

District Accountability Committee

September 15, 2015

5:30 – 7:30 p.m. - Board Room – *We will begin and end on time*

Agenda

<i>Information</i>	Welcome to DAC (5:30-5:35) <i>Dan will welcome members to the new school year and DAC work.</i>	Dan McMinimee
<i>Information</i>	Introductions and Norms (5:35-5:45) <i>Julie and Terry will begin introductions, highlight the evening's agenda and review meeting norms.</i>	Julie Oxenford O'Brian
<i>Information</i>	DAC and SPAC (5:45-5:55) <i>Terry and Julie will share information about the summer work of the bylaws committee.</i>	Terry Elliott Julie Oxenford O'Brian
<i>Action</i>	Work Calendar and Sign Up for Subcommittees (5:55-6:15) <i>Given the work calendar for the DAC for the 2015/16 school year, we will establish subcommittees with a lead to call meetings and report on work to the full DAC.</i>	Julie Oxenford O'Brian
<i>Action</i>	Charter Schools Application Window (6:15-6:30) <i>As part of the work to create a second application window, which enables a school to have 18 months as opposed to 12 months to clear approval and operations planning, DAC input is required in the submittal of a waiver request to CDE.</i>	Terry Elliott Tim Matlick
<i>Information</i>	UIP During the Transition (6:30-6:50) <i>Syna and Julie will review how districts across the state, and in particular Jeffco Schools, will work through the Unified Improvement Process in the coming year.</i>	Syna Morgan Julie Oxenford O'Brian
<i>Action</i>	Review of DAC Bylaws (6:50-7:20) <i>Members of DAC received an email copy of the DAC bylaws to review following the initial Board of Education (BOE) review on August 27. The BOE has asked for an additional review at an upcoming meeting. (DAC reactions to the bylaws will be collected at this meeting prior to a vote on the bylaws.)</i>	Julie Oxenford O'Brian Terry Elliott
<i>Information</i>	Board of Education Comments and Closure (7:20-7:30)	Julie Oxenford O'Brian
<i>Action</i>	Articulation Area Representatives Gather for Communications <i>Artic area representatives are asked to stay for 15 minutes to discuss ongoing communications as part of the DAC support for school-level accountability committees (SAC).</i>	Julie Oxenford O'Brian Orin Levy Terry Elliott

Remember you always have a resource through the DAC website: <http://www.jeffcopublicschools.org/community/dac.html>

Upcoming Meetings

DAC Planning – Wednesday, October 7, 2015 – 2:00-3:30 p.m. – Seminar Room

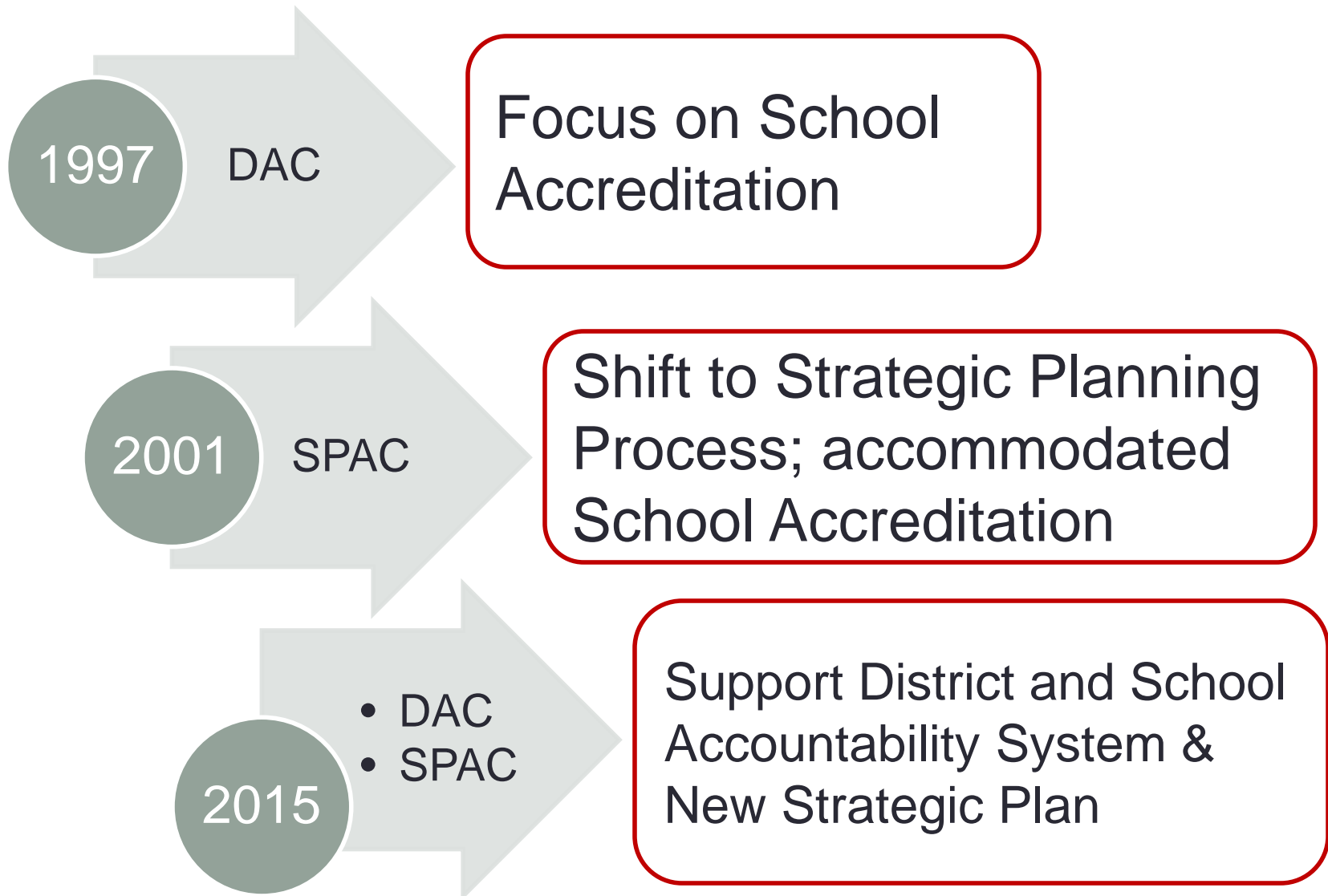
DAC – Tuesday, October 20, 2015 – 5:30-7:30 p.m. – Board Room

DAC – Tuesday, November 17, 2015 – 5:30-7:30 p.m. – Board Room

FROM SPAC TO DAC

Meeting the needs of all stakeholders

SPAC to DAC: More than a Title Change



Discussion Points from June Meeting

- Work calendar for the current SPAC is too robust to serve the DAC and SPAC needs effectively
- Desire to enable greater reach by separating the statutory requirements from the district strategic planning process
 - Allowing parents and community members to focus on the committee work they are most engaged
 - Better clarity of work during DAC meetings
- Need to ensure parent representation is more consistent and present at DAC meetings

Recommendation from Summer Bylaw Subcommittee to the Board of Education

SPAC

Superintendent Committee

- Parent Chair
- CAO Facilitator
- Quarterly Meetings
- Continue the implementation and review of the Strategic Plan focused on the Vision 2020
- District Policy AE and AE-2

DAC

Board of Education Committee

- Parent Chair & Chair Elect
- CSEO Facilitator
- Monthly Meetings
- Meet statutory requirements through the completion of the annual work plan/calendar
- Board Policy GP-13

UNIFIED IMPROVEMENT PLANNING (UIP) DURING TRANSITION

Presented by Julie Oxenford O'Brian
Golden HS SAC Member
Jeffco Schools' DAC Chair

Impacts on Accountability and UIP for 2015-16

- State Transition to new assessment system:
 - CMAS Science and Social Studies first administered in the 2013-14 school year.
 - CMAS administered by PARCC in English Language Arts and Mathematics first administered in the 2014-15 school year.
- 2015 Statutory Changes:
 - HB 15-1323 – Changes to State Assessment Administration and Use
 - SB 15-056 – Changing the frequency of State Social Studies Assessment
 - HB 15-1170 – Add Postsecondary and Workforce Readiness Measures for 2016-17
- READ Act Requirements met by the UIP in 2015

2013-2014 TCAP/CMAS	2014-2015 CMAS	2015-16 CMAS
TCAP Reading and Writing (Grades 3-10)	New CMAS English Language Arts (Grades 3-11)	CMAS English Language Arts (Grades 3-9)
TCAP Mathematics (Grades 3-10)	New CMAS Mathematics (Grades 3-8 and 3 high school assessments; choice from 2 sequences)	CMAS Mathematics (Grades 3-9)
New CMAS Science (Grades 5 and 8)	New CMAS Science (Grades 5, 8 and 12)	CMAS Science (Grades 5, 8 and HS 11 th)
New CMAS Social Studies (Grades 4 and 7)	New CMAS Social Studies (Grades 4, 7 and 12)	CMAS Social Studies (Grades 4, 7 and HS (11 th)) - rotating 3 year cycle
CO ACT- 11 th Grade	CO ACT- 11 th grade	11 th grade “curriculum-based college entrance exam”
NA	NA	10 th grade assessment aligned to CAS and 11 th grade exam

School and District Accountability for 2015

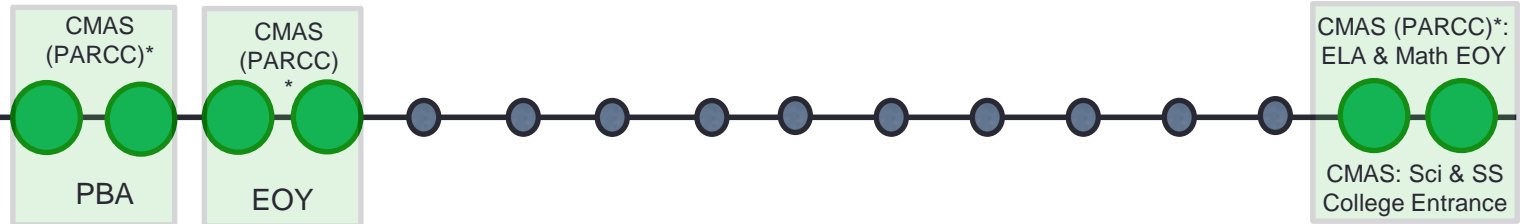
- No New District or School Performance Framework Reports released in the fall of 2015.
- District Accreditation Ratings and School plan types (*Performance, Improvement, Priority Improvement, Turnaround*) will not be assigned in fall 2015 (based on 2014-15 assessments).
- Districts/Schools will continue to implement their 2014 *plan types* in 2015-16.
- Unified Improvement Planning requirements will hold firm during the 2015-16 school year.
- CDE will provide an update on assessments and accountability to the Joint Education Committee in 2015 and provide information regarding how accountability should resume in 2016-17 (required by HB15-1323).

2015

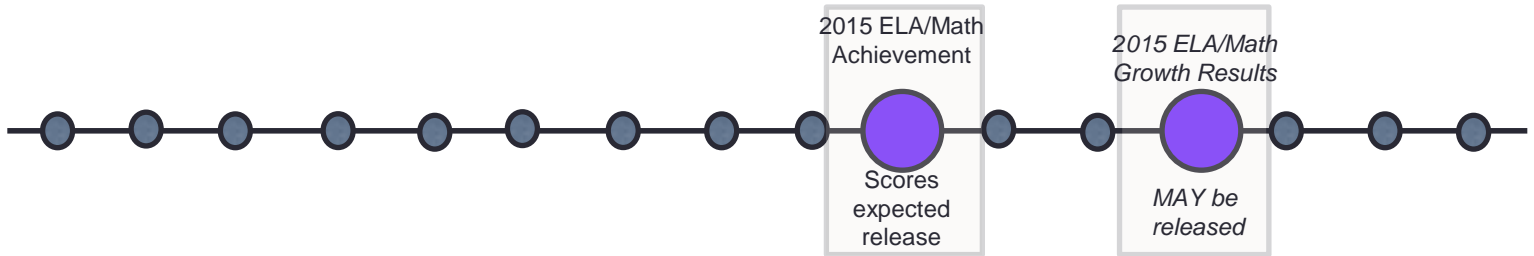
2016

Feb Mar April May June July Aug Sept Oct Nov Dec Jan Feb Mar April May

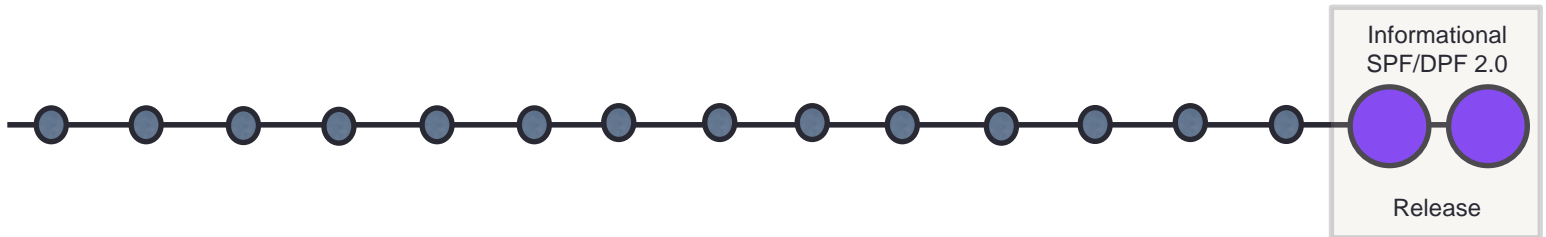
Assessment



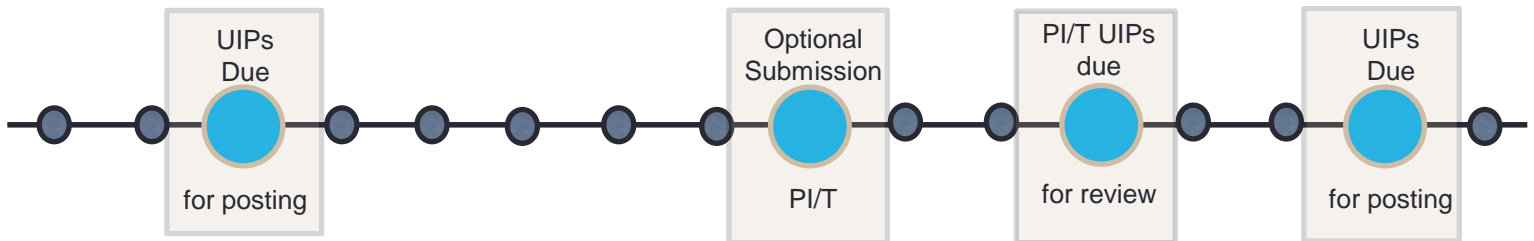
Reporting



Accountability



UIP

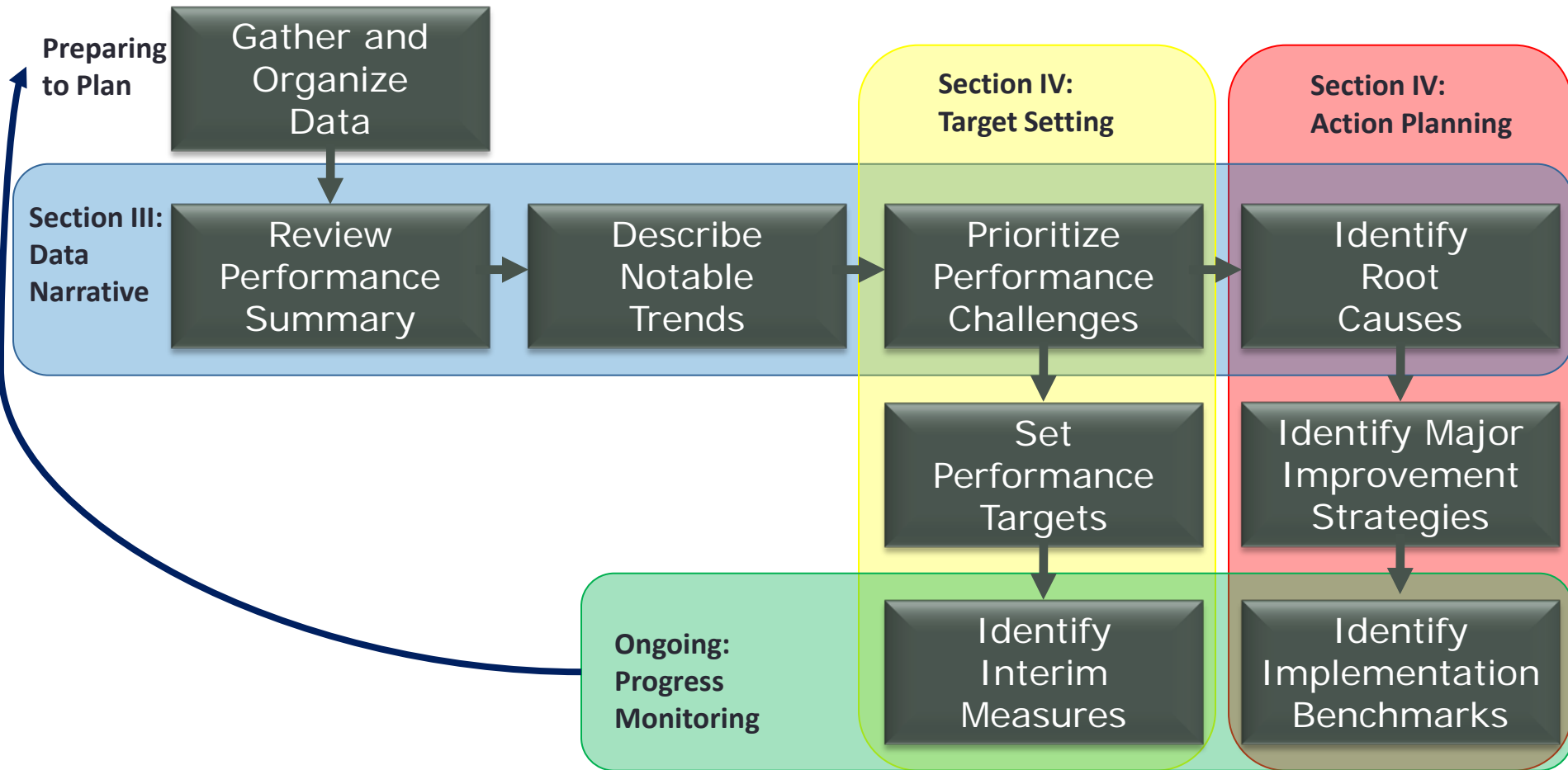


* Additional reporting release includes July: science and social studies; August: college entrance results; and April: ACCESS for ELLs

State Performance Indicator Areas

Indicator	Sub-Indicator
Academic Achievement	Reading Mathematics Writing Science
Academic Growth	Reading Mathematics Writing English Language Proficiency
Academic Growth Gaps (Reading, Mathematics, Writing)	Free/Reduced Lunch Eligible Minority Students with Disabilities English Learners Students Needing to Catch Up
Post-Secondary and Workforce Readiness	Graduation Rate Disaggregated Graduation Rates Dropout Rate Colorado ACT Composite

Unified Improvement Planning Processes



State Assessment Transition and UIP

- Unified Improvement Planning Processes remain consistent:
 - CDE staff review of priority improvement and turnaround plans remains consistent.
 - Deadlines stay the same.
- **UIP Processes** which typically utilize state assessment results will need adjustment for some performance indicator areas:
 - Review current performance
 - Describe notable trends
 - Prioritize performance challenges
 - Set performance targets

Performance Indicator Areas with NO impact

- Postsecondary and Workforce Readiness (PWR):
 - Graduation rates
 - Disaggregated graduation rates
 - Dropout rates
 - Colorado ACT composite scores
- Academic Growth, English Language Proficiency:
 - ACCESS for ELLs is not changing.

The Challenge for UIP

- During the state assessment transition. . .
 - Release of state assessment results will be delayed.
 - Growth data may not be available/usable.
 - Typical comparison points used for data analysis and target setting will not be identified until winter/spring 2016.
 - Participation rates may have an impact on 2014-15 results.
- Planning teams must determine how to analyze data for:
 - Academic Achievement (Math, Reading, Writing, and Science and whether or not to include Social Studies)
 - Academic Growth (Math, Reading and Writing)

A Basic Approach. . .

1. Start with 2014 District/School Performance Framework Reports and 2014-15 UIP.
2. Review performance trends up to and including the 2013-14 school year.
3. Consider additional performance data available for the 2014-15 school-year.
4. Determine if performance data available for 2014-15 provides evidence that school/district performance has changed.

Performance Data for 2014-15

- Results from district administered assessments (Acuity from 2014-15, NWEA MAP baseline in Fall 2015)
- Results of K-3 literacy assessments—DIBELS (elementary)
- ACCESS for ELLs (English language proficiency and growth)
- CMAS achievement results for science and social studies for the 2013-14 and 2014-15 school-years (elementary and middle only)
- Post-Secondary and Workforce Readiness Data (high school)

2014-15 Performance Data Resource

District Dashboard

<http://www.schoolview.org/dish/dashboard.asp>

School Dashboard

(<http://www.schoolview.org/dish/schooldashboard.asp>)

- Trends in Achievement and Growth through 2013-14 school year.
- PWR data
- 2015 State Data Resource Report
(data typically shared through performance framework reports)

Opportunities during the state assessment transition. . .

- Put more energy into root cause analysis.
(New teacher perception data may be available at www.TELLcolorado.org)
- Consider the degree to which improvement efforts are being fully implemented in the school (How do you know?).
- Make more use of local assessment resources for planning and improvement.
- High Schools place a greater focus on post-secondary and workforce readiness data
- Elementary schools place greater focus on K-3 literacy.
- Schools with English Language Learners place greater focus on their language development.