



Discover a World of Opportunity™

DISTRICT  
ACCOUNTABILITY  
COMMITTEE  
HANDBOOK 2021-2022

## Table of Contents

|  |    |
|--|----|
| WELCOME TO THE DISTRICT ACCOUNTABILITY COMMITTEE (DAC)!                | 2  |
| VISION   | 3  |
| DPS SHARED CORE VALUES   | 3  |
| CORE BELIEFS   | 3  |
| QUICK FACTS ABOUT DENVER PUBLIC SCHOOLS*                               | 4  |
| DENVER PUBLIC SCHOOLS POLICY FOR THE DISTRICT ACCOUNTABILITY COMMITTEE | 5  |
| ROLES AND RESPONSIBILITIES   | 8  |
| DAC BYLAWS   | 9  |
| DAC PUBLIC FILES   | 12 |
| DENVER PUBLIC SCHOOLS BUDGET PLANNING                                  | 13 |
| UNIFIED IMPROVEMENT PLANS  | 14 |
| REFERENCE LINKS FOR DAC MEMBERS  | 15 |
| GLOSSARY OF TERMS  | 16 |

# WELCOME TO THE DISTRICT ACCOUNTABILITY COMMITTEE (DAC)!

As a member of the DAC you are an integral part of the district accountability process. The DAC is responsible for ensuring that school budgets, spending, safety and academic performance is the best it can be. Your duties as a DAC member center on the following areas: budget priorities, school improvement plans, charter school applications and other matters outlined in state statute.

Of course, other items may be brought to the DAC and can be addressed by the Committee as needed.

This Handbook is designed to assist you in carrying out the duties associated with your position. This Handbook is not exhaustive and you are encouraged to seek out other sources if you need additional information. A list of helpful websites is included in the manual and is a good starting point for further investigation. If you are new to the area of education, you will hear a lot of terminology with which you are unfamiliar. Included in this manual is a list of frequently used terms and their meaning for your reference. Again, if you have any questions please ask.

Thank you for volunteering your time and energy to making our district a leader in education. Your efforts are appreciated and a critical part of the accountability process.



## VISION

Every Child Succeeds

## DPS SHARED CORE VALUES

**Students First:** We put our kids' needs at the forefront of everything we do.

**Integrity:** We tell the truth, and we keep our promises.

**Equity:** We celebrate our diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all our kids.

**Collaboration:** Together as a team, we think, we work and we create in order to reach our goals.

**Accountability:** We take responsibility for our individual and collective commitments, we grow from success, and we learn from failure.

**Fun:** We celebrate the joy in our work and foster in our students a joy and passion for learning to last their whole lives.

## CORE BELIEFS

Our Core Beliefs build upon the Shared Core Values and drive how we prioritize our efforts and resources and determine how we measure our success. We affirm that:

- **Every child has talent and potential.** It is up to us to challenge and support each child with a rigorous, well-rounded and culturally relevant education.
- **Our diversity is a community treasure, and equity is the core of our mission.** We commit to building a culture that embraces the unique identity and potential of every child. • **We can and will eliminate the opportunity gap that leads to achievement gaps.** We must remove school-based barriers to success, focus on accountability and invest resources early to target, support and challenge the students with the most need.
- **We must dramatically accelerate the progress we've made by investing more in what is working and embracing innovation.** By providing a 21st century education, we will empower our students to graduate from high school prepared to thrive in college, career and life.
- **Every family deserves choice and access to high quality schools in their neighborhood.** We commit to providing excellent schools throughout the district.
- **Our kids need all of us—educators, families, community partners and staff—and together, we are Team DPS.** We must empower our families and be united in embracing transparency, proactive communication and strategies for improvement.

# **QUICK FACTS ABOUT DENVER PUBLIC SCHOOLS\***

**90,296 STUDENTS (based on October Count 2020 data)**

## **LANGUAGES**

- More than 200 languages spoken in DPS
- 24,285 or 27.49% Multilingual Learners
- 20,333 or 23.02% Spanish Speaking Students

## **DEMOGRAPHICS (based on October Count 2020 data)**

- 52.4% Latino
- 25.6% White
- 13.8% African American
- 3.2% Asian
- .7% American Indian
- 4% Other

**61.73% FREE/REDUCED LUNCH ELIGIBLE (based on October Count 2020 data)**

NOTE: The most recent graduation data we have is from 2019-20 and is provided below. We will not have official 20-21 graduation rates from the CDE until January 2022.

**19-20 ON-TIME GRADUATION RATE: 74.6%**

**19-20 ON-TIME COMPLETION RATE: 76.4%**

# DENVER PUBLIC SCHOOLS POLICY FOR THE DISTRICT ACCOUNTABILITY COMMITTEE

In accordance with C.R.S. §22-11-301(a), the Board shall appoint a District Accountability Committee (DAC).

The DAC shall serve as an advisory committee to the Board on matters such as budget priorities, school improvement plans, charter school applications and other matters outlined in state statute or identified by the Board and/or Superintendent.

## **Adoption of Regulations**

The Superintendent or a designee shall develop such procedures as may be needed for the implementation of this policy so long as such procedures are consistent with Board policies.

The following procedures are developed for the implementation of School Board Policy BDFG – District Accountability Committee. These procedures are designed to be consistent with the general purpose and principles outlined in Policy BDFG, as well as consistent with federal and state statutes, and local ordinances.

## **Membership**

The DAC shall consist of:

- at least three parents of current DPS students
- at least one teacher employed by the District
- at least one school administrator employed by the District; and
- at least one person who is involved in business in the community within the District's boundaries.

A person may not serve in more than one of the required membership roles on the DAC in a single term. A person who is employed by the District or related to a District employee shall not be eligible to serve as a parent on the DAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father.

If, however, the Board makes a good faith effort and is unable to identify a sufficient number of people who meet these criteria, a person may serve on the DAC and also be employed by the District or related to a District employee.

To the extent practicable, the DAC shall represent a cross-section of the community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

## **Appointment of Members**

The Superintendent and Board members will seek applications for membership and recommend members to serve on the DAC. From these recommendations, the President of the Board will nominate members to serve on the DAC who meet the above membership criteria.

In nominating members to the DAC, the President of the Board shall ensure, to the extent practicable, that:

- at least two members appointed reside in each geographic district
- at least one of the parents appointed resides in each geographic district
- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents appointed is a parent of a student enrolled in a district school that is a charter school authorized by the Board; and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

Should there be a vacancy on the DAC, the President of the Board shall have the authority to appoint interim members, who will serve as full members on the DAC until such time as the Board votes to appoint members.

The DAC shall select a parent representative to serve as chair or co-chair.

Members of the DAC shall serve terms of 2 years (however, in order to avoid having the terms of all members expire at the same time, up to 50 percent of the members initially appointed shall be appointed for a one-year term) and shall be eligible for reappointment. The chair or co-chairs of the DAC shall serve terms of one year and shall be eligible for reappointment.

The DAC shall establish a schedule of meetings and adopt general rules for its operation, which shall be provided to the Board Office.

### **Duties**

The DAC shall have the following duties:

**Budget Priorities:** The DAC shall recommend to the Board priorities for spending district moneys. When it makes such recommendations, it shall make reasonable efforts to consult in a substantive manner with the school accountability committees in the district. The Board shall consider such recommendations in adopting the district budget for each fiscal year. C.R.S. 22-11-302(1)(a).

**District performance, improvement, priority improvement, and turnaround plans:** The DAC shall advise the Board concerning the preparation of, and annually submit to the Board recommendations regarding the contents of a district performance, improvement, priority improvement, or turnaround plan, whichever is required based on the district's accreditation category. In advising and preparing the recommendations, the DAC shall make reasonable efforts to consult in a substantive manner with the school accountability committees. C.R.S. 22-11-302(1)(b).

**Compilation and submission of school plans:** The DAC shall compile and submit to the Board the school performance, improvement, priority improvement, and turnaround plans submitted by the school accountability committees. C.R.S. 22-11-302(1)(b).

**Review of charter school applications:** Charter school applications shall be reviewed by the DAC prior to consideration by the Board as provided in section 22-30.5-107(1). C.R.S. 22-11-302(1)(c).

**Recommendations to principals concerning assessments as it concerns teacher evaluations:**

The DAC shall provide input and recommendations on an advisory basis to principals

concerning the development and use of assessment tools used for the purpose of measuring and evaluating student academic growth as it relates to teacher evaluations. C.R.S. 22-11-302(1)(d).

**Areas of study beyond those specified in statute:** The Board and the DAC shall, at least annually, cooperatively determine the areas and issues that the DAC shall study and concerning which the DAC may make recommendations to the Board. C.R.S. 22-11-302(2).

**Consultation regarding the District safe school plan:** This DAC and the school accountability committees shall provide advice concerning the adoption, implementation, review, and revision of the district's safe school plan. C.R.S.22-32-109.1(2).

**Composition of District accountability charter review committee:** For the purposes of reviewing a charter school application, the DAC shall include at least one person with a demonstrated knowledge of charter schools, and one parent of a child enrolled in a charter school in the District. C.R.S. 22-30.5-107(1.5).

**Adoption and/or revision of District content standards:** The DAC shall provide input and recommendations concerning the adoption and/or revision of the district content standards. C.R.S. 22-7-407.

**Consultation regarding applications to waive state law:** The DAC shall meet with the Board to consult regarding the Board's intent to submit to the Statue Board of Education any waivers of state rules or statute pursuant to C.R.S. 22-2-117(2) and/or to submit a school innovation plan pursuant to C.R.S. 22-32.5-101 et seq.

## ROLES AND RESPONSIBILITIES

The **Colorado Department of Education** (Department) is responsible for providing high-quality information to a variety of stakeholders about school and district performance. The Department evaluates the performance of all public schools, all districts and the state using a set of common Performance Indicators. The Department also accredits districts and provides support and assistance to districts in evaluating the district's and the district's schools' performance results so districts and schools can use that information to inform improvement planning.

The **Colorado State Board of Education** (State Board) is responsible for entering into accreditation contracts with local school boards and directing local school boards regarding the types of plans the district's schools shall implement.

**Local school boards** are responsible for accrediting their schools and for overseeing the academic programs offering by their schools to meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators (achievement, growth, closing gaps, and postsecondary/workforce readiness). Local school boards also are responsible for creating, adopting and implementing a Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required by the Department, and ensuring that their schools create, adopt and implement the type of plan

required by the State Board.

**District leaders** are responsible for overseeing the academic programs offering by their district's schools to meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators. They play a key role in the creation, adoption, and implementation of their district's Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board, as well as in reviewing their schools' Performance, Improvement, Priority Improvement or Turnaround plans. They also have a key role in recommending to the school board the accreditation category of each district school.

**District Accountability Committees** are responsible for making recommendations to their local school boards concerning priorities for spending districts funds, making recommendations concerning the preparation of the district's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), and cooperatively determining other areas and issues to address and make recommendations upon.

**School leaders** are responsible for overseeing the academic programs offering by their school to meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators. They also play a key role in the creation, adoption, and implementation of a school's Performance, Improvement, Priority Improvement or Turnaround plan, whichever is required by the State Board.

**School Accountability Committees** are responsible for making recommendations to their principal concerning priorities for spending school funds, making recommendations concerning the preparation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), and meeting at least quarterly to discuss implementation of the school's plan and other progress pertinent to the school's accreditation contract with the local school board.

## DAC BYLAWS

### ARTICLE I - DAC

- 1.1 **Mission.** The mission of the DAC is to assist in the improvement of Denver Public Schools by advising the Board of Education on the adequacy and cost effectiveness of educational programs and policies.
- 1.2 **Goal.** The goal of the DAC is to provide the Board of Education with unbiased, objective, and soundly based recommendations on the matters specified for its consideration under the state statutes<sup>1</sup> and DPS Board Policies<sup>2</sup> and on other matters of importance to the education of the students in Denver Public Schools.

### ARTICLE II - MEMBERSHIP

- 2.1 **Members.** The DAC 's membership shall be appointed by Denver Public School Board.  
The DAC shall consist of:
  - at least three parents of current DPS students

- at least one teacher employed by the District
- at least one school administrator employed by the District; and
  - at least one person who is involved in business in the community within the District's boundaries.

In nominating members to the DAC, the President of the DPS Board shall ensure, to the extent practicable, that:

- at least two members appointed reside in each geographic district
- at least one of the parents appointed resides in each geographic district
- the parents appointed reflect the student populations significantly represented within the district • at least one of the parents appointed is a parent of a student enrolled in a district school that is a charter school authorized by the Board; and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

2.2 **Term.** Members shall serve two year terms, and may be reappointed in subsequent years by the DPS Board. To avoid all terms expiring at the same time, some reappointments may be for one year.

2.3 **Records.** The DAC shall maintain a record of membership, including membership attendance at DAC meetings and meeting minutes.

2.4 **Attendance.** Three consecutive unexcused absences from regular DAC meetings during a year shall result in a notice to the member of a scheduled vote on termination of membership at the next regular meeting. A majority vote for termination by attending members shall be required for termination. The terminated member may be reappointed by the President of the DPS Board upon request of the terminated member. Regular attendance is expected. In the event a member cannot attend a meeting, he or she is encouraged to contact a member of the Executive Committee.

2.5 **Duties.** DAC members shall participate on one or more of the standing and ad hoc committees.

<sup>1</sup> C.R.S. 22-11-301. "School district accountability committees – creation – membership" C.R.S.. 22-11-302 (2014) "School district accountability committee – powers and duties" C.R.S. 22-11-304. "Accredited with improvement plan - school district or institute - plan contents – adoption"

<sup>2</sup> Denver Public Schools "Procedures for District Accountability Committee", Document BDFG-R

### ARTICLE III – MEETINGS

3.1 **Meetings.** Regular meetings of the DAC shall be held monthly, except in July and December, at a time and place determined by the DAC. Special meetings of the DAC for any purpose may be called by the Chairpersons, Executive Committee, or on the request of ten members of DAC. All regular and special meetings of the DAC shall be open to the public.

3.2 **Notice.** Notice stating the day, hour and place of a meeting, and in the case of a special meeting, the purpose of the meeting, shall be delivered by mail or email, to the membership not less than five calendar days prior to the meeting.

3.3 **Quorum.** Thirty percent of the members of the DAC shall constitute a quorum for the transaction of business at all meetings of the DAC. Unless a member in attendance challenges the existence of a quorum during the meeting, it shall be presumed that a quorum is present.

3.4 **Voting.** The act of the majority of the DAC members present at a meeting at which a quorum is present shall be the act of the DAC. Only members present at a meeting may cast votes. 3.5 **Voting Electronically.** The District Accountability Committee may initiate at a regular meeting

the authorization of a special vote on a report by email and phone following the close of the meeting. The authorization of such special vote shall require the assent of a majority of the DAC membership in attendance. Only those members present at the meeting where the action is taken may vote on the report or issue by email or phone.

#### **ARTICLE IV - OFFICERS**

4.1 **Officers.** The officers of the DAC shall be the elected chairpersons, co-chairpersons, and secretary. One of the chairpersons must be a parent with a student enrolled in the District. 4.2 **Duties.** A chairperson shall preside at all meetings of the DAC. A co-chairperson shall preside at DAC meetings in the absence of the chairpersons or the inability of the chairpersons to act. The secretary shall take minutes of all DAC meetings.

4.3 **Qualifications.** The chairpersons and co-chairpersons shall not be employees of Denver Public Schools. The members of the DAC shall select from among the parent representatives a member to serve as chair and co-chair of the DAC.

4.4 **Term.** The chair and co-chair shall serve one-year terms, and with the approval of the DAC, shall be eligible for reappointment.

4.5 **Election.** The election of officers shall be held annually at the regular meeting of the DAC in September and shall take office at the next regularly scheduled meeting. Additional nominations for officers may be accepted from the floor at the meeting with the consent of the nominee.

4.6 **Vacancies.** Any vacancy occurring during the term of an officer will be filled by the majority vote of the DAC members present at a regular or special DAC meeting. The officer shall be appointed for the un-expired term of his/her predecessor in office.

#### **ARTICLE V - COMMITTEES**

5.1 **Executive Committee.** The Executive Committee shall be comprised of the DAC officers. The Executive Committee will direct the affairs of the DAC including setting the agenda for the regular monthly meeting.

5.2 **Standing Committees.** Standing committees shall be formed to carry out the statutory school district directed duties of DAC, including, but not limited to, making recommendations relative to the prioritization of expenditures of school district moneys, advising on the district school unified improvement plan, reviewing charter school applications and reviewing innovative schools waver applications. Standing committee membership shall be open to all DAC members. Standing committees shall elect a chairperson from among their membership to preside over meetings of the committee. Participation on the committee will be a matter of public record.

5.3 **Ad Hoc Committees.** The DAC may form one-time ad hoc committees to address additional matters as requested by the DPS Board, as stipulated in state statute<sup>3</sup> and Board policy<sup>2</sup>. The term of the committees shall be for a set period, after which the committee shall be dissolved. Committee membership shall be open. Participation on the committee will be a matter of public record.

#### **ARTICLE VI - OTHER MATTERS**

6.1 **Parliamentary Authority.** The rules contained in the current edition of Roberts Rules of Order (Newly Revised) shall govern the regular and special meetings of the DAC unless they are inconsistent with the laws of the State of Colorado, Board policy, or these bylaws.

6.2 **Actions and Recommendations by the DAC.** No public action or recommendation made on behalf of the DAC, or in the name of DAC, directly or indirectly, expressed or implied by any member, officer or committee of the DAC may be made without the consent of the DAC and

shall be reported to the DAC.

**6.3 Amendments.** The bylaws of the DAC may be amended by an affirmative vote of two thirds of the DAC members present at any regular meeting or special meeting called for that purpose. DAC members shall be given notice of a proposed amendment of the bylaws at least ten calendar days prior to the meeting at which the proposed amendment will be considered.

Bylaws were adopted at a regular meeting of the Denver Public Schools District Accountability Committee (District DAC) on May 25, 2015.

Signed by: \_\_\_\_\_  
Secretary, Denver Public Schools District Accountability Committee

<sup>3</sup> C.R.S.. 22-11-302 (2014) "School district accountability committee – powers and duties"

## DAC PUBLIC FILES

Information on DAC meetings must be made available to the public. In order to ensure that the information reaches a wide range of people, the District should have data available on its website. The following are suggestions for what should be included:

At a minimum the following should be available on the website:

- List of names for DAC members
- List and contact information for the DAC Chairperson
- List of proposed meetings dates and locations for the current school year
- Agendas for all meetings
- Approved meetings minutes
- Copy of the DAC by-laws

<http://board.dpsk12.org/district-accountability-committee/>

## DENVER PUBLIC SCHOOLS BUDGET PLANNING

Guided by the tenets of The Denver Plan, DPS has become the fastest growing urban school district in the country in terms of enrollment, and is the fastest-growing large school district in Colorado in terms of academic growth. As of the 2013-2014 school year, DPS is the largest school district in Colorado. DPS is committed to establishing Denver as a national leader in student achievement, high school graduation, and college and career readiness. Achievement of this mission requires an intentional alignment of resources across a multitude of funding sources. As part of our commitment to fiscal transparency and the most effective use of resources, the District has developed *Budget for Success: A Guide to Understanding Denver Public Schools' Budget*. The purpose of the guide is to provide an overview of how the district receives funding and how that funding is allocated. It is our hope that after reading the guide you will

have a better understanding of how dollars align to the vision of “Every Child Succeeds”.

The guide can be located here: [https://financialservices.dpsk12.org/wp-content/uploads/sites/23/DPS\\_CitizensGuide\\_final\\_web.pdf](https://financialservices.dpsk12.org/wp-content/uploads/sites/23/DPS_CitizensGuide_final_web.pdf)

## UNIFIED IMPROVEMENT PLANS

Schools can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. The UIP template is designed to support schools in their performance management efforts. The Education Accountability Act of 2009 requires that each Colorado school create an annual improvement plan. To view school UIPs, [please visit CDE's site](#).

## REFERENCE LINKS FOR DAC MEMBERS

Colorado Department of Education (CDE) Homepage: <http://www.cde.state.co.us/>

Colorado Growth Model Data & Accountability page:  
<http://www.cde.state.co.us/schoolview/coloradogrowthmodel>

CDE Accountability, Performance and Support page: <http://www.cde.state.co.us/Accountability>

CDE District and School Performance Frameworks page:  
<http://www.cde.state.co.us/Accountability/PerformanceFrameworks>

CDE Fact Sheets and FAQs page: <http://www.cde.state.co.us/communications/factsheetsandfaqs>

CDE Unified Improvement Planning Overview page: <http://www.cde.state.co.us/uiip/uiipoverview>

Colorado Department of Education public school funding page:

<http://www.cde.state.co.us/cdefinance>

CDE Colorado Academic Standards page:  
<http://www.cde.state.co.us/standardsandinstruction/coloradostandards>

### **Denver Public Schools Website Links:**

Board of Education Home page: <http://board.dpsk12.org/>

Denver Plan 2020 page: <http://denverplan.dpsk12.org/>

District Accountability Committee page:

<http://board.dpsk12.org/district-accountability-committee/> District School Performance

Framework page: <http://spf.dpsk12.org/>

School Budget Guidance Manual – Outlines the Student Based Budgeting Methodology and provides guidance to school leaders on the use of SBB funds:

<http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/31/financial%20services/resource%20center/guidelines%20and%20job%20aids/budget/2017-18%20Budget%20Guidance%20Manual%20Final.pdf>

FY2017-18 Adopted Budget: <https://financialservices.dpsk12.org/wp-content/uploads/sites/23/FY18-Adopted-Budget-Final.pdf>

## GLOSSARY OF TERMS

**Academic Achievement:** A proficiency score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level. Academic Achievement is one of four performance indicators used to evaluate schools and districts in Colorado.

**Academic Growth:** For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. The Colorado Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, mathematics and English language proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping. Academic growth is one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth.

**Academic Growth Gaps:** Academic growth gaps is a Performance Framework indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners, and low-proficiency students. Academic Growth Gaps constitute one of four statewide performance indicators used to evaluate schools and districts in Colorado. This indicator contains measures of both normative and adequate growth for student disaggregated groups.

**ACCESS for ELLs:** ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELLs). It was administered in Colorado for the first time in 2013. The assessment measures student achievement in reading, writing, speaking and listening comprehension standards, specifically. The results are used for ESEA, Title III Accountability (AMAOs 1 and 2) and in the state performance frameworks (for academic growth).

**Accountability Committees:** All public schools are required to have a school-level accountability committee (SAC) made up of parents, school employees and community members. The SAC advises the school administration concerning budgets, curriculum, accountability issues and improvement strategies, among other topics. Districts are also required to have a district-level committee (DAC) to make recommendations to the district Board of Education.

**Accreditation Category:** A state measurement rating a school district’s overall academic performance based on four performance indicators.

**Accreditation Contract:** An annual contract between the State Board of Education and a local school board of education delineating the goals and requirements for the school district over the course of the contract. Mandatory inclusions in the contract are set forth in statute and SBE rules.

**Achievement Level:** Descriptions of score levels on an assessment, using ranges of scores, separated by cut points. On the TCAP tests, for example, the four achievement levels are: Unsatisfactory, Partially Proficient, Proficient and Advanced. The cut scores associated with these four achievement levels are different for each content area and grade.

**Adequate Growth:** A growth level (student growth percentile) sufficient for a student to reach an

achievement level of proficient or advanced, in a subject area (reading, writing and math), within one, two, or three years or by 10th grade; whichever comes first. The performance framework reports the median adequate growth rate for a school or district. This number is the growth level sufficient for the typical or median student in that district, school, or other disaggregated group to reach a performance level of proficient or advanced, in a subject area (reading, writing and math), within one, two or three years, or by 10th grade; whichever comes first. For English language proficiency growth for 2014, adequate growth is defined as advancing one level in one year for students at level 1, 2 and 3 on ACCESS. For students at level 4, the expectation is for them to make enough growth to reach level 5 in 2 years.

**Assessed Valuation:** The value of a home, plot of land, or other piece of property which is used as the basis for tax collection.

**At-Risk Enrollment:** To describe a number of different subgroups of students whose typical academic performance is less than the median or average. Often this describes students in school determined to be eligible to participate in the Free Lunch Program under the National School Lunch Act.

**Baseline:** The initial value of a metric against which future values are compared to determine if progress is being made towards goals.

**Charter School:** Independently operated public schools that are governed by an independent Board of Directors. All charter schools are accountable to the DPS Board of Education and to the same academic performance standards as district-managed schools. Charter schools have flexibility to design their own educational programs and school-based policies. Some charter schools serve a neighborhood boundary or give priority to students who live within a designated area.

**Charter School Institute (CSI):** An independent state agency created by the General Assembly in 2004 to authorize charter schools as an alternative to obtaining authorization from a school district.

**Colorado Alternate Assessment (CoAlt):** Colorado Alternate: the standards-based assessment used to measure academic content knowledge for students with significant cognitive disabilities. The CoAlt is given in the same content areas and grades as the TCAP. These assessments were first administered in 2012.

**Colorado Growth Model:** The Colorado Growth Model is both: (a) a statistical model to calculate each student's progress on state assessments. (b) a computer-based data visualization tool for displaying student, school, and district results over the internet.

**Colorado Measures of Academic Success (CMAS):** The Colorado Measures of Academic Success (CMAS) are the state's new assessment created to measure the Colorado Academic Standards. They included in the Colorado developed Science and Social Studies assessments and the PARCC developed English Language Arts and Math assessments.

**Common Core State Standards (CCSS):** The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school leaders, and experts to provide a clear and consistent framework to prepare our children

for college and the workforce.

**Disaggregated Group:** A demographic subset of students. Colorado reports student academic growth, on the performance framework reports, for five historically disadvantaged student disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners; and for students scoring below proficient. For federal accountability, data is disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.

**District Performance Framework:** The framework with which the state evaluates the level to which districts meet the state's expectations, for attainment on the performance indicators, and makes an accreditation level determination. The district's results on the district performance framework are summarized in the district performance framework report.

**Drop-Out Rate:** The drop-out rate reflects the percentage of all students enrolled in grades 7-12 who leave school during a single school year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year, without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. District Performance Frameworks use the grades 7-12 rate. School Performance Frameworks only include dropout rate at the high school level, and use the rate for grades 9-12.

**English Language Acquisition (ELA):** The English Language Acquisition (ELA) Program is designed to teach students who speak languages other than English how to understand, speak, read and write in English. The program is also designed to help other students whose language skills are hindering their academic progress because a language other than English is spoken in the home.

**English Language Learners (ELL):** Students who are not fluent in English. Children are identified as English language learners because their parents have said that they speak a language other than English and do not speak English well or at all. An objective assessment of the child's language skills in English also indicates that the child is not proficient in English. A student may also be identified as an English language learner if oral English is good, but reading and writing skills in English are not.

**FELL:** Former English Language Learner. Students that have been formally exited from an English language development program.

**Fluent English Proficient (FEP):** This is the highest of three English language proficiency designations for English language learners. Students at this level are able to understand and communicate effectively with various audiences, on a wide range of familiar and new topics, to meet social and academic demands in English. They are able to score comparably, in content areas, to native speakers, but may still need some linguistic support.

**Framework Points:** The point values schools or districts can earn on each performance indicator included in the school or district performance framework. Framework points define the relative weighting of each of the performance indicators, within the overall framework. They can be directly understood as

percentage weights of the indicators when the school or district has data on all four indicators. For elementary and middle level schools only, the framework points possible are: 25 points for Academic Achievement, 50 for Academic Growth and 25 for Academic Growth Gaps. For schools with high school levels and districts, the framework points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps and 35 for Postsecondary and Workforce Readiness. When a school or district does not have sufficient data to allow the calculation of a score on a particular performance indicator, the remaining indicators are still used, but their weighted contributions change.

**Framework Score:** The sum of the framework points a school or district earns on all of the performance indicators on the school or district performance framework. The framework score determines a school's plan type or a district's accreditation category.

**Free/Reduced Lunch (FRL):** Referring to students who qualify for free or reduced lunch through the federal school lunch program administered through the United States Department of Agriculture. This designation also is used as a measure of poverty and also is used to determine a schools' eligibility for Title I supplemental funding.

**Fund Balance:** In accordance with Generally Accepted Accounting Principles, the term fund balance refers to the difference between assets and liabilities under the modified accrual basis of accounting for governmental funds.

**Funded Pupil Count:** The funded pupil count is defined as the district's "on-line pupil count" plus the district's Colorado Preschool Program Pupil Count plus the district's Supplemental Kindergarten Enrollment (.08 of the Kindergarten headcount), plus the district's ASCENT program pupil enrollment, plus the higher of current year enrollment or the average of 2, 3, 4, or 5 years enrollment.

**Gifted & Talented:** In Denver Public Schools, "gifted and talented children" means those students whose demonstrated abilities, talents and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. These students perform, or show the potential of performing, at remarkably high levels in intellectual, specific academic or creative areas when compared with others of their age and experience.

**Graduation Rate:** Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010. This current formula is a change from how graduation rates were

reported prior to 2010 rates. With the old calculation, students who took longer than four years to graduate were factored into the formula. To ensure that districts and schools are credited for their efforts to ensure that all students are college and career ready upon graduation, which at times means taking longer than four years to graduate, Colorado also uses the new calculation to report 5-year, 6-year and 7-year graduation rates. For accountability purposes, districts/schools are credited with the highest of these rates. On the 1-year 2014 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year

graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate. On the 3-year 2014 District and School Performance Framework report, districts/schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For the 1-year and 3-year District and School Performance Framework reports, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

**Growth:** For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time. The Colorado Growth Model describes how much growth a student has made, relative to his/her “academic peers”, by providing a student growth percentile in reading, writing, mathematics and English language proficiency. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that group. Academic growth is one of four performance indicators used to evaluate schools and districts in Colorado. On the Performance Frameworks, this academic growth indicator contains measures of both normative and adequate growth. The performance frameworks provide both normative and criterion-referenced (growth to a proficiency standard) measures of growth. The performance framework reports summarize growth for a school, district, or student disaggregated group using the median of the student growth percentiles of the school, district, or student group. It then evaluates if that growth rate is sufficient for the typical or median student in a district, school, or other disaggregated group to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years, or by 10th grade, whichever comes first.

**Improvement Plan:** Senate Bill 09-163 (The Educational Accountability Act of 2009) requires all schools and districts, in Colorado, to implement one of four types of plans: a Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan. Elementary and middle schools that earn at least 47% but less than 59% of their framework points, on the school performance framework, will be assigned to the “Improvement Plan” category. High schools that earn at least 47% but less than 60% of their framework points, on the school performance framework report, are assigned to the “Improvement Plan” category. Improvement plans are also required for Title I schools identified as in need of improvement under ESEA. These include schools assigned a plan type of Priority Improvement or Turnaround as well as schools identified as “Focus “ or “Priority” under the State’s ESEA Flexibility Waiver. The Unified Improvement Plan template (for districts and schools) is designed to meet the requirements of SB09-163, ESEA, and the State’s ESEA Flexibility Waiver.

**Individualized Education Program (IEP):** A federally and state-required written plan for a student with a disability that is developed and reviewed in accordance with statutory and regulatory guidelines.

**Individuals with Disabilities Education Act (IDEA):** A federal law mandating that all children with disabilities have access to a free, appropriate public education in the least restrictive environment appropriate to their individual needs.

**Individual Literacy Plan (ILP):** An individualized plan for a student in kindergarten or in grades one

through three whose reading readiness or literacy and reading comprehension skills are assessed at below grade level. The plan specifies strategies for improving a student's literacy skills and remains in place until the student is reading at or above grade level.

**Innovation Schools/Innovation Districts:** Schools and districts that receive flexibility from certain state and district policies or requirements in order to attempt new or innovative educational strategies.

**LEA:** Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi- school district consortium.

**Limited English Proficient (LEP):** This is the middle of the three English proficiency designations for English language learners. LEP students are able to understand and be understood in many to most social communication situations, in English. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support.

**Mill Levy:** The rate of taxation based on dollars per thousand of assessed valuation.

**Mill Levy Override:** A school district may desire to spend more property tax revenues than authorized/required to fund its Total Program. In this event, a district must seek approval from its voters to raise and expend “override” property tax revenues via an additional mill levy.

**Model Academic Standards:** State academic standards adopted by the State Board of Education for specific academic content areas. Academic standards provide benchmarks for what students should know and be able to do in each content area at different grade levels. Under state law, each school district must adopt content standards that meet or exceed state standards.

**No Child Left Behind (NCLB) Act:** The federal law that reauthorized the Elementary and Secondary Education Act (ESEA) in 2001 and set new accountability provisions for states and school districts. Each state seeks federal approval of its state accountability plan in order to receive federal funding for NCLB programs.

**Non-English Proficient (NEP):** This is the lowest of the three English proficiency designations, for English language learners. NEP students may be just beginning to understand and respond to simple routine communication in English, or they may be beginning to have the ability to respond, with more ease, to a variety of social communication tasks.

**October Count:** Funding is based on an annual October pupil count. Each school district counts pupils in membership as of the school day nearest October 1 (the official count day).

**Participation Rate:** Percentage of students, in a school or district, taking required state assessment; including: TCAP, CoAlt, Lectura, Escritura, CMAS and ACT. On the performance framework, schools or districts that do not meet a minimum of 95% participation rate in two or more subject areas, on these required state assessments, are assigned a plan type one category lower than their framework points indicate.

**Performance Indicator:** A specific component of school or district quality. Colorado has identified four performance indicators that are used to evaluate all schools and districts in the state: student achievement, student academic growth, growth gaps, and postsecondary/workforce readiness.

**Performance Plan:** The type of plan required for those schools that already meet the state's expectations, for attainment, on the performance indicators. Elementary and middle schools that earn at least 59%, of their framework points, on the school performance framework report are assigned to the Performance plan category. High schools that earn at least 60%, of their framework points, on the school performance framework report are assigned to a Performance plan category.

**Per Pupil Revenue (PPR):** Funding to school districts is based on a per-pupil formula that calculates Total Program. Per Pupil Revenue (PPR) would be the District's Total Program funding divided by the funded pupil count of the District for said budget year.

**Postsecondary and Workforce Readiness:** The preparedness of students for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of all schools and districts in the state. This indicator includes graduation rates, the dropout rate, and Colorado ACT scores.

**Priority Improvement Plan:** One of the types of plans required for those schools that do not meet the state's performance standards. Elementary and middle schools that earn at least 37% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category. High schools that earn at least 33% but less than 47%, of their framework points, on the school performance framework report are assigned to a Priority Improvement Plan category.

**Property Taxes:** Each school district is required to impose a property tax levy to finance its Local Share of Total Program. The county assessor determines the valuation of all property located within a district's boundaries. Regardless of property type, assessed valuation is based on a percentage of the property's actual value. One mill of tax is the same as one tenth of one percent.

**Rating:** On the performance framework reports, CDE's evaluation of the extent to which the school or district has met the state's standards on the performance indicators and their component parts. The rating levels on the performance framework reports are: Does Not Meet, Approaching, Meets, and Exceeds.

**SchoolView:** An online portal that reports student achievement and school and school district performance data. On SchoolView, which may be accessed through the CDE website, the public may find the performance report, accreditation category, and school or district plans for each public school and school district in the state and the Charter School Institute.

**SASID:** State Assigned Student Identifier Number – the number that Colorado uses to identify students in public schools.

**School Performance Framework:** The framework used, by the state, to provide information to stakeholders about each school's performance based on the four key performance indicators: student

achievement, student academic growth, achievement and growth gaps, and postsecondary/workforce readiness. Schools are assigned to a type of improvement plan based on their performance across all of the indicator areas.

**School Plan Type:** The type of plan to which a school is assigned, by the state, on the school performance framework report. The school plan types are: Performance, Improvement, Priority Improvement and Turnaround. This is also the type of plan that must be adopted and implemented, for the school, by either the local board (priority improvement and turnaround) or the principal and the superintendent (performance and improvement).

**Schoolwide Plan (Title I ESEA):** A comprehensive plan required of Title I schools that operate Schoolwide Programs. This plan has 10 required components, including the need for a comprehensive needs assessment and analysis, as well as a yearly evaluation. The plan must be developed and evaluated in collaboration with parents.

**Student Based Budgeting (SBB):** Student Based Budgeting is a methodology where resources follow students and allocations are based on various per pupil amounts.

**Student Enrollment:** Refers to the actual number of students enrolled at a particular time during the year. Student enrollment can vary throughout the year as it can occur at any time and is subject to different variables.

**Student Growth Percentile:** A way of understanding a student's current TCAP scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student's progress. For example, a growth percentile of 60 in mathematics means the student's growth exceeds that of 60 percent of his/her academic peers. In other words, the student's latest score was somewhat higher than we would have expected based on past score history. Also referred to as a "growth percentile."

**Title I:** Title I is the largest federal program supporting both elementary and secondary education and is aimed to support the improvement of academic achievement of the disadvantaged. The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.

**Title II:** Title II is intended to increase student academic achievement by improving teacher and principal quality. These funds can be used to prepare, train and recruit high-quality teachers and principals capable of ensuring that all children will achieve to high standards.

**Turnaround Plan:** One of the types of plans required for those schools that do not meet state expectations for attainment on the performance indicators. Elementary and Middle schools that earn 37% or less, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. High schools that earn less than 33%, of their framework points, on the school performance framework report are assigned to a Turnaround plan category. In Colorado's state accountability system, schools that are assigned to the turnaround plan category must engage in one of the following strategies: Employ a lead turnaround partner that uses research-based strategies and has a

proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners; • Reorganize the oversight and management structure within the school to provide greater, more effective support; • Seek recognition as an innovation school or clustering with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act; • Hire a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute; • For a school that is not a charter school, convert to a charter school; • For a charter school, renegotiate and significantly restructure the charter school’s charter contract; and/or • Closing a school. • Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools under the Elementary and Secondary Education Act of 1965 and accompanying guidance (i.e., “turnaround model,” “restart model,” “school closure,” “transformation model”).

**Turnaround School:** A school that is identified as “Priority” pursuant to the State’s ESEA Flexibility Waiver and receives Title I, Sec. 1003(g) funds.

**Unified Improvement Planning:** A tool used to streamline the improvement planning components of state and federal accountability requirements.