

Superintendent Reports

June 22, 2021



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

On June 22, 2021 the following slides were updated:

- 11
- 35
- 36
- 37

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 Executive Directors of Schools:
 - John Gutierrez
 - Erin McDonald

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 and 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 and 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
- 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:

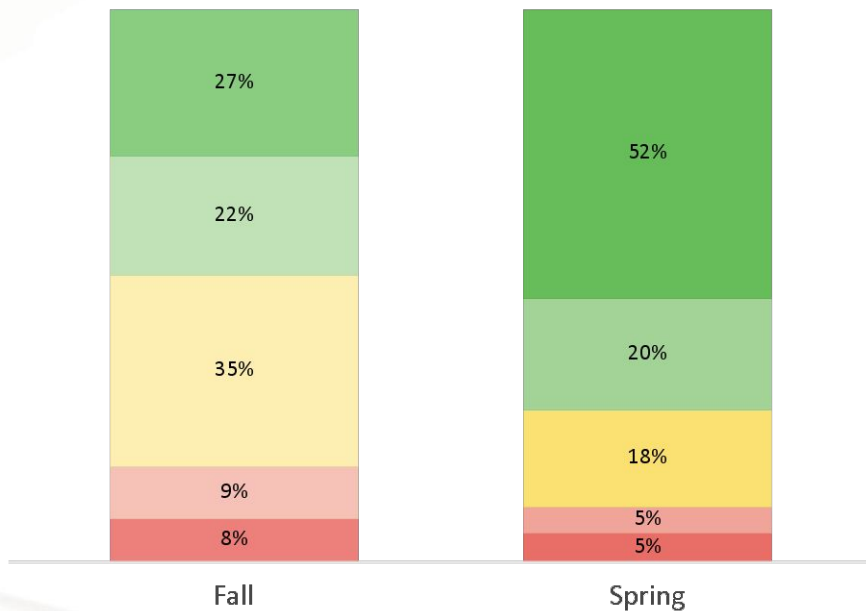
- **Comparing district Spring performance to:**
 - ✓ District Fall performance
 - ✓ District historical Spring performance
 - ✓ National and Colorado state Spring year-to-date benchmarks
- **Fall to Spring growth (Four Quadrants)**
- **Performance by student group**
- **Growth across placement levels**



Reading Performance Review

How Have Relative Placements Changed From Fall to Spring?

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



N = 30,641

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

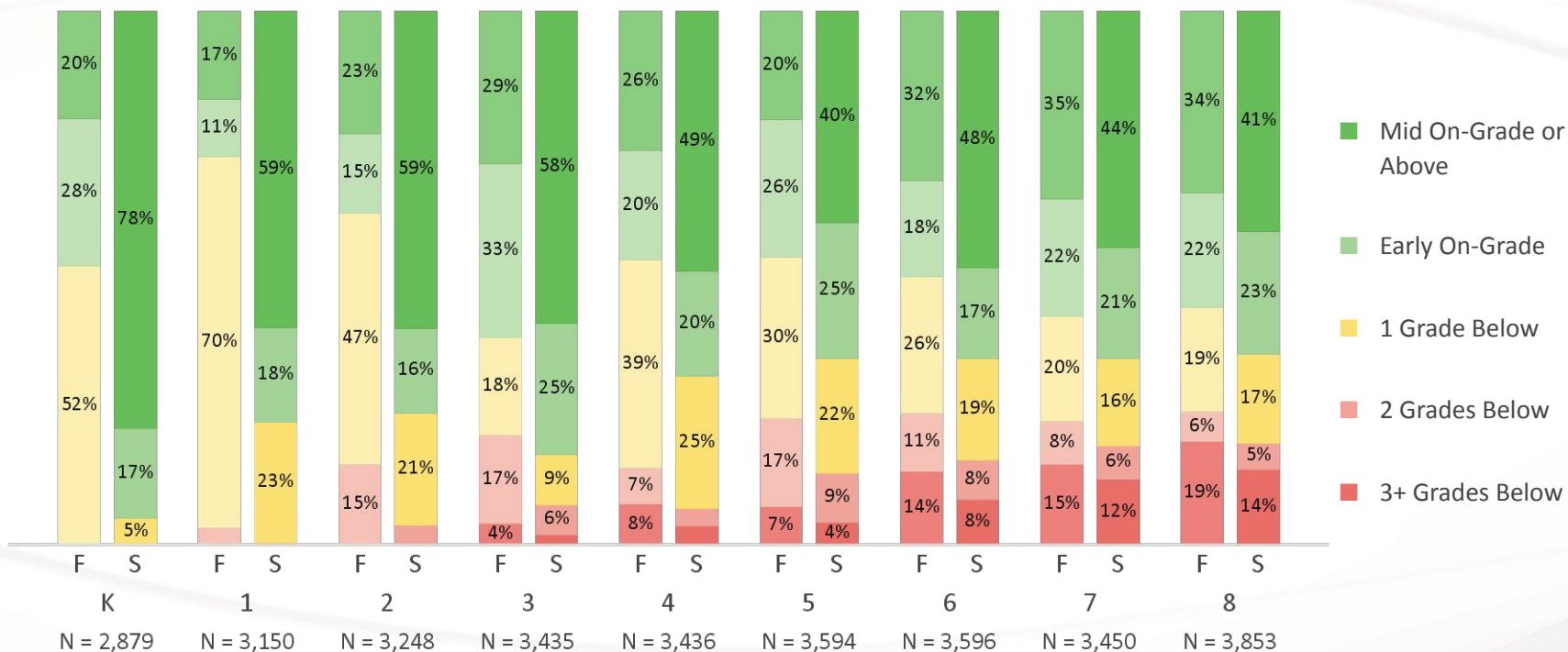
Students placed two years below grade level.

3+ Grades Below

Students placed three or more years below grade level.

How Have Relative Placements Changed From Fall to Spring?

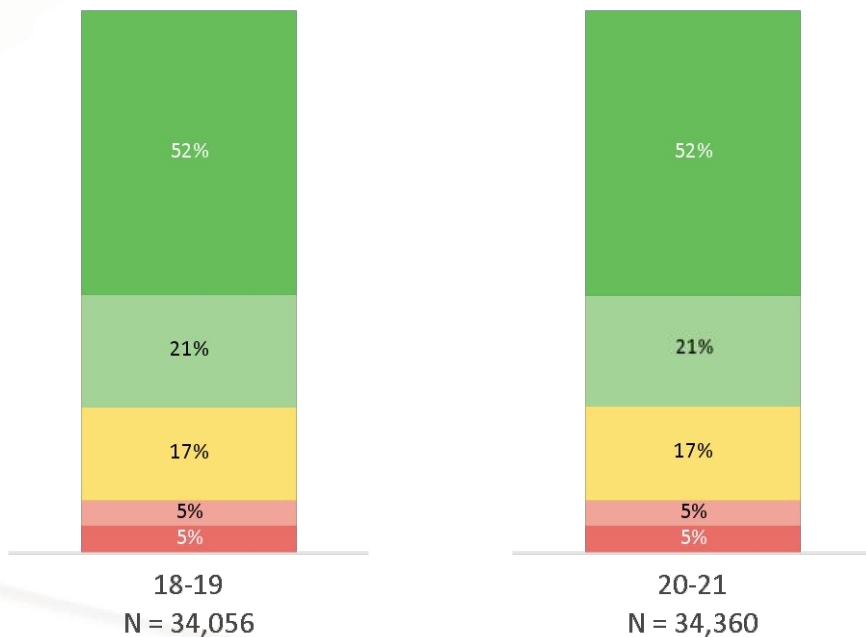
Placement Distribution, Fall 20-21 to Spring 20-21



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

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

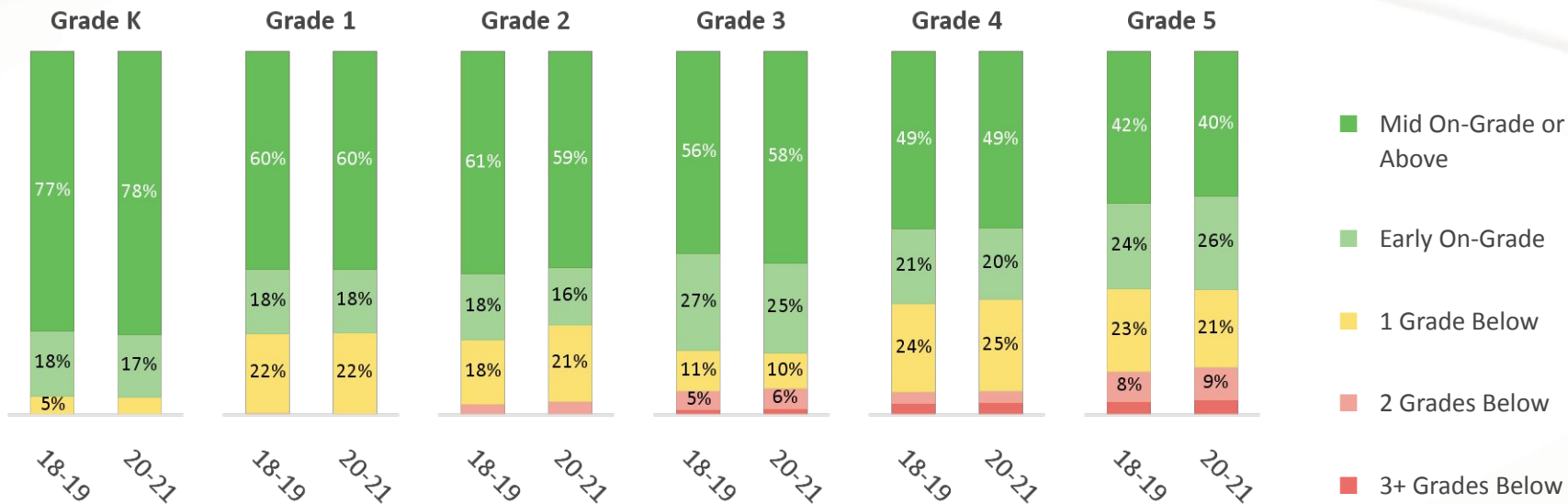
Students placed three or more years below grade level.

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. Spring 19 – 20 testing was encouraged but not required while students were learning remotely..

This is a cross-sectional analysis.

How Do Relative Placements Compare to Two Years Ago?

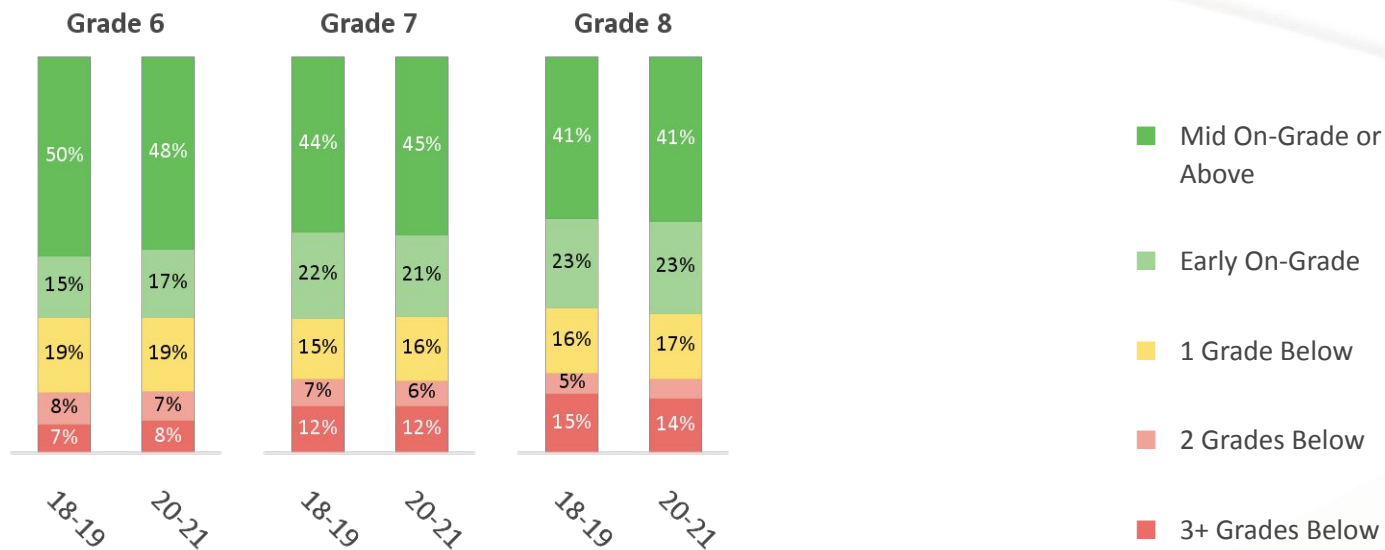
Placement Distribution, Spring 18-19 and Spring 20-21



	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

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?

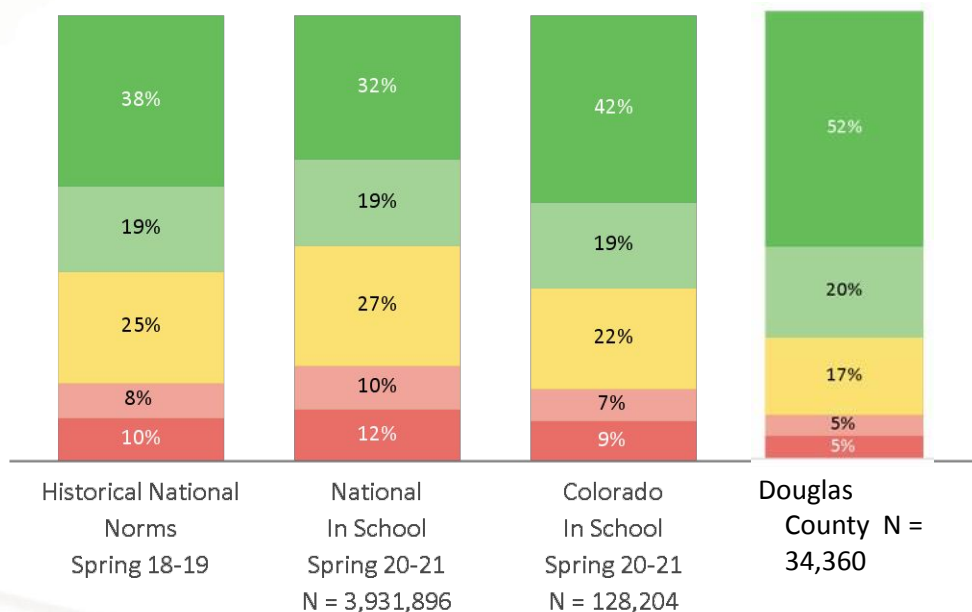
Historical National Norms Spring 18-19

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

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.

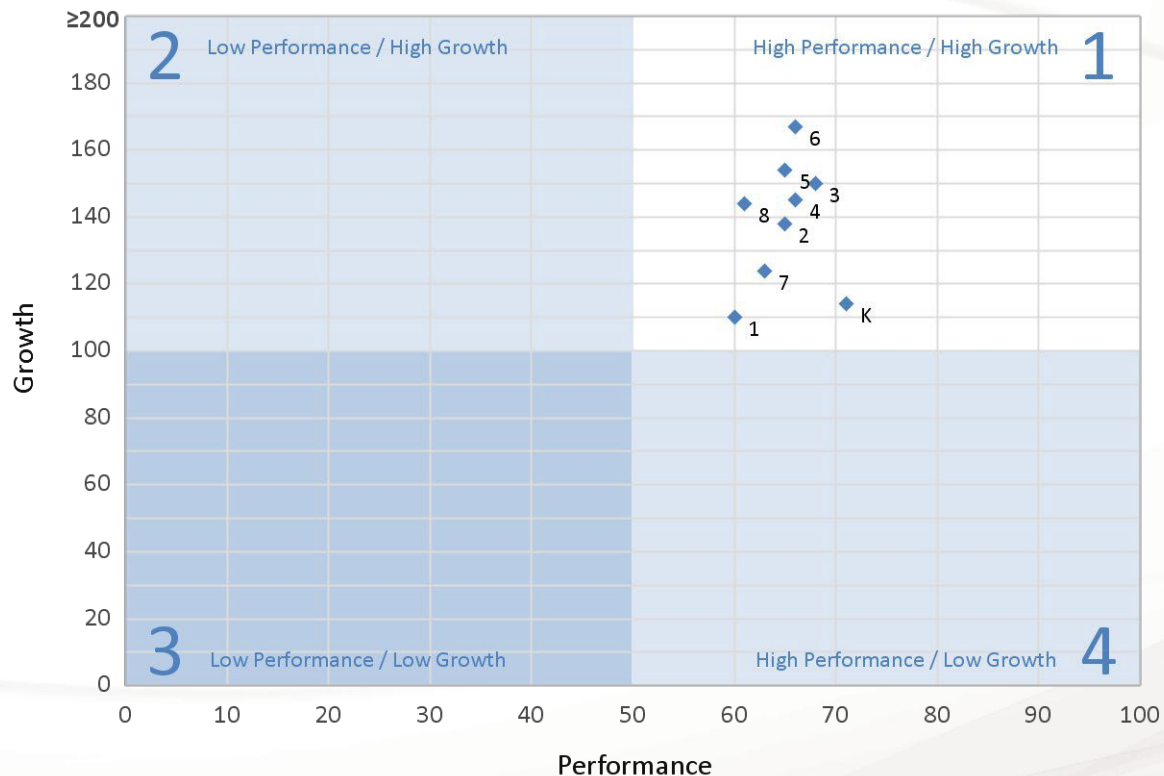
i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

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

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

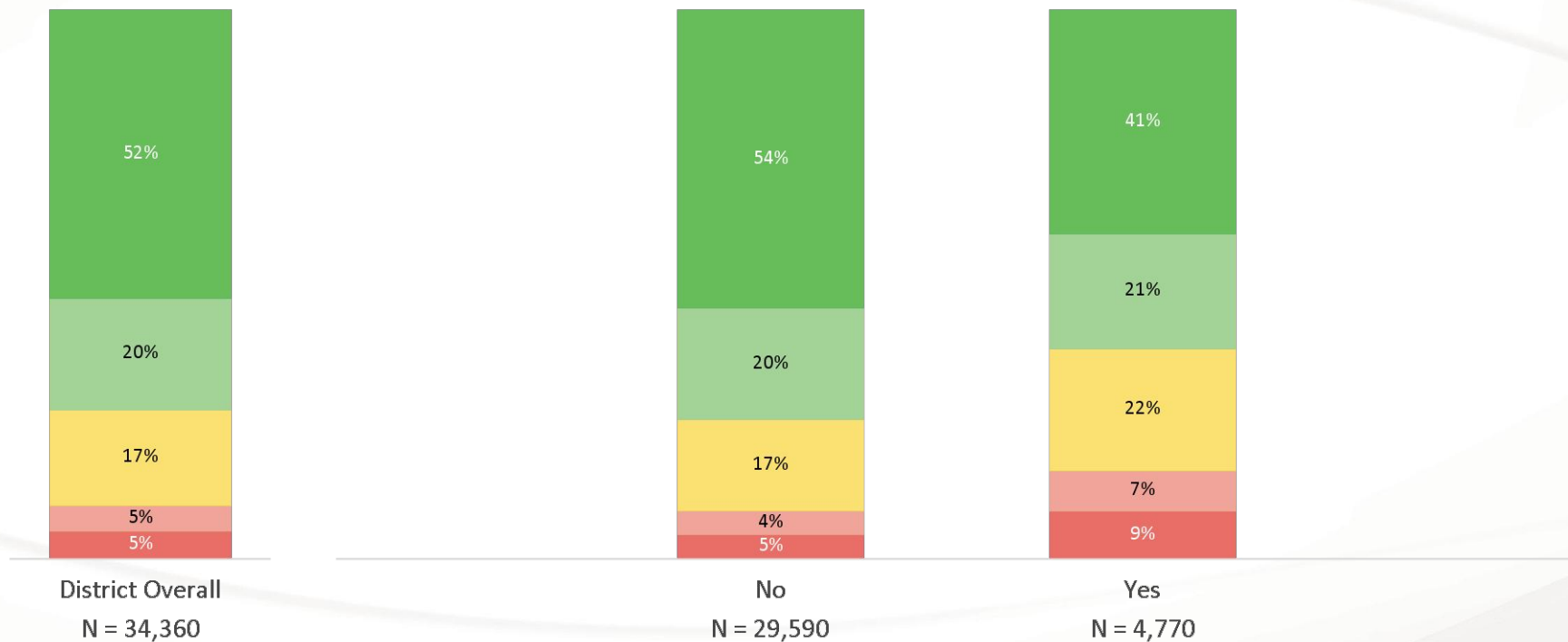
Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)

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



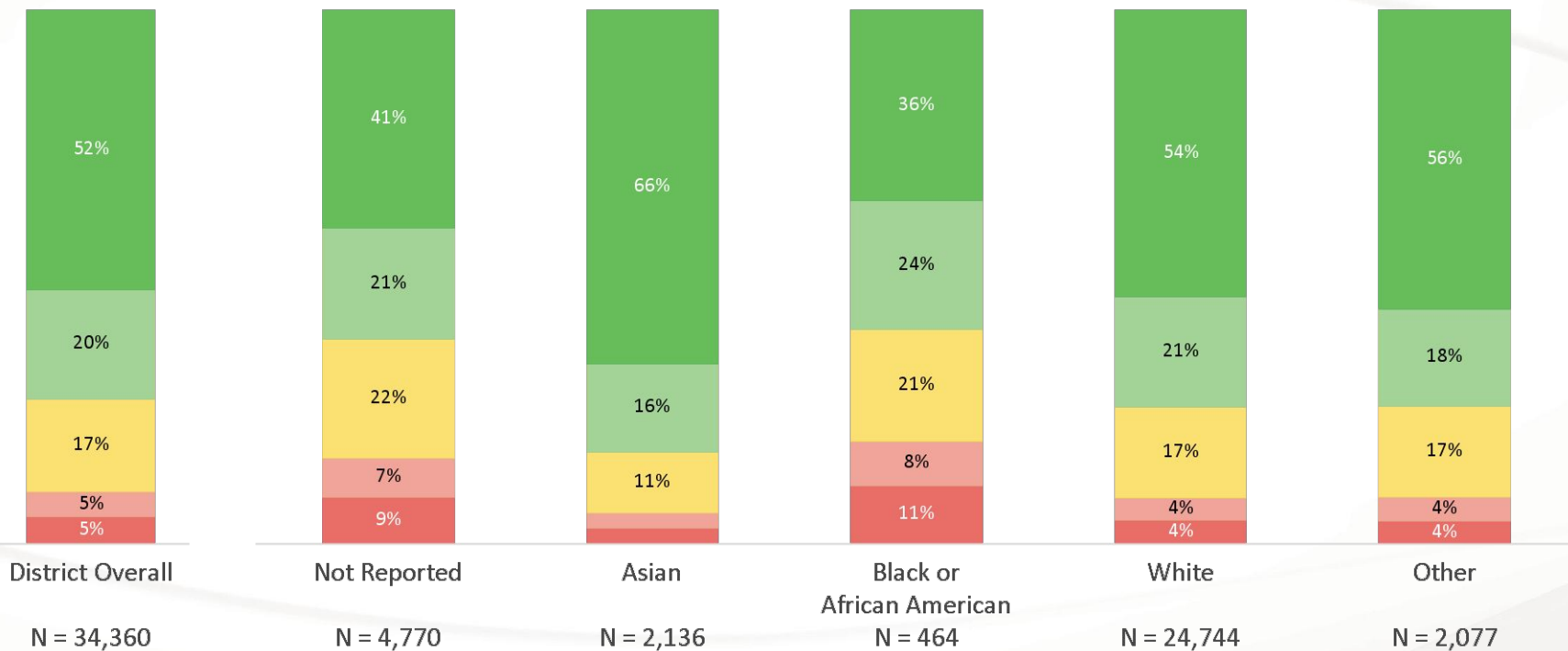
What Are the Relative Placements for Different Student Groups?

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

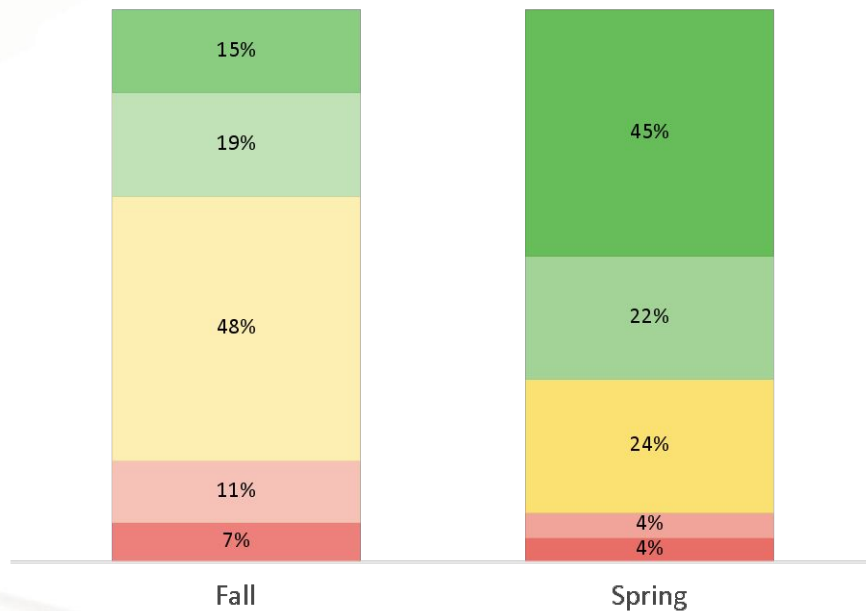
Fall Placement Level	Statistic	K	1	2	3	4	5	6	7	8
Mid On-Grade or Above	Median % Typical Growth	72%	105%	136%	141%	133%	200%	175%	100%	100%
	Count	580	523	747	980	899	732	1,140	1,212	1,309
	Typical Growth	43	37	22	17	12	7	4	4	4
Early On-Grade	Median % Typical Growth	102%	128%	141%	150%	124%	146%	178%	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

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

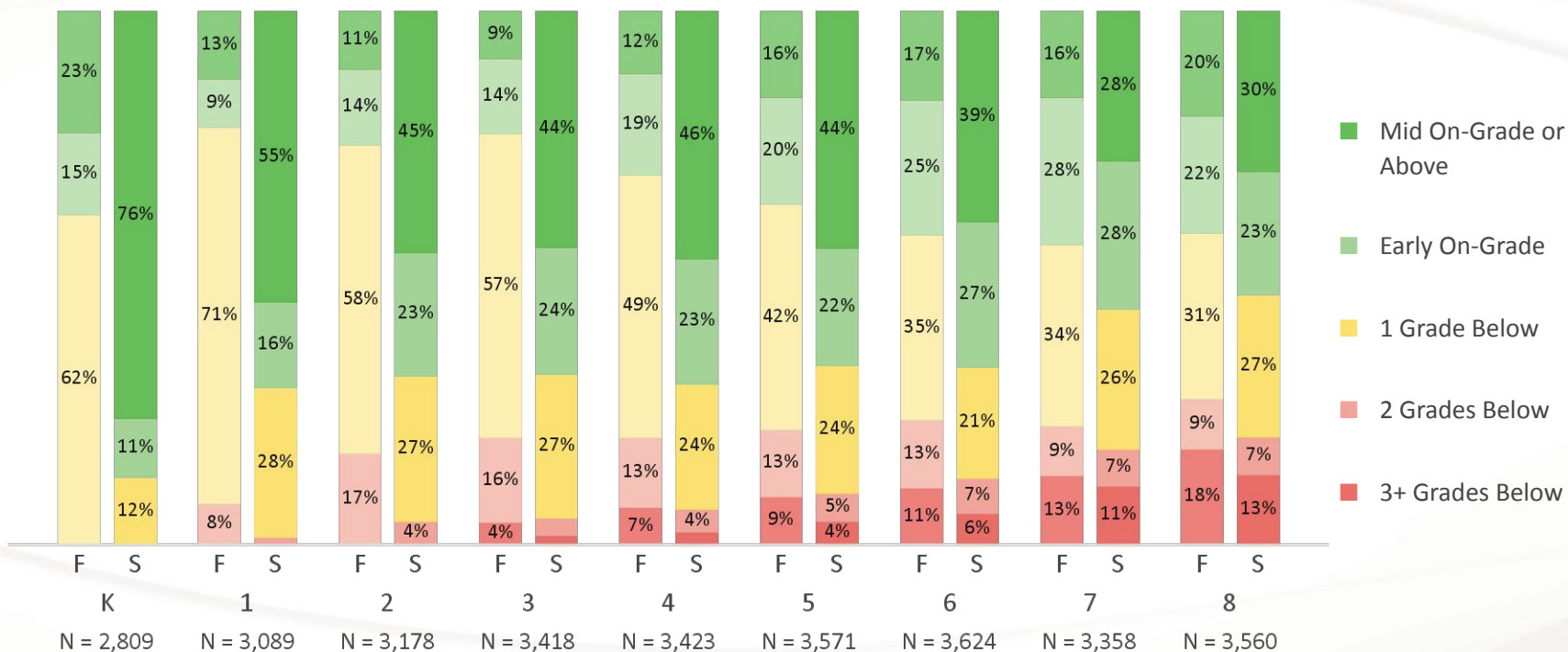
Students placed two years below grade level.

3+ Grades Below

Students placed three or more years below grade level.

How Have Relative Placements Changed From Fall to Spring?

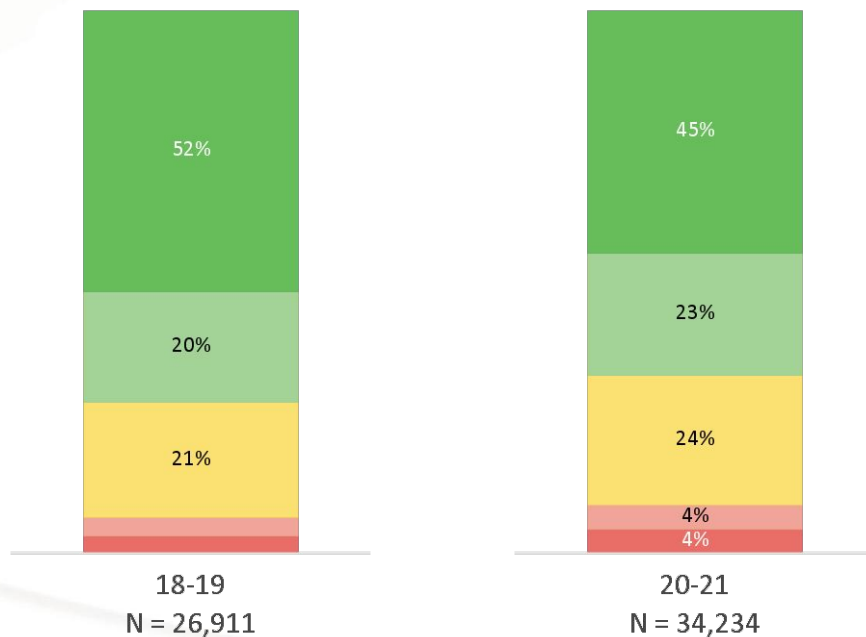
Placement Distribution, Fall 20-21 to Spring 20-21



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

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

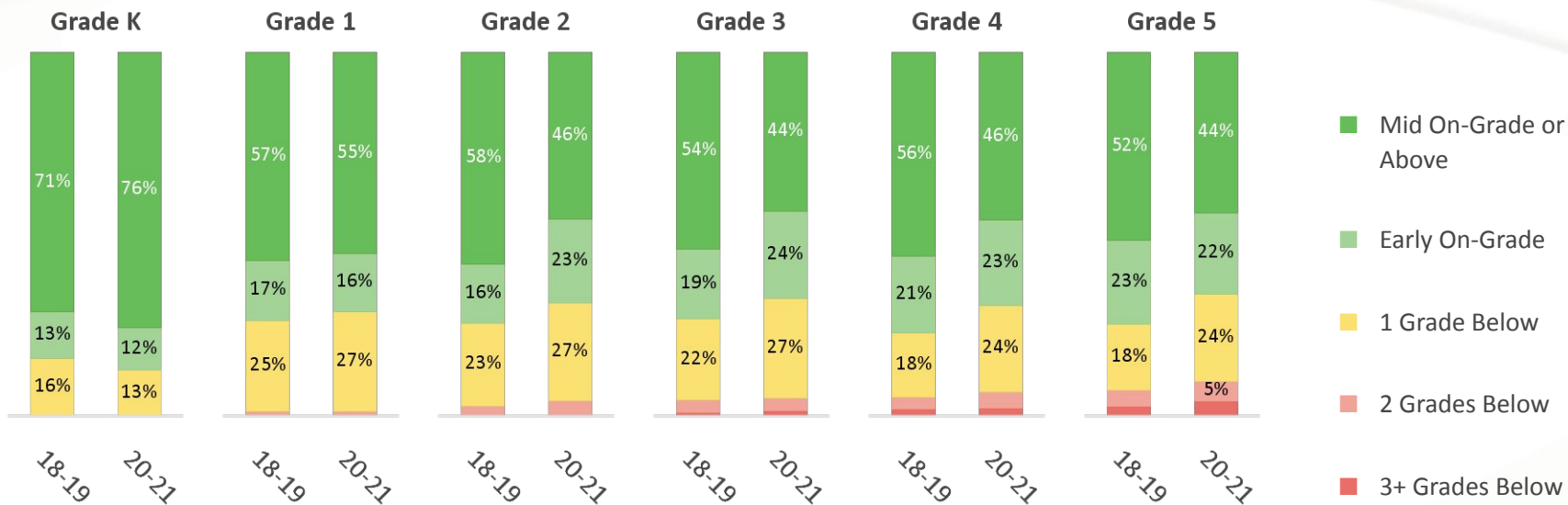
Students placed three or more years below grade level.

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. Spring 19 – 20 testing was encouraged but not required while students were learning remotely.

This is a cross-sectional analysis.

How Do Relative Placements Compare to Two Years Ago?

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



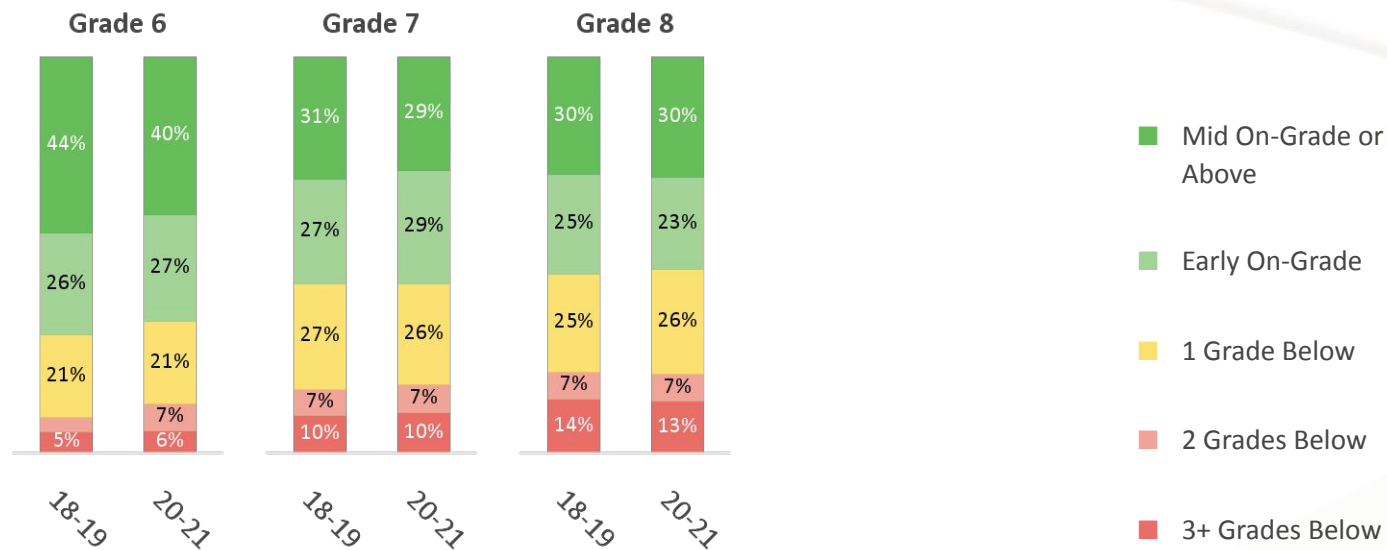
	K	1	2	3	4	5
Spring 18-19	2,799	3,138	3,211	3,309	3,450	3,371
Spring 20-21	3,271	3,515	3,610	3,823	3,824	3,936

This is a cross-sectional

analysis.

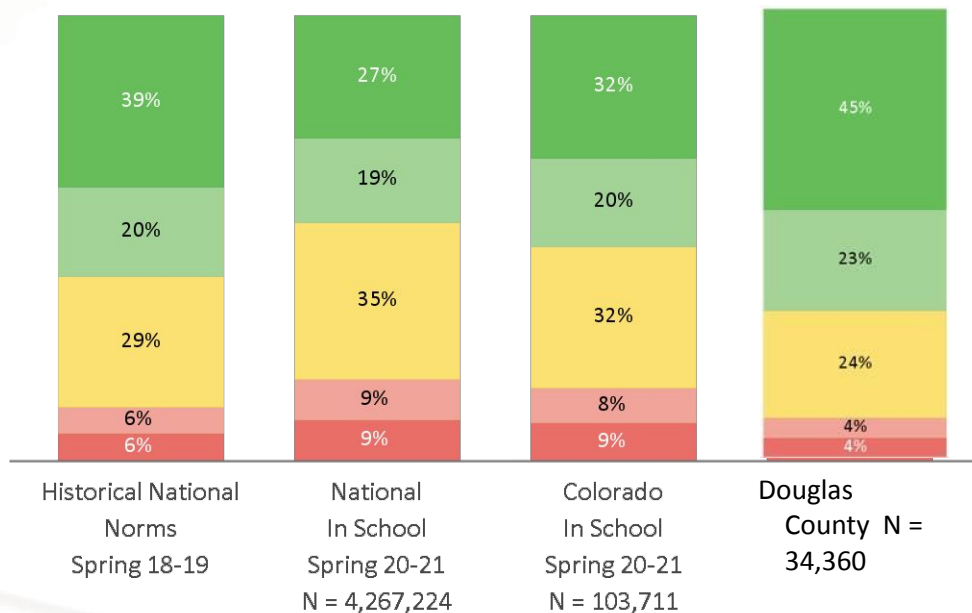
How Do Relative Placements Compare to Two Years Ago?

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



	6	7	8
Spring 18-19	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

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.

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 Did Students Across the District Grow From Fall to Spring?

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

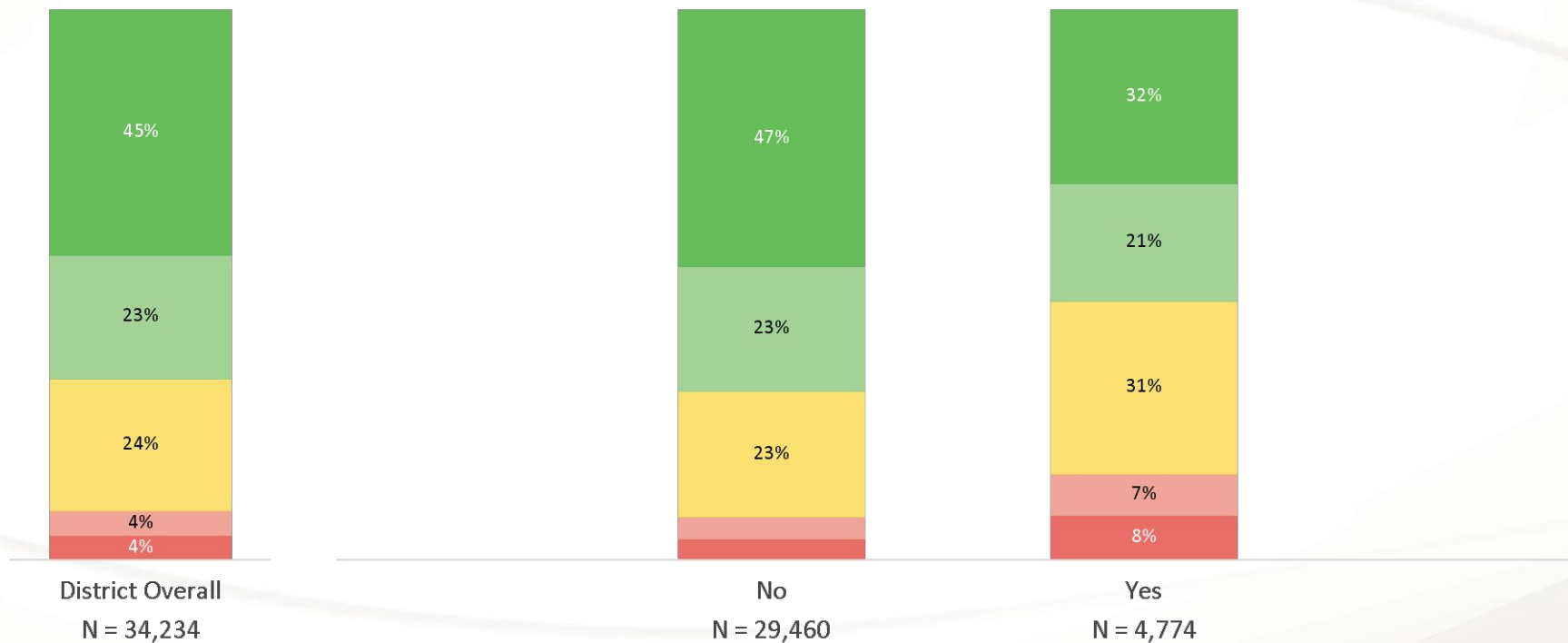
Performance Median student performance relative to historical 18-19 norms (50th percentile is the national median)

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



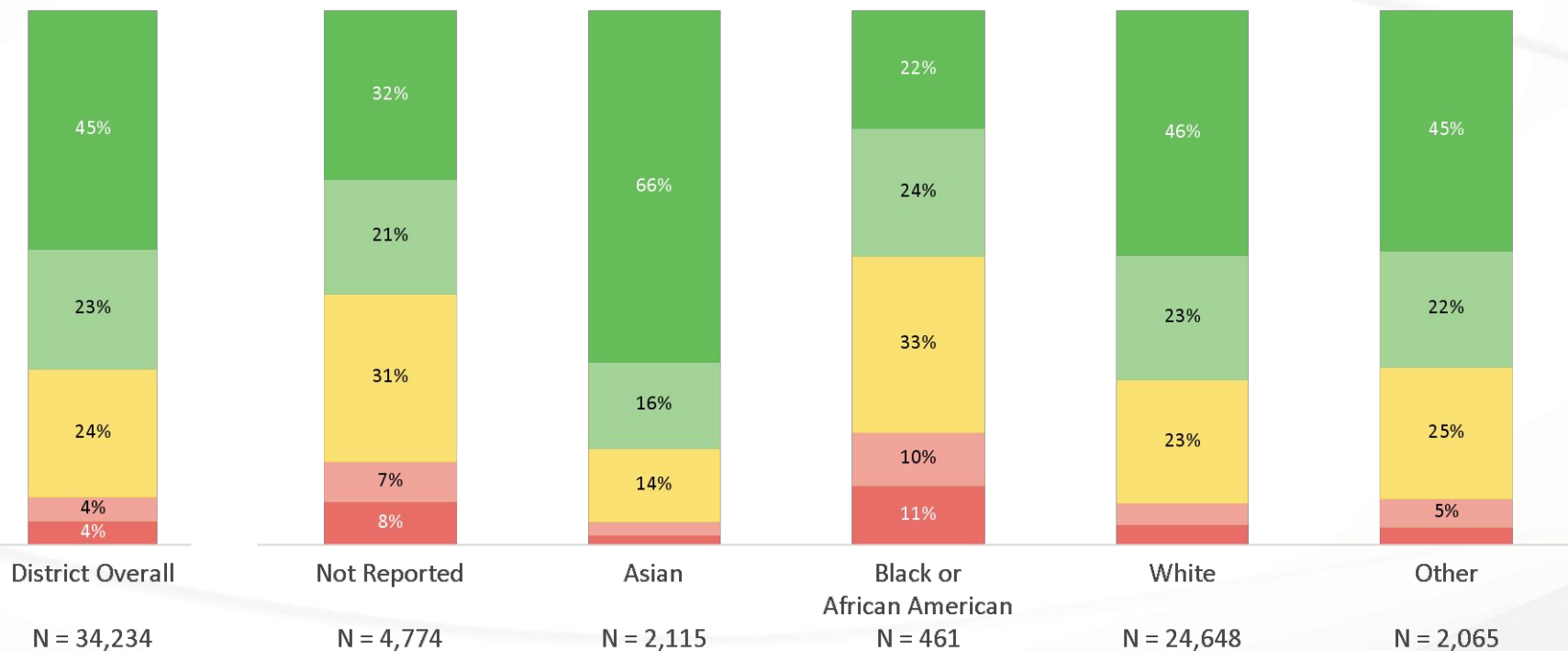
What Are the Relative Placements for Different Student Groups?

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	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

- 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

Looking Forward: Back to School SY 2021-2022 Update

Planning for August

- Return to school as normal as possible
- Reflecting back on 20-21
 - Total number of positive cases - per DCSD data*

Staff	Students
440	2191

- Total number of quarantines - per DCSD data*

Staff		Students	
Number of people	Occurrences	Number of people	Occurrences
2693	3475	27843	43347

- Our transmission rate was very low throughout the year

Looking Forward: Back to School SY2021-2022 Update

Planning for August

- Reduce quarantines and masks - return 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 68.3 %
 - Students - ages 12-15 42.34 %
 - Students - ages 16-17 60.28 %
- State may lift PHO and move to guidance
 - Metro Denver Partnership for Health - Guidance

*Source - [TCHD](#) data (as of June 22, 2021)

QUESTIONS?