

**Estes Park School District**  
**District Accountability and Advisory Committee Agendas for 2022-2023**

*The Board of Education formally adopted the following DAAC charges for the 2022-2032 school year:*

1. District Unified Improvement Plan, High Impact Instruction: Progress-monitor academic growth and achievement and supports Global Outcomes.
2. District Unified Improvement Plan, Communication: Provide input and review district-wide communication plan and monitor effectiveness.
3. Budget Overview: Recommendations of priorities for spending school district funds.

**Additional CDE charges not covered above:**

- A. Monitor ESSA activities.
- B. Support increasing parent engagement in creating student plans.
- C. Review charter school applications pursuant to the district’s guidelines.

**DAAC Mission:** *Stakeholders advise and hold Estes Park School District accountable in terms of their mission, vision, and goals.*

**DAAC Vision:** *Our diverse community works with the district to assure that our students graduate with the knowledge, skills, and experiences needed to be successful and responsible citizens.*

**Monday, October 10, 2022**                      **Location: Online**                      **Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Ruby Bode, Courtney Cabrera, Tom Cousineau, Stacy Ferree, Joe Frey, Sonja Greenway, Cerissa Hocker, Terry Leija, Duane Loyd, Dick Mulhern, Gayla Sullivan

Recorder: Bev Bachman

<b>Task for DAAC</b>	<b>BoE Charge</b>	<b>Objectives</b>	<b>Notes</b>	<b>Status</b>
Welcome and Minutes. Final 2021-2022 Report	2	<ul style="list-style-type: none"> <li>• Acquaint team members.</li> <li>• Select a recorder.</li> <li>• Review Mission and Vision and why it’s important.</li> <li>• Review norms for DAAC.</li> <li>• Validate or correct record of previous work.</li> </ul>	Bev Bachman, DAAC Chair <ul style="list-style-type: none"> <li>• Recorder: Courtney Cabrera</li> <li>• Mission and Vision – the focus of our work.</li> <li>• DAAC norms:               <ul style="list-style-type: none"> <li>• Seek first to understand then be understood.</li> <li>• Treat others as you want to be treated.</li> <li>• Provide our best thinking to help the district achieve their mission as well as DAAC’s.</li> </ul> </li> <li>• April minutes – approved.</li> <li>• 2021-2022 Final Report – approved.</li> </ul>	<b><u>Completed</u></b> Carried over Tabled
BoE Charges for the year	1-3, A, B	<ul style="list-style-type: none"> <li>• Review and adopt the BoE charges for the year.</li> <li>• State requirements of DAAC.</li> <li>• Comments, input</li> </ul>	Ruby Bode, Superintendent <ul style="list-style-type: none"> <li>• Charges approved (in header).</li> </ul>	<b><u>Completed</u></b> Carried over Tabled

<p>District Unified Improvement Plan (UIP) Update</p>	<p>1, 2</p>	<ul style="list-style-type: none"> <li>• Overview of district major improvement strategies for 2022-2023.</li> </ul>	<p>Ruby Bode</p> <ul style="list-style-type: none"> <li>• Current SPF: <ul style="list-style-type: none"> <li>• ES: Improvement</li> <li>• MS: Performance</li> <li>• HS: Performance</li> <li>• District: Accredited</li> </ul> </li> <li>• High-impact Instruction: <ul style="list-style-type: none"> <li>• Why: Growth data shows students making adequate to substantial growth in every grade. Achievement data reflects academic achievement is below state and national means.</li> <li>• Vision: Instruction will reflect expectations aligned to the rigor of CAS and GOs and reflect promising practices with high impact on learning and achievement.</li> <li>• E.g. Vertical and horizontal alignment of math for a continuation of skills.</li> </ul> </li> <li>• Attendance and Student Engagement: <ul style="list-style-type: none"> <li>• Why: District attendance rate decreased by 2.6%, HS truancy rate increased to 3.9%. Staff absences increased 37%.</li> <li>• Vision: Purposeful, targeted, and meaningful systems and protocols in response to absences. Identify barriers and provide internal and external resources to students and families.</li> <li>• Root causes include mental health and tragic issues.</li> <li>• Re: Cell phone policy: Cell phones are to remain in backpack. 1 warning. 2<sup>nd</sup> offense – teacher keeps phone through class period. 3<sup>rd</sup> offense – phone is kept in office.</li> </ul> </li> <li>• Culture: <ul style="list-style-type: none"> <li>• Why: Data from stakeholders indicate need to improve positive climate and culture of schools and school pride. MS and HS student feelings of hopelessness and depression have increased b 45% since 2019.</li> <li>• Vision: Environments are warm, welcoming, and reflective of our values; create a culture of belonging focused on positive outcomes for students.</li> </ul> </li> <li>• Communication: <ul style="list-style-type: none"> <li>• Why: Data from stakeholders indicate need to improve communication and community engagement. Data show a 16 point decrease in positive responses regarding community engagement.</li> <li>• Vision: Regular, frequent communication with all district</li> </ul> </li> </ul>	<p><b><u>Completed</u></b> Carried over Tabled</p>
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Superintendent goals	1, 2	<ul style="list-style-type: none"> <li>Review what they are and why they are important.</li> </ul>	<p>Ruby Bode</p> <ul style="list-style-type: none"> <li>Goal 1: Develop and strengthen the Board-Superintendent relationship.</li> <li>Goal 2: Ensure Every student is academically, emotionally, and socially successful and prepared for post-secondary pursuits.</li> <li>Goal 3: Strengthen family and community engagement and enhance communication.</li> <li>Goal 4: Build a safe and positive culture and environment in EPSD.</li> <li>Goal 5: Execute collaborative decision making regarding finance decisions and maintain a balanced budget.</li> </ul>	<b>Completed</b> Carried over Tabled
Other		FYIs.	<ul style="list-style-type: none"> <li>Discussion: <ul style="list-style-type: none"> <li>None</li> </ul> </li> <li>Topics for future meetings: <ul style="list-style-type: none"> <li>None.</li> </ul> </li> </ul>	

For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

**Next Meeting: Tuesday, November 8, 2022, 4:15-5:45 p.m., Location: EPSD Administration Building**

**Lexicon of common educational abbreviations at the end of this document**

**Estes Park School District  
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**Tuesday, November 8, 2022**

**Location: EPD Admin Building**

**Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Cerissa Hocker, Ruby Bode, Wendy Ash, Mary Barron, Courtney Cabrera, Tom Cousineau, Stacy Ferree, Joe Frey, ≈ Sonja Greenway, John Guffey, Terry Leija, Duane Loyd, Dick Mulhern, Judi Snith, Gayla Sullivan, Carmen Williams. Visitors: Barb Ayers, Mike Arnold

Recorders: Mary Barron and Bev Bachman

<b>Task for DAAC</b>	<b>BoE Charge</b>	<b>Objectives</b>	<b>Notes</b>	<b>Status</b>
Welcome and Minutes	2	<ul style="list-style-type: none"> <li>• Validate or correct record of previous work in minutes.</li> <li>• Approve minutes.</li> </ul>	Bev Bachman, Chair: <ul style="list-style-type: none"> <li>• Approved minutes.</li> </ul>	<b><u>Completed</u></b> Carried over Tabled

Charter school application review	C	<ul style="list-style-type: none"> <li>Explain process and timeline for application for a charter school by Loveland Charter School (LCS).</li> </ul>	<p>Ruby Bode, superintendent and Bev:</p> <ul style="list-style-type: none"> <li>Loveland Charter School (LCS) has applied to have a charter in EPSD.</li> <li>90 day process but extension to Feb. 27 BoE meeting.</li> <li>DAAC responsibility: Review application and report to the BoE Jan.8.</li> <li>Mike Arnold, from National Charter Resource Center) can advise us in the process.</li> <li>DAAC will use a rubric, with parts assigned jigsaw fashion to members.</li> <li>BoE has 3 choices: accept, deny, or accept with conditions. Denials can be appealed to EPSD or the state.</li> <li>No existing charters in EPSD. In 2001 and 2014, applications were made then withdrawn.</li> <li>Agreed to have a special DAAC meeting for LCS application only. DAAC members are expected to read the application and rubric prior to that meeting.</li> </ul>	<p><b><u>Completed</u></b> Carried over Tabled</p>
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<p>State and district assessment data update</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• Review explanations of formative and summative assessments, and how each is used to drive instruction.</li> <li>• CMAS, PSAT, SAT, MAP data.</li> <li>• Explain current status: growth, target areas for growth, strategies.</li> <li>• Discussion.</li> </ul>	<p>Carmen Williams, Director of Curriculum and Assessment:</p> <ul style="list-style-type: none"> <li>• State: <ul style="list-style-type: none"> <li>• CMAS: grades 3-8, 11</li> <li>• Achievement data: <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• EPSD Mean Scale Score vs State: <ul style="list-style-type: none"> <li>• Grade 3: 734.2 v 737</li> <li>• Grade 4: 729.1 v 740</li> <li>• Grade 5: 734 v 745</li> <li>• Grade 6: 740.9 v 742</li> <li>• Grade 7: 743.4 v 741</li> <li>• Grade 8: 753.4 v 742</li> </ul> </li> <li>• Achievement Performance Levels: <ul style="list-style-type: none"> <li>• EPES: At or Above Proficient: <ul style="list-style-type: none"> <li>• Grade 3: 34.7% (18.4% Approaching Proficiency)</li> <li>• Grade 4: 25.5% (31.2% Approaching Proficiency)</li> <li>• Grade 5: 30.4% (37.2% Approaching Proficiency)</li> </ul> </li> <li>• EPMS: At or Above Proficient: <ul style="list-style-type: none"> <li>• Grade 6: 35.6% (31.5% Approaching Proficiency)</li> <li>• Grade 7: 38.7% (33.9% Approaching Proficiency)</li> <li>• Grade 8: 43.1% (40% Approaching Proficiency)</li> </ul> </li> </ul> </li> </ul> </li> <li>• Math: <ul style="list-style-type: none"> <li>• EPSD Mean Scale Score vs State: <ul style="list-style-type: none"> <li>• Grade 3: 738.1 v 737</li> <li>• Grade 4: 719.5 v 732</li> <li>• Grade 5: 724.3 v 736</li> <li>• Grade 6: 724.3 v 728</li> <li>• Grade 7: 726.6 v 730</li> <li>• Grade 8: 734 v 731</li> </ul> </li> <li>• Achievement Performance Levels: <ul style="list-style-type: none"> <li>• EPES: At or Above Proficient: <ul style="list-style-type: none"> <li>• Grade 3: 37.3% (15.7% Approaching Proficiency)</li> <li>• Grade 4: 20.4% (24.5% Approaching Proficiency)</li> <li>• Grade 5: 25% (18.8% Approaching Proficiency)</li> </ul> </li> <li>• EPMS: At or Above Proficient:</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>	<p><b><u>Completed</u></b> Carried over Tabled</p>
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Charter school application information	C	<ul style="list-style-type: none"> <li>• Comparison data</li> </ul>	<p>Comparison of LCS data with schools in TSD and EPSD: Ruby</p> <ul style="list-style-type: none"> <li>• No comparable demographics of LCS or TSD with EPSD. <ul style="list-style-type: none"> <li>• EPSD has significantly higher percentage of ELL (20%): <ul style="list-style-type: none"> <li>• EPES (21.9%) to LCS (2.1%) and TSD (4.3%-14.7%)</li> <li>• EPMS (17.6%) to LCS (2.7%) and TSD (5%-6.5%)</li> </ul> </li> </ul> </li> <li>• LSC with TSD schools with similar demographics: <ul style="list-style-type: none"> <li>• Several TSD ES schools outperform LCS with regard to math and ELA achievement and growth.</li> </ul> </li> </ul>	<b>Completed</b> Carried over Tabled
Other		<ul style="list-style-type: none"> <li>• Input.</li> </ul>	N/A • .	

For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

**Next Meeting: Tuesday, December 13, 2022, 4:15-5:45 p.m., Location: EPSD Administration Building**

**Lexicon of common educational abbreviations at the end of this document..**

**Estes Park School District  
District Accountability and Advisory Committee Agendas for 2022-2023**

**The Board of Education formally adopted the following DAAC charges for the 2022-2032 school year:**

1. District Unified Improvement Plan, High Impact Instruction: Progress-monitor academic growth and achievement and supports Global Outcomes.
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**Tuesday, December 13, 2022                      Location: EPSD Administration Building                      Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Ruby Bode, Shari Baze, Courtney Cabrera, Glenn Case, Tom Cousineau, John Guffey, Terry Leija, Dick Mulhern, Judy Smith, Gayla Sullivan, Marsha Weaver, Stacey Ferree, Mike Arnold, Alex Medler

Recorder: Bev Bachman

<b>Task for DAAC</b>	<b>BoE Charge</b>	<b>Objectives</b>	<b>Notes</b>	<b>Status</b>
Welcome and Minutes.	2	<ul style="list-style-type: none"> <li>• Validate or correct record of previous work.</li> </ul>	Bev Bachman, chair: <ul style="list-style-type: none"> <li>• Will address at January meeting.</li> </ul>	Completed Carried over <b><u>Tabled</u></b>



Charter School application process	C	<ul style="list-style-type: none"> <li>Information regarding charter school process.</li> </ul>	<p>Alex Medler, Executive Director of Colorado Association of Charter School Authorizers (CACSA)</p> <ul style="list-style-type: none"> <li>CACSA assists districts (authorizers) in charter application review practices to reduce the likelihood of an appeal of a denial.</li> <li>DAACs are advisory only – strengths, concerns, questions. They do not make recommendations as to accepting or denying a charter application.</li> <li>Conflict of interest: Any DAAC members who are on the founding committee or have signed a letter of intent to enroll their children in the charter must recuse themselves from this process.</li> <li>DAAC is a quasi-legal entity where its records and reports are legal records and can be used to make a case. The report to the BoE can be written or oral.</li> <li>Potential biases to avoid during a review were: “Halo or Horn”, Contrast Effect, Recency Effect, Easy/Tough Grader, Ecosystem Bias, Potential v Actual.</li> <li>BoE can approve with stipulations.</li> <li>Biggest concerns for districts: enough families to warrant a school, including accommodating special populations, and budget.</li> <li>Require proof of enrollment in grades proposed by charter.</li> <li>This can be polarizing – especially in a small community.</li> <li>Focus on the merits of the application: avoid biases, stick to facts, less is better than more.</li> <li>State Board’s decision is based on finding “that the local board’s decision was contrary to the best interests of the pupils, school district, or community.”</li> <li>Historically, considerations of the district’s other school are generally of limited relevance unless issues relate to the quality and viability of what the charter applicant is proposing to do.</li> <li>Appeals aren’t that common. They usually focus on the strengths listed in records and reports.</li> <li>Q: How do we evaluate if the charter is “fully insured”?</li> <li>A: Often authorizing districts provide SpEd services. That’s an “insurance plan.” If a district doesn’t have that ability, the application can be denied.</li> <li>Q: Must you use just what’s on the application or can you use/ask for information from the LCS Network?</li> <li>A: We want to assure DAAC members aren’t being lobbied.</li> </ul>	<p><b><u>Completed</u></b> Carried over Tabled</p>
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Loveland Charter School-Estes Valley Application	C	<ul style="list-style-type: none"> <li>• Review of tasks.</li> <li>• Rubric due Jan. 4</li> <li>• Review compilation at Jan. 10 meeting</li> </ul>	<p>Bev:</p> <ul style="list-style-type: none"> <li>• The rubric has been divided into tasks.</li> <li>• DAAC members who emailed Bev their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices of tasks were assigned one of those tasks. Those who didn't were assigned one of the remaining tasks.</li> <li>• 2 people volunteered for an additional task.</li> <li>• People fill in the rubric for their task and email to Bev by Jan. 4.</li> <li>• All parts will be copied and pasted onto 1 document and sent to members for review.</li> <li>• Discussion of rubric will be at Jan. 10 meeting for final report to the BoE.</li> </ul>	<b>Completed</b> Carried over Tabled
Other		FYIs.		

For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

Next Meeting: Tuesday, January 10, 2023, 4:15-5:45 p.m., Location: EPSD Administration Building

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**Tuesday, January 10, 2023                      Location: EPSD Administration Building                      Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Cerissa Hocker, Courtney Cabrera, Tom Cousineau, John Guffey, Dick Mulhern, Judi Smith, Gayla Sullivan, Shari Baze, Glenn Case, Joe Frey (part), Terry Leija, Duane Loyd, Marsha Weaver, Ruby Bode, Stacy Ferree

Guest: Mike Arnold

**Recorder:** Cerissa Hocker

<b>Task for DAAC</b>	<b>BoE Charge</b>	<b>Objectives</b>	<b>Notes</b>	<b>Status</b>
Welcome and Minutes.	2	<ul style="list-style-type: none"> <li>• Validate or correct record of previous work Nov. 8 and Dec. 13.</li> </ul>	Bev Bachman, chair: <ul style="list-style-type: none"> <li>• Approved both.</li> </ul>	<b><u>Completed</u></b> Carried over Tabled

LCS-EV charter application	C	<ul style="list-style-type: none"> <li>• Rubric review</li> <li>• BoE report draft</li> <li>• Determine overall assessment: <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Concerns</li> <li>• Questions</li> </ul> </li> </ul>	<p>Bev:</p> <ul style="list-style-type: none"> <li>• Rubric: <ul style="list-style-type: none"> <li>• All the input from the different parts of the rubric that people completed for their individual tasks were copied and pasted onto a single draft that was emailed earlier for DAAC members to review.</li> <li>• No further input was offered to the rubric.</li> <li>• Given the length (18 pages) and detail of the rubric, it was determined that overall key concepts for strengths, concerns, and questions should be listed for the board to particularly consider as well as the details in the rubric itself.</li> </ul> </li> <li>• BoE Report draft: <ul style="list-style-type: none"> <li>• Lists of overall strengths, concerns, and questions as determined from the discussion as well as copies of strengths, concerns, and questions from each part of the rubric would be on the report.</li> </ul> </li> <li>• A draft of the report will be emailed to committee members for final input before it is presented to the BoE at the Jan. 23 meeting.</li> </ul>	<b>Completed</b> Carried over Tabled
Other		FYIs.		

For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

**Next Meeting: Tuesday, February 14, 2023, 4:15-5:45 p.m., Location: EPSD Administration Building**

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**Tuesday, February 21, 2023**

**Location: EPSD Admin Building**

**Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Tom Cousineau, John Guffey, Cerissa Hocker, Dick Mulhern, Judi Smith, Shari Baze, Joe Frey, Terry Leija, Ruby Bode (part), Mary Barron, Stacy Feree, Sonja Greenway, Sundee Peitsch, Carmen Williams

Recorder: Bev Bachman

<b>Task for DAAC</b>	<b>BoE Charge</b>	<b>Objectives</b>	<b>Notes</b>	<b>Status</b>
Welcome and Minutes.	2	<ul style="list-style-type: none"> <li>• Validate or correct record of previous work</li> </ul>	Bev Bachman, co-chair: <ul style="list-style-type: none"> <li>• Corrected Shari's name to correct spelling.</li> <li>• Approved.</li> </ul>	<b><u>Completed</u></b> Carried over Tabled

Mid-Year Budget Update	3	<ul style="list-style-type: none"> <li>• Monitor spending to reflect BoE goals and state mandates</li> <li>• Discussion.</li> </ul>	<p>Brian Lund, Director of Business Services:</p> <ul style="list-style-type: none"> <li>• Audit was clear.</li> <li>• Final Budget 2022-2023 <ul style="list-style-type: none"> <li>• \$20,329,375.</li> <li>• ESSER funds: <ul style="list-style-type: none"> <li>• ESSER I fund: \$229,356 expended.</li> <li>• ESSER II fund: \$934,041 through 9-30-23.</li> <li>• ESSER III fund: \$2,097,724 through Dec. 2024. Used to address learning gaps from COVID.</li> </ul> </li> <li>• General Fund: \$4,344,555 from end of 2022 to begin 2023. <ul style="list-style-type: none"> <li>• Includes required 3% TABOR reserve.</li> <li>• Per pupil count averaged over 5 years: 1,049.1, down from 1,063.4 last year.</li> <li>• Received Rural School grant of \$211,605.</li> <li>• \$597,165 transferred to supplement funds for food service and capital projects.</li> </ul> </li> <li>• Revenues: <ul style="list-style-type: none"> <li>• PPF projected to be \$10,044.86 for FY2022-2023, an increase of \$536.90/student from 2021-2022.</li> <li>• State Equalization: We'll receive a small amount this year.</li> <li>• Property taxes: will receive \$9,590,882.</li> <li>• Categorical Funding: Used for SpEd, etc. Will keep all this year.</li> <li>• Mill Levy Override: ~\$3,000,000.</li> <li>• Specific Ownership Tax: ~\$1,000,000.</li> <li>• Amendment 23: 3.5% for inflation.</li> </ul> </li> <li>• Expenditures: <ul style="list-style-type: none"> <li>• Total: \$14,428,821.</li> <li>• Grade level "bubbles" can cause staffing adjustments.</li> <li>• Salaries and benefits: \$11,403,064 or 79%.</li> <li>• PERA contribution increase to 21.4%.</li> <li>• Insurance rates: Flat.</li> <li>• Food Service supplement: \$197,165. <ul style="list-style-type: none"> <li>• Reduction in federal aid for universal free lunches has expired.</li> <li>• District is required to contribute \$10,000/year.</li> </ul> </li> <li>• Capital Projects: \$400,000 for repairs, facility upgrades, transportation (vehicles).</li> <li>• Federally mandated funds: District subsidizes \$15,000.</li> <li>• Bond Fund: \$1,215,000 in principal; \$450,775 in</li> </ul> </li> </ul> </li> </ul>	<b>Completed</b> Carried over Tabled
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Student education plans	1, A, B	<ul style="list-style-type: none"> <li>Review different types of student education plans</li> <li>Discussion</li> </ul>	<p>Sundee Pietsch, Director of Student Services:</p> <ul style="list-style-type: none"> <li>Total enrollment: Total: 1011 <ul style="list-style-type: none"> <li>PreK: 47. ES: 421. MS: 218. HS: 325.</li> </ul> </li> <li>504 Plans: Total: 52 <ul style="list-style-type: none"> <li>ES: 12. MS: 7. HS: 32.</li> </ul> </li> <li>READ Plans: Total: 175 <ul style="list-style-type: none"> <li>ES: 116;. MS: 4. HS: 14.</li> <li>Includes those on IEPs.</li> </ul> </li> <li>ELD: Total: 57 <ul style="list-style-type: none"> <li>ES: 21. MS: 14. HS: 22.</li> </ul> </li> <li>IEPs: Total: 90 <ul style="list-style-type: none"> <li>ES: 47. MS: 30. HS: 13.</li> <li>District within 10% guidelines – indicating not over identifying.</li> </ul> </li> <li>AEPs: Total: 59 <ul style="list-style-type: none"> <li>ES: 21. MS: 14. HS: 22.</li> <li>Looking to expand identifying ELD students for AEPs – e.g. those quickly learning English.</li> <li>PD for staff to increase depth and complexity.</li> <li>ID uses multiple indicators including math and reading, art/music talent, etc.</li> </ul> </li> </ul> <p>Q: If reading and/or math score &lt;25%ile on NWEA assessments, does that qualify for SpEd?  A: We're also trying to take into account ELD and dyslexia.</p>	<b>Completed</b> Carried over Tabled
District Communication Plan Draft	2	<ul style="list-style-type: none"> <li>Review and give feedback.</li> </ul>	<p>Carmen Williams, Director of Curriculum and Assessment:</p> <ul style="list-style-type: none"> <li>Communication is 1 of 5 areas in UIP.</li> <li>Initial comments: <ul style="list-style-type: none"> <li>Praised vision for addressing improving communication.</li> <li>Engaging in two-way communication is very important.</li> </ul> </li> <li>Due to time, members are assigned to read it ad send comments to Bev. <ul style="list-style-type: none"> <li>Details from this discussion will be on that document.</li> </ul> </li> </ul>	Completed <b>Carried over</b> Tabled
Assessment update	1	<ul style="list-style-type: none"> <li>Update NWEA.</li> </ul>	<p>Sonja Greenway, MS Principal:</p> <ul style="list-style-type: none"> <li>Mary Barron, HS Principal</li> <li>.</li> <li>.</li> </ul>	Completed Carried over <b>Tabled</b>

Other		For the record: <ul style="list-style-type: none"> <li>• Final LCS-EV charter application report to BoE.</li> <li>• Rescheduled meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• LCS-EV report: A draft of the report reflecting the input at the last meeting was emailed to DAAC members for final edits/ input. Responses were added to create the final report submitted at the January 23, 2023, BoE meeting.</li> <li>• Due to Valentines Day, the DAAC meeting was rescheduled to Feb. 21.</li> </ul>	
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For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

Next Meeting: Tuesday, March 14, 2023, 4:15-5:45 p.m., Location: EPSD Admin Building

Zoom link: <https://psdr3-k12-co-us.zoom.us/j/84566800505?pwd=RDVXbmFoaEJMcjJjRXlMti9FeIBXQT09>

Lexicon of common educational abbreviations at the end of this document.



**Estes Park School District  
District Accountability and Advisory Committee Agendas for 2022-2023**

**The Board of Education formally adopted the following DAAC charges for the 2022-2032 school year:**

1. District Unified Improvement Plan, High Impact Instruction: Progress-monitor academic growth and achievement and supports Global Outcomes.
2. District Unified Improvement Plan, Communication: Provide input and review district-wide communication plan and monitor effectiveness.
3. Budget Overview: Recommendations of priorities for spending school district funds.

**Additional CDE charges not covered above:**

- A. Monitor ESSA activities.
- B. Support increasing parent engagement in creating student plans.
- C. Review charter school applications pursuant to the district's guidelines.

**DAAC Mission: Stakeholders advise and hold Estes Park School District accountable in terms of their mission, vision, and goals.**

**DAAC Vision: Our diverse community works with the district to assure that our students graduate with the knowledge, skills, and experiences needed to be successful and responsible citizens.**

**Tuesday, March 14, 20223**

**Location: EPSD Admin Building**

**Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Tom Cousineau, John Guffey, Dick Mulhern, Judi Smith, Gayla Sullivan, Mary Barron, Ruby Bode, Duane Loyd, Stacy Ferree, Carmen Williams

<b>Task for DAAC</b>	<b>BoE Charge</b>	<b>Objectives</b>	<b>Notes</b>	<b>Status</b>
Welcome and Minutes.	2	<ul style="list-style-type: none"> <li>• Validate or correct record of previous work.</li> </ul>	Bev Bachman: <ul style="list-style-type: none"> <li>• Approved.</li> </ul>	<b><u>Completed</u></b> Carried over Tabled

Assessment update	1	<ul style="list-style-type: none"> <li>• Update NWEA, DIBELS.</li> <li>• Growth.</li> <li>• Strengths.</li> <li>• Concerns.</li> <li>• Strategies.</li> </ul>	<p>Carmen Williams, Director of Curriculum and Assessment</p> <ul style="list-style-type: none"> <li>• NWEA: Fall to winter data <ul style="list-style-type: none"> <li>• Achievement: <ul style="list-style-type: none"> <li>• Reading: Grades 2-10 <ul style="list-style-type: none"> <li>• Scores within standard deviation of norms.</li> <li>• % students at/above: Fall, Winter <ul style="list-style-type: none"> <li>• 2: 42%, 45%</li> <li>• 3: 55%, 51%</li> <li>• 4: 53%, 50%</li> <li>• 5: 51%, 52%</li> <li>• 6: 55%, 49%</li> <li>• 7: 60%, 53%</li> <li>• 8: 64%, 65%</li> <li>• 9: 75%, 74%</li> <li>• 10: 64%, 66%</li> </ul> </li> </ul> </li> <li>• Math: Grades 2-10 <ul style="list-style-type: none"> <li>• Scores within standard deviation of norms.</li> <li>• % students at/above: Fall, Winter <ul style="list-style-type: none"> <li>• 2: 32%, 39%</li> <li>• 3: 58%, 60%</li> <li>• 4: 39%, 44%</li> <li>• 5: 43%, 46%</li> <li>• 6: 40%, 50%</li> <li>• 7: 43%, 47%</li> <li>• 8: 54%, 47%</li> <li>• 9: 68%, 61%</li> <li>• 10: 49%, 49%</li> </ul> </li> </ul> </li> <li>• Science: Grades 6-10 <ul style="list-style-type: none"> <li>• Scores are at norm.</li> <li>• % students at/above: Fall, Winter <ul style="list-style-type: none"> <li>• 6: 40%, 76%</li> <li>• 7: 57%, 60%</li> <li>• 8: 76%, 68%</li> <li>• 9: 76%, 71%</li> <li>• 10: 74%, 67%</li> </ul> </li> </ul> </li> <li>• Growth: <ul style="list-style-type: none"> <li>• Reading: All grades showed some growth. Grades 2, 4, 5, 6, 8, 9, and 10 met or exceeded growth projection.</li> <li>• Math: All grades showed some growth. Grades 2, 3, 5, 6, and 7 had observed growth above norm. <ul style="list-style-type: none"> <li>• % of students who met projected growth: <ul style="list-style-type: none"> <li>• 2: 63%</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>	<p><b>Completed</b> Carried over Tabled</p>
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District Communication Plan Draft	2	<ul style="list-style-type: none"> <li>Review of summary document of feedback from members given earlier.</li> </ul>	<p>Ruby Bode: Superintendent.</p> <ul style="list-style-type: none"> <li>Comments and questions shared.</li> <li>Overall, it was felt to be a thorough and needed document. <ul style="list-style-type: none"> <li>It is important to have clear communication from designated sources to reduce social media misinformation.</li> <li>Charts are particularly helpful.</li> <li>Clarifying who to go to for what info is helpful.</li> </ul> </li> <li>Input from all stakeholders is being considered.</li> <li>It should clarify information and procedures for disseminating it.</li> </ul>	<p><b>Completed</b> Carried over Tabled</p>
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For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

Next Meeting: Tuesday, April 11, 2023, 4:15-5:45 p.m., Location: EPSD Admin Building

Zoom link:

<https://psdr3-k12-co-us.zoom.us/j/8051780517?pwd=OExVUG53SDkvaFdsWEVXcnREZ2xoQT09>

Meeting ID: 805 178 0517

Passcode: EPSD

Lexicon of common educational abbreviations at the end of this document.

## Estes Park School District District Accountability and Advisory Committee Agendas for 2022-2023

**The Board of Education formally adopted the following DAAC charges for the 2022-2032 school year:**

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**Tuesday, April 11, 2023**

**Location: EPSD Admin Building**

**Time: 4:15-5:45 p.m.**

**Attendees:** Bev Bachman, Cerissa Hocker, Dick Mulhern, Judi Smith, Gayla Sullivan, Ruby Bode, Glenn Case, Terry Leija, Marsha Weaver, Courtney Carroll, Maggie Horak, Sundee Pietsch

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Task for DAAC	BoE Charge	Objectives	Notes	Status
Welcome and Minutes.	2	<ul style="list-style-type: none"> <li>• Validate or correct record of previous work.</li> </ul>	Bev Bachman, Co-chair: <ul style="list-style-type: none"> <li>• Approved</li> </ul>	<u>Completed</u> Carried over Tabled
English Language Development	1, B	<ul style="list-style-type: none"> <li>• What are the key goals and achievements made this year?</li> <li>• What is going well?</li> <li>• What areas need attention?</li> </ul>	Maggie Horak, Coordinator for ELD: <ul style="list-style-type: none"> <li>• The predominant language of our EBL students is Spanish, but there are 6 other languages as well.</li> <li>• Online translation programs are used, especially with students who speak other languages than Spanish.</li> <li>• District now has 4 EBL teachers (2 at ES, 1 each at MS and HS) and 2 paras serving students.</li> <li>• EL Achieve is the curriculum used in the ES; 3D English is used at the MS and HS.</li> <li>• Bilingual Buddies – MS and HS students learning Spanish work with ES students who speak Spanish and are learning English – they are helping each other learn.</li> <li>• Teachers learning basic Spanish from Outreach Liaison.</li> </ul>	<u>Completed</u> Carried over Tabled

<p>Whole Child: SEL, Mental Health wrap around services, restorative practices</p>	<p>1, B</p>	<ul style="list-style-type: none"> <li>• What are the key goals and achievements made this year?</li> <li>• What is going well?</li> <li>• What areas need attention?</li> </ul>	<p>Courtney Carroll, Mental Health Coordinator; Sundee Pietsch, Director of Student Services:</p> <ul style="list-style-type: none"> <li>• District Wellness PLC: <ul style="list-style-type: none"> <li>• Student Support Services Director, District Nurse, District Social Worker, Counselors from each school, Student Engagement Liaison, Behavior Coach.</li> </ul> </li> <li>• Key Goals: <ul style="list-style-type: none"> <li>• Review survey data (HKCS and Panorama) and set priorities.</li> <li>• Determine SEL supports needed for 2023 and 2024.</li> <li>• Meet bi-monthly to build team.</li> </ul> </li> <li>• What's going well: <ul style="list-style-type: none"> <li>• District-wide SEL: <ul style="list-style-type: none"> <li>• Tier 1: <ul style="list-style-type: none"> <li>• Facilitated by: Wellness PLC.</li> <li>• PD: Trauma-informed Classroom, RP, SEL.</li> <li>• QPR.</li> <li>• Restorative Practices.</li> <li>• Prevention Awareness Weeks: suicide, bullying, drugs.</li> </ul> </li> <li>• Tier 2 and 3, facilitated by: <ul style="list-style-type: none"> <li>• District nurse, social worker, student engagement liaison, board certified behavior analyst, behavior coach.</li> <li>• Additional support: Larimer County Mental Health Task Force.</li> </ul> </li> </ul> </li> </ul> </li> <li>• ES: <ul style="list-style-type: none"> <li>• Tier 1: <ul style="list-style-type: none"> <li>• SEL taught in PreK-5 classrooms.</li> <li>• Calm Room</li> <li>• Awareness and Prevention weeks.</li> </ul> </li> <li>• Tier 2: <ul style="list-style-type: none"> <li>• Student groups.</li> <li>• 1-on-1 student meetings.</li> <li>• Bouceback Therapy Group</li> <li>• Case management.</li> </ul> </li> <li>• Tier 3: <ul style="list-style-type: none"> <li>• Behavior support -Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).</li> <li>• IEP support.</li> <li>• 504 support.</li> </ul> </li> </ul> </li> <li>• MS: <ul style="list-style-type: none"> <li>• Tier 1: <ul style="list-style-type: none"> <li>• SEL taught in Connections Elective.</li> <li>• Awareness and Prevention weeks.</li> </ul> </li> </ul> </li> </ul>	<p><u>Completed</u> Carried over Tabled</p>
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Other		<ul style="list-style-type: none"> <li>• Other issues or topics of interest or concern – especially for next year?</li> </ul>	<ul style="list-style-type: none"> <li>• .</li> </ul>	
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For more details, please read the minutes: <https://www.psd3.k12.co.us/domain/178>

**Next Meeting: Tuesday, October 10, 2023, 4:15-5:45 p.m., Location: EPSD Admin Building**

**Zoom link:**

<https://psdr3-k12-co-us.zoom.us/j/8051780517?pwd=OExVUG53SDkvaFdsWEVXcnREZ2xoQT09>

Meeting ID: 805 178 0517

Passcode: EPSD

**Lexicon of common educational abbreviations at the end of this document.**

## **Lexicon of Commonly Used Terms and/or Abbreviations in Education –**

**21<sup>ST</sup> Century Skills** – skills needed to be successful in a job and life in this century (e.g. critical thinking and reasoning, problem solving, information/communication literacy, creativity, perseverance, cooperative work, open mindedness, life skills, and more).

**504 Plans** – Educational plans for students with medical issues

**AEP** – Advanced Education Plan

**AU** – Administrative Unit

**BCBA** – Board Certified Behavior Analyst

**CAS** – Colorado Academic Standards

**CASEL** – Collaborative for Academic, Social, and Emotional Learning

**CLD** – Culturally and Linguistically Diverse learners

**CO-SLAW** – Colorado Opioid Support in Larimer and Weld counties

**CPI** – Crisis Prevention Intervention: nonviolent strategies for managing difficult situations and disruptive behavior.

**Curriculum Cross Walk** – a process to determine if there are gaps between a curriculum(s) and standards and other expectations (e.g. GOs)

**CTE** – Career and Technical Education

**DEAR** – Drop Everything And Read: a strategy where everyone (students and adults) reads for the same time period.

**DOK** – Depth of Knowledge

**DPF** – District Performance Framework: Distinction. Accredited. Improvement. Priority Improvement. Turnaround. Insufficient Data.

**EBL** – Emerging Bilingual Learners (aka ELD or ELL)

**EBRW** – Evidence-Based Reading and Writing

**ELA** – English/Language Arts

**ELC** – Exercise Learning Center

**ELD** – English Language Development

**ELL** – English Language Learners

**ESSA** – Every Student Succeeds Act: federal law that governs K-12 policy including annual testing in grades 3-8 plus grade 11 to achieve state standards (aka ESEA)

**FCS** – Family and Consumer Sciences

**F/RL** – Free or Reduced Lunch

**FTE** – Full-time Equivalent (a unit of staff positions)

**ICAP** – Individual Career and Academic Planning

**IDEA** – Individuals with Disability Education Act

**IEP** – Individualized Education Plan

**LCSW** – Licensed Clinical Social Worker

**MSL** - Measures of Student Learning

**MTSS** – Multi-tiered System of Support: a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students)

**PBIS** – Positive Behavioral Intervention Strategies

**PD** – Professional Development

**PROPS** – Personal attributes as a teacher, Routines in the classroom, Outcomes, Planning, Subject.

**QPR** – Question, Persuade. Refer. Used for suicide prevention.

**READ Plans** – For students with significant reading deficiencies.

**RP** – Restorative Practices.

**Sandbox Goal** - A goal for which we do not yet have a clear measure but on which we still work.

**SEL** – Social and Emotional Learning

**SIP** – School Improvement Plans.

**SIPPS** – Systemic Instruction in Phonological awareness, Phonics, and Sight words.

**SLO** – Student Learning Objectives

**SpEd** – Special Education

**SPFs** – School Performance Frameworks; used for accreditation: Performance. Improvement. Priority Improvement. Turnaround. Insufficient Data.

**SS** – Social Studies

**SSP** – Student Success Plans

**StratOp** – Strategic Operations Action Teams created to advance the outcomes of the Estes Thrives Neighborhood Learning Conversations

**SWD** – Students with Disabilities

**TIC** – Technologies of Information and Communication: technologies that provide access to communication.

**TVI** – Teacher of Visually Impaired

**UIP** – Unified Improvement Plan required in Colorado to assure continuous student improvement and manage performance

**Tests and Scoring:**



- Formative assessments – formal and informal assessments (including diagnostic) used by teachers to guide/modify day-to-day instruction .
- Benchmark assessments – nationally normed tests given in the fall, winter, and spring to assess learning and guide instruction.
  - **MAPS/NWEA** - Measures of Academic Progress, provided by Northwest Evaluation Association.
    - Math – used in grades 2-10.
    - Reading – used in grades 2-10.
    - Science – used in grades 6-10.
    - Language usage – used in grades 3-8, mainly in lower grades as written expression is emphasized more in upper grades.
  - Uses RIT scores and percentile ranking.
    - RIT scores - a stable scale showing growth over time, analogous to marking height on a growth chart.
    - Percentile rank – shows achievement compared to a specific group – e.g. a grade, cohort group. For example, a 50%ile means that a student scored as well or better than 50 out of every 100 students taking the test; a 61%ile means that a student scored as well or better than every 61 students out of 100 who take the test.
- Summative assessments – evaluative assessments of student learning given at the conclusion of a defined instructional period
- **PSAT** – Preliminary SAT given in grade 10 to prepare students for taking the SAT and to qualify for National Merit Scholarships.
  - Tests math, reading, and writing for a possible total score of 320-1520.
- **SAT** – Scholastic Achievement Test given to seniors to qualify for college admission now used in Colorado instead of the ACT.
  - Tests math and evidenced-based reading/writing for a possible total score of 400-1600.
- **Accuplacer** – a computerized test that assesses reading, writing, math, and computer skills used by counselors to place students in college courses that match their skills.
- **ACT** – American College Testing given to qualify for college admission
- **ASVAB** – Armed Services Vocational Aptitude Battery – a military entrance exam given to determine enlistment eligibility and job training eligibility.
- **CMAS** – Colorado Measures of Academic Success tests of standards in reading, English language arts, math, science, and social studies given in spring in grades 3-8 and grade 10
- **DIBELS** - Dynamic Indicators of Basic Early Literacy Skills given in grades K-3 to assess phonemic awareness and fluency
- **WIDA** – World-class Instructional Design and Assessment to determine language level of ELL. ACCESS is the collective name for WIDA’s suite of summative English language proficiency assessments.

**Colorado SchoolView:** State student achievement and growth for all districts.

<https://www.cde.state.co.us/schoolview>

NWEA Scoring Info:

<https://community.nwea.org/docs/DOC-2345>

<https://www.nwea.org/content/uploads/2017/11/Comparative-Data-Sheet.pdf>

<https://community.nwea.org/docs/DOC-1870>