PEOPLE~~

data will make us more efficient ~~HUMAN.~~



# **Functions of DAC, SAC & Roles of Members**

## The primary responsibility of a SAC is to...

- A) Advise on and monitor implementation of the School Improvement Plan
- B) Hold the principal accountable for following district policies and regulations
- C) Advise on the evaluation of instructional staff
- D) Vote on whether to approve school bell schedules and classroom assignments

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## Responsibilities of DAC include...

- A) Advise on and monitor implementation of the District Improvement Plan
- B) Advise on the revision of district policies
- C) Assist the district in implementing the district's parent engagement policy
- D) All of the above

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**Ideally, a SAC should meet at least...**

- A) Weekly
- B) Monthly
- C) Quarterly
- D) Annually

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## Which of the following is the best fit as an agenda item for the first SAC meeting of the year?

- A) Reviewing the curriculum and instructional materials that teachers are using
- B) Reviewing the draft School Improvement Plan with the principal
- C) Developing a survey to administer to parents about their perceptions of the school
- D) Planning the annual fundraising event for the school

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## **If a parent or guardian has a concern regarding the learning experience of their own child, they should...**

- A) Email the superintendent and/or the Board of Education
- B) Bring the concern to SAC and raise the concern with DAC if not resolved
- C) Raise the concern with the child's teacher, and bring the concern to the principal if not resolved at the teacher level
- D) Post the concern publicly on Facebook, including identifying information about their child

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## Which of the following is NOT a responsibility of DAC?

- A) Reviewing any charter school applications received by the local school board
- B) Recommending to its local school board priorities for spending school district moneys
- C) Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan
- D) Recommend changes to the district's COVID mitigation plan

## Which of the following is NOT a responsibility of DAC?

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- B) Recommending to its local school board priorities for spending school district moneys
- C) Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan
- D) Recommend changes to the district's COVID mitigation plan

## Ideally, the membership of SAC should...

- A) Mirror the student population of the school in terms of demographics
- B) Include only parents of students currently enrolled
- C) Overlap completely with the PTA or PTO
- D) Be chaired solely by the school's principal

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## **School Improvement Plans should be finalized and submitted by...**

- A) August 31
- B) October 15
- C) January 1
- D) April 15

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## The DAC reports directly to...

- A) The Superintendent
- B) The Board of Education
- C) The Colorado Department of Education
- D) The Governor

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## **DAC's role in the district's annual budgeting process is to...**

- A) Vote on whether to approve the preliminary budget before it goes to the board
- B) Recommend new initiatives to be funded
- C) Provide input to the Board on budget priorities
- D) Monitor whether the district is staying within budget each year

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## **A Unified Improvement Plan for the district should include...**

- A) A description of relevant patterns in the district's data
- B) An analysis of root cause(s) for current patterns in data
- C) A set of implementation benchmarks
- D) All of the above

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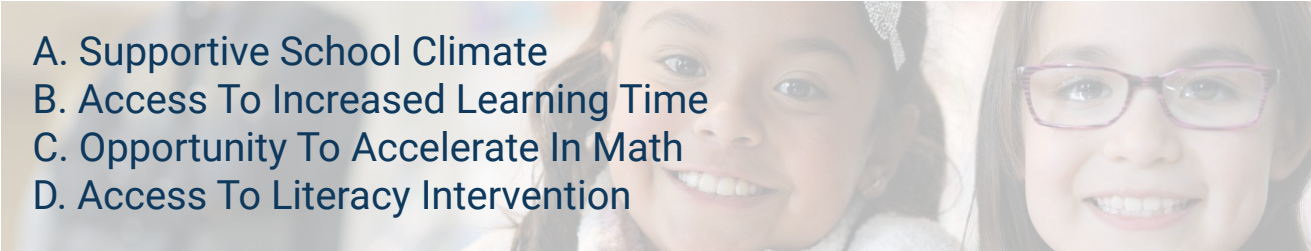
# **Data sources and the strategic plan metrics dashboard**

# Strategic Plan Metrics

## Close Achievement Gaps

- 
- A. Math/Reading Achievement
  - B. Math/Reading Growth
  - C. Graduation Rates
  - D. Dropout Rates

## Close Opportunity Gaps

- 
- A. Supportive School Climate
  - B. Access To Increased Learning Time
  - C. Opportunity To Accelerate In Math
  - D. Access To Literacy Intervention


## Reduce Disproportionality

- 
- A. Discipline
  - B. Staffing Into Special Education
  - C. Teachers/Leaders Of Color
  - D. Enrollment In Gifted & Talented  
& Advanced Placement/Dual Enrollment
  - E. Seal Of Biliteracy

# Questions to address

- How do growth, achievement and gaps compare with 2018-19?
- What differences do we see by group in opportunities afforded students?
- To what extent do differences in opportunity show promise for closing gaps?

# Tools for addressing questions

- Our  new public facing website:  
[www.bvgsd.org/about/strategic-plan/metrics](http://www.bvgsd.org/about/strategic-plan/metrics)
- The Colorado Dept of Education website
- School performance frameworks

# District data patterns in general

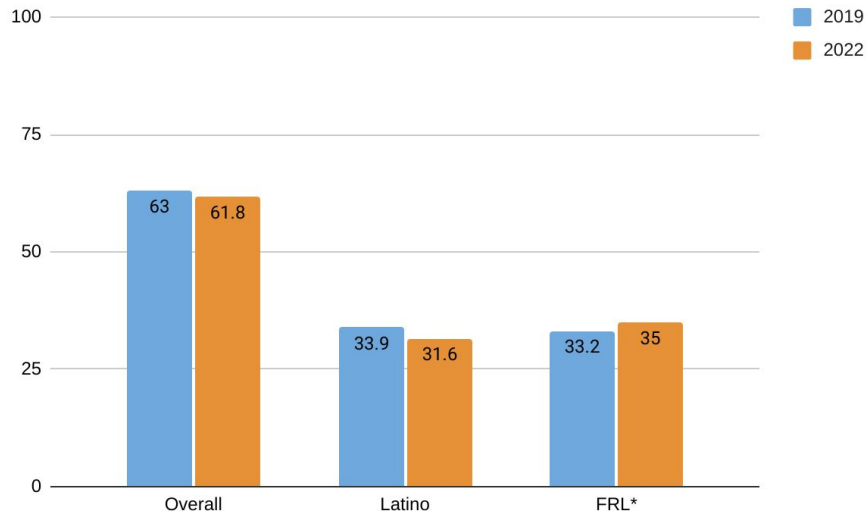
- ELA achievement and elementary math approach previous levels
- Growth similar to previous
- Large gaps similar to previous, or larger
- Few opportunity measures currently show any promise for closing gaps



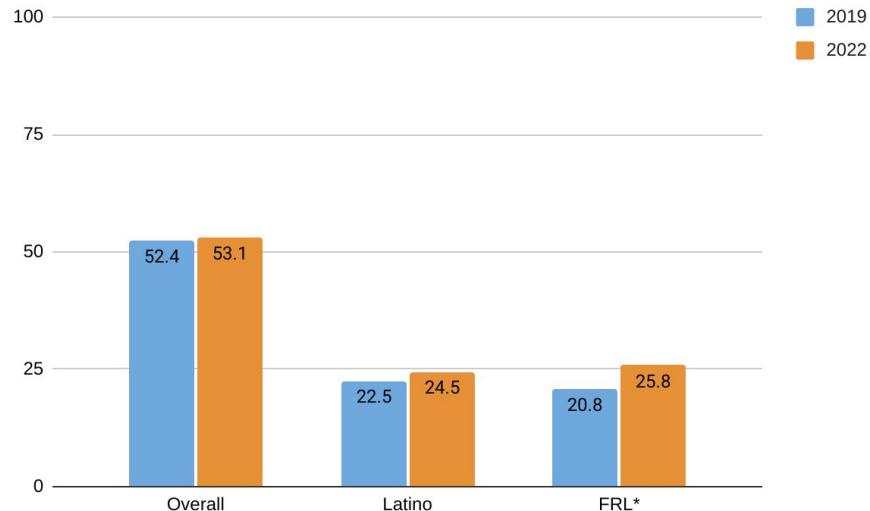
# CMAS ELA and Math near pre-pandemic levels @Elem

(grades 3-5 %meeting or exceeding expectations)

## ELA



## Math

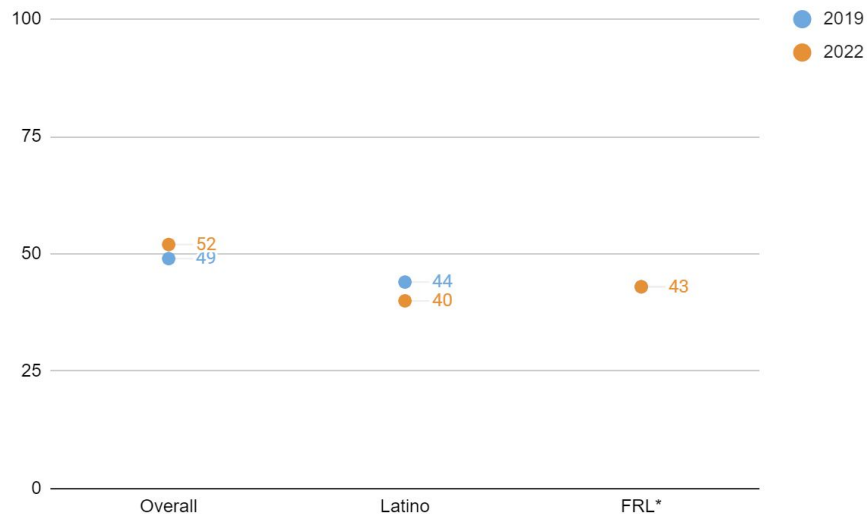




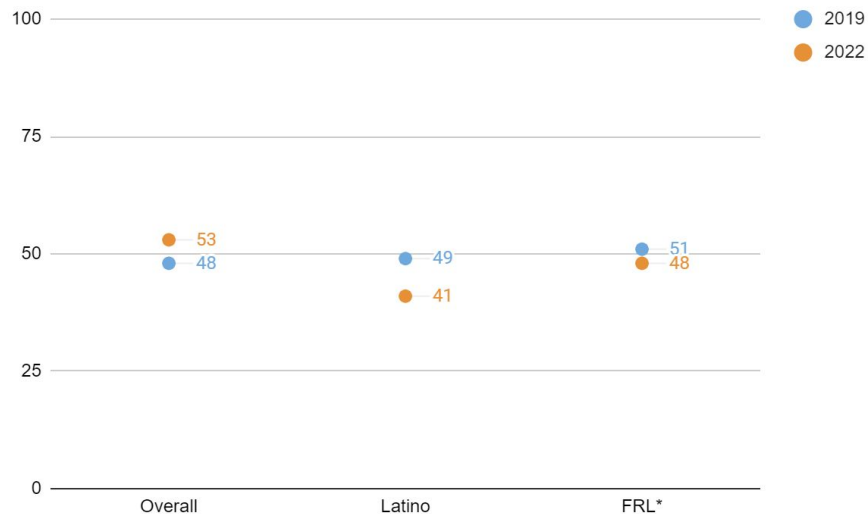
# ELA, Math growth gains, widening gaps @Middle

(CMAS grades 6 & 8 ELA with grade 7 math median growth percentile)

## ELA



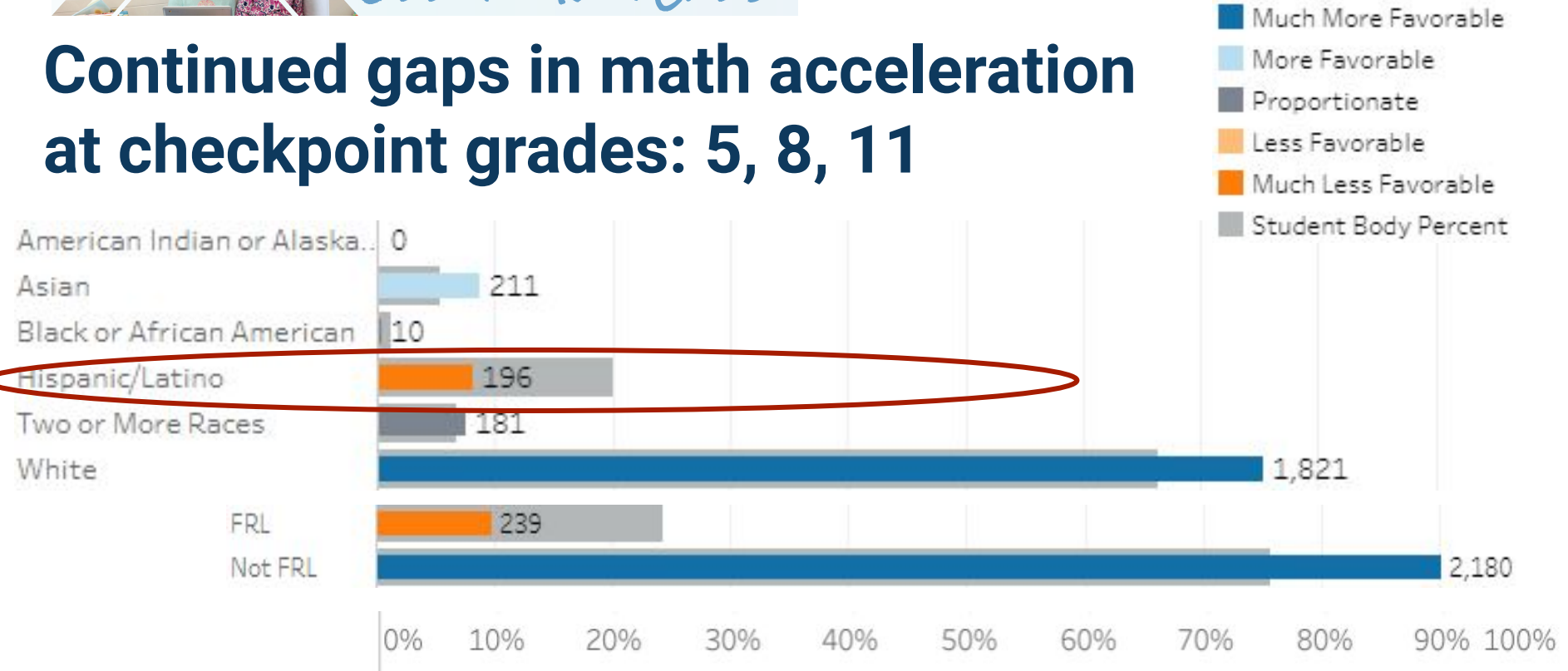
## Math





## CLOSING OPPORTUNITY GAPS

# Continued gaps in math acceleration at checkpoint grades: 5, 8, 11

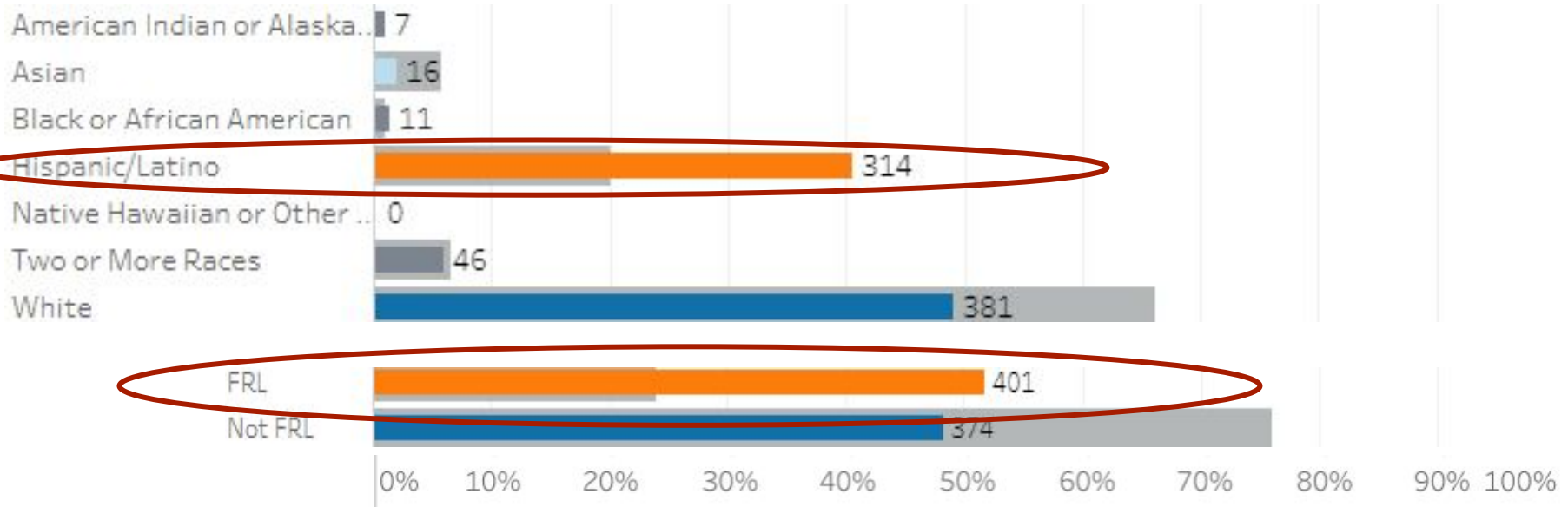




## REDUCING DISPROPORTIONALITY

# Disproportionate suspensions persist

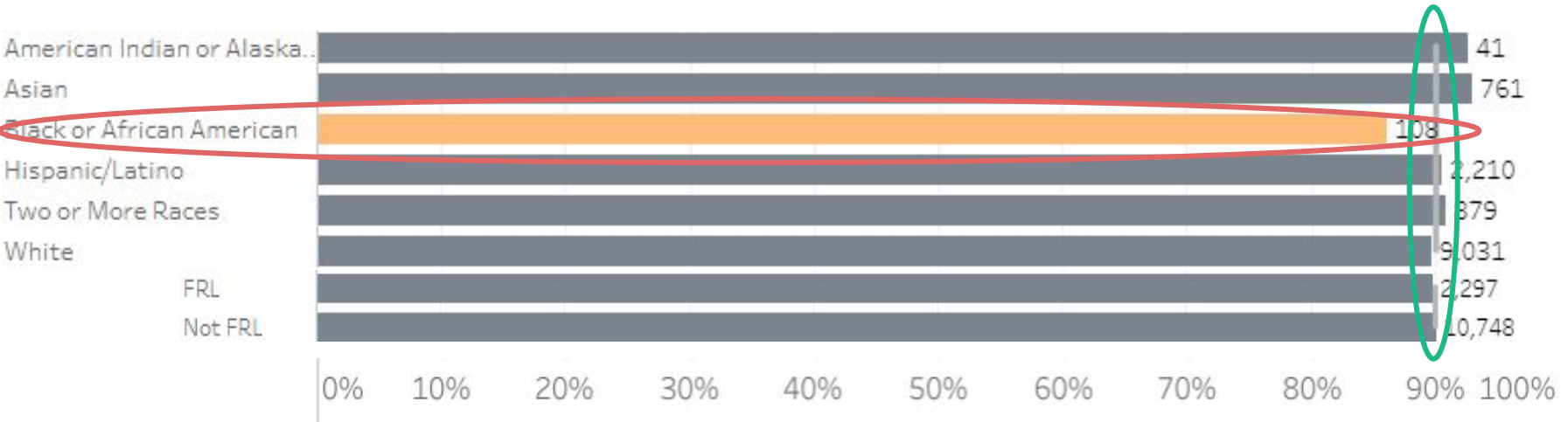
- Much More Favorable
- More Favorable
- Proportionate
- Less Favorable
- Much Less Favorable
- Student Body Percent





## CLOSING OPPORTUNITY GAPS

# Students see that teachers care

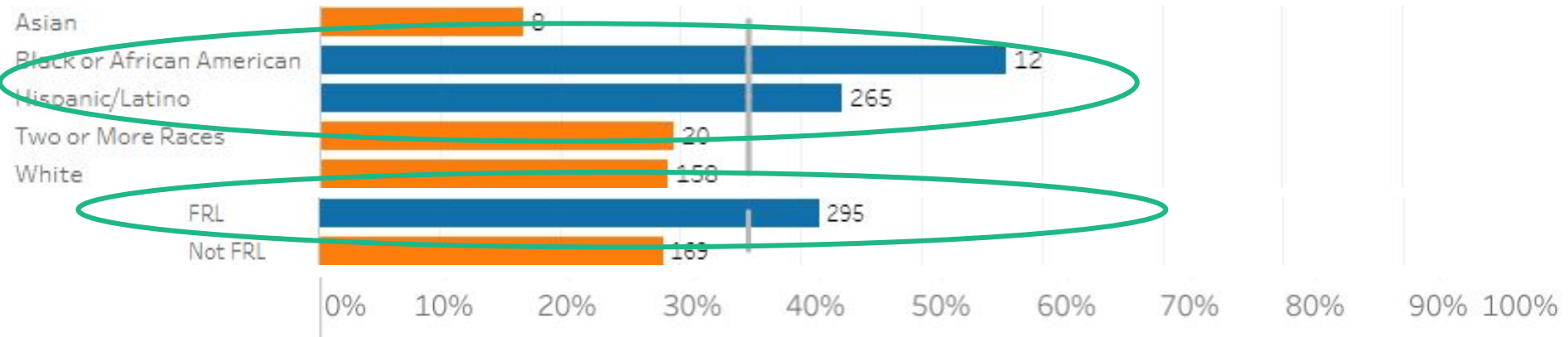




## CLOSING OPPORTUNITY GAPS

# K-12 Interventions delivered to impacted student groups at higher rate than district

- Much More Favorable
- More Favorable
- Proportionate
- Less Favorable
- Much Less Favorable
- Student Body Percent



# School level planning

## Discussion topics:

- When will your SAC meet?
- What possible agenda items be for each meeting?
- How will you engage your community in this work?

The background features several large, light blue geometric shapes. On the right side, there is a large circular arc. Diagonally across the center and towards the bottom, there are three parallel, elongated shapes that resemble stylized chevrons or arrows pointing downwards and to the right. The overall aesthetic is clean and modern.

**Thank You!**

