

Memo

To: BVSD Board of Education & Strategic Plan Metrics Stakeholder Group

From: BVSD District Accountability Committee (DAC)

Date: March 20, 2020

Re: 2020 DAC Recommendations on the District Strategic Plan Metrics

To fulfill the DAC responsibility:

C.R.S. 22-11-302(h)(2) – The local school board and the school district accountability committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the school district accountability committee shall study and concerning which the committee may make recommendations to the local school board.

Broad Recommendations for the District’s Strategic Plan Metrics

The BVSD DAC recommends BVSD prioritize metrics that focus on reducing disparities in opportunity and achievement. Considering the long term outcomes identified within the BVSD strategic plan and the Local Accountability Grant priorities, the DAC strongly recommends focusing on curricular opportunities and supports provided across all school levels. More specifically, the DAC recommends the District focus on 2-3 high priority measures in which: a) it’s committed to change; and b) the assistance of The Center for Assessment, Design, Research and Evaluation (CADRE) would prove beneficial.

Specific Recommendations to the District’s Strategic Plan Metrics

Based on the possible metrics presented to the Board of Education in February 2020, the DAC recommends focusing on a trifecta of metrics around: Rigor, Access and Engaging Partnerships.

- **Rigor:** “Audit of student work to determine appropriate rigor and grade level standards.” This metric directly addresses disparities in opportunity and expectations, which can be linked to student performance. This metric is relevant to all students in all grade levels and would benefit from the assistance of CADRE. The “on-track to success” category of metrics proposed by BVSD (see appendix A) are not recommended for further exploration as part of this grant as they focus on a small set of specific grades, are relatively easy to assess, and do not seem to require assistance from CADRE.
- **Access:** “Percent of students performing below grade level expectations who have access to increased learning time (e.g., high quality tutoring, summer school, Saturday School).” This metric relates to disparities in opportunity and access to more rigorous content which is linked to student performance. The DAC would like to see access to increased learning time expanded to include coursework during school hours. One concern is that this metric does not/cannot address any privately funded tutoring. Another question is whether there would be an attempt to get at the quality -- or even alignment to core instruction of the regular school -- of the additional learning time.
- **Engaging Partnerships:** The DAC believes a metric around family engagement and partnerships provides rounds out the other metrics listed above. However, the DAC believes the proposed metrics under the Engagement/Partnerships heading do not address authentic engagement. We recommend the District utilize research around best practice for engagement to more fully develop metrics in this category. Consider exploring [SACPIE](#)’s promising practices and/or coordinating with the Director of Family, School and Community Partnerships at the Colorado Department of Education to identify other metrics in this area.

Appendices:

Appendix A: DRAFT Strategic Plan Metrics 02.2020

DRAFT – Challenging and Relevant Educational Opportunities

Learning
Enrollment in advanced Coursework and other challenging courses or programs of study, including Career and Technical Education
Passing grades in advanced coursework, Career and Technical Education, internships
% of students in special education who are in the regular class 80% or more of the day
% of students performing below grade level expectations who have access to increased learning time (high quality tutoring, summer school, Saturday School)
Audit of student work to determine appropriate rigor and grade level standards

Climate
Favorable rating of school climate focused on Social/Emotional health of students

Partnerships
% of schools with meaningful partnerships to provide mental and physical health
% of schools with fully functioning parent organizations (SAC, PTA/PTO, and more)
Parent engagement based on parent survey

Appendix B: DRAFT - Strategic Plan Metrics 10.01.19

Challenging and Relevant Educational Opportunities	Disparities in Opportunities and Achievement	Post-Graduate Success
Enrollment in advanced Coursework and other challenging courses or programs of study, Including CTE	Disparity between district overall performance in mean scale score and median growth percentile for Latino students, and students who are eligible for Free or Reduced Lunch; in growth for Emerging Bilinguals, students in Special Education	Attaining industry certificates, meeting state college and career ready benchmarks on SAT and other tests
Passing grades in advanced coursework, Career and Technical Education, internships	Disparity in opportunity and/or achievement for each measure for Challenging and Relevant Educational Opportunities and Post Graduate Success	Earning an AA through Ascent or Concurrent enrollment
Favorable rating of school climate focused on Social/Emotional health of students		FAFSA completion rate (Free Application for Federal Student Aid)
		Post-secondary enrollment and persistence
		Seal of Biliteracy
Students performing below grade level with access to increased learning time (high quality tutoring, summer school, Saturday School)		% of students on track to graduate at the end of fall semester in 9th grade: credits, behavior, attendance.
Audit of student work to determine appropriate rigor and grade level standards		% of 5th graders taking 6th grade mathematics or higher
% of students with IEPs who are being served within the least restrictive environment		
% of schools with meaningful partnerships to provide mental and physical health		
% of schools with fully functioning parent organizations (SAC, PTA, etc) and # of parent volunteer hours		