DAC Organization
Jeffco DAC Mission

"We empower the school board and district staff with informed recommendations to support the education and growth of the whole child"
Why we do this?

We are the Voice of our Schools to the Board

- We are an advisory body to the Board of Education, required by State Law
  - We are the voice of 158 SACs across the district
  - We represent all facets of the Jeffco Community
    - Parents
    - Business and Community Leaders
    - Teachers, Support Professionals, and Administrators
- Our role is vital to ensure that the Board hears all relevant information for the areas we have responsibility
- We collaborate and work with District Staff
- We reach out to the community in a variety of ways for input into the process
  - Local SACS
  - Family School Partnerships
  - Charter School Review
Impact of SACs on Board Decisions

- School UIPs influence recommendations made by DUIP
- School Budget Priority Surveys strongly influence decisions and recommendations made by the Budget Subcommittee
- Family School Partnership Surveys drive recommendations from the FSCP Subcommittee
- Articulation Area Representatives are local SAC’s direct voice on the DAC
- Our Board Listens to our recommendations
Our Best Work Starts Locally

DAC

Articulation Area Representative

Articulation Area

SACs
DAC Organization

Board of Education
Ron Mitchell
Ali Lasell
Susan Harmon
Amanda Stevens
Brad Rupert

Superintendent
Dr. Jason Glass

DAC
Jim Earley - Chair
Sally Kate Tinch - Vice Chair

Documents & Processes
Melissa Martini

Charters
Sally Kate Tinch

DUIP
Deb Guiducci (C)
Margaret Lessenger (VC)

Budget
Dave Johnson

FSCP
Carsten Engebretson

Artic. Reps
Melissa Martini
Documents and Processes
Subcommittee (Melissa Martini)

- Responsible for maintaining our Bylaws
- Bylaws must be reviewed and approved by DAC every two years
  - Bylaws review will be scheduled this year
- Consults with local school SACs to develop and maintain their bylaws.
  - Will work through Articulation Area Reps
Charters Subcommittee (Sally Kate Tinch)

- Responsible for reviewing new and renewing charter applications
- Recommendations are presented to DAC for vote
- Once DAC has approved the recommendations, they are submitted/presented to the Board of Education for their consideration
- Typically two charter application windows
  - August
  - Jan/February
DUIP (Deb Guiducci, Margaret Lessenger)

- Legally required to evaluate district academic performance
- Meets throughout the year
- Data analysis
  - Root cause analysis
  - Priority Performance Challenges
  - Action Steps
- Action Steps and Recommendations are also used to inform Budget process
- DAC typically receives regular updates from team on status of the DUIP throughout the process
- DAC will have opportunity to vote on DUIP recommendations in February
- Approved DUIP is submitted/presented to the Board of Education in March for their consideration
Budget Subcommittee (Dave Johnson)

- Responsible for the design of the SAC Survey
  - Specifies budget priorities for each school
- Survey will be approved by DAC in October
- Surveys are distributed to schools in November, returned in December
- Budget develops budget priority recommendations from
  - SAC Surveys
  - DUIP Recommendations/Action Steps
  - FSCP Recommendations
  - Cabinet Recommendations
- Budget recommendations are presented to DAC in February for vote and approval
- Budget recommendations are submitted/presented to the Board of Education for their consideration in the Budgeting process
  - They take our recommendations very seriously
Family School Community Partnership (FSCP) - Carsten Engebretsen

- DAC/SAC Event
- Engage in policy recommendations that foster and support family and community engagement in our schools
  - Family School Partnership Survey
  - Student Survey
  - Climate and Culture surveys
DAC Goals for 2019

**Charter Subcommittee**
- Develop a set of rubrics for new charter applications and renewals for consistency and fairness in process

**DUIP Subcommittee**
- Include additional analysis and recommendations for SEL/BH
- Partner with GT/SEL resources for input throughout DUIP process

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**Budget Subcommittee**
- Refine SAC Survey for improved input into Budget process
- Tighter alignment and inputs from DUIP, FSCP into budget process

**DAC/SAC Cohesion**
- Develop supports and resources for Artic Reps to support the needs and voices of their area schools
- Develop coordinated DAC/SAC schedule to align inputs and improve communication

**SEL Supports**
- Provide a liaison from DAC to work with Kevin Carroll on any SEL initiatives

**FSCP Subcommittee**
- Redefine FSCP surveys for actionable outcomes in DUIP/Budget process and Board Policy

**Bylaws Subcommittee**
- Provide supports for SACs to Review/Create/Update Bylaws

**DAC Leadership Initiatives**
- Engage district staff on SEL, Safety, Culture initiatives aligned to DAC mission

**Inter-District Collaboration**
- Host Inaugural DAC Leader forum for DACs across Front Range
Budget Process Roadmap

- Refine Survey Qs
- Survey Approval
- SACs Fill out Survey
- Analyze Data
- DAC Feedback
- Board Presentation
- Roadmap Planning

Inputs From DUIP, Cabinet
DUIP Process Roadmap

- AUG: Data Analysis
- SEP: Root Cause Analysis
- OCT: Priority Perf. Challenges
- NOV: Action Steps
- DEC: Data Narrative
- JAN: DAC Review/Approval

Budget Inputs from Action Steps

Subcommittee Meeting
Input to Budget Milestone
DAC ACTION
Charter Subcommittee Process Roadmap

- **Charter Applications**
- **Application Review**
- **Priority Perf. Challenges**
- **Action Steps**
- **Data Narrative**
- **DAC Review/Approval**
- **Board Presentation**
- **2019-2020 Roadmap**

**Budget Inputs from Action Steps**
Articulation Area Representatives

- The voice of local schools on the DAC
  - Work with SACs and Principals to form a dialog between DAC and SACs
- One representative for each high school articulation area
- 3 representatives for Charters
- 1 representative for Option Schools
- Meet with Articulation Area SACs at least once a year
General Housekeeping
Code of Conduct

- Read our Bylaws
- Be respectful in meetings
- Be present
- Be open-minded
- Be careful not to represent individual views as that of DAC
- Conflict of Interest
  - Be aware that you do not represent yourself as a member of DAC in any capacity outside of DAC
  - Do not use your position in DAC for personal benefit
- "Safe Harbor"
  - Identify you're a member of DAC, but speaking as yourself
Attendance and Subcommittees

- We meet monthly (except for December) through May
  - Generally the 2nd Tuesday of the month
  - Attendance is expected and required
    - 2 unexcused absences could result in your removal and replacement
    - Let Chair/Vice-Chair know if you can't attend

- You are expected to be an active member of at least one subcommittee
  - You will have an opportunity to pick one tonight
  - Meeting frequency and times are at the discretion of Subcommittee Chairs
    - Don't worry, it's only an hour a week…

- All DAC Members are appointed to two-year terms
  - Can renew

YOU ARE LEADERS IN OUR COMMUNITY THIS IS A VERY IMPORTANT ROLE- MAKE IT COUNT!
Logistics

- **Group Email Lists**
  - DAC: jeffco-dac-members@googlegroups.com
  - Exec: jeffco-dac-exec-committee@googlegroups.com
  - Articulation Reps: jeffco-dac-articulation-area-reps@googlegroups.com

- **Calendar:**
  - [google calendar link](https://calendar.google.com/calendar/embed?src=jeffcoschools.us_q9hpv1koeqs0knv20d26mpbj7c%40group.calendar.google.com&ctz=America/Denver)
Questions?
NEXT SET OF SLIDES RELATED TO STRATEGIC PLAN CONNECTION TO DAC
Presented at September 11, 2018 DAC Meeting
Why?
JEFFCO GENERATIONS

A Learning-Centered Vision for our Community’s Schools

JEFFCO PUBLIC SCHOOLS
Structure of the Strategic Plan

MISSION
Preparing all students for a successful future

VISION

VALUES
Integrity
Valuing People
Teamwork
Exemplary Performance
Entrepreneurial Spirit

SYSTEM INDICATORS

LEARNING
CONDITIONS FOR LEARNING
READINESS FOR LEARNING

TACTIC TACTIC TACTIC TACTIC TACTIC TACTIC
System Indicators

ACADEMIC INDICATORS

- SAT MATH/READING & WRITING: 560/560
- 7-YEAR COMPLETION: 97%
- 7-YEAR GRADUATION RATE: 95%
- 4-YEAR GRADUATION RATE: 90%
- 7th GRADE ELA/MATH (CMAS): 60%/50%
- 3rd GRADE ELA/MATH (CMAS): 60%/60%
- KINDERGARTEN - 3rd GRADE (at or above benchmark DIBELS): 90%
System Indicators

**4TH - 8TH GRADE**
Equity Growth Gaps: 60th Percentile (CMAS)

**CCRI**
*Participation: 50% (IB, AP, CE, Internship, CTE)*

**CCRI Success:** 85%
(3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))

**Equity Growth Gaps:** 55th Percentile (SAT)

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**NON-ACADEMIC INDICATORS**

**Employee Engagement:** 85% Positive

**Student Engagement:** 3.75 on Emotional, Behavior, & Academic Engagement

**Family Engagement:** 3.75 on National Family Engagement Standards
LEARNING

CREATE A PROFONDLY AUTHENTIC STUDENT EXPERIENCE

**TACTIC 1:** Transforming Student Task

**TACTIC 2:** Responsive Teaching

**TACTIC 3:** Customized Pathways

**TACTIC 4:** Technology to Transform Learning

**TACTIC 5:** Embracing the Full Range of the Human Experience

**TACTIC 6:** Student-Directed Learning

**TACTIC 7:** Educator Learning
CONDITIONS FOR LEARNING

BUILD REPEATABLE PROCEDURES WHERE QUALITY LEARNING CAN BE SCALABLE, REPLICATED, AND PROVIDED EQUITABLY TO EVERY STUDENT

TACTIC 1: Professional Model of Teaching
TACTIC 2: High Expectations
TACTIC 3: Commitment to Equity

READINESS FOR LEARNING

CREATE SYSTEMS TO ENSURE EVERY STUDENT COMES TO SCHOOL READY TO LEARN AND BARRIERS TO LEARNING ARE REMOVED

TACTIC 1: Schools as Community Hubs
TACTIC 2: Social-Emotional Supports
TACTIC 3: Expand Early Childhood Education Quantity and Quality
TACTIC 4: Family and Community Engagement
TECHNOLOGY

INTEGRATE TECHNOLOGY TOOLS AND DEVELOP RELIABLE SYSTEMS AND PROCESSES TO BUILD A SECURE TECHNOLOGY INFRASTRUCTURE THAT SUPPORTS DYNAMIC STUDENT AND ORGANIZATIONAL LEARNING

TACTIC 1: 1:1 Devices

TACTIC 2: Infrastructure to Support Student Learning

TACTIC 3: Data Integration and Business Analytics
OPERATIONS

CREATE SYSTEMS TO MAXIMIZE OPERATIONAL EFFICIENCIES TO SUPPORT THE LEARNING ENVIRONMENT

TACTIC 1: Safe and On-Time Transportation
TACTIC 2: Facilities to Support Learning
TACTIC 3: Nutritious and Healthy Meals
TACTIC 4: Safe School Environments

FINANCE

EFFICIENTLY AND EFFECTIVELY MANAGE DISTRICT FINANCES TO SUPPORT EDUCATIONAL OUTCOMES AND STAKEHOLDER TRUST THROUGH TRANSPARENT PRACTICES.

TACTIC 1: Funding for Equity
TACTIC 2: Financial Management Support
LEGAL

DEVELOP EMPLOYEES AND POLICIES TO SUPPORT A CULTURE OF PROFESSIONALISM

TACTIC 1: Educate for Professionalism

COMMUNICATIONS

BUILD COMMUNICATION SYSTEMS TO ADVANCE STAKEHOLDER ENGAGEMENT

TACTIC 1: Communicate to Inform and Inspire

TACTIC 2: Social Media for Learning and Collaboration
Communication
Students learn to effectively communicate in written, digital, artistic and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the perspectives of others.

Self-Direction & Personal Responsibility
Students take initiative, are inquisitive, entrepreneurial and curious. They persever through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.

Critical & Creative Thinking
Students learn to evaluate, weigh evidence and apply reasoned decision-making to problems. Students learn to use imagination, innovation, and ingenuity to solve problems.

Civic & Global Engagement
Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.

Collaboration & Leading by Influence
Students learn to work together, harnessing the power of teamwork, and learn the importance of influence to motivate others to get things accomplished.

Content Mastery
Students understand academic concepts and are able to apply and transfer that knowledge into multiple settings. Students must also understand how to access and process changing information, updating their own thinking and processes.

Agility & Adaptability
Students learn to change in response to dynamic situations, environments, and complex problems. Students adjust to disruptions, ambiguity, and uncertainty in themselves, their organizations, and their communities – and thrive in spite of the obstacles.
Thank you!
Resources

- Jeffco Generations Vision Document
- Strategic Plan Website