

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Dr. Nicholas Gledich, Superintendent
Dr. Mary Thurman, Deputy Superintendent
Personnel Support Services

School District Eleven DAC

**District Accountability Committee
Full DAC Committee Meeting**

February 15, 2018

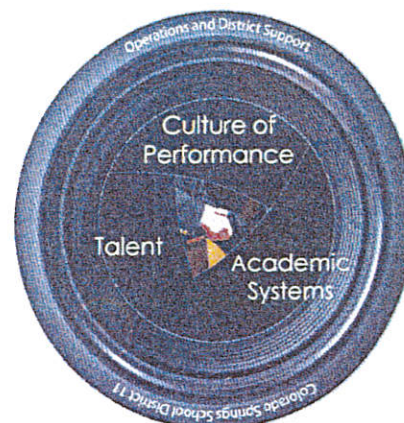
6:00 – 8:00 pm

**Tesla Opportunity Center – 2560 International Circle
Room 112/113**

1. Opening remarks– Dr. Parth Melpakam, DAC Chair– 10 minutes
2. Support to Schools (Achieve Team, USIP Support to Schools, PLC Support, PD Support, etc.) – Jeremy Koselak, System Improvement Specialist – 45 minutes
3. Accreditation Subcommittee Report – Dr. Ed Plute – 10 minutes
4. Budget Subcommittee Report – John Roebke – 5 minutes
5. Membership Subcommittee Report – Parth Melpakam – 10 minutes
6. Training & SAC Support Subcommittee Report – Lyman Kaiser – 15 minutes
7. Miscellaneous Topics – Dr. Parth Melpakam – 25 minutes
 - Mil Levy Override Oversight Committee information
 - Parent Perception Survey on Assessments
 - Agenda Setting

T & SS meetings, March 6, April 3, May 1, Garden Level Conference Room
SAC Training, April 5, Tesla
DAC meetings, March 15, April 19, May 17, Tesla

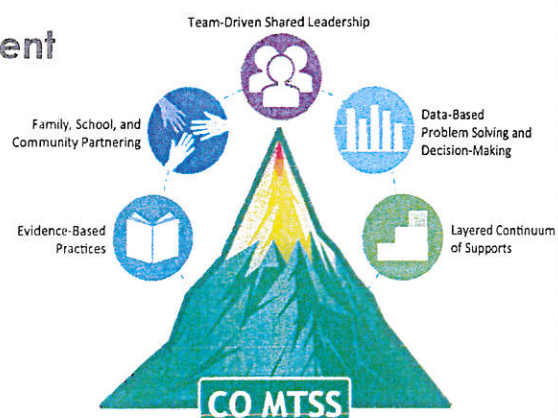
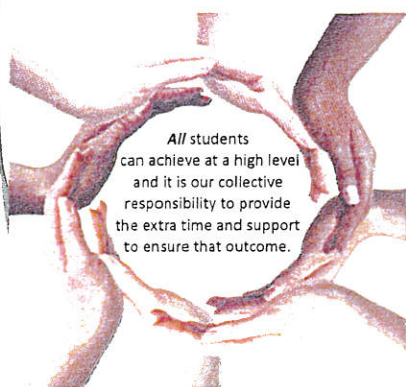
D11 ACT Schools Overview For DAC



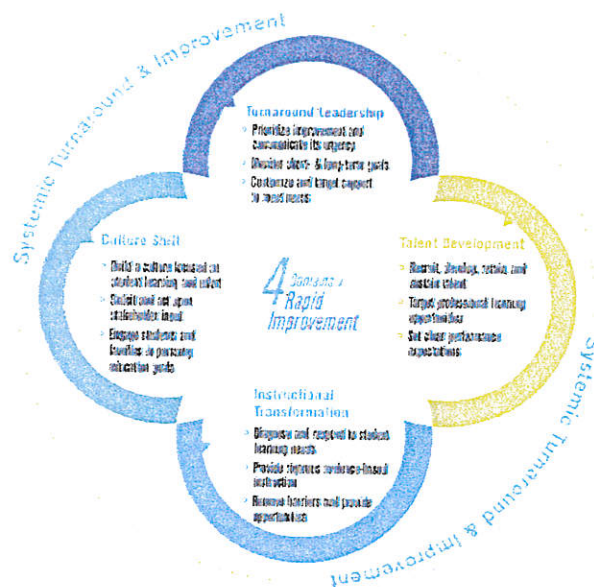
Jeremy Koselak
System Improvement Specialist
February 15, 2018

An Expanded, Interrelated Portfolio

PLC
MTSS
School
Improvement



School Improvement/Turnaround



ACT—Derived From 4 Domains

Academic Systems – Design and implement a rigorous, aligned, and engaging academic program with a specific focus on data driven instruction. The District will provide a set of clear and coherent curricular supports and assessment systems that align to the Colorado Academic Standards and facilitate effective data driven instruction. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

Culture of Performance – Foster a positive learning environment that engages families and community members in the school. The District will create a system-wide environment that establishes clear mission driven goals with high levels of shared accountability. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

Talent Development – Employ systems and strategies to recruit, develop, evaluate, and retain excellent teachers and support staff. The District will plan and implement a strategic approach to hiring, developing and retaining teachers and leaders that supports the ACT schools. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

ACT Identification Criteria


Schools are identified as ACT school based on 3 or more applicable criteria OR has a Priority Improvement School/Turnaround Designation:

- ▀ Priority Improvement/Turnaround
- ▀ PARCC- ELA less than 40th Percentile
- ▀ PARCC-MATH less than 40th Percentile
- ▀ Using 3 1-year School Performance Frameworks (SPF) the school was in Improvement or lower for 3 years
- ▀ Only Title Schools would have this indicator-Factoring in for FRL, the school was below expected Achievement on CMAS (ELA and Math)

Exit Criteria—move to "Watch" status

- ▀ 3-year partnership
- ▀ 2 or 3 consecutive years at Performance status or higher
- ▀ Math and ELA scores above 40th percentile

ACT Schools	School Performance Framework (SPF) Rating	CDE and ANET Partnerships
ADAMS ES	Priority Improvement	
CARVER ES	Performance	
HENRY ES	Performance	CDE Turnaround Network
MADISON ES	Improvement* (upon appeal)	First year as ACT school
MCAULIFFE ES	Improvement	
MONROE ES	Priority Improvement	CDE Turnaround Network, ANET*
QUEEN PALMER ES	Improvement	
ROGERS ES	Priority Improvement	CDE Turnaround Network, ANET
WEST ES	Turnaround	CDE Turnaround Network, ANET
GALILEO MS	Priority Improvement	
MANN MS	Priority Improvement	First year as ACT school
NORTH MS	Turnaround	
JSAA MS	Priority Improvement	CDE Turnaround Network, ANET
SABIN MS	Turnaround	CDE Turnaround Network, ANET
MITCHELL HS	Priority Improvement	CDE Turnaround Network, ANET*



ACT Supports—Executive Steering Team

- ▶ An expedited resource and budget approval process
- ▶ Short-cycle plan development and monitoring
- ▶ Coordinated professional development with Instruction, Curriculum, and Student Services (ICSS), Educational Data and Support Services (EDSS), and the Achieve Team
- ▶ Focus on developing instructional priorities and data literacy through guided data digs



ACT Supports—Assigned Instructional Coach

- ▶ Instructional coaching
- ▶ Observational feedback to optimize Professional Learning Communities
- ▶ Planning and delivering professional development and follow up technical assistance
- ▶ Assistance with developing, executing, monitoring, and adjusting school improvement plan
- ▶ Participate in PD offerings from CDE with school teams regarding turnaround leadership



Key Deliverables

- Plan Development
- Support and Coaching
- Step Back Reflection
- Guided Data Digs with ICSS and EDSS



2017

Colorado Springs School District 11 ACT School Framework



KOSILAC, TEREYJ

CSSD11



This executive summary presents a description of the ACT Executive Steering Team, how schools are identified, and an overview of the model of support for School Year 2017-18.

Description of the ACT Executive Steering Team (EST)

The ACT Executive Steering Team (EST), is comprised of the Superintendent, all Deputy Superintendents, the K-12 School Executive Directors, and the System Improvement Specialist. The team is focused on supporting school short-cycle plan development, execution, and monitoring, in addition to coordinating, streamlining, and expediting supports and resources. The ACT Executive Steering Team integrated elements from CDE's Turnaround Leadership Academy and the 4 Domains of Rapid School Improvement (see Appendix A) to identify the three high priority focus areas for the schools in greatest need.

“ACT” stands for the three areas highlighted as having the most leverage for our schools:

- **Academic Systems** – *Design and implement a rigorous, aligned, and engaging academic program with a specific focus on data driven instruction.* The District will provide a set of clear and coherent curricular supports and assessment systems that align to the Colorado Academic Standards and facilitate effective data driven instruction. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.
- **Culture of Performance** – *Foster a positive learning environment that engages families and community members in the school.* The District will create a system-wide environment that establishes clear mission driven goals with high levels of shared accountability. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.
- **Talent Development** – *Employ systems and strategies to recruit, develop, evaluate, and retain excellent teachers and support staff.* The District will plan and implement a strategic approach to hiring, developing and retaining teachers and leaders that supports the ACT schools. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

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Exit Criteria—move to “Watch” status

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The Identified ACT Schools

ACT Schools	School Performance Framework (SPF) Rating	CDE and ANET Partnerships
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JSAA MS	Priority Improvement	CDE Turnaround Network, ANET
SABIN MS	Turnaround	CDE Turnaround Network, ANET
MITCHELL HS	Priority Improvement	CDE Turnaround Network, ANET

Model of Support

As shared with the BOE in December, the district actively supports the ACT Schools (including Priority Improvement and Turnaround Schools) through

- An expedited resource and budget approval process
- Short-cycle plan development and monitoring
- Coordinated professional development with Instruction, Curriculum, and Student Services (ICSS), Educational Data and Support Services (EDSS), and the Achieve Team
 - Focus on developing instructional priorities and data literacy through guided data digs

Each school has an Achieve Team Coach assigned to support specific needs, including:

- Instructional coaching
- Observational feedback to optimize Professional Learning Communities
- Planning and delivering professional development and follow up technical assistance
- Assistance with developing, executing, monitoring, and adjusting school improvement plan
- Participate in PD offerings from CDE with school teams regarding turnaround leadership

The System Improvement Specialist:

- Oversees resource allocations and helps monitor school plans
- Supervises the Achieve coaching supports and coordination of expedited district resources
- Partners directly with school Executive Directors to align communication and supports



- Co-facilitates quarterly step back meetings with school leadership teams for reflecting and adjusting plans based on data and implementation benchmarks
- Manages external partnerships and grants with CDE and consultants (ANET, Relay, Turnaround Network) to ensure alignment
- Coordinates cross-district supports from ICSS, EDSS, EDs, and the Achieve team
- Participate in PD offerings from CDE with school teams regarding turnaround leadership

The K-12 School Executive Directors:

- Oversee the principals of each school directly
- Observe and provide coaching to principals on a weekly basis to support principals in their role as instructional coaches
- Engage in classroom observations and coaching sessions with principals
- Co-facilitate quarterly step back meetings with school leadership teams for reflecting and adjusting plans based on data and implementation benchmarks
- Partner with System Improvement Specialist to align communication and support
- Oversee and coach the development of ACT plans
- Participate in PD offerings from CDE with school teams regarding turnaround leadership

Plan Development: Due for review by September 6th ([Sample 16-17 PM Tool](#))

- Collaboratively developed (teachers, admin team)
 - Achieve Team Case manager present, invite sent to Koselak/ED
 - Utilize questions developed by previous ACT plan to guide and push thinking
- 2 strategic goals, aligned to ACT competencies** and USIP
 - Be as strategic (high leverage) and specific as possible, with attention to how goal will be monitored
 - Fulfills 50% of USIP requirements
- Emailed to Koselak and ED who then process with the district ACT Team and Achieve Team to
 - Validate the plan, provide feedback, okay the resources and clarify how monitoring will occur (of results and implementation steps)--feedback to schools by September 8th.
 - School adjusts as needed
 - Final Plan due by Sept 15th
- Once approved by district ACT Team,
 - Email to Koselak and ED
 - Load to CDE website if network school
 - Share with staff in engaging, inspiring manner

Step Back Reflection to monitor and adjust plan as needed to reach goals (4 throughout the year, last one bundled with guided data dig—Network schools already do more thorough versions of these):

- 90-minute step back reflections centered on the school's ACT Plan:
 - Update data in the PM tool 2 days prior to step back meeting, email to EDs & Koselak
 - School ACT team present (teachers must be at the table)
 - District leadership present (ED, Koselak), asking guiding questions as teams update quarterly PM tool
 - Achieve Team Case Manager/Point Person present



- Plan for celebrations and revisions to current work as needed
- Step Back #1 by October 26 (half day subs)
- Step Back #2 by December 8 (half day subs)
- Step Back #3 by March 2 (half day subs)
- *Step Back #4 will be bundled with guided data dig on June 4/5 (extra duty pay)*

Guided Data Digs with ICSS and EDSS to identify bright spots and high leverage improvement areas (4 throughout the year, last one bundled with final reflection)

- **PARCC deep data dive**
 - Centralized, bring school ACT teams together (half day subs), following Sept 6th K12 or during Sept 1 Data Collaboration Day (no students)
- **GK12 Fall Benchmark Data Dig**
 - Site-based, (half day subs), by September 29, potentially on September 18th (no students)
- **Mid-Year Deep Data Dig (GK12)**
 - Site based or cross district, pending GK12 winter benchmark window, with School ACT teams, by January 30 (half day subs)
- **End of Year Data Dig and Reflection, June 4th or 5th**
 - Cross district, with school ACT Team (extra duty pay)
 - Deep Data Dig (GK12), with EDSS and ICSS
 - Reflection, celebrations, planning for next year

Summary of Key Tasks and Deliverables

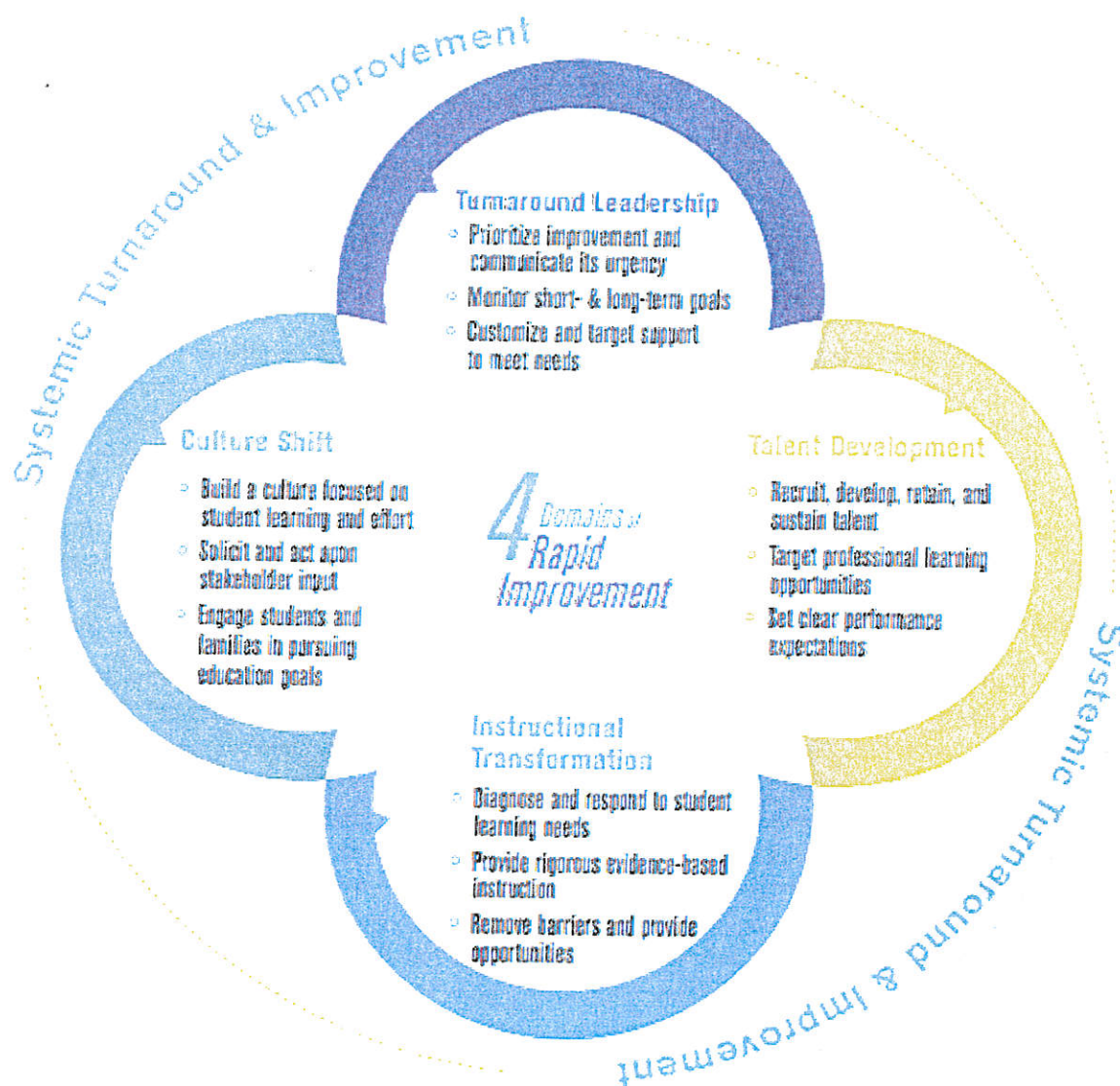
Key Action/Deliverable	Location	Groups and Details	Timeline
ACT School Kickoff—District	Centralized	Principals, ACT Team, Achieve Team	August 4th
Data Dig #1: PARCC deep data dive	Centralized (maybe no student day)	With EDSS & ICSS bring school ACT team, half day sub	Following Sept 6 th K12 or Sept 1 data collab day?
Create Draft ACT Plan using CDE's PM Tool	Site Based	collaboratively development; Submitted to Koselak/ED	By September 6th
Revise ACT Plan based on district feedback	Site Based	Submitted to Koselak/ED , and CDE for Network Schools	By September 15th
CDE Turnaround Convening (Network Schools Only)	Denver, CDE	PD opportunity, bring school ACT team	September 20
Share Plan with entire staff and ensure it is a living, actionable resource	Site Based	No sub time needed	By September 22
Data Dig #2: GK12 Fall Benchmark Data Dig	Site Based (maybe no student day)	With EDSS and ICSS, half day subs, maybe the 18 th ?	By September 29
Step Back Reflection #1	Site Based	With Achieve Team Case Manager and Koselak/ED, school based ACT Team- half day sub coverage	By October 26



<i>Data Dig #3: GK12 Winter Benchmark Data Dig</i>	Centralized	Cross district, with colleagues, after K12 (maybe with school ACT Team?)	By January 30
Step Back Reflection #2	Site Based	With Achieve Team Case Manager and Koselak/ED, school based ACT Team- half day sub coverage	By December 8
Step Back Reflection #3	Site Based	With Achieve Team Case Manager and Koselak/ED, school based ACT Team- half day sub coverage	By March 2nd
School Survey Administer EOY Staff and Student Survey to all ACT Schools	Site Based	Provided by ACT Team, analyzed with EDSS support	By May 4th
<i>End of Year Data Dig and Reflection</i>	Centralized (no student day)	School ACT Teams, Deep Data Dig (GK12), with EDSS and ICSS; Also reflection, celebrations, planning for next year	June 4 th or 5 th ?
CDE EOY Network Convening (Network Schools Only)	Denver, CDE	EOY year wrap up and next steps	June, ? (TBD)



Appendix A

Four Domains for Rapid School Improvement: A System Framework ([Center on School Turnaround](#))**Domain 1: Turnaround Leadership Domain Descriptor**

Turnaround leaders at the state, local district, and school levels drive initiatives to facilitate rapid, significant improvement for low-performing schools. Because the state education agency, districts, and schools function collectively as a system, leaders' initiatives at any one level of the system affect other levels. At all levels in the system, leaders make it a priority to elevate the performance of low-achieving schools, and they communicate the urgent need for turnaround so that all students receive the high-quality education they deserve. The policies, structures, resources, and personnel leaders put in place to rapidly and significantly improve the schools reflect the leaders' strong commitment to this work. Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of



success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.

Domain 2: Talent Development Domain Descriptor:

Turnaround requires competent and committed personnel at every level and in every position. Policies and procedures to identify, select, place, retain, and sustain these personnel, especially teachers and school-level leaders, are a precursor to school turnaround, and staffing of teachers and leaders for turnaround schools should be approached with equity in mind. Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.

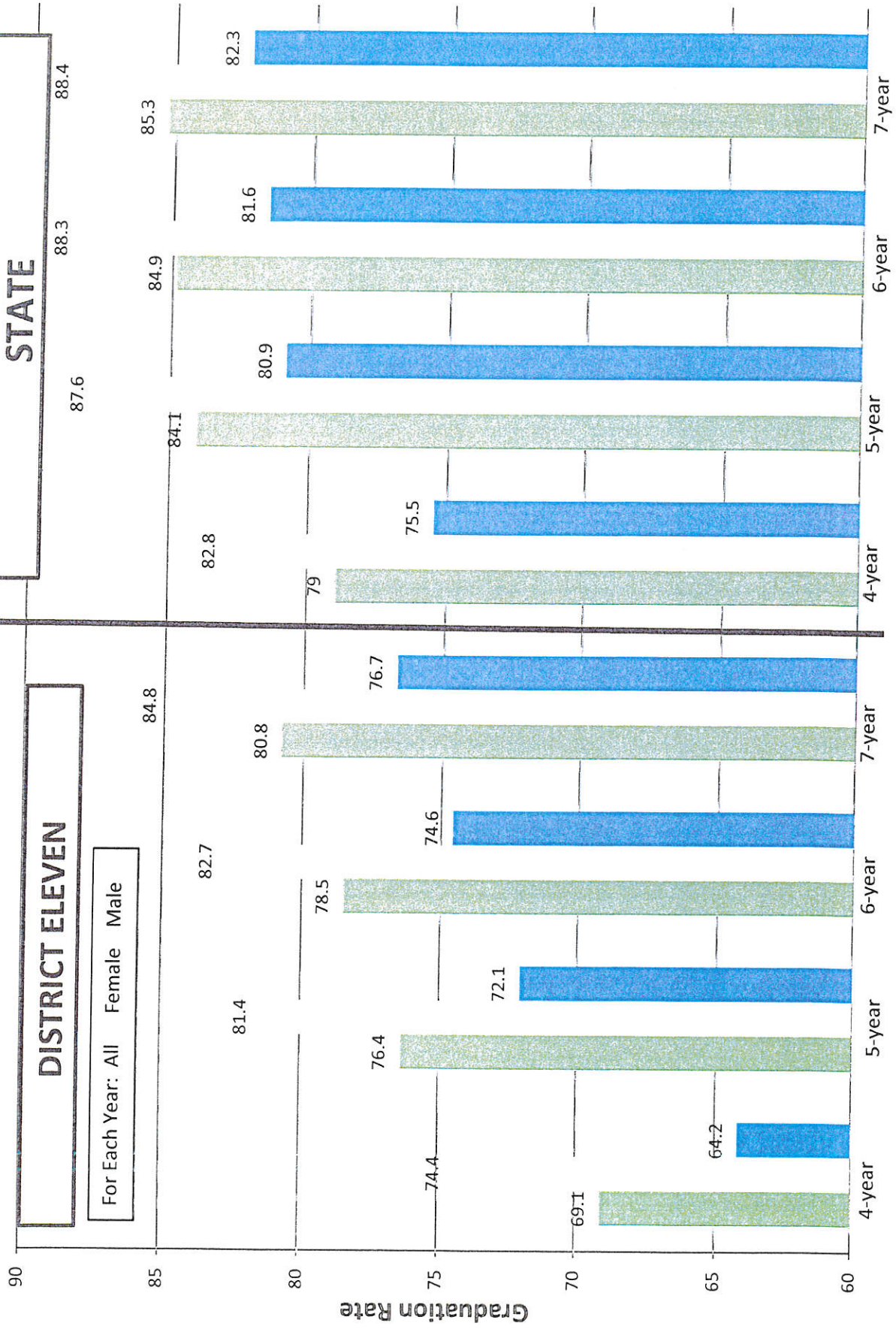
Domain 3: Instructional Transformation Domain Descriptor:

Improvement in student learning outcomes depends on system-wide support for change in the classroom instruction. Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported at the school, district, and broader system level. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. While districts and schools strive to focus their organization's attention on the in-school factors impacting student performance, they also attempt to address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.

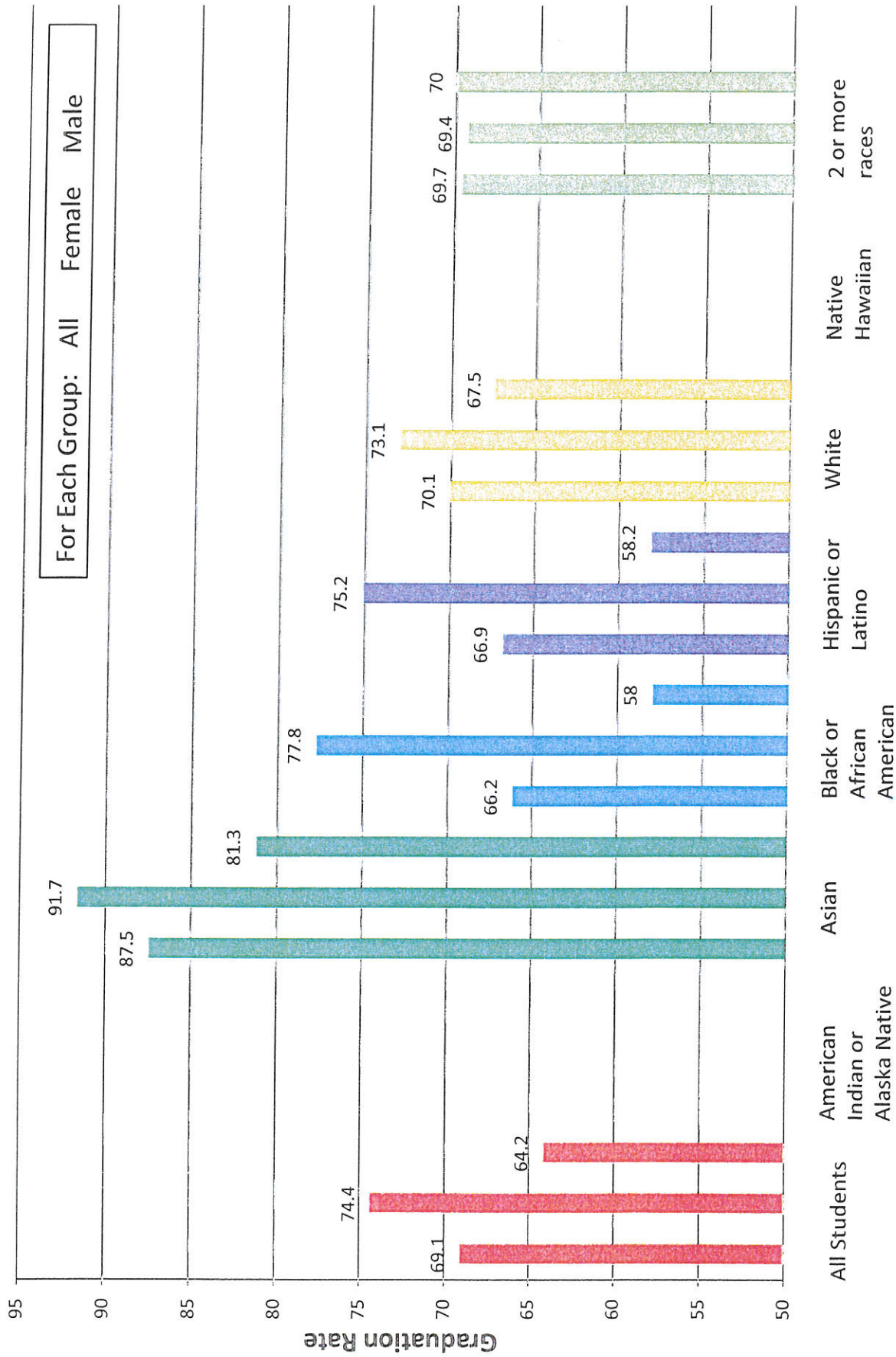
Domain 4: Culture Shift Domain Descriptor:

A successful turnaround depends on many people working together to achieve extraordinary results. Attaining the necessary level of commitment to achieve these results requires a dramatic culture shift toward both high academic expectations and concerted effort. A turnaround culture fuses strong community cohesion with an academic press; one without the other is insufficient. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. State, district, and school leaders engage families to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment. A positive school climate reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations.

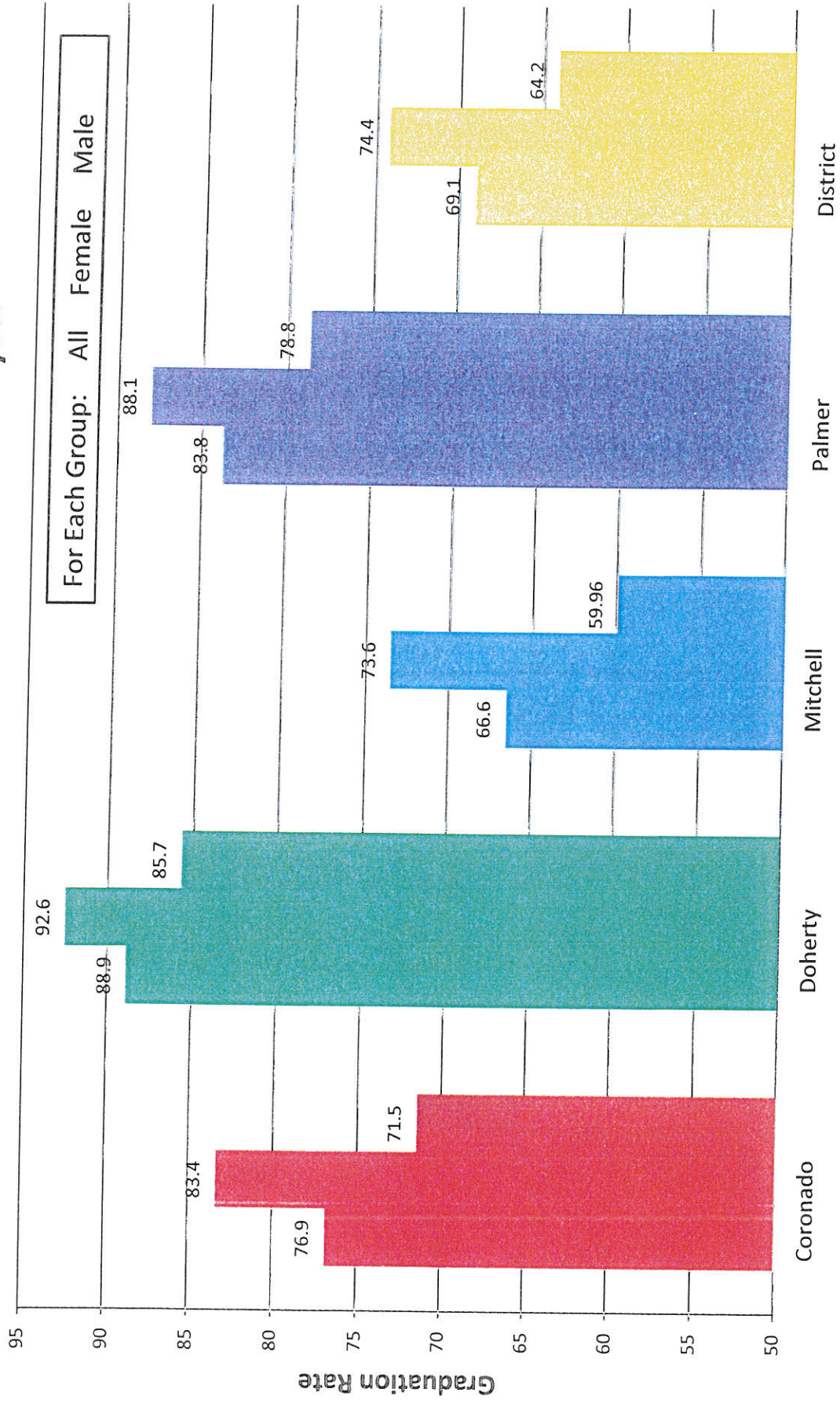
Graduation Rate 2017 : D-11 and State by Gender



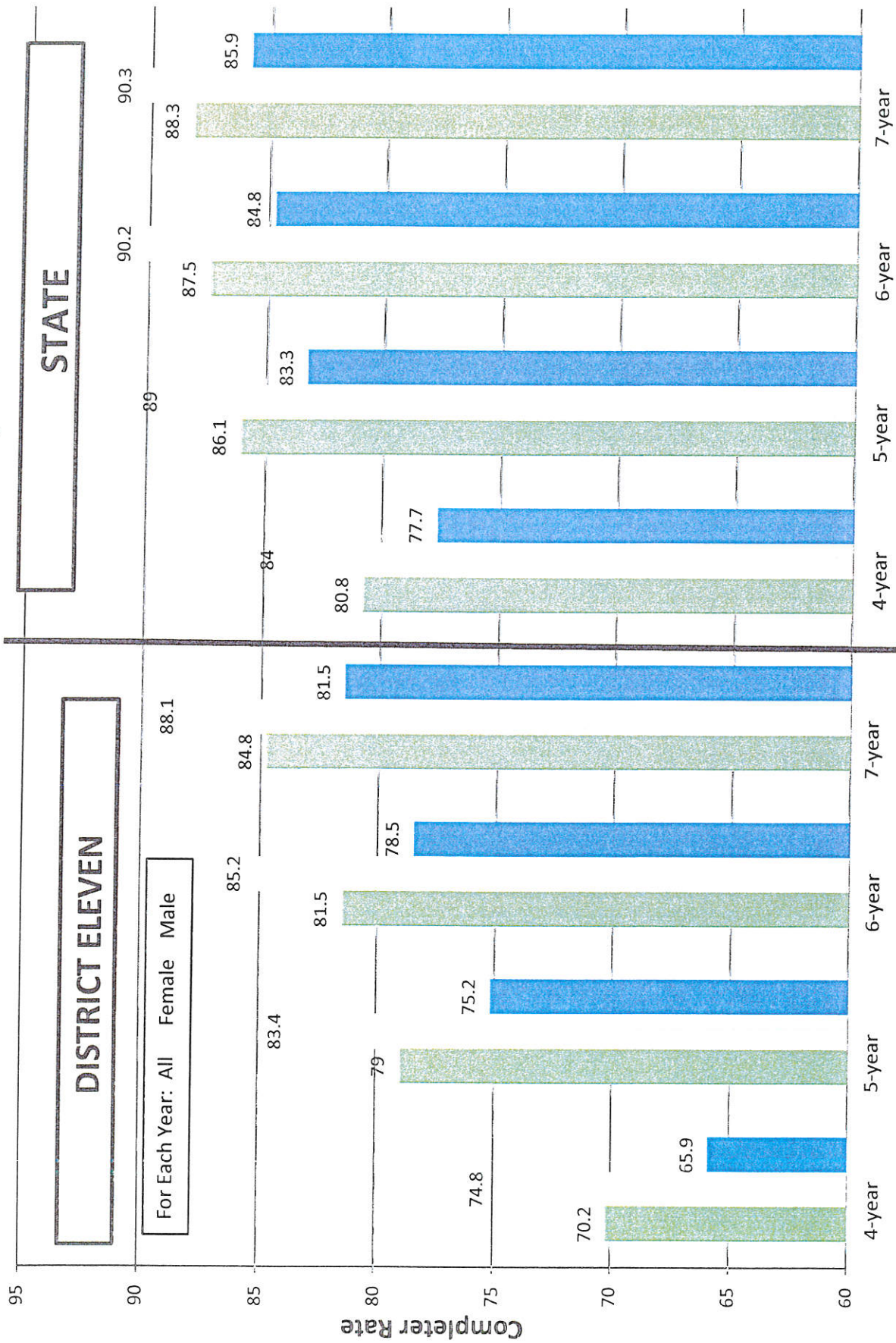
Graduation Rate Class of 2017 "4-year" D11



Graduation Rate Traditional HS Class of 2017 "4-year"



Completer Rate 2017 : D-11 and State by Gender



SAC Training Survey

February 1, 2018

Please help us improve our SAC Training by providing your feedback on this short survey. Your answers will remain confidential. Mark the appropriate bubble. Thank you.

	Outstanding	Excellent	Good	Fair	Poor	Does not apply
1) Use of handouts, PowerPoint, etc.	5	11	6			
2) Level of my knowledge of Galileo K-12, and how to use/analyze the data <i>before</i> the training	4	2	8	3	5	
3) Level of my knowledge of Galileo K-12, and how to use/analyze the data <i>after</i> the training	4	8	9	1		
4) Level of success that testimonials provided helpful information that can be used at my school	4	5	10	2		1
5) Level of my overall knowledge of information presented <i>before</i> the training	2	1	11	4	4	
6) Level of my overall knowledge of information presented <i>after</i> the training	4	10	6	2		
Totals (22 surveys/6 questions)	23	37	50	12	9	1
Best thing(s) about the SAC training: <ul style="list-style-type: none"> • School perspective of Galileo K-12 • How to become a successful SAC for the school • Information and speakers • Natasha Crouse's presentation & testimonials • Time for discussion • Testimonials • Testimonials and examples • I really liked the Parent's Guide handout, I plan on using it at my next SAC meeting. 						

Best thing(s) about the SAC training (Continued):

- Testimonials
- Very good use of time, and PowerPoint/handouts. I have a very well rounded knowledge about the use of Galileo now
- Handouts make great reference material
- Good break-out with D11 facilitators
- Update on district assessment plan. Clear explanations on information you can get.
- Great conversations

Thing(s) I would change for future SAC trainings:

- The training had little use for high school with the exception of after-thought handouts (PSAT/SAT/Khan Academy)
- The presentation was difficult for me as a parent to understand. It is more beneficial to teachers and administrators
- Nothing
- A walkthrough of school or class benchmark data
- What other topic should our SAC cover instead of the USIP?
- Hot chocolate

Survey on Possible Topics for April 5, 2018 SAC Training

Please rank the following topics from 1 to 10 in regard to interest for the April SAC training

1. READ Act: D11 program status and what to look for	6 people choose this in the top 5 Not in the top 5
2. ICAP program and Dual Enrollment update (includes update on Naviance Software program use)	8 people choose this in the top 5 Tie – 5th choice
3. Response to Intervention (RTI) & Multi-tiered System of Supports (MTSS) – status, plans and successes (e.g. Advancement Via Individual Determination (AVID), Achieve 3000, Next Generation Learning, Project Based Learning, etc.)	11 people choose this in the top 5 2nd choice – top 5
4. Parent-teacher communication; parents as tutors (Parent Connect, D11 Loop, etc.)	14 people choose this in the top 5 1st choice – top 5
5. Colorado Growth Model Presentation: In-depth overview/discussion, what do the results really mean for my child/school?	8 people choose this in the top 5 Tie – 5th choice
6. Suicide Prevention support update	8 people choose this in the top 5 Tie – 5th choice
7. Data availability: <ul style="list-style-type: none"> What academic data is/should be available to SACs, e.g. from Alpine, Colorado Department of Education (CDE), content sites, etc.? What discipline and attendance data is/should be available? 	11 people choose this in the top 5 3rd choice – top 5
8. Turn Around School Network – D11 involvement, key concepts and results (e.g. Achieve Team support and ACT process with schools)	6 people choose this in the top 5 Not in the top 5
9. Every Student Succeeds Act (ESSA) updates for 2018 and beyond (including updates to School Performance Framework (SPF) for 2018)	7 people choose this in the top 5 Not in the top 5
10. Social/emotional/cultural (Capturing Kid's Hearts, etc.)	10 people choose this in the top 5 4th Choice – top 5

Gray – not in top 5

Yellow – top 4 choices

Red – tie for 5th choice

SAC Training – April 5, 2017 - Tentative

Tesla, 6:00 – 8:00pm

Time	Topic	Presenter	Room
6:00 – 6:10pm	Welcome	Parth Melpakam	116/129
6:10 – 6:15pm	Move to 1 st session		
6:15 – 6:45pm	1 st Session: <ol style="list-style-type: none"> 1. Parent/Teacher Communication 2. RTI/MTSS 3. Data Availability 4. ICAP & Dual Enrollment 5. Social/Emotional/Cultural 	Devra/LouAnn Jeremy Koselak Greg Ecks Logan/Duane Patti Pierce/Cory Nonestine	112 113 110 111 134/135
6:45 – 6:50pm	Move to 2 nd session		
6:50 – 7:20pm	2 nd Session: <ol style="list-style-type: none"> 1. Parent/Teacher Communication 2. RTI/MTSS 3. Data Availability 4. ICAP & Dual Enrollment 5. Social/Emotional/Cultural 	Devra/LouAnn Jeremy Koselak Greg Ecks Logan/Duane Patti Pierce/Cory Nonestine	112 113 110 111 134/135
7:20 – 7:25pm	Move to 3 rd session		
7:25 – 7:55pm	3 rd Session: <ol style="list-style-type: none"> 1. Parent/Teacher Communication 2. RTI/MTSS 3. Data Availability 4. ICAP & Dual Enrollment 5. Social/Emotional/Cultural 	Devra/LouAnn Jeremy Koselak Greg Ecks Logan/Duane Patti Pierce/Cory Nonestine	112 113 110 111 134/135
7:55 – 8:00pm	Back for conclusion		

SAC Training Attendance

School	Name	9/14/2017	11/9/2017	2/1/2018	4/5/2018
Audubon	Nancy Smith	X		X	
Audubon	Amanda Salmons		X		
Bristol	Steve Handen	X		X	
Buena Vista	Vicky McLaughlin	X	X	X	
Carver	Amy Taylor	X			
Chipeta	Amanda Obringier	X			
Chipeta	Alana Gregory		X		
Columbia	Tiffany Sarchett		X		
Columbia	Shanon Siegel	X			
Edison	Jason Nienhueser			X	
Edison	Cortney Sisneros	X			
Freedom					
Fremont	Brian Leatham			X	
Grant	Melinda Salazar	X			
Henry	Neil Pettigrew	X	X	X	
Henry	Adita Karges		X		
Henry	Matt McIntyre		X		
Henry	Brian Casebeer	X	X	X	
Howbert					
Hunt					
Jackson	Brian Guimond	X			
Jackson	Cassandra Guimond	X			
Keller	Emily Conner			X	
Keller	Stacy Brisben			X	
King	Lisa Southcott	X		X	
King	Carol Nuss	X		X	
Madison	Derien Latimer			X	
Madison	David Day			X	
Martinez	Darleen Daniels	X	X	X	
McAuliffe					
Midland					
Monroe					
Penrose	Kristi Kohner	X		X	

SAC Training Attendance

School	Name	9/14/2017	11/9/2017	2/1/2018	4/5/2018
Penrose	Tanis Hasley	X			
Q. Palmer	April Cave	X			
Rogers	Jennie Quichocho		X		
Rogers	Linda Slothower	X			
Rudy	Jeff Dickson	X			
Rudy	Deb Coomes	X	X		
Scott	Parth Melpakam	X	X	X	
Scott	Velvet Stepanek	X	X	X	
Scott	Juan Herrada	X			
Scott	Jennifer Radford	X		X	
Steele					
Stratton					
Taylor	Patricia Garraro	X			
Taylor	Billy Adams	X	X	X	
Trailblazer					
Twain	Alysa Webb	X			
West ES	Heather Kimberly	X			
West ES	Derek Price	X			
West ES	David Havlick	X			
West ES	Karen Newton	X			
Wilson					
Galileo	Lesia Finger	X			
Galileo	Wendy Crunkleton	X			
Holmes	Desiree Leonard			X	
Jenkins	Darren Joiner			X	
Jenkins	Ken Peterson	X	X	X	
Mann					
North	Jill Rawson		X		
Russell	Naomi Boris	X		X	
Russell	Mark Boris	X		X	
Sabin	Cinde Gordon	X	X		
Sabin	Velvet Stepanek	X	X	X	
Swigert	Daryl Trujillo	X		X	

SAC Training Attendance

School	Name	9/14/2017	11/9/2017	2/1/2018	4/5/2018
West MS	Shalah Sims	X			
West MS	Maria Masone	X			
West MS	Tabitha Hayes	X			
Coronado	Leah Landolfi		X		
Doherty	Kevin Gardner	X			
Doherty	Audrey DeRubis	X			
Mitchell	Amanda Hawkins		X		
Mitchell	Ruth Paterson	X		X	
Palmer	Kathy Solomon	X	X	X	
Palmer	Carl Schueler	X	X	X	
Bijou	Tina Seilaff			X	
Tesla	Barbara Young	X			
Achieve K-12	Dan Ottersberg		X		
Achieve K-12	Sutton Spanton		X		
Achieve K-12	Frank Krajcovic		X	X	
Early College	Joe Mezzofante	X	X	X	
CIVA					
AACL					
Comm. Prep					
Globe	Kristine Kovac	X			
Life Skills					
Roosevelt-Ed	Marquita Carr		X		
Roosevelt-Ed	LynDel Randash	X	X	X	

Time Spent on Testing

1. Please indicate your opinion for each item below.

In general, the time devoted to tests and testing is

The amount of time teachers spend on preparing for and giving tests is

The amount of time students spend taking tests is

Too little

About right

Too much

NEXT

1 of 6 answered

Communication about testing

2. Please indicate how your child's school does at telling parents/guardians about each of the following topics. *Note: if you have more than one child in District 11 schools, please reflect on your opinion about your oldest child.*

	Poor job	Fair job	Good job	Excellent job
Notification of when tests will be conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining the purpose of tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining the purpose of Colorado Measures of Academic Success (state) tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREV

NEXT

0 of 6 answered

Feedback about tests and results

3. Please indicate how often you receive information related to each item.

Note: if you have more than one child in District 11 schools, please reflect on your opinion about your oldest child.

	Never	Rarely	Sometimes	Frequently
How often do your child's teachers discuss your student's results with you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you receive feedback about how you can improve your student's academic performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate the extent you agree with this statement: I support using assessment data to evaluate school performance.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly Agree

PREV

NEXT

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0 of 6 answered

A little about you/your child

5. What school level is your child?

- ☐ Elementary in Kindergarten, First or Second grade
- ☐ Elementary in Third, Fourth or Fifth grade
- ☐ Middle School (Sixth, Seventh or Eight grade)
- ☐ High School (Ninth grade or higher)

PREV

DONE

UDIP Timeline Review

DATE	ACTION	PERSON/GROUP
February 21	BOE Retreat – Strategic Planning & Guidance Plan	Director Mason/BOE
February 26	Draft UDIP Presentation to DAC Accreditation by Mr. Engstrom	Engstrom
Feb 27 – March 1	Review of Draft UDIP by DAC Accreditation	Plute/DAC Accreditation
March 1	DAC Accreditation Feedback on UDIP due to Mr. Engstrom	Plute/DAC Accreditation
March 2	UDIP Read-Ahead provided to the BOE incorporating DAC Accred. comments	Engstrom/ Hensley
March 7	BOE Work Session – Review UDIP & MLO Oversight Committee	Engstrom/BOE DAC Accred. Members welcome to attend
March 9	BOE Non-Action Documents hung on Board Docs - UDIP	Engstrom/Hensley
March 14	BOE Meeting – UDIP on Agenda as Non-Action Item	Engstrom/BOE
March 15	Full DAC Meeting – UDIP Presentation by Mr. Engstrom	Engstrom/Thurman /Melpakam
March 16 – March 31	Review of UDIP by DAC – Review DAC Accred. Comments - Feedback	Melpakam/DAC Members
April 6	BOE Action Documents hung on Board Docs - UDIP	Engstrom/Hensley
April 11	BOE Meeting – UDIP on Agenda as Action Item	Engstrom/BOE
April 12	Upload UDIP and all USIPs to CDE system	Brilliant

Possible Additional DAC Meeting Dates (if necessary):

February 27th (Tues) - Conflict with DAC-Budget & MLO Oversight Committee Presentation

February 28th (Wed) - Conflict with BOE Meeting

March 1st (Thur), March 5th (Mon) - No known conflict

March 6th (Tues) - Conflict with DAC-SAC Training Session

