

**COLORADO**  
Department of Education

## School and District Accountability Committees

---

---

---

---

---

---

---

### Session Objectives

Participants Will:

- Learn the composition and basic responsibilities of SACs and DACs.
- Discuss strategies to recruit, prepare, and sustain productive participation on SACs and DACs.
- Understand how to collaborate with key stakeholders.
- Plan next steps.

---

---

---

---

---


---

---

Introduction  
Activity

### Discussion Dice

1. Roll the dice.
2. Add the two numbers.
3. Answer the corresponding question to the number you rolled.



---

---

---

---



---

---

---

### Link to Achievement

- Academic Press
  - Clear content
  - High expectations
  - Accountability for performance
- Social Support
  - Strong social ties with adults in and out of school
- Results when Both are Present
  - Four times yearly growth in math
  - Three times yearly growth in English


---

---

---

---

---

---

---

---

### Research: TELL Survey

- On the Colorado TELL Survey, the teaching condition with the strongest connection to high student achievement and growth is:  
  
*Community Support and Involvement*  
  
...whether parents/guardians in the community are engaged, influential, and supportive of teachers and schools – across all school levels. This finding has been found in 2009, 2011, 2013!

(New Teacher Center, 2014)




---

---

---

---


---

---

---

---

### Committee Composition and Responsibilities




---

---

---

---

---

---

---

---

## Senate Bill 13-193 Increasing Parent Involvement in Public Schools

- Solicit parent participation on school and district accountability committees (SACs and DACs), 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.




---

---

---

---

---

---

---

## Committee Composition

### DAC Composition

- At least three parents of students enrolled in the district
- At least one teacher employed by the district
- At least one school administrator employed by the district
- At least one person involved in business in the community within the district boundaries

### SAC Composition

- The principal or the principal's 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 a PTSA
- At least one community member




---

---

---

---

---

---

---

## SAC Responsibilities

### Include but are not limited to:

- Making recommendations to the principal concerning priorities for spending school funds.
- Making recommendations concerning the preparation of the school's Unified Improvement Plan.
- Assisting the district in implementing at the school level the district's parent engagement policy.
- Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.
- Publicizing opportunities to serve and solicit parents to serve on the SAC.




---

---

---

---

---


---

---

## DAC Responsibilities

Include but are not limited to:

- Making recommendations to the local school board priorities for spending school district moneys.
- Making recommendations concerning the preparation of the district's Unified Improvement Plan.
- Assisting the district in implementing the district's parent engagement policy
- Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' REAP plans, Individual Career and Academic Plans, and plans to address habitual truancy.
- Publicizing opportunities to serve and solicit parents to serve on the DAC.




---

---

---

---

---

---


---

---

Activity #1

## Accountability Committee Inventory

1. Look at the list of SAC or DAC responsibilities.
2. Discuss with your tablemates which responsibilities your SAC or DAC do well and which need improvements.
3. Identify next steps.




---

---

---

---

---

---

---

---

## Committee Participation

Recruitment, Preparation, and Sustainability




---

---

---

---

---

---

---

---

## Preparing for Partnerships National Standards

Welcoming All Families  
Communicating Effectively  
Supporting Student Success  
Speaking Up for Every Child  
Sharing Power  
Collaborating with the Community




---

---

---

---

---

---

---

## Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

- Create a welcome climate.
- Build a respectful, inclusive school community.

### Meet the Challenge

Create opportunities for families, staff, and administrators to develop personal relationships.




---

---

---

---

---

---

---

## Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

- Share information between school and families.
- Communication should be two-way and on-going.

### Meet the Challenge

Provide information in a language and format that is easy for families to understand and access.




---

---

---

---

---

---

---

## Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Share information about student progress.
- Support learning by engaging families.

### Meet the Challenge

Develop families' capacity to strengthen learning at home, including through interactive homework assignments.




---

---

---

---

---

---

---

---

Discussion  
Question

How have you seen  
Standards 1-3 in  
action in your district?

Welcoming All Families  
Communicating Effectively  
Supporting Student Success




---

---

---

---

---

---

---

---

## Speaking up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Understand how the school system works.
- Empower families to support their own and other children's success in school.

### Meet the Challenge

Ensure that families are aware that federal and state laws mandate that schools involve and inform families.




---

---

---

---

---

---

---

---

## Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- Strengthen the families' voice in shared decision-making.
- Build families social and political connections.

### Meet the Challenge

Include family leaders from all racial, ethnic, socioeconomic, and other groups in the school.




---

---

---

---

---

---

---

---

## Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

- Connect the school with community resources.
- Have the school give back to the community.

### Meet the Challenge

Establish ways for the school to give back to the community.




---

---

---

---

---

---

---

---

Discussion  
Question

**How have you seen  
Standards 4-6 in  
action in your district?**

Speaking Up for Every Child  
Sharing Power  
Collaborating with the Community




---

---

---

---

---

---

---

---

## Accountability Committee Recruitment

- Recognize starting points
  - Current strengths
  - Current challenges
- Identify who should participate
- Partner with PTA, PTO, other parent-teacher council or other groups to identify potential parent and teacher leaders
- Solicit input from teachers and other school staff
- Identify a recruitment process
  - Elections
  - Appointments
  - Job descriptions
- Other ideas?




---

---

---

---

---

---

---

---

## Preparing Family and Teacher Leaders

- Provide committee members support and resources to do their work
  - Give families honest and timely information about budgets, policies, and student achievement
  - Conduct training for committee members
  - Partner with parent associations and councils to solicit feedback from other families and staff
  - Make sure that school or district officials take committee recommendations seriously
- "...such committees are worth the effort only if administrators take them seriously" (Beyond the Bake Sale, p. 190)




---

---

---

---

---

---

---

---

## Accountability Committee Sustainability

- Welcome everyone.
- Accommodate all members.
- Discuss and settle on protocols.
- Set and stick to clear, precise agendas.
- Facilitate, don't dictate.
- Other ideas?




---

---

---

---

---

---


---

---



### Other Promising Practices Voices from the Field

- Provide a specific job description of the roles, responsibilities, time frame, norms.
- Offer opportunities to work in subcommittees which have specific responsibilities
- Spend time team building, getting to know each other, sharing strengths and challenges.
- Share inviting and easily understood information in multiple formats - website, tweets, facebook, print, etc.
- Have mentors to coach and support new members.
- Be patient—team building takes time!




---

---

---

---

---


---

---

---

Discussion  
Question

**Discuss recruitment and preparation strategies you have in place or would like to have in place for your accountability committees.**




---

---

---

---


---

---

---

---

## Collaboration Strategies




---

---

---

---

---

---

---


---

### Collaboration WHY?

- Solicit different opinions
- Get buy-in
- Distribute Leadership

**"If you want to go fast, go alone.  
If you want to go far, go together."**

-African Proverb




---

---

---

---

---

---

---

---

### Collaboration WHO? and HOW?

▪ Families	▪ Purpose
▪ School Staff	▪ Audience
▪ Community Members	▪ Content
▪ Local School Board	▪ Understandability
▪ School Administration	▪ Accessibility
▪ District Administration	▪ Frequency
▪ Others?	




---

---

---

---

---

---

---

---

### Research on Action Teams for Partnerships

- ⊕ **ATPs that meet regularly and replace departing members have higher quality partnership programs.** (Boggs, 1998; Fuchs, 1999; Van Blommestein, 2000; Boggs & Van Blommestein, 2004; Himmelfarb, 2007; Fuchs, 2008; Fuchs & Himmelfarb, 2011)
- ⊕ **ATPs that divide into subcommittees rather than work only as a whole team report higher quality partnership programs.** (Himmelfarb, 2007; Himmelfarb & Boggs, 2010)
- ⊕ **Principals' strong support of the ATP and stable team leadership are related to higher quality partnership programs.** (Van Blommestein, 2000; Fuchs & Himmelfarb, 2011)




---

---

---

---

---


---

---

---

## Promising Practice Recommendations

- Create Bylaws
- Customize an Accountability Handbook
- Maintain Accurate Information on School or District Website:
  - Meeting dates
  - Agendas
  - Minutes
  - Contact information
- Communicate regularly with partners
- Other ideas?




---

---

---

---

---

---

---

---

## Work Time




---

---

---

---

---

---

---

---

## Contact Information

**Darcy Hutchins**  
 Family Partnership Director  
[hutchins\\_d@cde.state.co.us](mailto:hutchins_d@cde.state.co.us)

**SACPIE**  
<http://www.cde.state.co.us/SACPIE/>




---

---

---

---

---

---

---

---