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To: Board of Education
From: District Accountability Committee
Re: DAC Recommendations for Proposed UIP for 2024-2025
Date: Sept. 30, 2024

Good afternoon, Board of Education,

On Sept 24, 2024, the District Accountability Committee heard a presentation from Laura Costapas on the 2023-2024 Academic Growth and Achievement Report. This report continues to highlight concerns that the DAC has with academic growth and achievement of our students.

- CMAS ELA and Math results continue to be a concern for our Grade 3 – 8 students.
 - Achieving grade level expectations in ELA continues to remain below 50% for most of our students.
 - ELA growth for most of our student population decreased from last year.
 - The DAC is happy to see that CMAS math achievement and growth improved for our elementary populations. We hope that this is an indication that the new math curriculum is a positive addition to the district.
 - CMAS Math Achievement and Growth remain a concern as they continue to decrease for our middle school students.
- PSAT/SAT EBRW and Math results for our Grade 9-12 students are also a concern
 - Students achieving grade level expectations in EBRW and Math continue to remain below 50% for most of our students.
 - The EBRW and Math growth for most of our student population is a positive turn.

DAC input into the budget process for the 2024-2025 school year were the following:

- We are concerned with the proposed pause to the curriculum cycle and what impact that has in the long term, (budget is reducing this to allow for increase in other areas)
- Do we need to do an audit of SPED by an outside group before personnel are added? Are there ways this program could be improved, or efficiencies added?
- We are concerned for the outcome of salary negotiations – what are the other cuts required if salaries are higher than the 5 % budgeted?
- We are concerned that there is no plan if 5% is not sufficient.
- We are concerned about going into the 10% reserves again this year.

The following are a list of DAC's recommendations to the SSD Board of Education regarding areas of improvement we feel should be addressed this year and included in the UIP as priorities for our district.

1. Focus on grade level instruction for all students.
 - a. Strengthen Tier 1 instruction in the classroom

- b. Ensure all teachers are trained in Tier 2 and Tier 3 interventions and following a consistent protocol
 - c. Continue to strengthen accountability for teaching Colorado Academic Standards.
- 2. Focus on implementation of MTSS and scaffolding across the entire district
 - a. Strengthen the System with consistent structure and protocols across all schools
 - b. Strengthen support for improving classroom instruction and student interventions in Math and English Language Arts (ELA).
- 3. Math curriculum at the middle school level continues to be a concern
 - a. This was a concern of the DAC during the budget process and the results of the CMAS Math for SMS may point to a problem with the curriculum or its implementation.
- 4. DAC is concerned with the apparent reliance on Chromebooks for all areas of schoolwork
 - a. Should students be performing more academic work with pencil and paper and not just working on Chromebooks?
- 5. Increase staff training and parent education for Special Education (SPED). (This continues to be a DAC concern, most of this section was included in our UIP recommendations for the 2023-2024 SY)
 - a. SPED students continue to test extremely low in our district in achievement and growth. DAC recommends the district develop metrics to measure whether the interventions currently used are closing the gap as it relates to SPED students who are not meeting 50th percentile in growth target. If we are not seeing the gap decrease, what needs to change?
 - b. DAC recommends looking at the current SPED protocol to see if there are areas of improvement for identifying students with special needs earlier so that intervention for special needs students may begin as soon as possible.
 - c. DAC recommends more SPED training for teachers and staff to ensure knowledge and understanding of laws that apply to students with Individual Education Plans (IEPs).
 - d. DAC recommends helping teachers develop more knowledge and expertise in disability categories that impact SPED students in our district, such as autism, emotional disturbance, hearing impairment, specific learning disability, speech or language impairment, and developmental delay, for example.
 - e. DAC recommends more parental education for families in the following areas:
 - i. Guidance on how to request SPED testing for their students. What is the testing process and what are the qualifications?
 - ii. Guidance for parents on their role and participation in the team approach to supporting their SPED student.
 - iii. Education for parents on the types of accommodations and modifications available to SPED students and how to request them, such as requesting extended time to complete assignments or assessments and requesting text-to-speech or speech-to-text options for their student.
- 6. Co Teaching

- a. DAC is interested in exploring the results of the Co-teaching being practiced in all schools this year after the success seen with the model at UBE during the 2023-2024 SY.
 - b. DAC suggests that the reasons for the success of UBE during the 2023-2024 SY be assessed and then replicated throughout the District if possible
 - c. Has the district developed a methodology of comparing the academic results for the students under this model?
7. Looping
- a. This is an idea that the DAC would like to keep in reserve. This would be used in our elementary schools and basically means that a teacher follows their students through their elementary career.

Thank you for your time and consideration of DAC's recommendations and for the opportunity to weigh in on these important topics in support of student success in Summit School District.

Sincerely,

Milena Quirós
DAC Co-Char

Lorna Frey
DAC Co-Chair