School Accountability Committees (SACs)

Training Module

Overview of SACs
Welcome

Thank you for volunteering to serve as a member of your School Accountability Committee.

Please sign in.
Topics

- Purpose of SACs
- SAC Responsibilities and Duties
- SAC Composition
- Unified Improvement Planning
- Budget
- Discussion
- Additional Resources
Connecting at your Table

At your table, please introduce yourself and discuss the following:

- Why do you want to serve on your School Accountability committee?
- What do you believe is the most important priority for SACs to focus on?
Senate Bill 13-193: Increasing Parent Involvement in Schools

• Solicit parent participation on school and district accountability committees, including parents that represent the student population.
• Incorporate strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools).
• Each school district board of education shall adopt a district policy for increasing and supporting parent engagement in the public and charter schools of the district.
• Districts shall identify a family partnership point of contact for family engagement training and resources.
Why SACs?

Spirit of SAC

The purpose of the SAC is to inform, encourage and provide opportunities for parent and community members to be involved in the planning and evaluation of the school’s instructional program and quality improvement processes.

SACs are advisory committees – not governing bodies.
SAC Responsibilities (per DCSD SAC Bylaws)

Include, but are not limited to:

1. To **advise** the Principal concerning the preparation of the Unified Improvement Plan (UIP) with goals and objectives for the improvement of education in the school.

2. To **recommend** to the principal its priorities for spending school monies.

3. Meet at least quarterly to discuss:
   a. Whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable
   b. Safety issues relative to the school environment.
   c. Community concerns and input.
SAC Responsibilities (per DCSD SAC Bylaws)

4. **Gather and provide information** to the principal and DAC on the needs or concerns of the school’s community.

5. When a school has been placed on a priority improvement or turnaround plan, the SAC shall **advise the principal** concerning the preparation of such plan, and submit recommendations concerning the content.

6. Report, at least annually, to the community and the Board of Education, on the educational performance of the school and provide data for the appraisal of such performance.

7. **Provide input and recommendations on an advisory basis** to District Accountability Committee and district administration concerning:
   a. Principal development plans; and
   b. Principal evaluations
8. Perform such other duties and responsibilities as may be required by Board policy and comply with Superintendent policies and directives.

9. Actively increase parental engagement in the school by, at a minimum; publicizing and soliciting opportunities to serve on the SAC; assisting with the implementation of the district’s parent engagement policy; and encouraging parent-teacher interaction.
POP QUIZ -- Which of the Following are Responsibilities of a SAC?

a. Personnel issues, including hiring or evaluation of individual staff members.
b. Individual student discipline issues.
c. Any issue dealing with a specific student, staff member, or parent.
d. All of the Above
e. None of the Above
POP QUIZ -- Which of the Following are Responsibilities of a SAC?

a. Personnel issues, including hiring or evaluation of individual staff members.

b. Individual student discipline issues.

c. Any issue dealing with a specific student, staff member, or parent.

d. All of the Above

e. None of the Above
SAC Composition: (per DCSD SAC Bylaws)

There shall be at least seven voting members as follows:

1. **Principal** – The principal of the school or the principal’s designee.

2. **Teacher** – One teacher who provides instruction at the school.

3. **At least three parents or legal guardians** – Three parents or legal guardians of students enrolled in the school to make the membership as representative as possible of all groups attending the school (Special Education, Gifted and Talented, free or reduced lunches, ELL, traditionally underserved populations, etc.)

4. **PTS Adult** – One adult member of an organization of parents, teachers, and students (PTS) recognized by the school. If the school does not have a recognized PTS organization, a fourth parent or legal guardian of a student enrolled in the school is elected to the SAC by a majority vote of the parent community.
SAC Composition: (per DCSD SAC Bylaws)

There shall be at least seven voting members as follows:

5. **Community** – One person from the community not otherwise included above. “Community” is defined broadly to mean lives or is involved in business or industry within feeder boundaries.

6. **Additional Parent or Legal Guardian Voting Members** – at the option of the Principal, additional voting members may be selected by a simple majority vote of the above voting members.

No more than three voting members (the principal, the teacher rep, and one other) may be employed by the District or be relatives of an employee of the District.
Training and Resources

https://www.dcsdk12.org/parents__students/family_resources/school_accountability_committees
SCHOOL ACCOUNTABILITY COMMITTEE
Regional Training
Unified Improvement Planning
Accountability

Improvement Planning

The Education Accountability Act of 2009 (SB 09-163) requires each Colorado school to create and submit an annual improvement plan.

The Colorado Department of Education has developed a unified improvement planning (UIP) template and processes to support schools and districts in their performance management efforts. The UIP template has been designed to meet state, federal, and program accountability requirements.

Source: Colorado Department of Education
§ 22-11-402. School accountability committee - powers and duties

• To advise the principal of the school concerning the preparation of a school plan and to submit recommendations to the principal concerning the contents of the plan.

• To meet at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's plan.
KEYS FOR SUCCESS

- Unified Improvement Planning should be a **collaborative** process between school staff and the School Accountability Committee (SAC)

<table>
<thead>
<tr>
<th>School Leadership Role</th>
<th>School Accountability Committee Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review and explain school performance data</td>
<td>• Participate in performance data discussions</td>
</tr>
<tr>
<td>• Update SAC on school priorities and plan implementation</td>
<td>• Provide feedback to school leadership regarding the school’s plan</td>
</tr>
<tr>
<td>• Solicit feedback from SAC on plan</td>
<td></td>
</tr>
</tbody>
</table>
KEYS TO SUCCESSFUL UIP PROCESS

• Clear and consistent communication regarding:
  – School performance data
  – Progress on implementation of current plan
  – Action steps

• Provide opportunities for regular, two-way, and meaningful dialogue on plan

• Focus on student growth and achievement
KEYS TO SUCCESSFUL ENGAGEMENT

• Apply research (and laws) to practice, focusing on student success.
  – Do what works, consistently.

• Share knowledge and responsibility.
  – Use two-way communication.
  – Partner actively and equitably.

• Use data to make decisions.
  – Be strategic and intentional.
  – Action plan, based on what exists and what is needed.
  – Continuously improve.

• Source: SACPIE Best Practices
QUESTIONS TO START THE CONVERSATION REGARDING UNIFIED IMPROVEMENT PLANNING:

• What is our current school performance?

• Are there patterns in the performance framework data? (Achievement, Growth or Postsecondary Workforce Readiness)

• What is the school currently working on?

• What are the future plans?
School UIP are expected to portray actions at the **appropriate** level of **scope** and **intensity** depending on the specific school’s **plan type** assignment.

*In particular, schools assigned with a **Priority Improvement** or **Turnaround** Plan must select major improvement strategies that will result in **dramatic** outcomes for students.*

- Source: CDE Accountability Handbook
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>● <em>Preliminary</em> School and District Performance Plans Issued and Shared</td>
</tr>
<tr>
<td>October - March</td>
<td>● Data collection and analysis of programs</td>
</tr>
<tr>
<td></td>
<td>● Review status of current plan</td>
</tr>
<tr>
<td>December</td>
<td>● School Performance Plans <strong>Finalized</strong></td>
</tr>
<tr>
<td>November - March</td>
<td>● Review data and develop/revise plan</td>
</tr>
<tr>
<td>April 15</td>
<td>● Public Posting of submitted Plan</td>
</tr>
</tbody>
</table>
FLEXIBILITY IN UIP SUBMISSION

• **HB 16-1440** – provides flexibility for all schools to submit UIP biennially (every other year) for schools with a Performance Plan Type.

<table>
<thead>
<tr>
<th>Plan Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Plan: Low Participation</td>
</tr>
</tbody>
</table>

• How should schools and districts handle Accountability Committee expectations when submitting biennially?

Accountability Committee expectations still stand (e.g., SAC quarterly monitoring of plan implementation), although committees would not need to provide recommendations on the UIP until the plan is being updated for public posting.

• Source: Colorado Department of Education
At your table, please discuss the following:

• What are some steps you can take to increase communication?
School performance data is available online on the Colorado Department of Education website.

For specific questions about your school’s performance, please contact your school leadership team.
UNIFIED IMPROVEMENT PLANNING RESOURCES

• Colorado Department of Education – UIP homepage
• UIP Supporting Resources
• Performance Framework Changes
• HB 16-1440 – Flexibility in UIP Submission
• Superintendent and Principal Integrated Timeline
• School Performance Framework Resources
• UIP School Quality Criteria Rubric- (PDF)
SCHOOL ACCOUNTABILITY COMMITTEE

SAC Regional Training

Budget
Each school district accountability committee has the following powers and duties:

(a) To recommend to its local school board priorities for spending school district moneys. Whenever the school district accountability committee recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district. The local school board shall consider the school district accountability committee's recommendations in adopting the school district budget for each fiscal year pursuant to article 44 of this title.
## SAC BUDGET RESPONSIBILITIES – PRACTICE IN DCSD

<table>
<thead>
<tr>
<th>Role of SAC</th>
<th>Role of Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give advice concerning budget priorities (BOE Resolution regarding Priorities for Board Committees signed 8.20.19)</td>
<td>Budget owner for Site-Based Budget (SBB)</td>
</tr>
<tr>
<td>Opportunity to review copy of SBB with principal</td>
<td>Determine staffing needs and hire all positions within school</td>
</tr>
<tr>
<td>Opportunity to provide recommendations on use of school carry over (savings)</td>
<td>Manage spend to maximize purchasing power and generate carry over</td>
</tr>
<tr>
<td>Opportunity to provide recommendations on discretionary budget decisions</td>
<td>Run financial reports and meet with Business Services department</td>
</tr>
</tbody>
</table>
• Discretionary – allocated to the school per student or by another student count driven formula, but able to be spent at the discretion of the school community
  • Used for staffing and operations
  • Discretionary operations eligible to carry over

• Non-Discretionary – allocated by a District department for a prescribed use either per pupil or through staffing requirements, not able to be spent at the discretion of the school community
  • Typically related to State requirements
  • Not eligible to carry over
## SBB DECISIONS – WHAT CAN THE SAC RECOMMEND?

<table>
<thead>
<tr>
<th>Examples of Budget Decisions SAC May Recommend to Change</th>
<th>Examples of Budget Decisions SAC May NOT Recommend to Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class sizes and student to staff ratios</td>
<td>Hiring decisions for all positions</td>
</tr>
<tr>
<td>Electives/Specials positions to staff</td>
<td>Counselor positions to staff</td>
</tr>
<tr>
<td>Amount to dedicate to classroom supplies and instructional materials</td>
<td>Special Education and English Second Language teacher positions to staff</td>
</tr>
<tr>
<td>Priorities for capital equipment purchases and building modifications</td>
<td>Curriculum and staff professional development selections</td>
</tr>
</tbody>
</table>
ADDITIONAL DCSD BUDGET RESOURCES

2019-2020 Adopted Financial Plan and Budget:

2018-2019 Adopted Budget Book:

2017-2018 School Carry Over Summary:
SCHOOL ACCOUNTABILITY COMMITTEE

SAC Regional Training Discussion
Discussion

Questions for our discussion:

• What are some keys to a successful, collaborative SAC?

• What advice would you SAC?
Contact Information

DCSD School Accountability Committee Liaison

Matt Reynolds
Chief Assessment and Data Officer
mjreynolds@dcsdk12.org
303-387-0137

DCSD Parent and Family Engagement Liaison

Stacy Rader
Communications Officer
srrader@dcsdk12.org
303-387-0128
Thank you again for volunteering to serve as a member of your School Accountability Committee.