

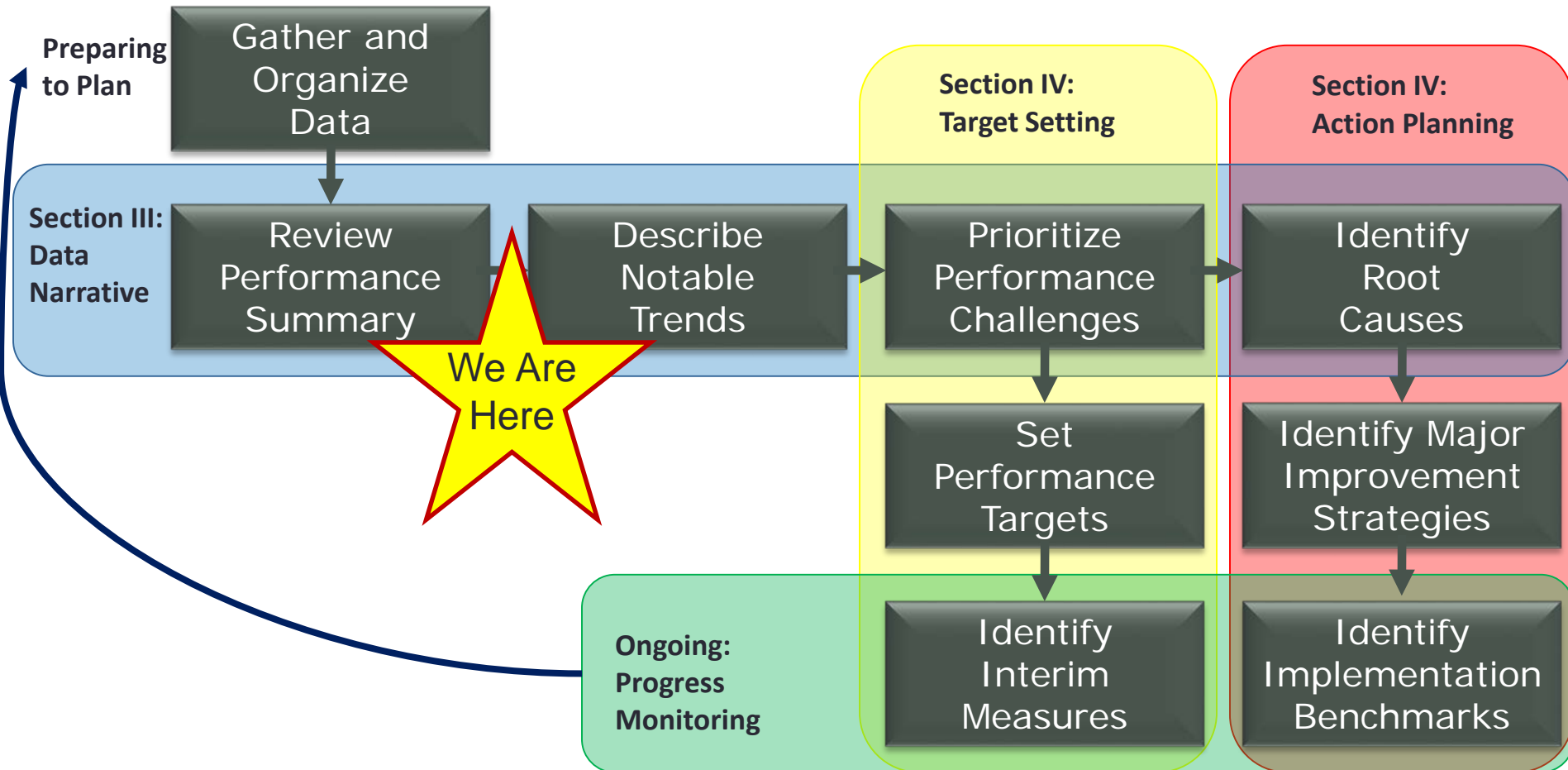
DAC REVIEW OF THE DRAFT DISTRICT UIP DATA NARRATIVE

Tuesday, October 16, 2018

DUIP Co-Chairs Margaret Lessenger
Deborah Guiducci



Unified Improvement Plan (UIP) Process



State Performance Indicator Areas

Academic Achievement	Reading Mathematics Writing Science
Academic Growth (ELA & Math)	Free/Reduced Lunch Eligible Minority Students with Disabilities English Learners
Post-Secondary and Workforce Readiness	Graduation Rate Disaggregated Graduation Rates Dropout Rate Colorado SAT Composite Matriculation Rate

Performance Data

- Results from district or school administered assessments
- Results of K-3 literacy assessments—DIBELS (elementary)
- ACCESS for ELLs (English language proficiency and growth)
- CMAS achievement results for ELA, Math and Science for last year's school-years (elementary and middle only)
- Post-Secondary and Workforce Readiness Data (high school)

Data Narrative Components

- Overview/District Demographics pages 1 – 2
- 2017-18 Target Attainment pages 2 – 6
- Current Performance
 - Academic Achievement pages 6 – 10
 - Academic Growth pages 11 – 13
 - Workforce/College Ready pages 14 – 16
- Climate Data pages 16 – 17
- Trend Analysis pages 18 – 19

Discussion Group Task

- Total task time: 15 minutes
- Choose a breakout group (on next slide)
- Designate a facilitator, note taker, and timekeeper
- Discuss your group's Data Narrative section (on next slide)
- Record on 2-column handout
 - What works well
 - Considerations
- Prepare to share out big ideas whole group (1 – 2 minutes)
- Turn in handout for DAC DUIP Subcommittee review

Break out sessions

Group 1: Academic Achievement (pages 6 – 10)

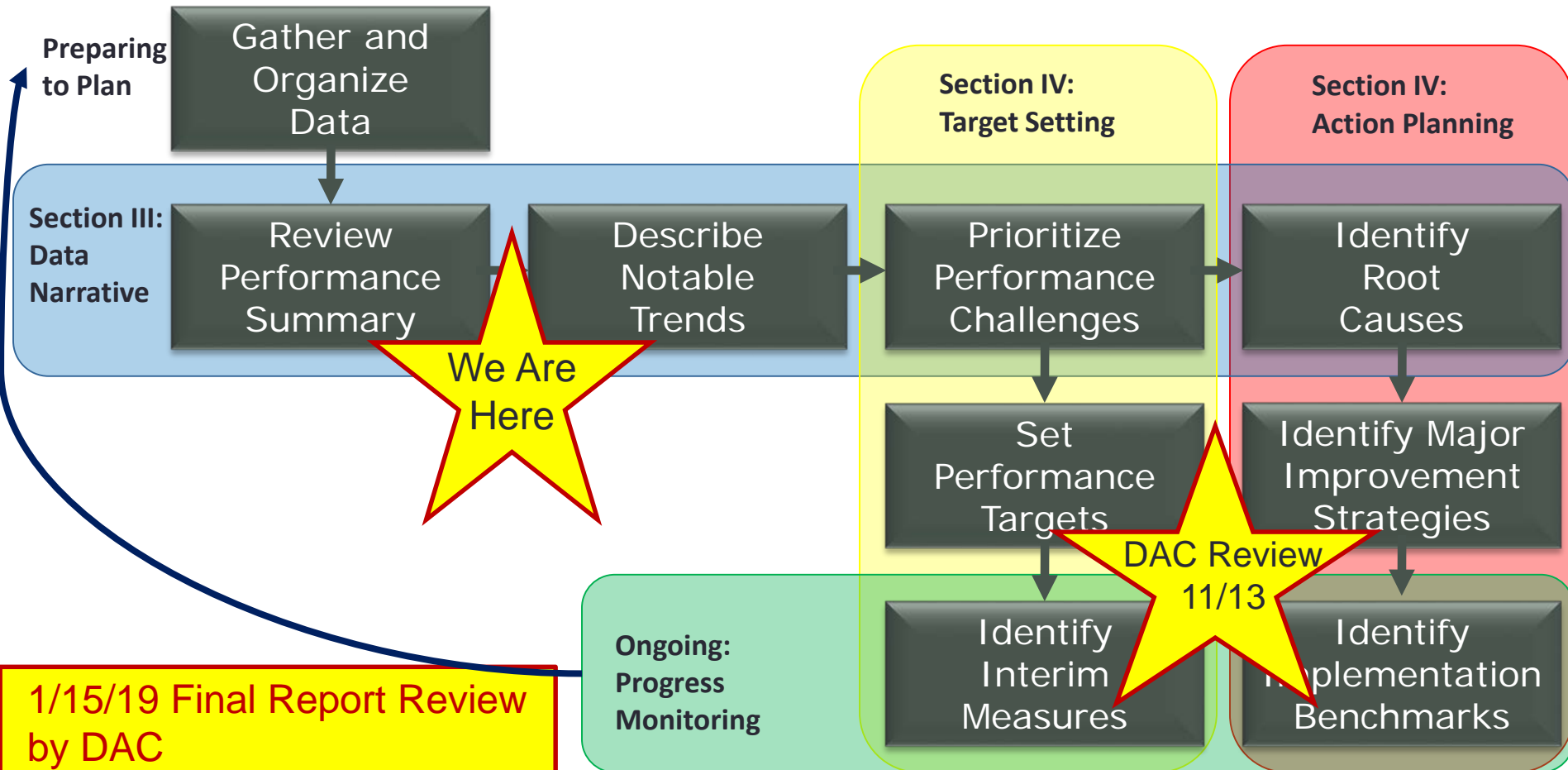
Group 2: Academic Growth (pages 11 – 13)

Group 3: Workforce/College Ready (pages 14 – 16)

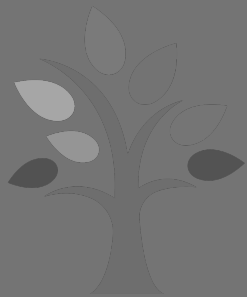
Group 4: Climate (pages 16 – 17)

Group 5: Trends (pages 18 – 19)

Unified Improvement Plan (UIP) Process



1/15/19 Final Report Review by DAC
2/19/19 Final Revised Report to DAC. DAC votes on DUIP



2019-20 School Accountability Questionnaire

JEFFCO PUBLIC SCHOOLS

The Jeffco District Accountability Committee (DAC) is providing the 2019-20 School Accountability Questionnaire to collect input from School Accountability Committees (SACs) relative to several topics about which the DAC makes recommendations to the Jeffco Board of Education on district budget priorities and the school improvement planning process.

Please complete this questionnaire during a meeting of your SAC as part of, or after discussion with, the full SAC. The form can then be reviewed by the SAC Chair and School Principal prior to final online submission. Only one response per school will be accepted. There are no right or wrong answers.

1. Name of the individual submitting this questionnaire

* 2. Title of the individual submitting this questionnaire

- Principal/Executive Director
- Assistant Principal
- SAC Chair
- SAC Member
- Other (please specify)

* 3. School's name

4. School Accountability Committee Assurances - Membership

The school's current SAC includes (check all that apply):

- the school's Principal or Assistant Principal
- at least One Teacher from the school
- at least Three Parents of students enrolled at the school
- at least One Member of an organization of parents, teachers, students organized by the school (e.g. PTA/PTO)
- at least One Community member

5. School Accountability Committee Assurances - Meetings

SAC meets (check the most accurate answer):

- monthly during the school year (may exclude a month or two)
- quarterly during the school year
- less than quarterly during the school year

6. The average number of attendees at our regular SAC meetings is:

- 1-4
- 5-8
- 9+

7. The agendas for SAC meetings are typically:

- Constructed by the Principal/school leadership
- Constructed by the SAC Chair/leadership
- Co-constructed (developed in partnership) by the SAC Chair and Principal
- Other (please specify)

8. Minutes and agendas for SAC meetings are typically:

- Not published
- Published and available in the school's office
- Published and available on the school's website
- Available when requested

9. As part of the Budget Prioritization Process, our SAC:

- Engaged in a conversation about school budget priorities and recommended priorities to the principal
- Engaged in a conversation about school budget but did not provide input/recommendations regarding priorities to the principal
- Received information from school leadership about the school budget but did not provide input regarding school budget priorities
- Has not discussed the school's budget or spending priorities

10. Please rate the degree to which the SAC provided input into the development of/revisions to the school's unified improvement plan (UIP) during fall 2018?

- The school's improvement plan (UIP) has not been discussed by the SAC
- The SAC reviewed the school improvement plan after it had been constructed by school
- personnel The SAC reviewed and provided input related to part or all of the 2018 school
- improvement plan The SAC co-constructed part or all of the 2018 school improvement plan

11. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school improvement plan:

12. Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school improvement plan:

13. Did your SAC consider your School Improvement Plan or Unified Improvement Plan (UIP) as part of the process in determining your school's budget/spending priorities?

- Yes
- No

14. SCHOOL LEVEL SPENDING PRIORITIES -

From the list below, select the three top spending priorities identified by SAC.

	Spending Priority #1	Spending Priority #2	Spending Priority #3
Additional administrators (assistant principal(s) and deans)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding an International Baccalaureate (IB) program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional classroom teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Spending Priority #1	Spending Priority #2	Spending Priority #3
Additional Digital Teacher Librarian (DTL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional main office time/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional para/aide time/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional supports for gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional elective programming (world languages, technology, additional Art, Music, PE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing Advanced Placement (AP) offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing Concurrent Enrollment offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental/Behavioral Health supports, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering free full day kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing student fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources to improve school climate, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding STEM/STEAM programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental resources for at-risk student populations, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher release time for professional development/PLC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Spending Priority #1

Spending Priority #2

Spending Priority #3

Teacher travel for professional development (seminars, conferences, etc.)

Technology (student devices, computer labs, classroom tools, software/apps, etc.), please specify:

15. Please list and briefly describe any additional priorities that you intend to support through school-level funds:

16. Which of the items below (select up to three) would potentially receive reduced funding due to the priorities you listed in the question above?

- Additional administrators (assistant principal(s) or deans)
- Additional classroom teachers (impact class size or multigrade classes)
- Additional Digital Teacher Librarian (DTL)
- Instructional Coach
- Additional main office time/support
- Additional para/aide time/support
- Additional Elective programming (world languages, technology, additional Art, Music, PE)
- Gifted and Talented supports
- Instructional resources
- Literacy interventions
- Math interventions
- Mental/Behavioral Health Supports
- Offering free full day kindergarten
- Professional development
- Reducing student fees
- Resources for at risk student populations
- Resources to support School Climate
- Adding STEM/STEAM programming
- Technology (student devices, computer labs, classroom tools, software/apps, etc.)

17. Please list and briefly describe any additional items for which your committee recommended reduced funding in order to support other school priorities: