

DISTRICT ACCOUNTABILITY COMMITTEE

2020 - 2021

Unified Improvement Plan
Recommendations



Learn Today, Lead Tomorrow

§ 22-11-302. School district accountability committee - powers and duties.

- To advise its local school board concerning preparation of, and annually submit to the local school board recommendations regarding the contents of a district plan.

STATE ACCOUNTABILITY - PERFORMANCE PLANS

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

- Each local school board that is accredited or accredited with distinction shall annually adopt a performance plan.
- Plans are designed to raise the academic performance of students on the state's performance indicators

• Source: Colorado Department of Education

PERFORMANCE INDICATORS

- The performance frameworks measure attainment on the key performance indicators identified in SB 09-163 as the measures of educational success:
 - Academic achievement
 - Academic longitudinal growth
 - Postsecondary and workforce readiness (HS only)
- State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance.

• Source: Colorado Department of Education

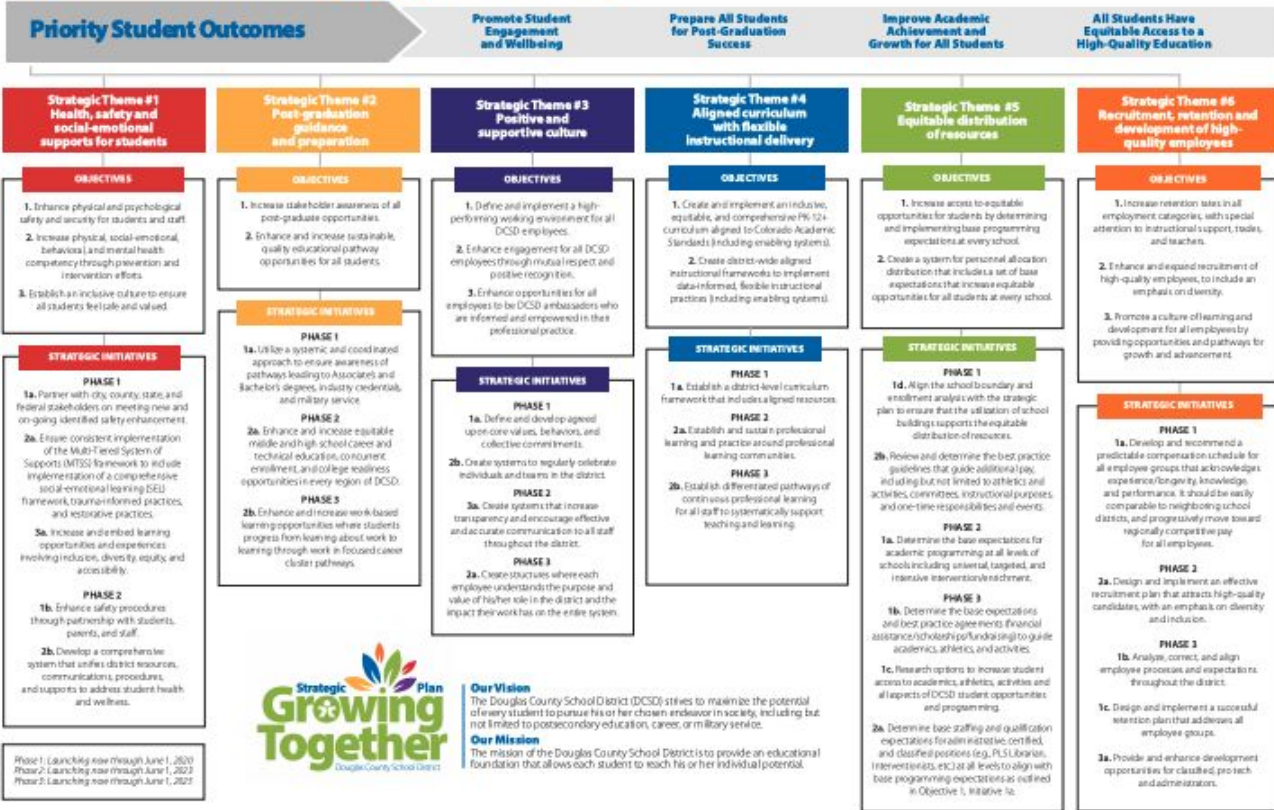
PLAN CONSIDERATIONS

- Board of Education Goals
- Strategic Plan
- Colorado Gifted Education Review
- Assessment and Accountability Pause
- READ Act Requirements
- CDE ELD Program Review
- State Board of Education Decision

DCSD BOARD OF EDUCATION GOALS

- Academic Excellence
- Outstanding Educators and Staff
- Safe, Positive Climate and Culture
- Collaborative Parent, Family, and Community Relations
- Financial Well-Being

Douglas County School District Strategic Plan Framework



Accountability Pause for the 2020-2021 School Year from CDE

In response to the evolving conditions under COVID-19, the department is pausing the state and federal accountability systems in the 2020-21 school year. On March 18, 2020 the Governor issued an Executive Order **pausing both state assessments and state accountability** to enable schools and districts to focus on providing alternative learning opportunities for students during this time. The department has also applied for and received waivers from the U.S. Department of Education to get additional flexibility on federal requirements and use of funds.

As a result, state tests, including **Colorado Measures of Academic Success (CMAS)** were **not administered** in the spring of 2020.

Source: Colorado Department of Education

State Board of Education Decision

On March 10, the State Board of Education revised the rules to make the April 2021 Unified Improvement Plan (UIP) submission for public posting optional.

- The revisions provided flexibility to districts and school to roll over their most recent plan
- Based on the recommendation from [COVID-19 Policy Implications Stakeholder Group](#).
- The permanent [timeline](#) shifts from April to October for the 2021-22 school year and beyond.
- Districts are still required to submit portions of the plan (i.e. Read Act reporting requirements)

Source: Colorado Department of Education

PRIORITY PERFORMANCE CHALLENGES

- Math and English Language Arts Achievement and Growth - Not all students and subgroups have met or exceeded state expectations
 - Gifted and Talented
 - English Language Learners
 - FRL Eligible
 - Students with Disabilities
 - READ Act Requirements
- EL Graduation Rate – 4 year graduation rate continues to be below the overall district rate
- High School Science - The DCSD's performance (and participation) for all student groups on the high school CMAS Science assessment declined last year.

Note - Per [CDE](#), 2020-21 UIPs may identify as few as one priority performance challenge, including non-academic challenges (e.g., student engagement). However, at least one PPC must focus on student academic performance.

ROOT CAUSES

- Lack of systematic, intentional implementation and alignment to the Colorado Academic Standards
- Lack of a systemic approach to Professional Learning Communities
- Lack of focus on student data (state assessments)
- Inconsistent programming practices of English Language Development
- Inconsistent implementation of prevention, intervention and acceleration models

2020 - 2021 MAJOR IMPROVEMENT STRATEGIES

- Implement and align instruction to the new Colorado Academic Standards
 - Develop and implement supports for Professional Learning Communities
- Create and implement targeted and intensive instructional frameworks to support research and evidence based strategies for students with unique needs
- Support schools with implementing a prevention-based framework that includes:
 - Academic
 - Behavior
 - Mental health
 - Health and wellness
 - Family and community engagement
- Implement DCSD Strategic Plan initiatives

ACTION STEPS

- Implement phase one initiatives from the DCSD Strategic Plan
- Provide Professional Learning Opportunities in:
 - Reviewing and implementing the new Colorado Academic Standards
 - Research and Evidence-based Strategies for Intervention and Acceleration
 - Assessment and Data Practices
 - Social Emotional Learning
 - Implementing Multi-Tiered System of Supports (MTSS) frameworks in schools
 - Professional Learning Communities
- Provide resources to support schools in reviewing and analyzing assessment data
- Evaluate and refine school supports to align with state and federal expectations including the revised Colorado Academic Standards
- Convene Curriculum Councils to review Colorado Academic Standards and identify priority learning outcomes.

Questions?