

Memo

To: BVSD Board of Education

From: District Accountability Committee (DAC)

Date: January 22, 2019

Re: Recommendations on District Spending Priorities for the 2019-20 School Year

To fulfill the DAC responsibility:

C.R.S. 22-11-302(1)(a) – To recommend to its local school board priorities for spending school district moneys. Whenever the school district accountability committee recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district. The local school board shall consider the school District Accountability Committee recommendations in adopting the school district budget for each fiscal year pursuant to article 44 of this title.

Process. The DAC considers a variety of data to guide its annual spending recommendations. Sources include available academic data, the Unified Improvement Plan, Teaching and Learning Conditions in Colorado (TLCC) survey results, and consultation with the school accountability committees through the SAC Budget Survey. DAC's analysis of the survey and observations of student performance trends are found in Appendices A and B, respectively.

Recommendations. The DAC recommends that BVSD continue to align its budget with the strategic plan. Particular attention should be paid to support equity and social-emotional learning, which schools have overwhelmingly designated as their top two spending priorities for the third consecutive year. Additionally, the district should further develop and publicize reliable measures of student performance.

Equity and Supports for All Students: Gaps in achievement and growth for special populations of students (e.g., ELL, FRL, Special Education) have seen little progress over time, and DAC continues to recommend more dedication to these issues. In particular, schools asked BVSD for increased allocations that provide more equitable access to:

- Highly-skilled teachers and academic support staff, including full-day kindergarten
- Differentiated interventions across topics
- High-level evidence-based curricula

Social-Emotional Learning and Supports: Academic success is predicated on social and emotional well-being. Implementing Phase III of the school counseling program will optimize the learning environment and allow BVSD to address the following high priorities:

- Increasing school counselors
- Improving family supports (e.g., community liaison, family partnerships, brokering external supports)
- Integration of evidence-based SEL programming into the academic curricula

Data Reporting: The lack of available performance data, particularly for special populations, impedes the public's ability to evaluate district progress. To improve transparency and build a culture of accountability, the DAC asks BVSD for the necessary resources to:

- Continue informing families about student assessments (e.g., CMAS, SAT, PSAT, I-Ready) and their purposes.
- Select and administer common interim assessments, particularly in math.
- Provide intuitive public reports on state and local data at the school and district levels (e.g., graphs, parent-friendly explanations).
- Administer surveys that gauge and communicate stakeholders' perception of BVSD's performance, culture and climate. These data are particularly important for monitoring progress on the district's progress in implementing major improvement strategies.

Appendices

A. SAC Budget Survey Results

B. SAC Budget Survey Written Analysis

C. DAC Observations of Student Performance Trends for BVSD 2018