



Date: May 13, 2022

From: Velvet Stepanek
Chair – District Accountability Committee School District 11

To: Board of Education
Dr. Nicholas Gledich, Interim Superintendent School District 11

Dear Board of Education Members and Dr. Gledich,

Enclosed is the complete end of the year report from DAC and its various subcommittees. We have also included a preliminary set of charges for the 2022-2023 academic year.

The following items are included in this package:

- 1) End of the Year DAC Report and Proposed 2022-2023 Charges
- 2) End of the Year DAC Accreditation Subcommittee Report
- 3) End of the Year Training and SAC Support Subcommittee Report
- 4) End of the Year DAC Budget Subcommittee Report

I look forward to discussing the report and answering your questions during the Board of Education Meeting on May 25.

Respectfully Submitted,

Velvet Stepanek
Chair – District Accountability Committee

Memorandum

To: Board of Education
Dr. Nicholas Gledich, Interim Superintendent District 11

From: Velvet Stepanek, District Accountability Committee (DAC) Chair

Date: May 13, 2022

Re: End of Year DAC Report for 2021-2022

A. DAC - General Observations

The School District 11 DAC and our supporting subcommittees are pleased to present this end of the year report for the 2021-2022 school year. This year has been full of changes but the DAC and its subcommittees have been flexible and pressed on with our work. The DAC and its subcommittees have had a productive year. The DAC was effective in accomplishing its charges and continued to grow from its strong foundation from previous years. This report highlights the tasks we performed and the results.

This section provides general comments and observation to our overall work this year by the DAC and the DAC subcommittees:

The DAC continued to maximize partnerships with parents, community members, schools, district administration and the Board of Education(BOE) to provide guidance that focused on “Students First” as in previous years.

The DAC appreciates the support and assistance provided by Dr. Nicholas Gledich, Interim District Superintendent, Dr. Michael Thomas, previous District Superintendent, and Ms. Phoebe Bailey, Administrative Liaison to the DAC. Dr. Gledich and Dr. Thomas continued to be very open and collaborative with input from the DAC. This facilitated an open exchange of information between the DAC and district administration. This has happened through monthly one-on-one meetings with the superintendent.

The DAC appreciates the support and assistance of Ms. Laura Hronick, Executive Director Financial Services, Mr. Glenn Gustafson, Interim Chief of Business Operational Services, and Mr. Brian Cortez, former Chief of Business Operational Services, with the DAC Budget Subcommittee. The DAC appreciates the support and assistance of Dr. David Khaliqi, Executive Director, Education Insights (EI), with the DAC Accreditation Subcommittee.

The DAC appreciates the outstanding support and assistance from all District personnel. They have been willing to provide detailed presentations and participate in thoughtful and critical discussions at DAC meetings and SAC Trainings.

The DAC deeply thanks Ms. Trudy Tool, Administrative Support to the DAC, for her amazing work. The DAC functions successfully because of her support, coordination, scheduling, and experience. Thank you does not seem sufficient for all she does. Thank you also to Stephanie Lucero and Tiffany Townsend who provided support for our hybrid meetings for DAC and SAC training.

Thank you to the DAC subcommittee chairs: Ms. Marion Clawson, Ms. Amanda Huber, Mr. Lyman Kaiser, Mr. Joseph Mezzofante, and Mr. Michael Reyes for their leadership throughout this year.

Thank you to all the full DAC members and subcommittee members for serving. Thank you for voicing your input and staying engaged while giving grace. Your thoughtful questions and discussions while keeping our D11 students first in your mind continue to make our district a better place.

B. DAC Committee Work by Charge

- **Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities with a focus on new challenges presented by the COVID-19 pandemic with an emphasis on family, community, and school partnerships.**
- **Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.**
- The DAC continued to focus on communicating and providing support to SACs. We reached out to all school principals at the beginning of the school year to emphasize our willingness to help wherever needed in support of their SACs.
- The DAC continued to publish monthly newsletters about DAC proceedings, updates and deadlines for SACs, recommended monthly topics for SAC meetings, what is happening in the district and the state, and a spotlight on positive news happening at our schools. All DAC newsletters are available at:
<https://www.d11.org/Page/5938>
- The DAC worked with District Administration and the Board in recruiting parents and community members to serve in SACs at almost every D-11 school for the 2021-2022 year.

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- Four SAC training sessions were scheduled, one in each quarter. Four sessions were held to help prepare SAC members to carry out their responsibilities at the school level. Mr. Lyman Kaiser and the Training and SAC Support Subcommittee, working with DAC and District Administration, provided a wide variety of informational presentations. More information about the sessions provided are in the Training and SAC Support Subcommittee attached to this document. Handouts from the training sessions are available at: <https://www.d11.org/Page/1904>
- Attendance at these SAC Training sessions was not categorized based on schools this year because of the hybrid environment. Recordings of the training and DAC meetings were added for future use. These recordings are available at: <https://www.d11.org/Page/17241>
- The DAC continued to make available the option of meeting with individual SAC members and/or schools to answer specific questions and concerns.
- A SAC Training Handbook was updated and made available for all SACs.
- The full DAC, DAC Accreditation Subcommittee, and DAC Budget Subcommittee provided hybrid options to meet during this school year. The DAC also encouraged all SAC chairs to work with their principals to hold school community hybrid SAC meetings this school year.
- The DAC provided a SAC 101 training video.
- The DAC provided testimonials from current SAC chairs to aid in schools in SAC chair recruitment.
- The DAC gave regular feedback to SACs on the Family School Community Partnership (FSCP) Collaborative.
- The DAC encouraged SACs to attend family engagement listening tour stops.
- Added responsibilities to DAC parent roles to encourage communication back to the DAC.
- **Support the District's efforts on determining the why, how and what of assessment.**
 - The full DAC and the DAC Accreditation Subcommittee provided feedback on the priority improvement and turnaround school improvement plans and district improvement plan.
 - Reviewed Colorado Measures of Academic Success (CMAS) scores from 2020-2021 school year.
 - The DAC Accreditation Subcommittee participated in the analysis of quarterly assessment results as well as Acadience data and provided feedback.

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- The DAC Accreditation Subcommittee reviewed the capabilities of the Performance Matter tool to be used for common interim assessments and for data review.
- The DAC Training and SAC Support Subcommittee provided training for SACs on how to use district benchmark data at the school level to improve instruction.
- The DAC Training and SAC Support Subcommittee provided training for SACs on Performance matters capabilities.
- **Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan(AMP), and related initiatives.**
 - Continued to support the AMP work. This included getting details on pathway schools, quality neighborhood schools and Career and Technical Education(CTE) options.
 - Continuing to support the AMP. A DAC parent member, Velvet Stepanek, is serving on the AMP Central Admin Pathway Support Team.
 - Reviewed and supported budget for the Strategic Plan and equity initiatives.
 - Provided support for the District work on equity. Provided feedback on the equity audit findings and strategies.
- **Participate in at least two joint work session with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.**
 - Provided a written and verbal report to the BOE on the Life Success International Academy charter school application.
 - Presented feedback from the DAC Budget Subcommittee on the Budget Modifications.
 - Presented information about the work of FSCP Collaborative to the BOE.
 - DAC Accreditation Subcommittee provided feedback for Priority Improvement and Turnaround school Unified School Improvement Plans (USIP).
 - Participated in monthly one-on-one meetings with the superintendent. Held conversations with Phoebe Bailey as needed to accomplish charges.

C. Additional DAC Accomplishments

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- DAC Spotlight was continued as a regular agenda item in many DAC meetings. D11 teachers, staff, schools, and volunteers were recognized for their contributions in making a difference in our district.
- The monthly DAC newsletter continued to be circulated via email to SAC chairs and principals. It was also part of the Superintendent's Friday Night Notes and available on the DAC webpage.
- The DAC webpage is regularly updated with information pertinent to SACs and the parent community.
- A subcommittee of four DAC members (Ms. LynDel Randash, Ms. Vicky McLaughlin, Mr. Thomas Moore, and Ms. Velvet Stepanek) provided detailed analysis and a report on the Life Success International Academy Charter School application to the BOE. The report captured concerns and possible recommendations.
- Received information about the Space Force Child and Education Services from Victoria Henderson to better understand military families.
- Received updates on the Gifted and Talented Education Report and the equity work being done for gifted and talented students.
- Received updates on the Special Education Department and the promising work being done for students, teachers, and educational assistants.
- Received updates on the practices to improve teacher evaluation practices.
- Started discussing grading practices and standards based grading.
- Provided input on PowerSchool parent interface and possible training.
- A DAC Representative, Velvet Stepanek, participated on the team for the selecting the new K-8 math curriculum.
- Mr. Lyman Kaiser served as the DAC representative on the Capacity Committee for 2021-22.
- Ms. Velvet Stepanek co-chaired the Family Community School Collaborative team from District 11 with the Colorado Department of Education. This collaborative held family engagement listening circles to learn more about D11 families to rebuild trust.
- Received, reviewed, and provided input and approval to the BOE on the policy and regulation changes related to the DAC and the DAC subcommittees. Mr. Lyman Kaiser served as the DAC representative on the Policy Committee for 2021-22.
- Received updates on the 2000 Mill Levy Override Plan Amendment and provided recommendations to the BOE.
- Encouraged SACs to review One Plan major improvement strategies and action steps at each meeting.
- Encouraged SACs to review 5 Essentials Data with their school community.

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- Continued to advocate to get SACs invited to the One Plan Summer Symposium meetings to help develop USIPs.
- Received regular updates from the DAC subcommittees and their work.
- Recruited new DAC membership for the full DAC and the DAC subcommittees by using district communication and neighborhood social media. The DAC Chair, Velvet Stepanek, and Vice-Chair, Lauren Walker, were appointed with unanimous DAC member consent, subject to Board approval, for their roles for the 2022-23 academic year.

D. Recommendations for 2022-2023

The DAC leadership believes the District is continuing to implement the Strategic Plan. This school year has been a year of constant change once again. The academic challenges are known because of the use of benchmark assessments but the transition to PowerSchool has added challenges to accessing needed data. Mental health for students and staff is a priority. With the bond not passing, work on the Facilities Master Plan has slowed. The Academic Master Plan work is continuing but the definition of quality neighborhood schools needs to be cemented. The DAC will be continuing to work to provide input, monitor the plans, and encourage communication. Throughout the year DAC members have voiced a few future areas of development. Here are our recommendations:

- DAC members want to participate in a task force to further determine the causes of declining enrollment and make recommendations for reducing same. This group could also help come up with plans to “right size” the district if enrollment can’t be turned around.
- DAC members will be participating on the task force formed to plan for spending the excess undesignated funds (>\$70Mil) in the general fund. This includes plans to efficiently use all our resources including ESSER money, other grant money, MLO money, general fund money, etc. so that we can survive in a positive way for D11 students through the next few years of reduced funding due to declining enrollment averaging. This needs to take into account funds needed for the success of the Academic Master Plan with a focus on the two main goals of improving academic achievement for ALL students and reducing declining enrollment.
- As new programs are starting DAC members are excited but emphasized the need for defined measures for success and periodic reviews to check on the measures for programs and curriculum.

- As new programs are starting DAC members are excited but emphasized the need for timely and adequate staff training for all new software, curricular, and assessment initiatives.
- The refinement of the new School Management System(SMS) needs to continue. The District needs PowerSchool with Performance Matters and Hoonuit capabilities all working, plus all staff properly trained for student success. The year has been challenging without access to early warning data, as well as attending and behavior reports that were previously available.
- There needs to be continued improvements to the SMS parent interface in making our parents and guardians more effective in monitoring and contributing to student growth. It would be beneficial to have one interface for PowerSchool and Schoology for parents and guardians for ease. Continuing to communicate how families can use this interface to help with student success is an absolute must.
- Most schools reported they had SAC chairs this year, but it is still a challenge at some schools to maintain a functional and effective SAC. The DAC plans to continue to work to help strengthen school SACs by providing training. An additional reporting structure will be used next year to promote more communication between SACs and DAC.
- The DAC plans to continue to strongly promote family-school-community partnerships. There is an opportunity for all to participate in engagement which launches student learning. Like a space launch, engagement requires frequent, coordinated communication among the support team. Everyone involved, educators, parents, students, administrators, and community, has a role to play. There is opportunity for all. Themes gathered from the Family Engagement sessions will be gathered and reported to the DAC, SACs, and the Board.
- SAC Trainings have continued to provide valuable information to SACs this year and DAC would like this to continue. We have learned lessons during this year by being flexible. We will work on providing more recorded trainings for SACs. This will allow flexibility for new SAC chairs. DAC will continue to improve coordination and ask for support from school principals and SACs to improve this training.
- The DAC continues to support the early development of USIPs at the school level. We are encouraged and strongly support the great work Education Insights is doing with the Strategic Alignment Plans and USIPs. We are encouraged on the feedback we have heard from school administrators and SACs about how valuable this work is when done together. Everyone is engaged in monitoring the major improvement strategies of the

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USIP to see if they are getting the desired results. We will continue to monitor and support this work.

- This school year was difficult once again. Even though school was in person, this year was more difficult with staffing challenges, attendance issues, and behavior issues. This means some students were not engaged and did not perform as well as expected. The DAC is concerned about learning and student engagement. We support the summer bridge program and additional support to help student achievement and social emotional well being.
- The DAC continues to support District Benchmarks assessments at the K-12 level. These data points are crucial to use as a tool to effectively target classroom instruction. This helps improve academic performance and close achievement gaps at all levels.
- Lastly, the DAC believes School District 11 has a bright and promising future. Many positive steps including work on the graduate profile, pathway schools, quality neighborhood schools, and equity continue to implement the Strategic Plan. Revisiting the Facilities Master Plan needs to occur. Parent and community engagement are even more critical as the district moves ahead. The DAC will strive to partner with and support all ventures that support the whole student for success.

Respectfully Submitted,

Velvet Stepanek

Chair – District Accountability Committee District 11

2022-2023 Proposed DAC Charges

Full DAC 2022-23 Charges:

- Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities, with a focus on student achievement, mental health, and an emphasis on family, community, and school partnerships.
- Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.
- Support the District's efforts on determining the why, how and what of assessment.
- Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan, and related initiatives. e.g., Quality Neighborhood Schools, Pathways schools, and the Facilities Master Plan.
- Lead a task force to further determine the causes of declining enrollment and make recommendations for reducing the same. The task force would require reasonable administrative support and would operate in coordination with Central Administration with input and participation from parents/parent groups, community, students, and school/district level staff. The goal would be to provide at least a draft report by mid-April 2023.
- Participate in at least two joint work sessions with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.

School District 11 District Accountability Committee (DAC)
Accreditation and Achievement Subcommittee
End of Year Report School Year 2021- 2022

The DAC Accreditation and Achievement Subcommittee would like to thank Dr Khaliqi and his team for their support throughout the entire year. Dr Khaliqi has been accommodating in providing the data the committee requested (if it was available). He has been open to the committee's ideas and feedback. The committee was able to ask detailed, in-depth questions, and have great conversations that produced valuable ideas. Dr Khaliqi took these ideas to the cabinet and board meetings. In addition, a very special thank you to Wendi Rivera for her support in managing the agenda, sending meeting invites and taking meeting minutes. Her support resulted in efficient meetings and necessary documentation.

The committee met eighteen times between August 2021 and May 2022. The list of agenda items is included at the end of the report. The following are observations and highlights from these meetings.

1. The committee started the year by giving feedback on the Unified District Improvement Plan (UDIP) and reviewed the One Plans of the schools on Priority Improvement and Turnaround status
2. The committee reviewed the CMAS testing from 2020- 2021. The committee questioned the reliability of the data due to testing conditions being severely impacted by COVID. The administration employees on the committee and the parents reported the difficulties in testing procedures.
3. The committee reviewed the district benchmark, both Galileo and DIBELS/Acadience, testing throughout the year. This school year has been especially difficult for students and teachers. The learning conditions were not optimal due to difficulties for students to return to the in-person learning environment, unfilled positions in all areas of the schools, plus the lack of substitutes. The beginning of the school year was also strongly impacted by quarantines. The district benchmark data showed students are growing but staying below achievement expectations. These results are in-line with the nationwide data. Students have gaps and many are below grade level expectations. The committee will continue to monitor the data and watch out for schools that struggle in the future. For the 2022-2023 school year it has to be expected that more students will be below grade level and teachers will have to address a wider range of students' needs. Schools need to optimize their offering for interventions and support of core classes.
4. The committee would like to see more support for the teacher and creative use of ESSER funding to allow for individualized student support.
5. The committee spent a lot of time discussing the current benchmark testing vendor, Galileo. The tests were administered the first time in all high schools and significant problems were identified. The committee was able to give valuable input to how useful

the test data is to teachers, students and parents. This feedback was considered as a new vendor for the district benchmark testing was chosen.

6. The committee asked for updates about the PowerSchool implementation and struggles throughout the year. The committee is very unhappy with the lack of training that has been provided to teachers. The implementation plan and its execution did not meet the expectations of having the system and the users ready at the beginning of the school year and throughout the year. One of the biggest struggles with the system has been the absence of Hoonuit. The program is the district's main source of attendance, behavior and early warning data. Without this data the committee was not able to review valuable information which affects student achievement. The department refused to present to the committee without the Hoonuit data or communicate how this department has been doing their work this year.
7. Enrollment was another major topic this school year. The committee reviewed district data and the state report date, brainstormed on solutions and reasons why the enrollment keeps declining. The committee would like to see a closer connection from administration to the school leadership and classroom teachers when it comes to students transitioning between school levels. Principals should report why students leave their school. A system of honesty and open communication is necessary to have these conversations without blame. The focus has to be on data collection.
8. The committee appreciates learning about two parts of Performance Matters that were presented. The data review options of Performance Matters allows for multiple ways to review student data including filters by subgroup, which the committee finds crucial for data reviews under the lens of equity. The option to see how many students move from one group either up or down is very useful for School Accountability Committees (SACs) to hold their school accountable. It is our hope that all principals will be able to show this to their SACs next year.
9. The other part of Performance Matters is the Common Interim Assessments (CIAs), these short term formative assessments will be extremely valuable to assess great first instruction and determine interventions. The district purchased a large data bank of questions for teachers to build their CIAs. The program was supposed to roll out to a few schools throughout the district. Struggles to access the program, build tests, log in and connections issues made the testing of the program at the school level difficult and frustrating. Once these issues are resolved and the program works in the intended way, it will be a huge asset for schools. The committee expects that training on this program will continue.
10. As the chair of the committee I have asked for data to compare grades to achievement data. Grades do not currently reflect the students achievements. There is a lack of clear communication to students and parents. I recommend that the district moves into a direction where student achievement is reflected in their report system (grades) to all stakeholders, so everyone involved is able to understand where the students stand in the learning process. The district has a variety of grading practices. Many of those thrive

for clear communication of students' achievement. Currently, the lack of administrative support makes it difficult to move forward with these efforts. There is a possibility for schools to get the technical support of using a different grading system in PowerSchool and not being bound to regulations set up by leadership which are not in compliance with the board policies. At this point administrative regulation holds the teachers and schools back in moving in a more effective and equitable way of grading that has been proven to lead to increased student achievement.

11. The district already has all the tools necessary to move forward, utilizing the formative assessment tool in Performance Matters, the summative assessment of the benchmark testing and the structures of great first instructions, the work of Karol Gates and her team. More conversations need to continue in this area to remove barriers.
12. The 5 Essentials Survey results are an important part of the data reviewed in each One Plan. As the committee looked at the 5E data from the district, certain schools stood out in a positive way and some raised concerns. The committee will follow up with the EDSLs and keep watch on these schools and their data.

Finally the DAC Accreditation Subcommittee would like to commend the work of Natasha Crouse and her team on the One Plan. The One Plan symposium gives the school the tools to review their data, identify their areas of needs and set goals. Throughout this first year of having a One Plan, principals and SACs have reported back the importance of their One Plan on keeping them focused, holding the school accountable and having a direction.

Respectfully Submitted,

Marion Clawson, Chair
Accreditation and Achievement Subcommittee

District Accountability Committee (DAC)
Accreditation and Achievement Subcommittee
Agenda Items for School Year 2021-2022

August 2021

UDIP
Influences of COVID data and state regulation changes
Turnaround improvement plans

September 2021

Summer Bridge
Universal screener
CMAS
Knowledge gaps and strategies
COVID attendance procedures
Fall comprehensive district benchmark results
2020/21 remote learner performance and growth

October 2021

Acadience/DIBELS testing data
District Benchmark testing
Enrollment data
Performance Matters

November 2021

Enrollment

December 2021

Powerschool update
Enrollment data
Empower school status, Mitchell innovation plan update

January 2022

Winter district Benchmark testing data
Growth rate
Grades vs Benchmark

February 2022

Gifted and talented report
Enrollment data from the state
Galileo renewal process / alternative options
5E participation and update

March 2022

District benchmark system renewal

Grading

Academic issues and how they are being addressed

Great first instruction

April 2022

DIBELS update

ELL update

Spring Benchmark testing

FRL and Title1

5E data review district wide and school overview

May 2022

District benchmark testing system

Research across regional districts from Colorado College

Updated One Plan procedure

**School District 11 – District Accountability Committee/Training and SAC Support
Subcommittee**

2021 – 2022 School Year Annual Report

SAC/DAC/Parent Training/Work Sessions

General: Four School Accountability Committee/District Accountability Committee/Parent Training Sessions were held throughout the year. Due to COVID-19 considerations, all were conducted using the hybrid model; in-person at Tesla and virtually via the District WebEx system. Invitations were sent to all principals, SAC chairs, DAC members, key district staff and Board of Education members. This normally consisted of an early “save the date” notice with topics, a notice with agenda to post about 10 days out, and a reminder notice 2-3 days out. A concerted effort was made to provide information on School Accountability Committee (SAC) basics, PowerSchool (capabilities, implementation status, parent portal, training available, etc.), the One Plan/Unified School Improvement Plan (USIP) planning and monitoring process, family/school/community partnerships, use of important information like Chicago 5 Essentials survey data and instructional use of Galileo K-12 District Benchmark test results. Agendas, briefing materials and handouts are posted at <https://www.d11.org/Page/1904>. Recordings of the Sep 23rd 2021, Nov 4th 2021, Jan 27th 2022 and April 7th 2022 sessions are also available at <https://www.d11.org/page/17241> (bottom of page). [Note: In addition to these four training sessions, Velvet Stepanek, DAC Chair, developed a set of SAC 101 training videos in the summer of 2021 for SACs to use in the 21-22 school year. These are also available at <https://www.d11.org/Page/1904>.]

Session one: Thursday, Sep 23, 2021 6:00 – 8:00 PM in-person at Tesla and via WebEx

- Program:
 - PowerSchool – Review of implementation, update on how best to use PowerSchool and summary of user/usage data: John McCarron, Assistant Supt/CIO Technology Services and Tom Hunt, Interim Director Application Development and Support
 - One Plan/USIP – Overview of the One Plan with description of how the USIP is derived from and relates to the One Plan along with latest guidance on Action Steps and effective monthly progress monitoring for 21-22: Natasha Crouse, Education Insights, Director System Improvement
 - Family School Partnership Collaborative: LouAnn Dekleva, Community Engagement Volunteer Administrator-D11 Engage and Velvet Stepanek, DAC Chair
 - SAC Break-out conversations – by level
- Attendance: 38 attendees (in-person and virtual)

Session two: Thursday, Nov 4, 2021 6:00 – 8:00 PM in-person at Tesla and via WebEx

- Program:
 - Spotlight on Keller ES – Tech night for parents; what worked, communication to parents, support videos. Also parent training on PowerSchool, Schoology, etc. : Keller Principal Stacy Brisben and staff
 - Parents, let’s talk youth mental health: Presentation by Diversus (Diversus offers support and services dedicated to mental and behavioral health care, counseling, therapy and treatment in Colorado.)
- Attendance: 36 attendees (in-person and virtual)

Session three: Thursday, Jan 27, 2022 6:00 – 8:00 PM in-person at Tesla and via WebEx

- Program:
 - Mid-year status of your One Plan – how are your students doing and how do you know?: Dr David Khaliqi, Director Education Insights (EI), and EI team;
 - What can be provided to SACs, i.e. student privacy concerns?
 - Where do we find school Chicago 5E data, attendance data, discipline data, D/F grade data, credit deficiency data, achievement and growth academic data (e.g. District Benchmark results, Acadience Reading results, common formative assessment results, historical trends, etc.?)
 - Data Applications and sources;
 - Current sources available to principals
 - Future sources (e.g. Hoonuit and Performances Matters in PowerSchool)
 - Is training available on future sources (e.g. Hoonuit and Performance Matters)?
 - What data is available (e.g. in Performance Matters) to support staff in evaluating and modifying instruction?
 - Break-out sessions – grouped by level
 - Attendance: 32 attendees (in-person and virtual)

Session four: Thursday, April 7, 2022 6:00 – 8:00 PM in-person at Tesla and via WebEx

- Program:
 - One Plan/USIP Summer Symposium: Natasha Crouse, Education Insights, Director of System Improvement
 - Symposium dates, overall structure and desired participants, including SACs
 - Data Availability (Hoonuit, Performance Matters, Other data support)
 - Planned professional development in any of these areas?
 - Testimonials from summer 2021 participants
 - Chicago 5E Results/Information: Natasha Crouse, Educational Insights, Director of System Improvement
 - Best practices in understanding and interpreting the results

- Strategies for SACs to use with their principal in relating results to overall school success and One Plan/USIP development
- Information on the nine schools who met the challenge of 40% or greater parent participation on the survey
- Howbert ES testimonial on how they achieved high participation across the board.
- Family Engagement Listening Circles: Special break-out sessions to pilot this concept
- Attendance: 28 attendees (in-person and virtual)

Comments and Observations for 21-22:

- The Training and SAC Support Subcommittee worked closely with the Accreditation Subcommittee and DAC Chair to support a full spectrum of informational presentations through the combination of DAC meetings and SAC Training sessions. The T&SS Subcommittee ensured that the SAC Training Handbook was updated and made available before the Sep 23, 2020 SAC training session. Principals and SAC chairs were also advised of the availability of the SAC 101 videos in late August and early September.
- The current DAC structure again put a significant load on Trudy Tool to support all T&SS meetings, all Training work sessions, all DAC meetings, and the DAC Newsletter. This was complicated by the need to navigate our way through multiple upgrades of the WebEx application and hybrid meeting formats. We are very much indebted to Trudy, Stephanie Lucero and Tiffany Townsend for managing the logistics of the hybrid sessions. We also really appreciate the support from Phoebe Bailey and LouAnn Dekleva.
- We continued to merge the Family Learning Institute presentations into the overall SAC Training Session program with a focus on student/family/ employee health and wellness and the Family School Partnership Collaborative.
- DAC and the T&SS Subcommittee owe a large debt of gratitude to Dr David Khaliqi, Natasha Crouse and the entire Education Insights team who graciously supported our efforts with outstanding presentations, briefing slides/handouts and follow-up support. Likewise, we owe a large debt of gratitude to John McCarron, Assistant Supt/CIO Technology Services and Tom Hunt, Interim Director Application Development and Support for their timely updates on PowerSchool status.
- We promoted strong SAC participation in District-wide One Plan/USIP school improvement efforts and effective use of PowerSchool applications despite the significant challenges associated with PowerSchool implementation. We still strongly support effective and efficient use of a highly functional PowerSchool system of applications as we look to 22-23.
- Soft copies of training session agendas, presentations and handouts were posted to the DAC webpage in advance of the sessions and a link to the information was sent to all

potential attendees in advance of the session. The next DAC newsletter was used to highlight key presentations and provide links to the session materials and meeting recordings.

- Attendance at the SAC training sessions is still a challenge. As a result of the COVID19 considerations, DAC and the T&SS committee encouraged SACs to work with their principals to conduct WebEx virtual or hybrid SAC meetings throughout the year. This proved to be successful for a number of SACs. Follow up with schools (SAC Chairs and principals) who have not had representatives attend any training session is still a challenge and an area for improvement for 22 – 23.
- We will continue to focus on strategies to improve support to, and communications with SACs in the coming year including offering informal presentations at SAC meetings, possible “out of cycle” SAC 101 virtual WebEx sessions for new SAC chairs and principals, and one-on-one support for both SAC chairs and principals.

Respectfully Submitted,

Lyman Kaiser, Chair, DAC Training and SAC Support Committee



Memorandum

To: D11 District Accountability Committee
From: Amanda Huber
Date: May 13, 2022
Subject: **DAC Budget Subcommittee Summary Report**

The charges for the 2021-2022 school year for the DAC Budget Subcommittee were as follows:

1. Participate in the budget review and creation process for FY2022-2023.
2. Review and submit recommendations, with regard to prioritizations of budget modifications, before approval by the Board of Education, as applicable.
3. Consider the cost, structure, usage, effectiveness, success, and equity of programs.
4. Create a separate task force to annually review certain audit oversight functions.

The DAC Budget Subcommittee completed a final review of all mid-year budget modifications and heard two meetings on ESSER spending. The vote and comments were presented to the Board of Education throughout the year.

District administration took several steps to modify spending and add clarification for spending based on suggestions from the budget subcommittee. The spending supported by the committee was directed toward supporting effective programs, increasing enrollment, attracting and retaining quality instructors, filling necessary positions, improving incentives for substitute teachers, and utilizing nonrecurring spending to augment salaries. The committee also supported spending for the purpose of repairing and maintaining district schools and property.

Other areas of concern heard repeatedly during the 2021-2022 school year were attendance, student behavior and mental health needs. The Budget subcommittee heartily supported all requests for the purpose of addressing the behavioral and mental health issues exacerbated by the pandemic and encourages the district and Board of Education to continue finding ways to address ways to increase the wellbeing of our students.

One of the district's challenges is how to balance salaries, academic program costs, and HVAC and building needs. **The failure of the bond to pass last year has compounded concerns regarding funding for building maintenance.** The DAC has supported the district in the creation of a 5-year committee for the purpose of allocating critical investments of 90 million dollars of nonrecurring spending. There is a need to find balance within the various needs as the district is only receiving 3 million dollars from the School Finance Act.

In order to see the district thrive, enrollment trends need to be reversed. D11 lost 2,000 students during the shutdown year and 1500 students this year, with big years now falling off the rolling average in how the state determines funding for district enrollment.

Staffing vacancies account for 15 million dollars in the budget and unfilled positions fund a savings balance. Based on enrollment, the district was overstaffed. Teachers have the biggest disparity between starting and retiring salary. A topic considered for teacher negotiations is extending the school day by 30 minutes, which would increase salaries by approximately 11 million dollars.

ESP job openings and pay has continually been a topic of discussion in the Budget Subcommittee meetings and there is a need for improvement in that area from the district.

The Budget Subcommittee supported funding a district-wide math program and requests that new math programming be kept as long as possible to avoid the costs and time associated with retraining staff and purchasing resources. Sentiments were echoed that it is difficult to do something well if it is always changing. Keeping this program helps track achievement and growth data and promotes teacher investment.

This was the first year of an audit task force as a charge for this committee. This task force presented updates to the subcommittee as needed. The task force completed an overall clean audit in November. All audit information is available on the D11 Finance webpage.

Michael Reyes, Chair of the subcommittee, left after several years of dedicated service and Amanda Huber, former Vice Chair, is currently filling that position. We thank Michael for his years of advocacy and leadership.

We wish to express appreciation to the district administrative team for answering requests in great detail and for engaging in discussions on how to meet the needs of all who work and learn in D11.

Sincerely,

Amanda Huber

Chair D11 DAC Budget Subcommittee