

JEFFCO PUBLIC SCHOOLS
DISTRICT ACCOUNTABILITY COMMITTEE
MEETING MINUTES – FEBRUARY, 2025

Attendees: ~~Strikethrough~~ means did not attend.

At Large Member - VACANT	Cheryl Secorski	Eric Koch	Jeff Baucum	Kristina Stuber - resigned - CHATFIELD VACANT	Rob Applegate
Amanda Bryan	Corky Guy	Erin Norton	Jessica Gregg	Laura Grims	Shannon Ryan
Amanda Gomez	Standley Lake AAR - VACANT	Evie Hudak	Julia Morgan	Bear Creek AAR - VACANT	Sara Kuntzler
Amy Ward-Bailey	Crystal Marine	Giselle Arroyo	Conifer AAR - VACANT	Leslie Dennis	Columbine AAR - VACANT
Annie Contractor	David Alex	Greg Aigner	Karena Hamm	Option School AAR - VACANT	Therese Rednor
Aubrey Allmond	Dawn Fritz	Hannah Hoong	Kate Otto	Mark Kirkemier	Charter School AAR - VACANT
Austin Long - resigned - VACANT	JCEA HS Rep - VACANT	Jaelyn Uttley	Katie Koivisto	Matthew Noll	
Jefferson AAR - VACANT	Diego Rodriguez	Jeanine Baird	Option Schools AAR - VACANT	Michele DeAndrea-Austin	
Caitlin Fitzpatrick	Elizabeth Armstong	Jennifer Swezey	Kaylie Weese	Michelle Kuenzler	
Carsten Engebretsen	Emily Lubkert	Jennifer Wilson	Kim Bierbrauer	Monica Keegan	

Minutes By Agenda Topic:

1. **Topic: Welcome and Approval of Agenda (5:30-5:40)**

2. **Materials:**

- [January Minutes](#)
- [February Agenda](#)


Outputs/Outcomes

- Jan minutes and Feb agenda approved

3. **Topic: DAC Special Project: Chronic Absenteeism (5:45-6:25)**

Contacts: Dave and Jeremy (District)

Materials:

- [Presentation](#)  DAC Attendance Presentation.pptx.pdf
- Key definitions: absence = greater than 50% of the day
- Questions:
 - How does this relate to pre/post COVID impacts and expectations?
 - How do you approach excused vs. unexcused absences?
 - Truancy considered differently - data requested
 - National data - big reset button?

Outputs/Outcomes

Requested data:


1. 2 years of pre-COVID data
2. Truancy data

★ Demographic data breakouts for each

Cannot break down by medically necessary

4. Topic: DUIP mid-year data review with alignment to the district strategic plan (6:25-6:50)

Materials:

- [Presentation](#)  DAC DUIP Slides_2025.02.18.pdf
- Postsecondary Workforce Ready DUIP Goals
 - Growth area: credit recovery consistency across the district
 - On target: growing concurrent enrollment offerings and participation

Outputs/Outcomes

- Questions/Clarifications:
 - Students on IEPs who complete the requirements count as graduates
 - Folks counted in “completed” numbers are students completing GED/HEDs
 - Are students who attend preschool trending toward higher academic achievement?
 - Don't yet have the data to compare
- Anticipate more middle schools participating in interventions after getting a new resource for ELA (RFP currently out for a new resource)
- **Did You Know?** Principals and coaches do learning walks across the articulation area to learn different strategies to respond to DUIP goals
- Reducing the time periods between data collection and data discussion
- Is the Teaching and Learning team getting any student feedback?
 - An area for growth. As a system, doing this well with older grades, but have room to improve with younger students - also all different types of learners - GT kids being served by a standardize curriculum?
- What happens if you get consistent feedback that a resources is not working/not being implemented well/not being effective?



DUIP BREAKOUT GROUP NOTES:

- Some of the data presented in this presentation showed some declines, despite the green SPF.
 - Presenter: MOY data what was presented is mid-year data, it is more likely that end of year data may approach the end year UIP goals.
- How does the district perceive green SPF versus mid year data that is concerning?
 - Presenter: We are happy with overall green but the mid-year data shows that we still have a long way to go. It's useful in terms of determining whether or not goals are realistic and whether or not strategies are working.
- Is it easy to make changes MOY versus EOY?
 - Presenter: Not as easy as a system but easier at the classroom and school level. If one of the grade levels is demonstrating great growth then it is wonderful way to facilitate improvement conversations. These also occur among schools during learning walks.
 - Presenter: Shared that strategies among articulation areas are best done through learning walks, schools benefit best by seeing other schools further along the implementation path.
- What resources do exist for core instruction?
 - Presenter: Almost all schools use Illustrative math, there's a mix of curriculum for ELA in elementary such as HMH and a few others ones. Middle school is using HMH, Saavas, etc. a bit of a mix.
- Does the state mandate core literacy?
 - Presenter: Yes. CDE determined that all schools needed a curriculum based using science of reading. Literacy interventions include Lexia, Orton Gillingham (OG). Using hte ESSER dollars, teachers were able to attend quality professional development in order to really implement the resource. Schools that are using the resources via district portals and teachers often partner with instructional coaches.
- Looking at the data, do we have student data such as focus groups?

- Presenter: Student feedback is the space we need to do better in. We've done better with older students in post-secondary readiness, but early literacy and the younger elementary students; not so much. Some great qualitative data via videos.
- One takeaway: are we really getting student feedback from various student groups such as GT, ALP.
- Curious of the adjustment process or timeline in which feedback the district received such as it is not being effective? When do we say hey this really isn't not working?
 - Presenter: inverse is also true the rollout has been much more intentional. In terms of effectiveness, the work is on going. If the progress is not what we expect, ask questions why isn't it working? For HMM for instance, we should be seeing better growth. One thing that has happened is that we've given feedback to HMM and they provided changes to their foundational skills. That is the advantage of being a large district, we can have more pull with these types of companies. The feedback from leaders and teachers has been very helpful but we definitely need to listen better to our students.
 - For Lexia for example, we are seeing gaps between time on the resource and achievement changes.

5. SAC Support (6:50-7:30)

Materials:

-  SAC Feedback Summary.pdf
-  DAC Action Planning Worksheet.pdf
- BOE presentation of the SAC budget survey analysis
 - Lots of back and forth with the Board
 - Training
 - Creating Funding
 - Needing to identify lower priority items to find wiggle room
 - Recurring feedback about needs at schools - teacher time, staff beyond teachers, mental health...
 - Board all expressed appreciation for the budget summary
 - BIG TAKEAWAY: Engage in the creative funding options, explore what that means for each school
 - For district: how can we cut red tape for donations and volunteerism to respond to budget constraints?

Outputs/Outcomes

- 3 meeting model is working in some areas, especially principals only - CONTINUE THIS
 - SAC chair focus for next year
- Create a template to get a summary out very quickly after a DAC meeting, for AARs to send?
 - Create the summary during the DAC meeting, it goes out Wednesday morning post-meeting
- Improve the education of SACs, simplify resources so that people are more empowered to participate
- Charters: need to take the lead to repurpose the data at the district level to make it useful for charters
 - Having a charter breakout set of data?
- Would be great to have a regular summary of DAC meetings to send out in a more timely way

6. Topic: AAR Post Meeting Time

- Reviewed submitted concerns (x22)

Materials:

- High school grades are showing the best achievement results.

Outputs/Outcomes

- Members utilized action planning worksheet