

Superintendent Reports

June 22, 2021

The logo for Douglas County School District features a stylized blue figure of a person with arms raised, positioned to the left of the text. The text 'Douglas County' is in a bold, green, sans-serif font, and 'School District' is in a smaller, green, sans-serif font below it.

**Douglas
County**
School District

Learn Today, Lead Tomorrow

**The information in this presentation
contains the most recent information
available on June 18, 2021 and
will be updated on June 22, 2021.**

Topics

1. Introduction of New Cabinet Members
2. Educational Equity and Inclusive Excellence Update
3. Parent Engagement Benchmarking
4. Preliminary End-of-Year iReady Data
5. Looking Forward: Back to School SY 2021-2022 Update

Introduction of New Cabinet Members

- Andy Abner - Deputy Superintendent
- Danelle Hiatt - Deputy Superintendent
- Sid Rundle - Special Education Services Officer
- New EDOS
 - TBD - Announce Monday, June 21
 - TBD - Announce Monday, June 21

Educational Equity and Inclusive Excellence Update

- Summer and First Quarter District Leadership Team & Principals
 - Review our entire Strategic Plan
 - Define purpose statement for Educational Equity
 - Continue to identify gaps & needs across all student groups
 - Evaluate grade level readiness
 - Continue to refine curricular alignment
 - Identify controversial topics and communicate alternative assignments options and policies
 - Make syllabi more visible to students and parents

Educational Equity and Inclusive Excellence Update

- Second Quarter Community, District Leadership and Principals
 - Systemic Process for DCSD and community
 - We are refining and reviewing to define next steps
 - Analyze Current Data and Processes for each student
- Plan for engagement with Community - Round Tables
 - Aligned with the newly adopted Educational Equity Policy
 - Educational Equity Advisory Council process and membership
 - We will facilitate engagement with community & staff quarterly
 - We are listening to all voices and will have formal processes to have round table discussions

Parent Engagement Benchmarking A Look Back (2020-2021)

- Parent University (continued partnership with Sky Ridge Medical Center)
- Special Education Parent Engagement Webinars Sidf share vision for future?
- Conexión (cohort for English Language Learners/Families)
- Town Halls
- Surveys Conducted/Feedback Requested
- DAC Member Training

Parent Engagement Benchmarking

Looking Forward (2021-2022)

Current State: New Superintendent / New Leadership / Post-COVID

Need: Align with Strategic Plan

- Develop a shared definition of parent, family and community engagement
 - Facilitated conversation with multiple stakeholders (i.e. board members, staff, school leaders, educators, parents, community members etc.) to discuss the definition of Parent, Family and Community Engagement in DCSD.
 - Darcy Hutchins from the Colorado Department of Education is willing to facilitate that discussion.
- Conduct an audit of parent and family engagement activities already taking place in DCSD and then determine where gaps exist and create a plan to address those gaps.
- Collect Parent and Family Engagement best practices from DCSD schools and share those out in a Best Practices publication (similar to what CDE does).

Parent Engagement Benchmarking Looking Forward (2021-2022)

Other Projects:

- Assist the superintendent in building relationships, meeting with parents and community members throughout the school year.
 - e.g. host community Conversations with Superintendent Wise (coffee meetings/virtual town halls), partner with Chambers of Commerce, rotaries, etc. on networking/speaking opportunities, meet with realtor groups.
- Resume Leaders for Douglas County Schools Cohort
 - Target current SAC members to grow their knowledge of DCSD and encourage participation at the district-level (i.e. Board Committees)
 - Invite 2019-2020 cohort members to attend the sessions/topics that they missed due to the pandemic
- Continue Cohort for English Language Learners (Connection/ Conexión)
- Continue Parent University
- Continue Special Education Parent Engagement Workshops
- Continue to update SAC webpage and Parent Resource Center page of DCSD website
 - Update Parent Guide and SAC Handbook
- Host District Accountability Committee member training with Dr. Darcy Hutchins (CDE)
- Explore Additional Ways to Garner Two-Way Conversations and Feedback with Community



End of Year
2020 - 2021

Data and Implementation Review

Douglas Co SD RE-1

Contents

Understand student performance this year by:

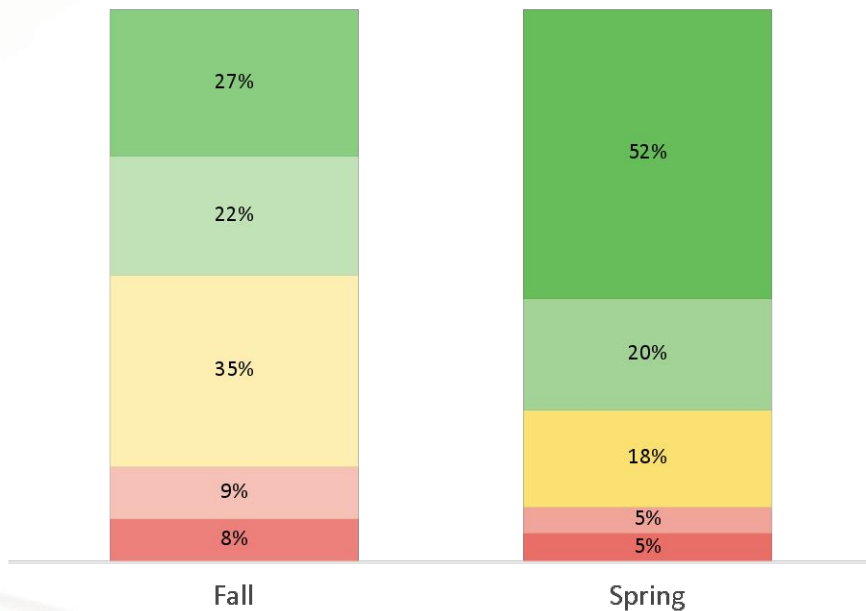
- **Comparing district Spring performance to:**
 - ✓ District Fall performance
 - ✓ District historical Spring performance
 - ✓ National and Colorado state Spring year-to-date benchmarks
 - ✓ District historical performance by domain
 - ✓ Growth
- **Fall to Spring growth (Four Quadrants)**
- **Growth across placement levels**
- **Performance by location (In-school and At-home)**
- **Performance by student group**



Reading Performance Review

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 20-21 to Spring 20-21



Mid On-Grade or Above

Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade

Students who have only partially met these grade-level expectations.

1 Grade Below

Students placed one year below grade level.

2 Grades Below

Students placed two years below grade level.

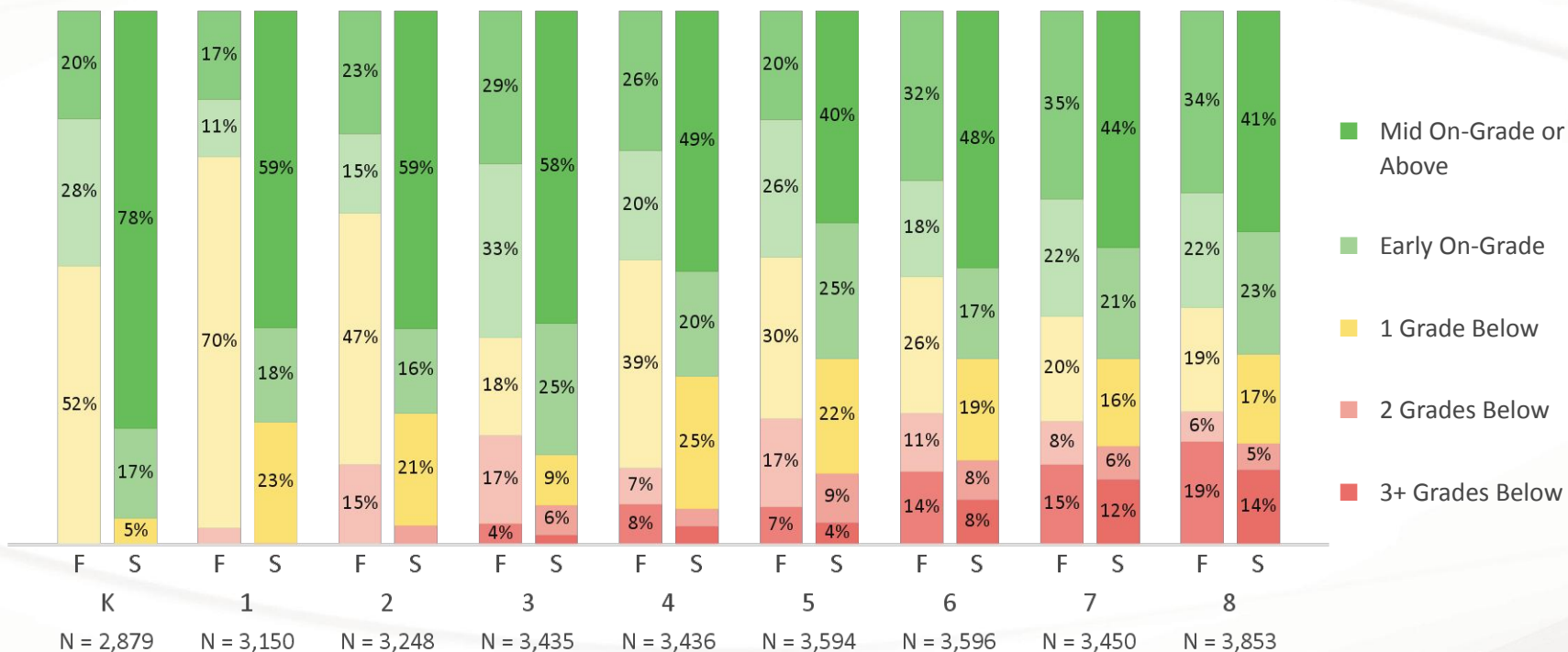
3+ Grades Below

Students placed three or more years below grade level.

N = 30,641

How Have Relative Placements Changed From Fall to Spring?

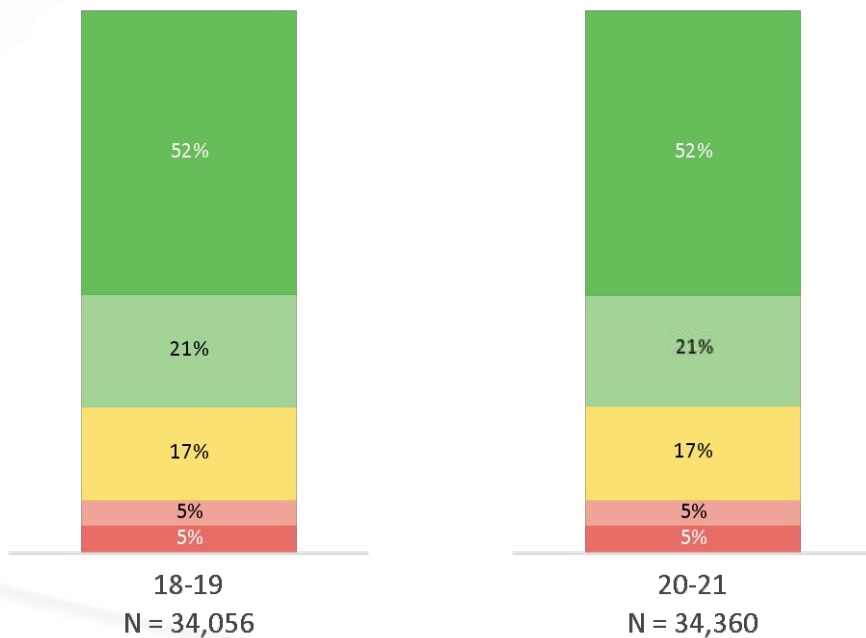
Placement Distribution, Fall 20-21 to Spring 20-21



i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 to Spring 20-21



Mid On-Grade or Above

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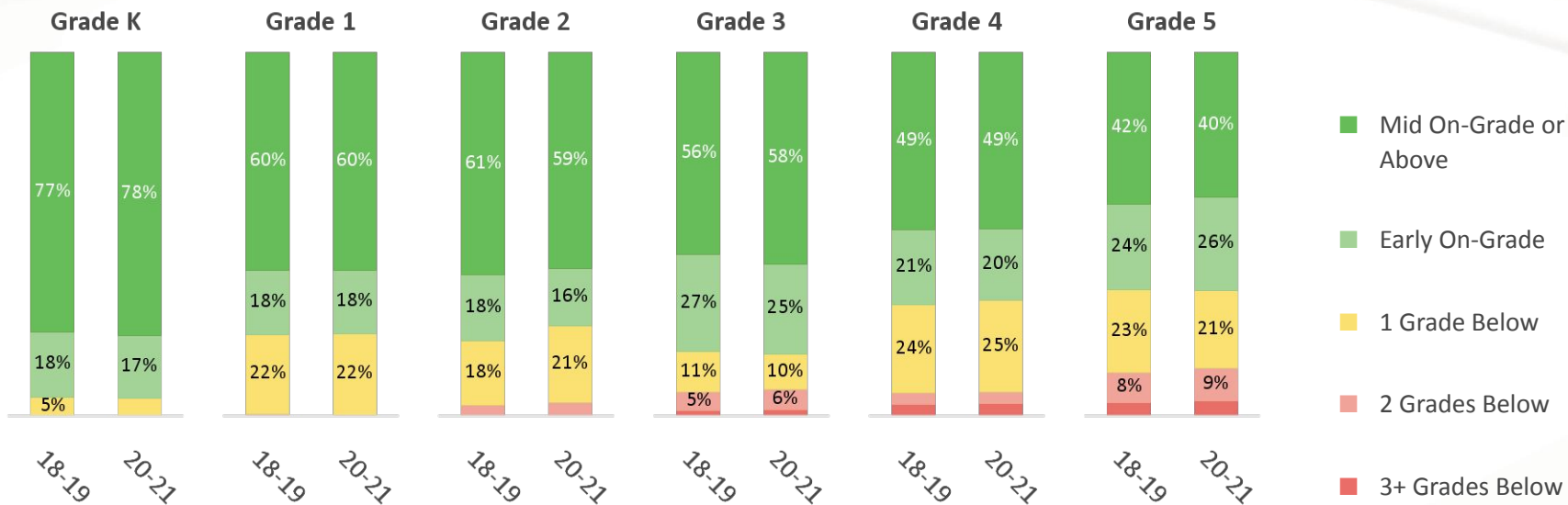
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This is a cross-sectional analysis.

How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 and Spring 20-21



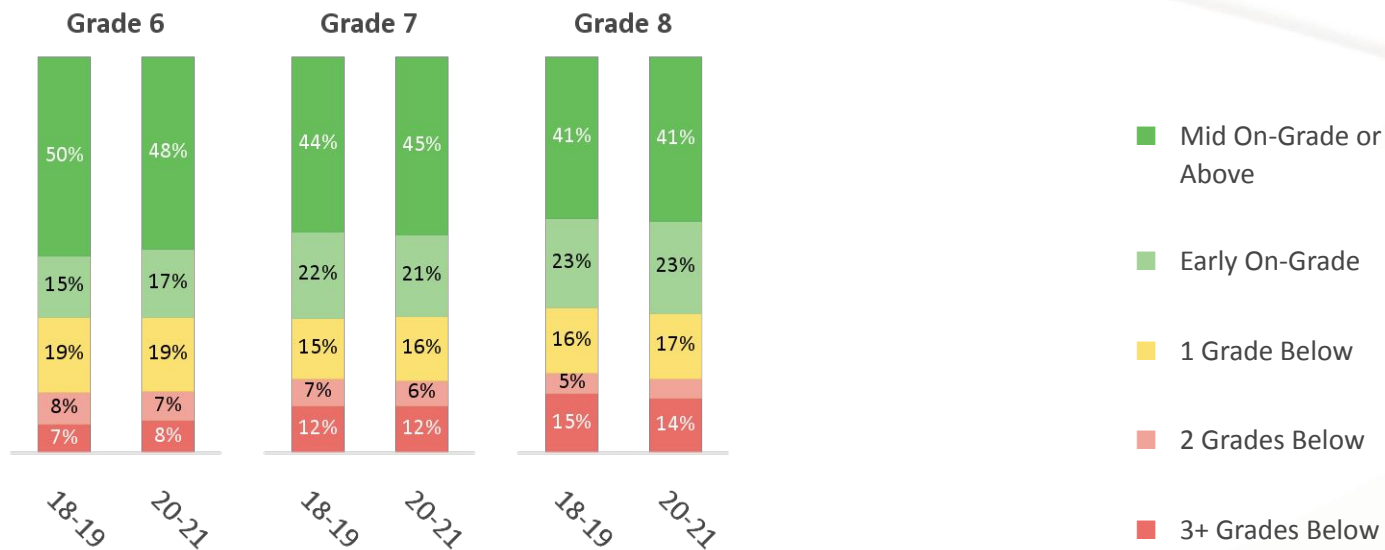
| | K | 1 | 2 | 3 | 4 | 5 |
|--------------|-------|-------|-------|-------|-------|-------|
| Spring 18-19 | 3,237 | 3,460 | 3,426 | 3,593 | 4,079 | 3,933 |
| Spring 20-21 | 3,303 | 3,537 | 3,641 | 3,839 | 3,842 | 3,958 |

This is a cross-sectional

analysis.

How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 and Spring 20-21



| | 6 | 7 | 8 |
|--------------|-------|-------|-------|
| Spring 18-19 | 4,070 | 4,114 | 4,144 |
| Spring 20-21 | 3,996 | 3,966 | 4,278 |

Who is Included in the National Benchmark Data?

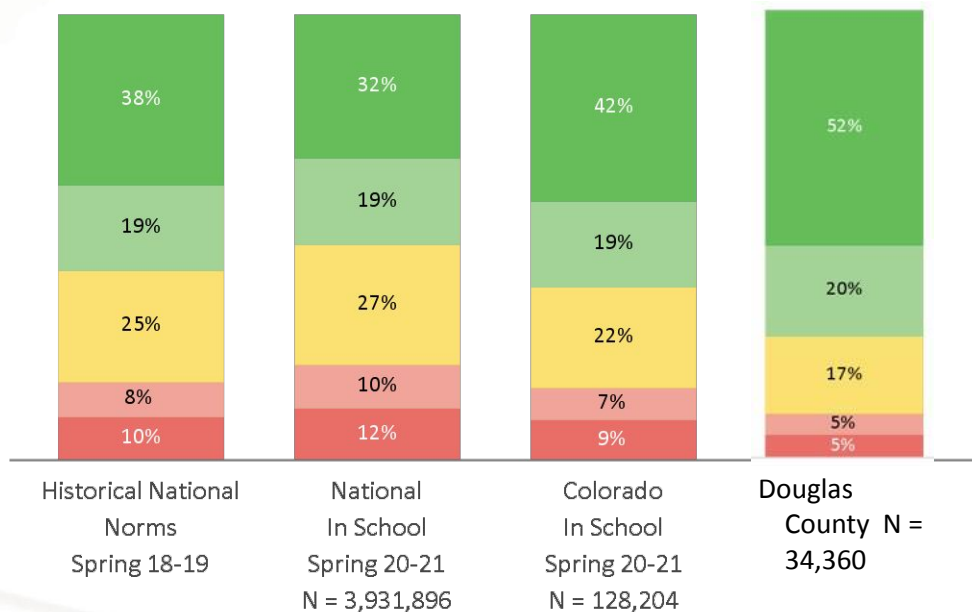
Historical National Norms Spring 18-19

The i-Ready national norms are based on nationally representative samples that reflect the makeup of the US student population along key demographic characteristics.

National and Colorado In-School Population to Date Spring 20-21

This population includes all students who completed an in-school i-Ready Diagnostic in Spring 20-21 across the nation. This information is not representative of the national population but reflects the performance of all students who completed an i-Ready Diagnostic from March 2 to May 22 and indicated that their Diagnostic was taken in school.

National Norms and Colorado Placement Distribution as of 06-06



Mid On-Grade or Above

Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

Early On-Grade

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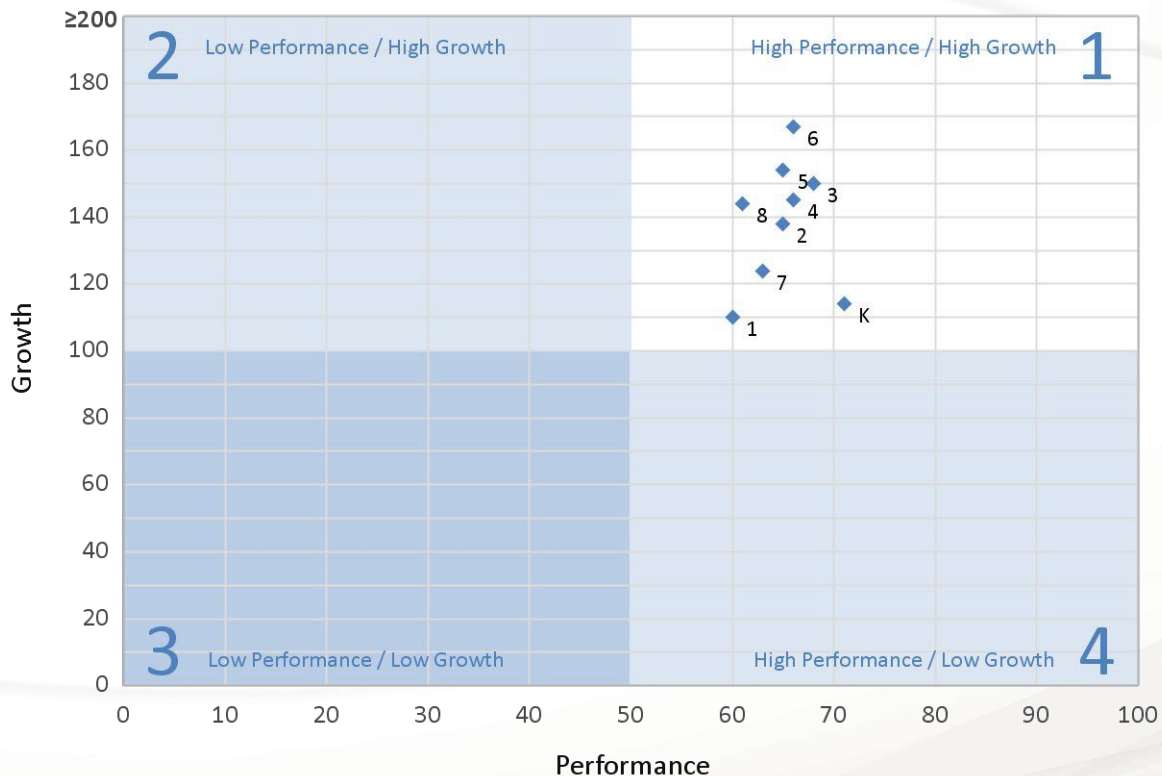
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How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth at 30 Weeks

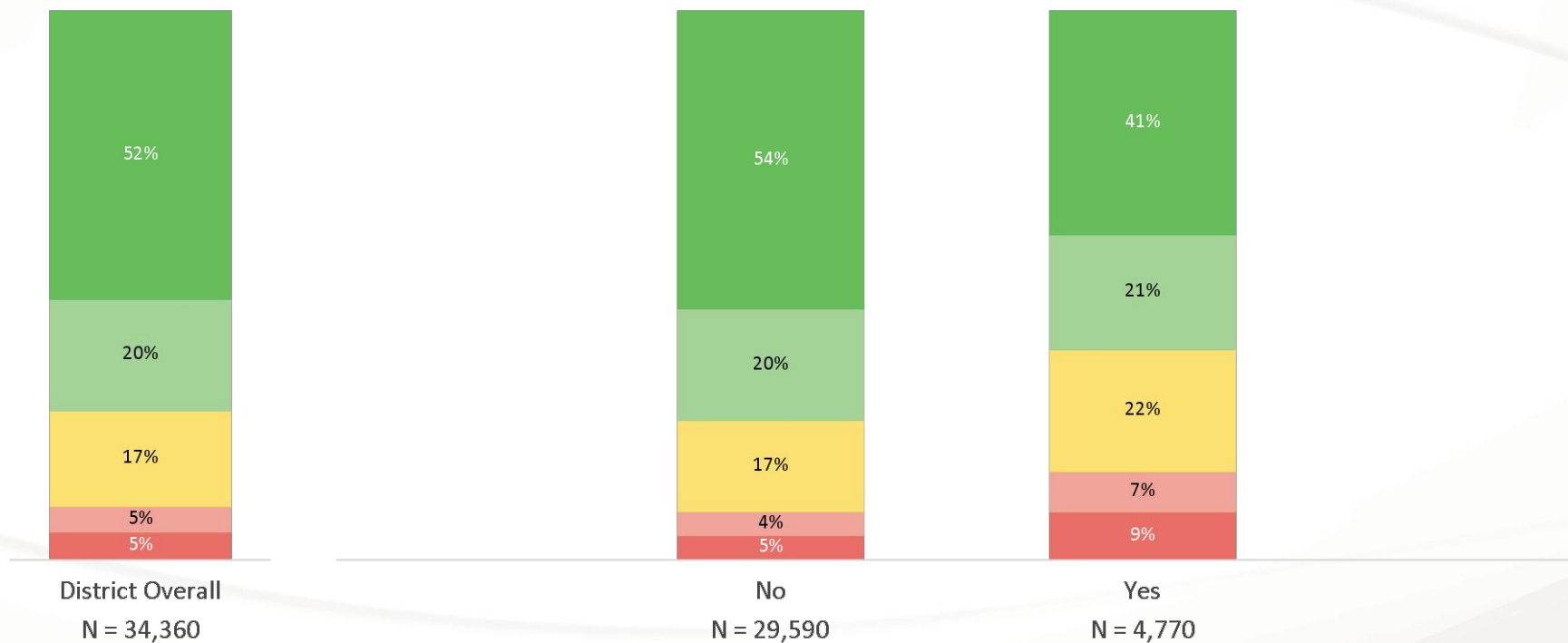
Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)

Growth Median percent of typical growth achieved, differentiated by fall placement levels



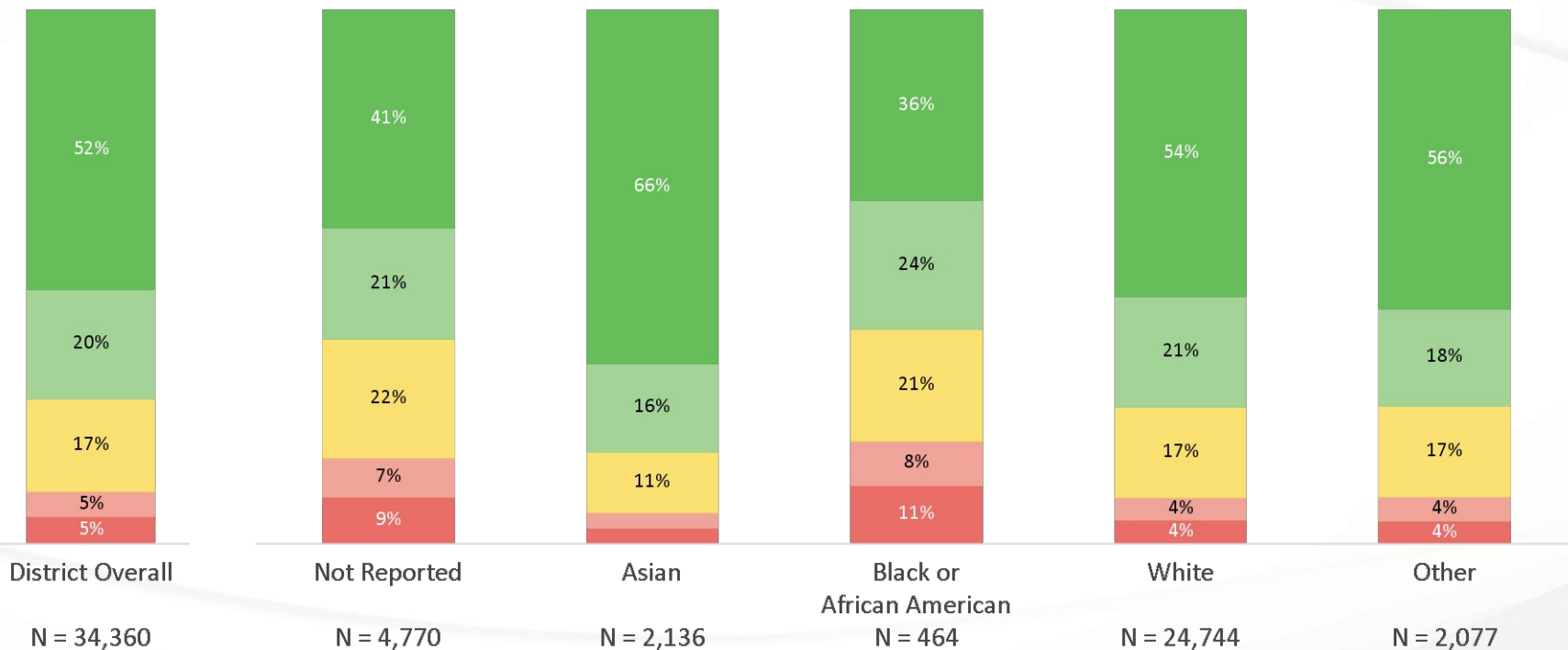
What Are the Relative Placements for Different Student Groups?

Spring Placement Distribution by Hispanic or Latino



What Are the Relative Placements for Different Student Groups?

Spring Placement Distribution by Race



How Much Did Growth Vary Across Fall Placement Levels?

Median Percent of Typical Growth Achieved by Fall Placement Level

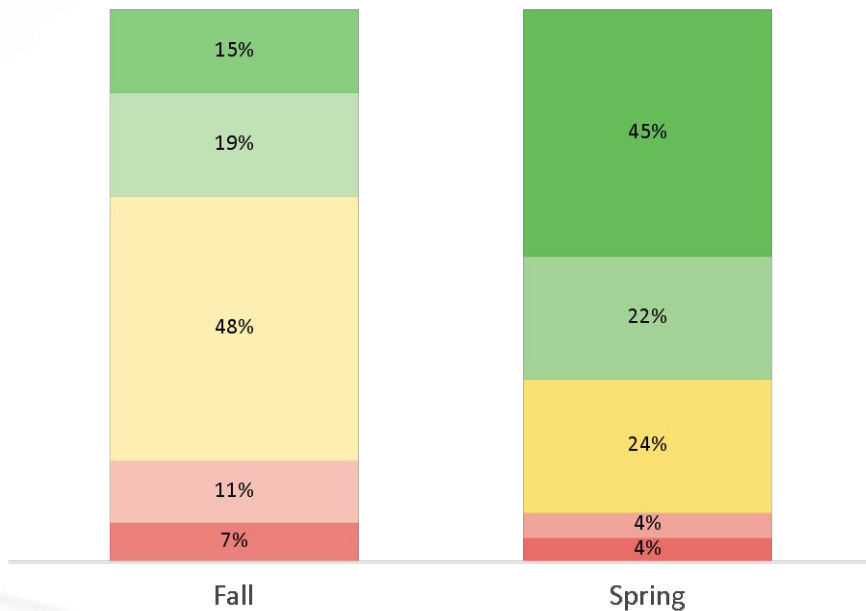
| Fall Placement Level | Statistic | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------------|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mid On-Grade or Above | Median % Typical Growth | 72% | 105% | 136% | 141% | 133% | 200% | 175% | 100% | 100% |
| | Count | 580 | 523 | 747 | 980 | 899 | 732 | 1,140 | 1,212 | 1,309 |
| | Typical Growth | 43 | 37 | 22 | 17 | 12 | 7 | 4 | 4 | 4 |
| Early On-Grade | Median % Typical Growth | 102% | 128% | 141% | 150% | 124% | 146% | 178% | 133% | 150% |
| | Count | 797 | 334 | 481 | 1,118 | 704 | 923 | 652 | 762 | 834 |
| | Typical Growth | 44 | 47 | 29 | 22 | 17 | 13 | 9 | 6 | 4 |
| 1 Grade Below | Median % Typical Growth | 127% | 108% | 146% | 162% | 150% | 150% | 158% | 120% | 122% |
| | Count | 1,502 | 2,196 | 1,529 | 633 | 1,340 | 1,087 | 918 | 679 | 750 |
| | Typical Growth | 49 | 49 | 39 | 26 | 20 | 16 | 12 | 10 | 9 |
| 2 Grades Below | Median % Typical Growth | | 131% | 111% | 152% | 183% | 148% | 179% | 150% | 200% |
| | Count | | 97 | 491 | 570 | 233 | 594 | 393 | 277 | 217 |
| | Typical Growth | | 54 | 44 | 33 | 23 | 20 | 14 | 12 | 12 |
| 3+ Grades Below | Median % Typical Growth | | | | 96% | 154% | 150% | 158% | 124% | 161% |
| | Count | | | | 134 | 260 | 258 | 493 | 520 | 743 |
| | Typical Growth | | | | 36 | 28 | 26 | 19 | 17 | 18 |



Math Performance Review

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 20-21 to Spring 20-21



N = 30,030

Mid On-Grade or Above

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Students placed one year below grade level.

2 Grades Below

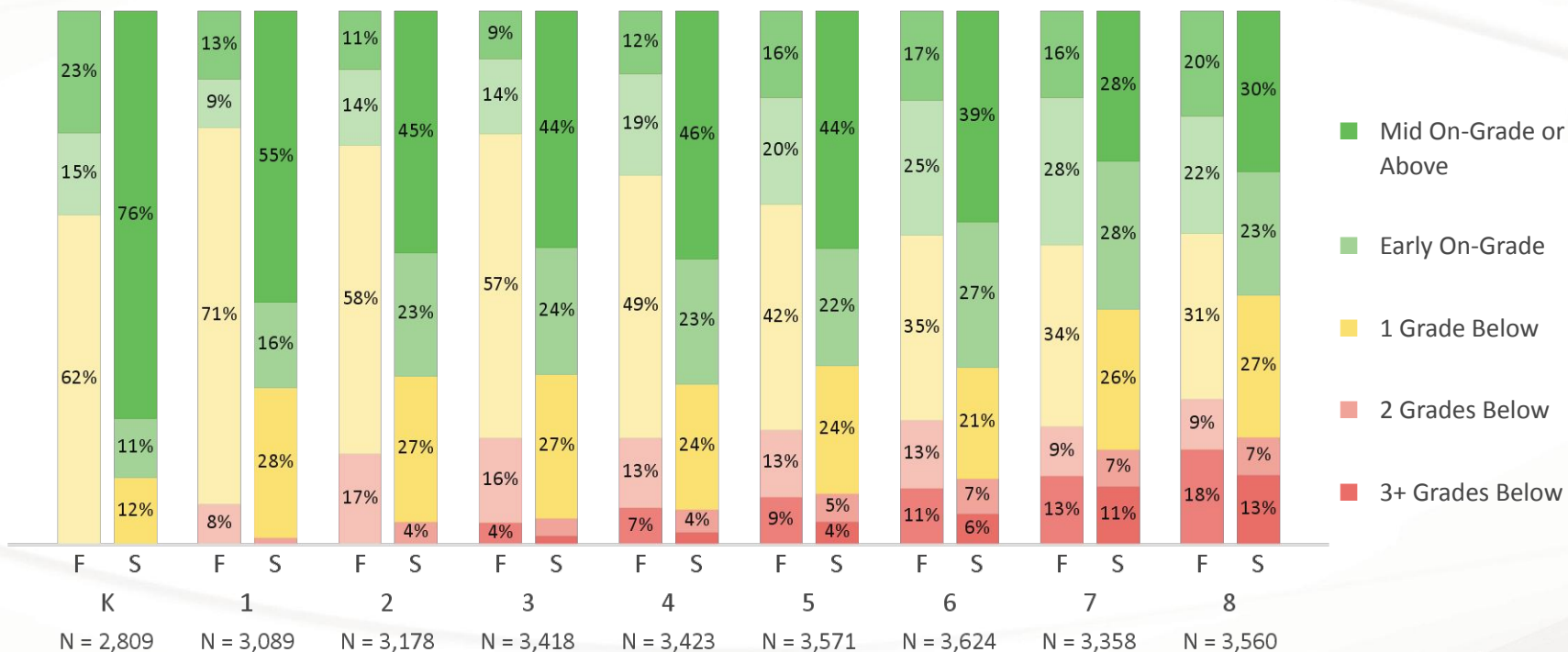
Students placed two years below grade level.

3+ Grades Below

Students placed three or more years below grade level.

How Have Relative Placements Changed From Fall to Spring?

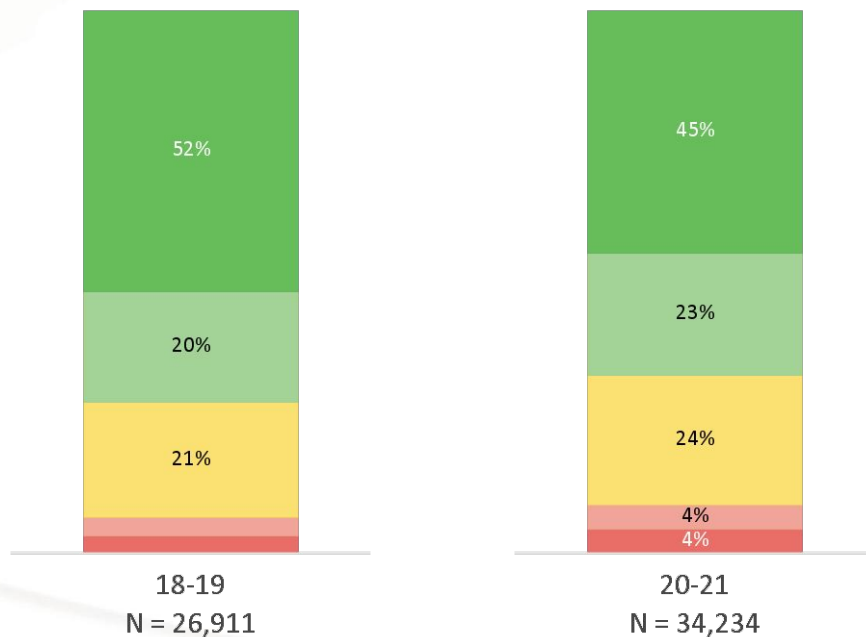
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How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 to Spring 20-21



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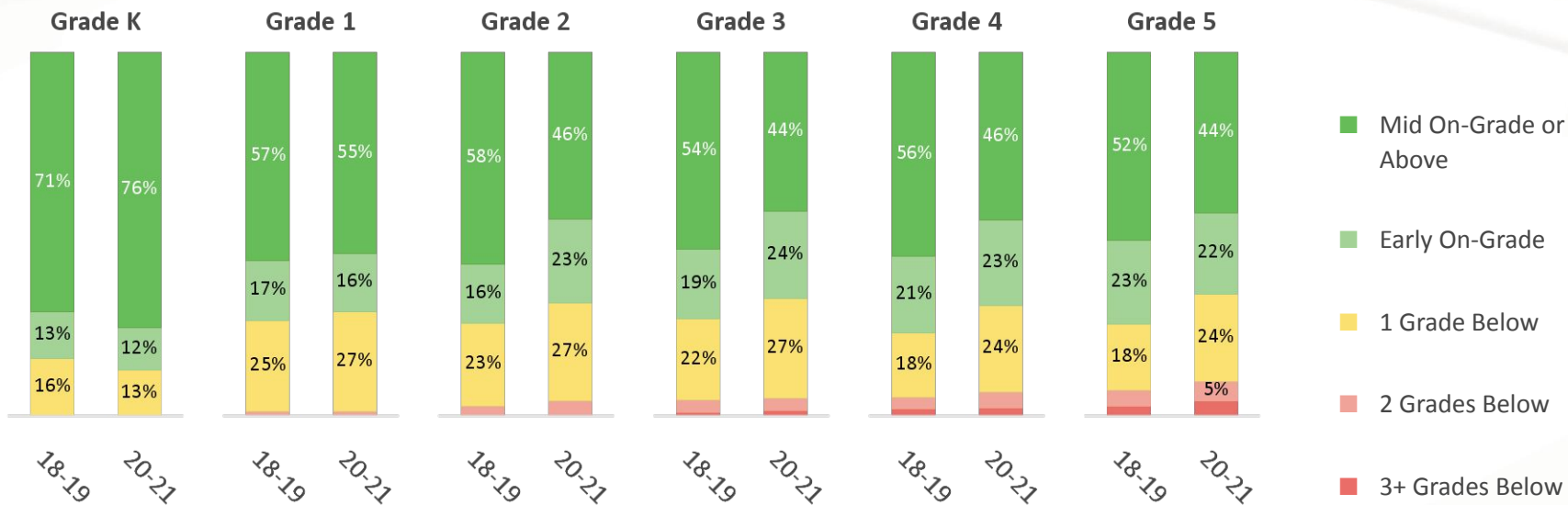
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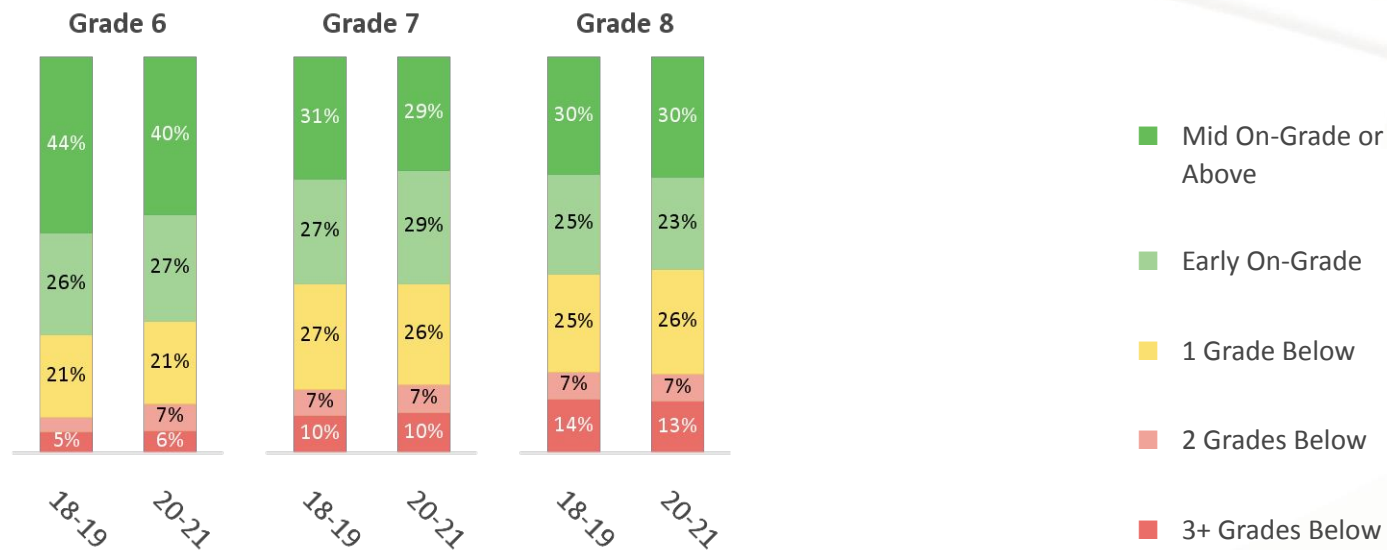
| | K | 1 | 2 | 3 | 4 | 5 |
|--------------|-------|-------|-------|-------|-------|-------|
| Spring 18-19 | 2,799 | 3,138 | 3,211 | 3,309 | 3,450 | 3,371 |
| Spring 20-21 | 3,271 | 3,515 | 3,610 | 3,823 | 3,824 | 3,936 |

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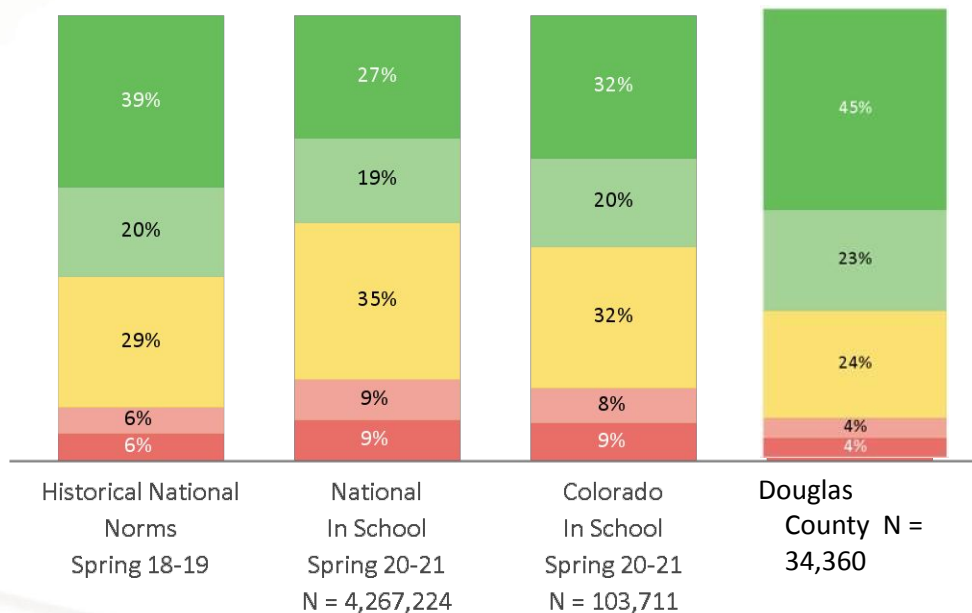
How Do Relative Placements Compare to Two Years Ago?

Placement Distribution, Spring 18-19 and Spring 20-21



| | 6 | 7 | 8 |
|--------------|-------|-------|-------|
| Spring 18-19 | 3,354 | 2,198 | 2,081 |
| Spring 20-21 | 4,011 | 4,024 | 4,220 |

National Norms and Colorado Placement Distribution as of 06-06



Mid On-Grade or Above

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Comparison of Median Student Performance and Median Percent of Typical Growth at 30 Weeks

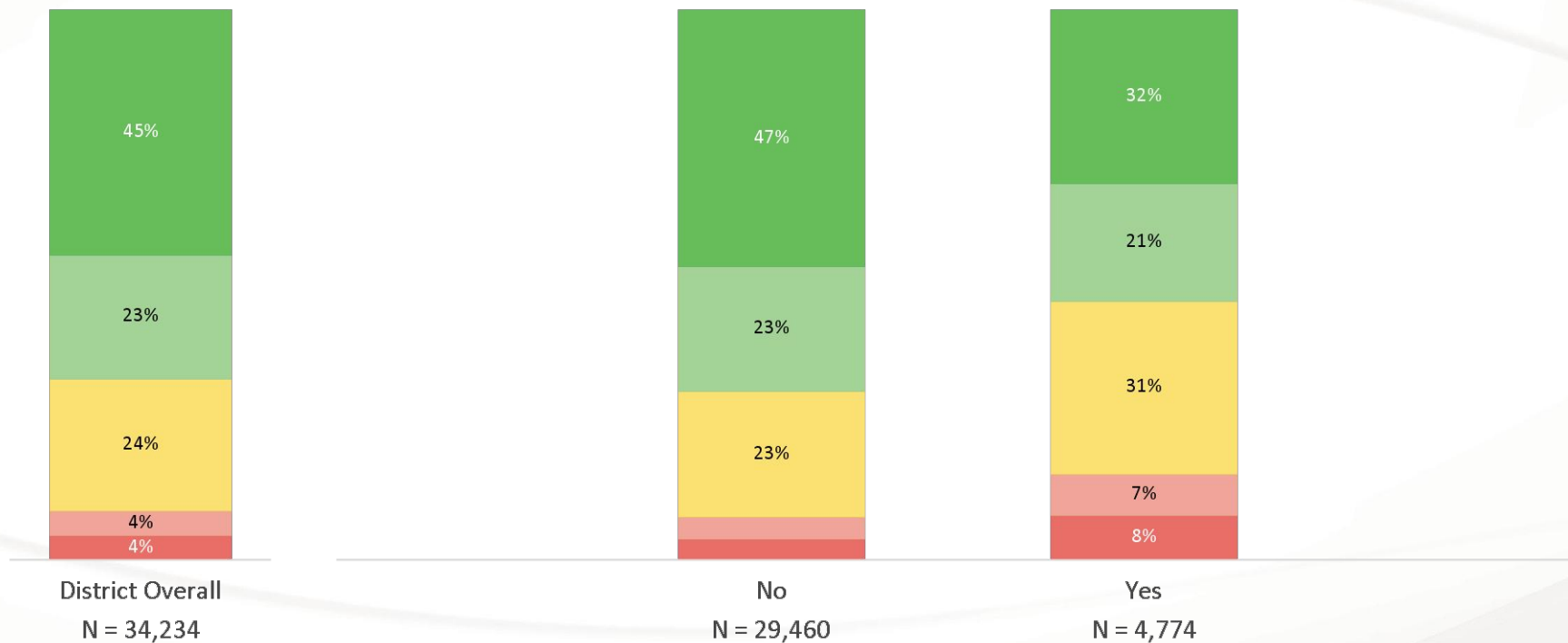
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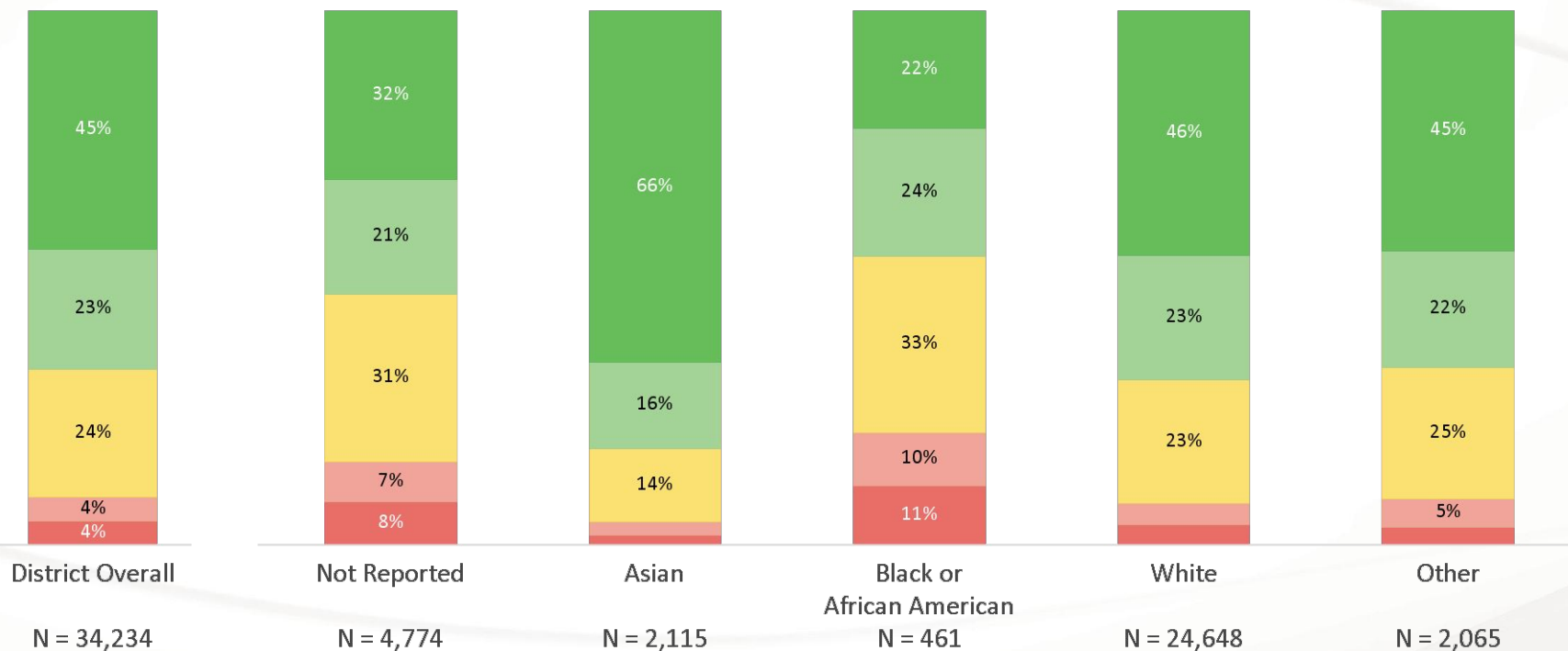
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Spring Placement Distribution by Hispanic or Latino



What Are the Relative Placements for Different Student Groups?

Spring Placement Distribution by Race



How Much Did Growth Vary Across Fall Placement Levels?

Median Percent of Typical Growth Achieved by Fall Placement Level

| Fall Placement Level | Statistic | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------------|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mid On-Grade or Above | Median % Typical Growth | 100% | 76% | 94% | 100% | 105% | 129% | 138% | 59% | 56% |
| | Count | 643 | 395 | 346 | 303 | 402 | 581 | 603 | 546 | 700 |
| | Typical Growth | 21 | 21 | 18 | 21 | 19 | 14 | 13 | 11 | 9 |
| Early On-Grade | Median % Typical Growth | 121% | 102% | 82% | 92% | 113% | 117% | 123% | 83% | 111% |
| | Count | 429 | 278 | 451 | 481 | 648 | 714 | 920 | 927 | 783 |
| | Typical Growth | 24 | 26 | 22 | 25 | 23 | 18 | 13 | 12 | 9 |
| 1 Grade Below | Median % Typical Growth | 122% | 110% | 112% | 104% | 113% | 122% | 143% | 67% | 111% |
| | Count | 1,737 | 2,179 | 1,842 | 1,951 | 1,688 | 1,507 | 1,256 | 1,141 | 1,108 |
| | Typical Growth | 32 | 29 | 26 | 26 | 23 | 18 | 14 | 12 | 9 |
| 2 Grades Below | Median % Typical Growth | | 139% | 121% | 115% | 122% | 122% | 143% | 92% | 100% |
| | Count | | 237 | 539 | 543 | 448 | 450 | 462 | 313 | 332 |
| | Typical Growth | | 36 | 29 | 27 | 23 | 18 | 14 | 13 | 10 |
| 3+ Grades Below | Median % Typical Growth | | | | 103% | 125% | 115% | 147% | 92% | 142% |
| | Count | | | | 140 | 237 | 319 | 383 | 431 | 637 |
| | Typical Growth | | | | 30 | 24 | 20 | 15 | 13 | 12 |

Looking Forward: Back to School SY2021-2022 Update

Planning for August

- Return to school as normal as possible
- Continue to advocate and partner with Tri County
- Continue to encourage vaccinations of students and staff
 - Planning and preparation with more predictability
 - Percent of population that has received at least one dose*
 - Douglas County residents (67.8%)
 - Students - ages 12-15 (40.8%) and 16-17 (59.6%)
 - Reduce quarantines and masks - as normal as possible

*Source - [TCHD](#) data (as of June 17, 2021)

Looking Forward: Back to School SY2021-2022 Update

Planning for August

- 2020-2021 - We were in a Public Health Emergency
- 2021-2022 - We are in a recovery and starting again
 - Advocate to Tri County, CDPHE, CDE, Governor, Senators for changes and adjusting Public Health Orders
 - Analyze and share DCSD and Doug Co. data trends
- Provide safe and stable environment for all students & staff
- Navigate process with guidelines knowing our data and our advocacy for return to normal
- We have and will continue to advocate for our desired state

QUESTIONS?