

# DISTRICT ACCOUNTABILITY COMMITTEE

2020 - 2021

Unified Improvement Plan Recommendations

# § 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

Phase 2. Counching now through June 1, 2023

Phone 5: Launching non-rivough June 1, 2025

#### Improve Academic All Students Have Equitable Access to a Promote Student Prepare All Students for Post-Graduation **Priority Student Outcomes** Achievement and Success **Growth for All Students** High-Quality Education Strategic Theme #4 StrategicTheme #1 Strategic Thame #2 Strategic Theme #6 Strategic Theme #3 Positive and Strategic Theme #5 Equitable distribution Aligned curriculum with flexible Health, safety and Post-graduation Recruitment, retention and social-emotional development of highsupportive culture instructional delivery quality employees supports for students **OBJECTIVES GRUSCTIVES OBJECTIVES OBJECTIVES** 1. Increase stake holder assurement of all 1. Create and implement an inclusive. 1. Increase access to equitable 1. Increase retention tates in all 1. Inhance physical and psychological t. Define and implement a highequitable, and comprehensive PK 124 opportunities for students by determining employment categories, with special post-graduate opportunités. performing working environment for all rafety and recurity for students and staff. and implementing base programming DCSD employees. curriculum aligned to Colorado Academic attention to instructional support itseles. 2. Enflance and increase sustainable, 2. Increase physical, social-emotional, especiations at every school. and teachers. Standards Ancluding enabling systems). quality educational pathway 2. Enhance engagement for all DCSD behavioral and mental health. 2. Create a system for personnel all ocusion employees through mutual respect and 2. Dreste district-wide aligned competency through prevention and opportunities for all students. 2. Inhance and equal recruitment of positive recognition. instructional frameworks to implement distribution that includes a set of base intervention efforts. high-quality employees, to include an data-informed, flexible instructional expectations that increase equitable 3. Establish an inclusive outture to ensure 3. Enhance opportunities for all emphasis or diversity. apportunities for all students at every school practices linelading anabling pytams). all students feet safe and valued employees to be DCSD ambassadors who 3. Promote a culture of learning and are informed and empowered in their professional practice. development for all employees by PHACE providing opportunities and pathways for STRATEGIC INITIATIVES ta. Utilize a systemic and coordinated STRATEGIC INITIATIVES STRATEGIC IMITIATIVES growth and advencement. approach to ensure awareness of pathways leading to Associate's and PHASE 1 PHIA SE 1 STRATEGIC INITIATIVES PHASE 1 Id. Align the school boundary and 1 a. Establish a district-level curriculum. Bachelor's degrees, industry credentials, ta. Partner with city county, state, and entoliment analysis with the strategic and military service. namework that includes a ligned resources STRATEGIC INITIATIVES federal stakeholders on meeting new and PHASE 1 plan to ensure that the utilization of school PHASE 2 1a. Define and develop agreed PHASE 2 on-going identified safety enhancement. buildings supports the equitable 2a. Establish and sastain professional 2a. Enhance and increase equitable PHASE 1 upon-core values, behaviors, and distribution of resources. 2a. Ensure consistent implementation middle and high school career and collective correct travels. learning and practice around professional 1a. Develop and recommend a of the Multi-Tiered System of predictable compensation schedule for technical education, manuscrilearning communities. 26. Review and determine the biez practice Supports (MTSS) farmework to include 26. Deate systems to regularly celebrate enrollment, and college readiness quidelines that quide additional pay. all employee groups that acknowledges individuals and top my in the district. PHASE 3. implementation of a comprehensive experience/longerity, knowledge. apportunities in every region of DCSD. including but not limited to athletics and 2b. Establish differentiated pathways of social-emotional learning (SEL) PHASE 2 activities, committees, instructional purposes and performance, it should be easily framework trauma-informed practices. PHASE 3 continuous professional learning comparable to neighboring school Sa. Create systems that increase and one-time responsibilities and events. For all staff to systematically support and restorative practices. 2b. Enhance and increase work based transparency and encourage effective districts, and progressively move toward teaching and learning. learning opportunities where students PHASE 2 and accurate communication to all staff regionally competitive pay Sa, increase and embed learning progress from learning about work to Ta. Determine the base expectations for opportunities and experiences throughout the district for all employees. learning through work in focused career academic programming at all levels of involving inclusion, diversity, equity, and cluster pathways. PHASE 3. schools including universal, targeted, and PHASE 2 accessibility. 2a. Creste structures where each intensive intervention/enrichment. 2s. Design and Implement an effective employee understands the purpose and PHASE 2 recruitment plan that attracts high-quality value of his/her tole in the district and the candidates, with an emphasis on diversity 1b. Enhance safety procedures: 16. Determine the base expectations inpact their work has on the entire system. and inclusion. through partnership with students. and best practice agreements financial parents, and staff. estistance/scholashi ps/fundai singi to qui di PHASE 3 agademics, athletics, and activities 2b. Develop a comprehensive 1b. Analogs correct, and align system that unifes distict ensurers. 1c. Research options to increase student employee processes and expectations. communications, procedures, access to academics, athletics, activities and throughout the district. and supports to address student health. **Our Vision** all aspects of DCSD student opportunities The Douglas County School District (DCSD) strives to maximize the potential and wellness. and program ming. Sc. Design and implement a successful of every student to pursue his or her chosen endeavor in society, including but retention plan that addresses all not limited to postsecondary education, career, or military senior. 2a. Determine base staffing and qualification employee groups. expectations for administrative, certified, The mission of the Douglas County School District is to provide an educational and classified positions (e.g. Pl St ibrarian. 1a. Provide and enhance development Phase 1: Equinching your rhysuph June 1, 2620 foundation that allows each student to reach his or her individual potential. Interventionists, etc.) at all levels to align with



opportantial for clauded protect.

and administrators.

base programming expectations as outlined

in Objective It, Initiative Ita.

## 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 <u>COVID-19 Policy Implications</u> <u>Stakeholder Group</u>.
- The permanent <u>timeline</u> 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
- <u>EL Graduation Rate</u> 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 <u>CDE</u>, 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 <u>research</u> and <u>evidence based</u> strategies for students with unique needs
- Support schools with implementing a <u>prevention-based</u> 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?