MEMO

To: BVSD Board of Education
From: District Accountability Committee (DAC)
Date: January 7, 2020
Re: Recommendations on District Spending Priorities for the 2020-21 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 monies. 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 considered a variety of data to guide its annual spending recommendations. Sources include available academic data, the BVSD Strategic Plan (SP), and consultation with the School Accountability Committees (SAC) through the SAC Budget Survey.

Recommendations The DAC recommends that BVSD align its budget with the strategic plan. Particular attention should be paid to student support services and instructional support services. Additionally, the DAC recommends the district identify and prioritize reliable measures for program evaluation, interim student academic performance and student well being.

- **Mental Health Services & Resources (SP Objectives 4 & 6):** Mental health impacts educational outcomes for students and student needs appear to outpace available resources. Mental health was a top priority in both the personnel and student support services categories of the budget survey. The DAC recommends the District identify metrics to better understand existing mental health needs and the effectiveness of interventions. DAC also recommends that the district continue to work on leveraging community partnerships and engaging families around the social and emotional well-being of students.

- **Instructional Support Services:** DAC continues, for a sixth year, to be concerned that, despite the district’s generally high academic performance, the data show glaring gaps across sub-groups in both achievement and growth in BVSD, indicating that equity in learning remains a persistent problem, with little progress. The following instructional support services were identified as most critical from the SAC budget survey:
  - Math Curricula (SP Theme 1, Objective 1): Math is a critical skill for post graduate success and access to, and success in, mathematics courses varies.
  - Instructional Interventionists (SP Theme 1, Objective 1)
  - Professional Development & Planning Time (SP Themes 1 & 2, Objective 1)

- **Responsive and Growth Focused Allocation of Resources (SP Objective 3):** As the available data indicate, school needs vary in both type and degree. The DAC strongly supports the prioritization and differentiation of district resources to ensure equitable educational opportunities, improve academic growth, close gaps in achievement and meet the Long Term Student Outcomes identified within the Strategic Plan.
Appendices

A. SAC/DAC Budget Survey Analysis
B. BVSD Strategic Plan
C. BVSD Student Performance Trends
## Appendix A: SAC Budget Survey Analysis

## Appendix B: BVSD Strategic Plan

Themes and Objectives highlighted in yellow were identified within the DAC spending priorities.

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 3</th>
<th>Theme 4</th>
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<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td><strong>Objective 2</strong></td>
<td><strong>Objective 3</strong></td>
<td><strong>Objective 4</strong></td>
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<tr>
<td>Ensure all instruction is challenging, engaging, relevant and meets the needs of all students</td>
<td>Increase fidelity to a tiered system of supports</td>
<td>Ensure allocation of resources is responsive, accountable, and focused on student growth</td>
<td>Cultivate a positive and inclusive culture throughout BVSD that promotes the well-being of students, families and employees</td>
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<td>Increase alignment to a guaranteed and viable instructional model</td>
<td>Increase student and family connections to develop a more supportive and collaborative environment that promotes equitable outcomes and removes barriers</td>
<td>Increase and improve school-family connections to develop a more supportive and collaborative environment that promotes equitable outcomes and removes barriers</td>
<td>Align to a common, research-based framework that ensures all students and adults feel supported, respected, and safe</td>
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<td><strong>Strategic Initiatives</strong></td>
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<td>1a. Create a standards-based scope and sequence for PreK-12</td>
<td>2a. Expand and increase district-wide implementation of a culturally responsive tiered system of supports</td>
<td>3a. Create a tiered system of school requirements, supports, and accountability metrics that drive the allocation of resources</td>
<td>4a. Strengthen school-family connectedness through implementation of consistent district-wide strategies that improve communication, collaboration, and belonging</td>
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<td>1b. Define and implement common and aligned instructional practices</td>
<td>2b. Redefine and complete development of an adaptive assessment framework that informs instruction and aligns with a tiered system of supports across all content areas</td>
<td>3b. Implement a needs-based allocation system</td>
<td>5a. Establish a system for strategically managing existing partnerships and building new partnerships</td>
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<td>1c. Design support systems to maximize school-based administrators’ instructional leadership capacity</td>
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<td>3c. Create a system to monitor and assess return on investment for current and future initiatives</td>
<td>5b. Embrace community assets to ensure meaningful career discovery and postgraduate preparation across all school levels for every student</td>
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<td><strong>Long Term Student Outcomes</strong></td>
<td><strong>Reduce disparities in achievement</strong></td>
<td><strong>Every student graduates empowered with the skills necessary for post-graduate success</strong></td>
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Appendix C: BVSD Student Performance Trends

2019 ACHIEVEMENT FOR ALL GRADE LEVELS

Gaps in achievement between groups of students persist at all school levels (i.e., elementary, middle, high). More specifically, students identified as Black and Hispanic, as well as students classified as English Language Learners (ELL), or eligible for free and reduced lunch (FRL) and those with individualized education plans (IEPs) consistently do not meet state expectations (green line). Whereas, White, Asian and students identified as Gifted consistently exceed state expectations (blue line). It should be noted that despite not meeting state targets, the district does exceed state averages in achievement for all student groups. The DAC did not have access to local data (e.g., READ data for elementary reading).

CMAS Elementary School Achievement

Data Source: CDE, District Dashboard (2020) at http://www.cde.state.co.us/code/districtdashboard
CMAS Middle School Achievement

Data Source: CDE, District Dashboard (2020) at http://www.cde.state.co.us/code/districtdashboard

PSAT/SAT High School Achievement

Data Source: CDE, District Dashboard (2020) at http://www.cde.state.co.us/code/districtdashboard
2019 ACADEMIC GROWTH FOR ALL GRADE LEVELS

Student growth, which typically meets state median student growth, is more promising. Growth for Black students has been trending upward overtime with the median growth percentile (MGP) at the 55th percentile in ELA at the elementary grades in 2019. Growth for most student populations was above the 50th percentile for the PSAT/SAT. However, students identified as Hispanic, English language learners, as qualifying for free and reduced lunch, and those with IEPs consistently do not meet state expectations for growth (green line) at the elementary and middle school levels. Growth at the middle school level, while below state expectations, is trending upwards and is a positive early signal. Higher rates of sustained growth are needed across all levels to close gaps in achievement.

CMAS Elementary School Growth

Data Source: CDE, District Dashboard (2020) at http://www.cde.state.co.us/code/districtdashboard
CMAS Middle School Growth

Data Source: CDE, District Dashboard (2020) at http://www.cde.state.co.us/code/districtdashboard

PSAT/SAT High School Growth

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