AGENDA

Welcome & Introductions            Shawna Fritzler  
                                        SPAC Chair 5:30 p.m.

Opening Comments                    Dan McMinimiee  
                                        Superintendent

SPAC Roles & Responsibilities       Julie Oxenford O’Brian  
                                        SPAC Chair Elect

School-level Accountability Committee (SAC) Roles & Responsibilities Terry Elliott  
                                        Chief School Effectiveness Officer

Unified Improvement Plans (UIP) & District SPF Syna Morgan  
                                        Chief Academic Officer

Area/Articulation SPAC Representatives

Closing Comments                    Shawna Fritzler  
                                        SPAC Chair 6:55 p.m.
Education

• Elementary School in Arvada
• Jr. and Sr. High in Littleton
• University of Southern Colorado (82-85)
• B.A. Adams State College (87)
• Ed.M. Oregon State University (91)
• Admin. Certs. Portland State University
• Educ. Leadership Program CU-Denver
Professional Experience

  - All levels K-12 thru College
  - HS and College Football
  - Boys Basketball, Girls Basketball, Wrestling, Track and Field

  - Assistant Principal
  - Athletic Director
  - Principal – 2 Buildings

- **District Level Administrator (2007 – present)**
  - Feeder Director, Level Director
  - CTE Coordinator
  - Assistant Superintendent – Secondary Education
Last 10 weeks

Met with several groups and individuals:

- Teachers/Staff
- Students
- Parents
- Community Members
- Religious Leaders
- Legislators
- Various groups

Heard two “major” themes:

- Tremendous pride in Jeffco schools and traditions.
- Acknowledgement that we can do some things better.
The Role of SAC’s

- The local accountability committees is a representative advisory committee
- Make recommendations to the principal concerning priorities for spending school funds (including grants).
- Provide input for the preparation of the school’s Performance or Improvement Plan.
- Meet at least quarterly to discuss implementation of the school’s improvement plan and related student performance data.
- Make recommendations about development plans and evaluation procedures
Student & Staff Performance

• High Student Growth and Achievement
• Post-Secondary and Workforce Ready Outcomes
• Effective Teachers, Principals, Support Staff
High Quality Evaluation System

- Aligned to SB-191
- Targeted, specific, actionable feedback
- Professional development alignment
- System “works for us”
- Teacher performance aligned to student growth/achievement
Choice

- Neighborhood, option, charters are all high quality
- Specific measurable outcomes
- Right fit for families
- Policy & practice alignment
Fiscal Responsibility

• Transparency
• “Living within our means”
• Leveraging partnerships with community
• “Defined autonomy, outcomes vs. process
Purpose of Strategic Planning
Outcome of Proper Planning
QUESTIONS?
Strategic Planning Advisory Council (SPAC)

Jeffco’s District Accountability Committee
Purpose

• Advise the Board of Education and district leadership

• Establish opportunities for meaningful dialogue between key district stakeholder groups

• Meet state District Accountability Committee requirements (SB 09-163)

• Meet Jeffco School District policy requirements (AE-R-2)

• Provide support and information for School Accountability Committees
Advisory Focus

- Priorities for Spending District Moneys
- Annual preparation of the district improvement plan (as required by state statute)
- Monitoring progress of implementation of the district improvement plan at least quarterly
- Development and implementation of the district strategic plan
- Reviewing Charter School applications
- District use of assessment tools to measure student academic growth for teacher evaluation
- Parent engagement
SPAC Members Represent

- Each Articulation Area one per
- Board of Education (all)
- Board of Education appointments (2 per member)
- JCEA
- JCAA
- CSEA
- Jeffco Council PTA
- Options Schools
- Charter Schools
- League of Women Voters
- Cultural Proficiency Community Advisory Group
- Religious Community
- Chambers of Commerce
- City/County Government
- Jeffco Board or Realtors
- Cabinet members
- Other
SPAC Support for School Accountability Committees

• SPAC articulation area representative for your school (meet yours tonight)
  o Keep SAC Chairs informed about relevant SPAC activity
  o Serve as a point of contact

• Web site: http://www.jeffcopublicschools.org/community/spac.html
  o School Accountability Resource Manual
  o Checklist for Principals
  o Agendas, presentations, notes etc. from all SPAC meetings
  o Other resources for School Accountability Committees as available
SCHOOL-LEVEL ACCOUNTABILITY COMMITTEES

Roles & Responsibilities
Important Highlights

• Thank you for volunteering your time to help support our school leaders and our school communities

• SAC serves as an Advisory body to support school leadership

• School principals are responsible for ensuring that the academic programs offered by their school meet or exceed state and local performance expectations for levels of attainment on the state’s four key Performance Indicators
Primary Roles for a SAC

- Make recommendations to the principal concerning priorities for spending school funds (including grants)
  - Allocation of funds should align with school improvement priorities as well as the core values of the school
  - Additionally, school fees are reviewed by the SAC
- Provide input for the preparation of the school’s Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable)
- Meet at least quarterly to discuss implementation of the school’s improvement plan and related student performance data
Roles Continued

• For schools with Priority Improvement or Turnaround plan types
  • Publicize and hold a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan. This input is used by the principal to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround;
  
  • Publicize the district’s public hearing to review a written school Priority Improvement or Turnaround plan

• Assist school personnel to increase the level of parent engagement in the school

• Provide input and recommendations concerning principal development plans and the principal evaluation process on an advisory basis when requested by the district advisory committee (SPAC) or district administration.
Membership

As far as practical, a SAC should ensure the following minimum membership:

- **Principal** or designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA/PTO)
- At least one member of the community

Just 7 committed adults needed!
Membership Continued

• The principal, with the support of the committee, needs to ensure the number of parent representatives exceeds the number of representatives from the group with the next highest representation (e.g., faculty members) and is consistent with the student populations that are significantly represented within the school.

• Select from its parent members a chair or co-chairs, who is not an employee of the school district

• And we recommend selecting a recorder
Meetings

- SACs should meet at least quarterly
- Meeting schedules are to be published
- Meetings are open to all members of the public
- Minutes from each meeting should be published for access by any member of the community

<table>
<thead>
<tr>
<th>August to October</th>
<th>November to January</th>
<th>February to April</th>
<th>May to July</th>
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</thead>
<tbody>
<tr>
<td>- Review school data &amp; provide recommendations for the school improvement plan</td>
<td>- Determine priorities for school budget and grant funds</td>
<td>- Review progress on action steps from the school improvement plan</td>
<td>- Review rules of operation, elect new chair (and officers if applicable) [This step could occur in the Aug/Sep timeframe]</td>
</tr>
<tr>
<td>- Review the outcomes from the preceding climate and culture action plans</td>
<td>- Review &amp; approve school fees</td>
<td>- Provide input to SPAC on district funding priorities and budget</td>
<td>- Review progress on action steps from the school improvement plan</td>
</tr>
<tr>
<td>- (Optional) develop revised action plans for the current school year</td>
<td>- Review progress on action steps from the school improvement plan</td>
<td>- Advise SPAC on principal evaluation process (if requested)</td>
<td>- Provide suggestions on adjustments to school improvement plan based on lessons learned during the school year</td>
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<tr>
<td>- Discuss any school safety issues raised by staff, students, parents, and community</td>
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Reporting to SPAC

• Tonight you will meet your Area representative
  • Provide a direct communication link between SPAC and your SAC

• Winter: Assurances of Membership, Meetings Schedules, and Input on District Budget

• Spring: Assurances of UIP input and Progress Monitoring of improvement plan as well as opportunity to provide input on school fees, school financial priorities
SAC Resources on SPAC Web-Site

Strategic Planning and Advisory Council

- Resource Guide
- Resource Warehouse
Jeffco UIP Process Overview
Continuous Improvement & the School Unified Improvement Plan (UIP)

Continuous Improvement Process

- Plan the improvement
- Implement the improvement
- Evaluate success of the improvement
- Decide next steps

Unified Improvement Process

- Gather and Organize Data
- Review Current Performance
- Describe Significant Trends
- Prioritize Performance Challenges
- Identify Root Causes
- Identify Major Improvement Strategies
- Set Performance Targets
- Action Steps
- Identify Interim Measures
- Identify Implementation Benchmarks
## School UIP & the School Performance Framework

### Academic Achievement

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Points Earned</th>
<th>Points Eligible</th>
<th>% Points</th>
<th>Rating</th>
<th>N</th>
<th>% Proficient/Advanced</th>
<th>School’s Percentile</th>
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<tr>
<td>Reading</td>
<td>3</td>
<td>4</td>
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<td>Meets</td>
<td>238</td>
<td>71.82</td>
<td>78</td>
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<td>Mathematics</td>
<td>3</td>
<td>4</td>
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<td>Meets</td>
<td>237</td>
<td>74.89</td>
<td>59</td>
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<tr>
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<td>3</td>
<td>4</td>
<td></td>
<td>Meets</td>
<td>237</td>
<td>61.87</td>
<td>65</td>
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<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
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<td>Meets</td>
<td>54</td>
<td>71.37</td>
<td>81</td>
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<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>16</strong></td>
<td><strong>75%</strong></td>
<td><strong>Meets</strong></td>
<td><strong>122</strong></td>
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### Academic Growth

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<tr>
<th>Academic Growth</th>
<th>Points Earned</th>
<th>Points Eligible</th>
<th>% Points</th>
<th>Rating</th>
<th>N</th>
<th>Median Growth Percentile</th>
<th>Median Adequate Growth Percentile</th>
<th>Made Adequate Growth?</th>
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<tr>
<td>Reading</td>
<td>3</td>
<td>4</td>
<td></td>
<td>Meets</td>
<td>138</td>
<td>45</td>
<td>22</td>
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<tr>
<td>Mathematics</td>
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<td>4</td>
<td></td>
<td>Meets</td>
<td>138</td>
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<td>41</td>
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<tr>
<td>Writing</td>
<td>2</td>
<td>4</td>
<td></td>
<td>Approaching</td>
<td>138</td>
<td>37</td>
<td>46</td>
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<tr>
<td>English Language Proficiency (ACCESS)</td>
<td>1.5</td>
<td>2</td>
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<td>Meets</td>
<td>29</td>
<td>57</td>
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<td><strong>Total</strong></td>
<td><strong>9.5</strong></td>
<td><strong>14</strong></td>
<td><strong>67.9%</strong></td>
<td><strong>Meets</strong></td>
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### Academic Growth Gaps

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<th>Points Eligible</th>
<th>% Points</th>
<th>Rating</th>
<th>Subgroup</th>
<th>Subgroup Median Growth Percentile</th>
<th>Subgroup Median Adequate Growth Percentile</th>
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<td>Free/Reduced Lunch Eligible</td>
<td>Approaching</td>
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<td></td>
<td>50</td>
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<td>Meets</td>
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<td>50</td>
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<td>41</td>
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<tr>
<td>Students with Disabilities</td>
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<td>N&lt;20</td>
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<td>English Learners</td>
<td>Does Not Meet</td>
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<td></td>
<td>38</td>
<td></td>
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<td></td>
<td>40</td>
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<td>Students needing to catch up</td>
<td>Approaching</td>
<td>30</td>
<td></td>
<td>54</td>
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<td>38</td>
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<th>Writing</th>
<th>Points Earned</th>
<th>Points Eligible</th>
<th>% Points</th>
<th>Rating</th>
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<th>Made Adequate Growth?</th>
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<td>4</td>
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<td>Does Not Meet</td>
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<td>Minority Students</td>
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<td>39</td>
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<tr>
<td>Students needing to catch up</td>
<td>2</td>
<td>4</td>
<td></td>
<td>Approaching</td>
<td>63</td>
<td>41</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>48</strong></td>
<td><strong>56.3%</strong></td>
<td><strong>Approaching</strong></td>
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“Performance Level” Schools
(from 2013 to 2014 SPFs)

Change in Points

3 pts. or more

23% started below 80 of 100 pts.
11% started at or above 80 pts.

0 to 2 pts.

7% started below 80 pts.
9% started at or above 80 pts.

Less 0 to -2 pts.

10% started below 80 pts.
13% started at or above 80 pts.

More than -3 pts.

14% started below 80 pts.
12% started at or above 80 pts.
Schools on district watch
(from 2013 to 2014 SPFs)

**Improvement Level**
- 7 schools: significant increase and/or moved up level(s)
- 4 schools: small increases
- 6 schools: decreases
- 8 schools: dropped into Improvement or below Improvement Level

**Priority Improvement Level**
- 3 schools: significant increase and/or moved up level(s)
- 2 schools: small increases
- 2 schools: dropped into Turnaround Level

**Turnaround Level**
- 1 school: significant increase and/or moved up level(s)
School UIP &
Multiple Sources of Data/Information