Section I
The 2020 Survey

All BVSD schools were asked to complete a survey to assess the importance of each Theme/Objective within the Strategic Plan. 41 schools submitted survey responses; those results follow.
Schools surveyed assessed Theme 1 (Challenging, Engaging Relevant Instruction) to be the most critical.

### Theme 1
Ensure all instruction is challenging, engaging, relevant and meets the needs of all students

#### Objective 1
Increase alignment to a guaranteed and viable instructional model

**Strategic Initiatives**
1a. Create a standards-based scope and sequence for PreK-12
1b. Define and implement a common and aligned instructional model and practices
1c. Design support systems to maximize school-based administrators' instructional leadership capacity

#### Objective 2
Increase fidelity to a tiered system of supports

**Strategic Initiatives**
2a. Expand and increase district-wide implementation of a culturally responsive tiered system of supports
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

### Pie Charts
- **Theme 1 (Highly Critical):** 68.3%
- **Theme 1 (Moderately Critical):** 22%
- **Theme 1 (Least Critical):** 9.8%
- **Other:** 75.6%
Word Cloud of most critical aspects identified in Theme 1 (Instruction). The larger the word the more prevalent its use by respondents.
Schools accessed Theme 4 (Positive and Inclusive Culture) as the next most critical area of emphasis.

Theme 4
Cultivate a positive and inclusive culture throughout BVSD that promotes the well-being of students, families and employees.

Objective 6
Align to a common, research-based framework that ensures all students and adults feel supported, respected, and safe.

Strategic Initiatives
6a. Define and put into practice culturally responsive principles and best practices that challenge inequity and bias
6b. Develop and implement an employee support system to increase their overall wellness and efficacy in serving students
Word Cloud of most critical aspects identified in Theme 4. The larger the word the more prevalent its use by respondents.
Schools accessed Theme 2 (Customized Supports) to be important, but not as critical as either Theme 1 or Theme 4.
Word Cloud of most critical aspects identified in Theme 2. The larger the word the more prevalent its use by respondents.
Schools identified Theme 3 to be moderately critical.

**Objective 4**
Increase and improve school-family connections to develop a more supportive and collaborative environment that promotes equitable outcomes and removes barriers

**Strategic Initiatives**
4a. Strengthen school-family connectedness through implementation of consistent district-wide strategies that improve communication, collaboration, and belonging

**Theme 3**
Engage the talent and passion of our community and families through communication, empowerment and partnership

**Objective 5**
Optimize community partnerships to systematically align with BVSD’s priorities

**Strategic Initiatives**
5a. Establish a system for strategically managing existing partnerships and building new partnerships
5b. Embrace community assets to ensure meaningful career discovery and postgraduate preparation across all school levels for every student

- Highly Critical: 53.7%
- Moderately Critical: 36.6%
- Least Critical: 9.8%
- Least Critical: 12.2%
Word Cloud of most critical aspects identified in Theme 3. The larger the word the more prevalent its use by respondents.
The following chart summarizes the responses to each objective. From left to right the percentage of respondents ranking the objective “Most Critical” declines with “Moderate” and “Least Critical” responses increasing.
Strategic Objectives in Ranked Order

Number of Schools Listing Each Objective as 1st & 2nd Priority

- **1st Priority**
- **2nd Priority**
- **Combined 1 & 2 Ranking**

For each objective:
- Objective 1: 10, 5
- Objective 2: 15, 15
- Objective 3: 10, 10
- Objective 4: 5, 5
- Objective 5: 2, 2
- Objective 6: 10, 10
Strategic objectives grouped by school type. The higher the bar – the more critical the rating.
Strategic Objectives grouped by Title 1 status. In this chart, the lower the bar the more critical the priority.
Section II – Serving All Students

Available data supports the need to prioritize Strategic Theme 1 of the BVSD Strategic Plan in order to best serve all students.
The first impediment has been persistent. The achievement gaps have not closed over recent years in spite of many different attempts.

**Theme 1**

Ensure all instruction is challenging, engaging, relevant and meets the needs of all students

**ELA Achievement vs Participation**

- Achievement Gap
- Percent Participation: 90%, 80%, 70%
- Percent Meet/Exceed: 20%, 30%, 40%, 50%, 60%
- Comparison years: 2017-18, 2018-19
One of the most emergent, long-term characteristics of the District is the breadth of disparity in instruction / learning. This is a challenge Theme 1 must address in order for instruction to meet the needs of all students.

Theme 1
Ensure all instruction is challenging, engaging, relevant and meets the needs of all students

CMAS LA/MATH Achievement by Growth: All Students

- Median Growth Percentile
- Average Scale Score
- Alicia Sanchez
- Columbine
The data shows a consistent correlation between poverty (Free and Reduced Lunch ratios) and academic achievement across all schools and levels.

If we plot 2018-19 state ranking (based on median CMAS school scores to the school’s the ratio of free and reduced students, we see a direct correlation between poverty and learning opportunity.
The data shows a consistent correlation between students of color and academic achievement. The higher a school’s ratio of white and Asian students, the higher the academic performance (all schools all levels).

If we plot 2018-19 state ranking (based on median CMAS school scores to the school’s the ratio of white and Asian students, we see a direct correlation between “whiteness” and increased learning opportunity.
If we take an integrated view of learning opportunities in the District, we see a compounding impediment emerges from poverty and students of color.

If we plot 2018-19 state ranking (based on median CMAS scores to school’s ratio of white and Asian students, and FRL student populations, this chart emerges.
A long-term characteristic of the District is the breadth of disparity in Academic Achievement. This is a challenge Theme 1 must address in order to meet the needs of all students.

**Unified Improvement Planning Dashboards**

**Academic Achievement**

**Boulder Valley Re 2 (0480)**

The graphs below display the results for the annual CMAS and Colorado PSAT/SAT assessments from the 2015 through the 2019 test administration. The results are displayed as mean scale scores. Filters allow users to select which assessment results and grade spans to display. All of the calculations reported conform to policy rules established under the state accountability system. The calculations reflect only the outcomes for students who were continuously enrolled from October Count through testing and who received valid scores. Results are not displayed in cases where the n-count is less than 16. Participation rates are included in the pop-up bubbles that appear when you hover over different areas of the graph. It is important to consider these rates when interpreting achievement results. Lower participation rates, particularly rates below 85%, may indicate that the achievement results are not representative of the entire student population.
Some improvement in the Academic Growth of vulnerable students has occurred, but remains insufficient. This is a challenge Theme 1 must address in order to catch student up.
Using 2009-16 test data (grades 3-8), the research performed by Stanford University shows significant disparity in opportunity in schools across BVSD.

Educational Opportunity Across BVSD versus FRL
Across all ranges of student demographics, best-in-class schools outscore their BVSD counterpart significantly. We have an opportunity to improve learning for All Students in this district, including Charter School Students.

Educational Opportunity Across BVSD versus FRL
There are three significant observations to be made from this comprehensive database regarding learning opportunity in grades 3-8 in BVSD.

1. High poverty schools perform well below national average and lower than similar schools of equal poverty.

2. Lower poverty schools perform well, but nowhere close to best-in-class schools.

3. Schools in the mid-range perform at or above the national average, but not as well as schools with similar demographics.
The 2009-16 research from Stanford University shows that the 6 middle schools also exhibit a wide range in learning opportunities.

Educational Opportunity vs FRL at 6 BVSD Middle Schools

- **Angevine** – 44% FRL
- **Casey** – 40% FRL
- **Broomfield** – 27% FRL
- **Nevin Platt** – 8% FRL
- **Louisville** – 12% FRL
- **Southern Hills** – 5% FRL

Grade above national average:
- **Angevine** +2.55
- **Casey** +.94
- **Broomfield** +2.35
- **Nevin Platt** +3.25
- **Louisville** +2.55
- **Southern Hills** +3.25

Grade below national average:
- **Angevine** -.04

Educational opportunity vs. Free/reduced price lunch percentage

Colorado schools, all students, grades 5-8 from 2005-16, sized by number of students.
Stanford University did not compile data for High Schools. Here is the representative data for High Schools charting 2018 State ranking versus FRL.

FRL versus State Ranking - High Schools
Using 2009-16 test data, the research performed by Stanford University shows that (on average) BVSD students who are “Black” test at roughly 2.5 grade levels below their “white” counterpart.

Racial and ethnic disparities in children’s academic performance are a stubborn feature of the American educational landscape.

Though these gaps are substantially smaller than they were 40 years ago, they remain quite large: the difference in standardized test scores between White and Black students amounts to roughly two years of schooling. The gap between White and Hispanic students is almost as large.

The first figure compares the average performance of Black and White students. Each circle is a school district, and the size of the circle is proportional to the number of Black and White children enrolled in the school district. Districts that lie on the diagonal line have no White/Black disparity in test scores, and the farther a district sits away from the diagonal line, the greater the gap in that district.
Using 2009-16 test data, the research performed by Stanford University shows that (on average) BVSD students who are “Black” test at roughly 2.5 grade levels below their “white” counterpart.
Using 2009-16 test data, the research performed by Stanford University shows that (on average) BVSD students who are “Black” have a lower socioeconomic status than their white counterpart.

In this figure, circles to the right of the line indicate that White families in the district have higher socioeconomic status, on average, than Black families. (Circles to the left—of which there are very few—indicate the opposite.) The higher the circle, the larger the gap in achievement between a district’s White and Black students.
Using 2009-16 test data, the research performed by Stanford University shows that (on average) BVSD students who are “Black” have a lower socioeconomic status than their white counterpart.
The research conducted by Stanford University shows that (on average) the patterns of disparity are more prevalent in the nation’s 100 largest districts.

This pattern is evident more generally among the 100 largest districts, where those with larger differences in socioeconomic status between White and Black families tend to have more substantial racial gaps in achievement. And in almost all districts, White children come from more economically advantaged families than their Black schoolmates, a factor which contributes significantly to the White-Black opportunity gap.
The research conducted by Stanford University shows that (on average) the patterns of disparity are more prevalent in the nation’s 100 largest districts.
Section III

Recommendations on spending priorities for 2021-2022 academic school year.
The following definitions for equality, equity and justice can be applied to assess the present state of the BVSD educational experience for all students.

**Equality**

The assumption is that everyone benefits from the same supports. This is equal treatment.

**Equity**

Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

**Justice**

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.
If schools within a district fell along a “median” line as shown below we would observe that across the economic range students (on average within a school) are getting equal support from their education system.

Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.
If all schools in a district fell along a horizontal line, we would observe equal academic achievement regardless of economic status because students are benefitting from targeted support in an equitable educational system.

Equity

Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.
If student populations (FRL, EB, IEP, etc.) were more similar between schools, and if academic scores were level, we would observe that the educational system was more just and fair.

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.
Using the previous definitions, we observe the existing structures are neither equal, equitable nor just for all students or all schools.
Systemic Equilibrium

No house built today can maintain a comfortable environment inside, using the same amount of energy, while the temperature outside changes. The same holds for schools. As school populations shift, the available resources and responses must also adjust to adequately address a change in student needs.
The findings of the 2021 Budget and Finance Subcommittee concludes that in order for all students to be successful, we must address disparities in opportunity.

“Every student can learn, just not on the same day or in the same way.”

- George Evans
Recommendation 1: Prioritize Strategic Theme 1

This recommendation is also supported by findings from the UVA program.

INSTRUCTIONAL INFRASTRUCTURE

Observations: Opportunities

- Schools are uniquely utilizing resources, personnel, and materials with autonomy that may lead to disconnected learning opportunities and experiences for our most at-risk students
- Assessments are inconsistently utilized with a purpose and focus for driving instructional daily decision making
- Schools are inconsistently implementing collaborative structures to guide planning and lesson design
Recommendation 2: Prioritize Strategic Theme 4

A culturally responsive school climate is a precondition for effective instructional practice.

- The climate and environment in which instruction occurs impacts student outcomes
- Cultural responsiveness is necessary for education to be equitable and just
- A system wide approach is necessary.

"Culturally Responsive Teaching

“It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes”

-Gloria Ladson-Billings
Recommendation 3:

Transparency and accountability are critical to the success of the Strategic Plan and BVSD at large.

- Establish a system and a culture of actionable reporting
  - Articulate clear goals, measure outcomes, and report on progress
  - Establish feedback loops to committees and stakeholders
  - Create a dashboard for districtwide and school specific metrics
- Hold schools, principals and district leadership accountable to high, specific, expectations
Appendix I

A “time-lapse” microcosm of how the District’s culture undermined learning opportunity can be seen through the lens of one school.
Section II. Summary of Findings

While these two schools are similar in many respects in 2005, significant changes in student demographics impacted their academic outcomes differently. Research suggests that a primary contributing factor is the challenges that follow when students with high need are concentrated in a school.

The school in which the greatest change in student demographics occurred over the shortest interval of time is Alicia Sanchez Elementary School.
Historical Performance
There was a time that Alicia Sanchez ranked in the middle of the state academically. This performance, however, could not be sustained as its student needs changed dramatically.
The test data shows the sharp decline in reading. Alicia Sanchez 3rd grade achievement start in the middle of the state’s and decline to lower and lower quartiles.
The same pattern emerges within Alicia Sanchez 3rd grade Math scores.
Alicia Sanchez 4th grade scores decline to lower and lower quartiles in a similar fashion.
Alicia Sanchez 5th grade scores also go to lower and lower quartiles when compared to all other state schools.