BOULDER VALLEY
SCHOOL DISTRICT

1241 Accountability Task Force | March 12, 2024

Large District Experience

Realities of our Current Accountability System

- For higher wealth districts, our current accountability system promotes complacency, inequities within school systems and low accountability
- In 2018, with some of the largest achievement gaps in the state and one of the lowest achieving elementary schools in the state at the time (Alicia Sanchez ES), BVSD was graded as **DISTINGUISHED** on the District Performance Framework
- Because the current system relies on averages (Mean Scale Scores) and has a very limited scope of measures, the current accountability system negatively impacted our ability to advance academic opportunities and address inequities.
- Because of this, BVSD set out to redesign accountability for our district to support ALL students

Improving Accountability

- In 2019 the State Legislature passed https://leg.colorado.gov/bills/sb19-204, to provide grant money to local education providers that adopt local accountability systems to supplement the state accountability system.
- BVSD was awarded a grant to redevelop our accountability system to help us improve opportunities and outcomes for all students
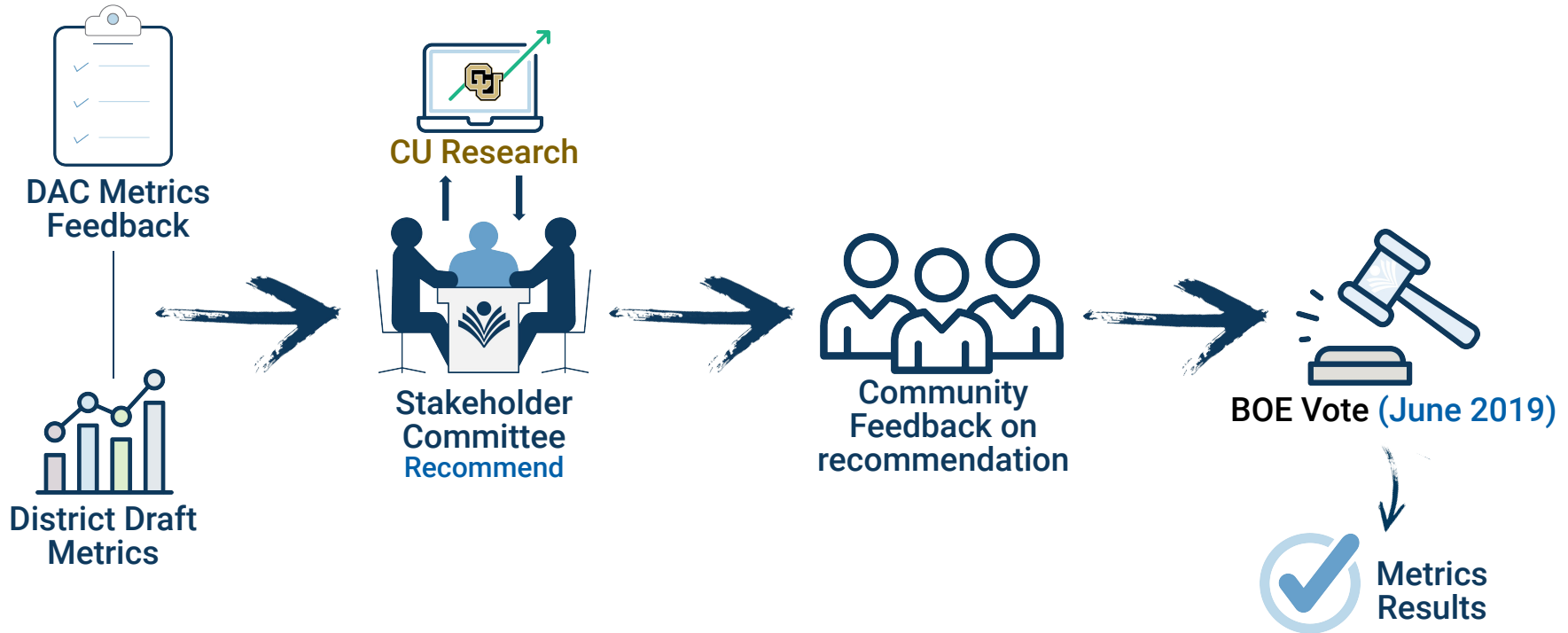
Metrics

District Performance Framework		Strategic Plan Metrics		Improved Long Term Outcomes for All Students
Student Achievement & Student Growth on Standardized Tests	**+**	Challenging and Relevant Educational Opportunities for students, Measures of Post Graduate Success and the disparities between groups in access and success for both	**=**	

The District Performance Framework <u>alone</u> will not lead to improvement for schools or districts

Process Used to Improve Accountability

DAC Metrics Feedback

District Draft Metrics

CU Research

Stakeholder Committee
Recommend

Community Feedback on recommendation

BOE Vote (June 2019)

Metrics Results

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

DRAFT: Post-Graduate Success

On track to success
% of students on track to graduate at end of fall semester in 9th grade: credits, behavior, attendance.
% of 5th graders taking 6th grade mathematics or higher
% of 8th graders taking Algebra or higher
% of juniors taking pre-Calculus or higher
FAFSA completion rate (Free Application for Federal Student Aid)

Outcomes and credentials
Attaining industry certificates, meeting state college and career ready benchmarks on SAT and other tests
Earning an AA through Ascent or Concurrent enrollment
Seal of Biliteracy
Post-secondary enrollment and persistence

<u>Strategic Plan Metrics</u> Reporting Cycle

Close Achievement Gaps

- **Math/Reading Achievement** (June/August)
- **Math/Reading Growth** (June/August)
- **Graduation Rates** (winter)
- **Dropout Rates** (winter)

Close Opportunity Gaps

- **Supportive School Climate** (June)
- **Access To Increased Learning Time** (Fall)
- **Opportunity To Accelerate In Math** (June)
- **Access To Literacy Intervention** (June)
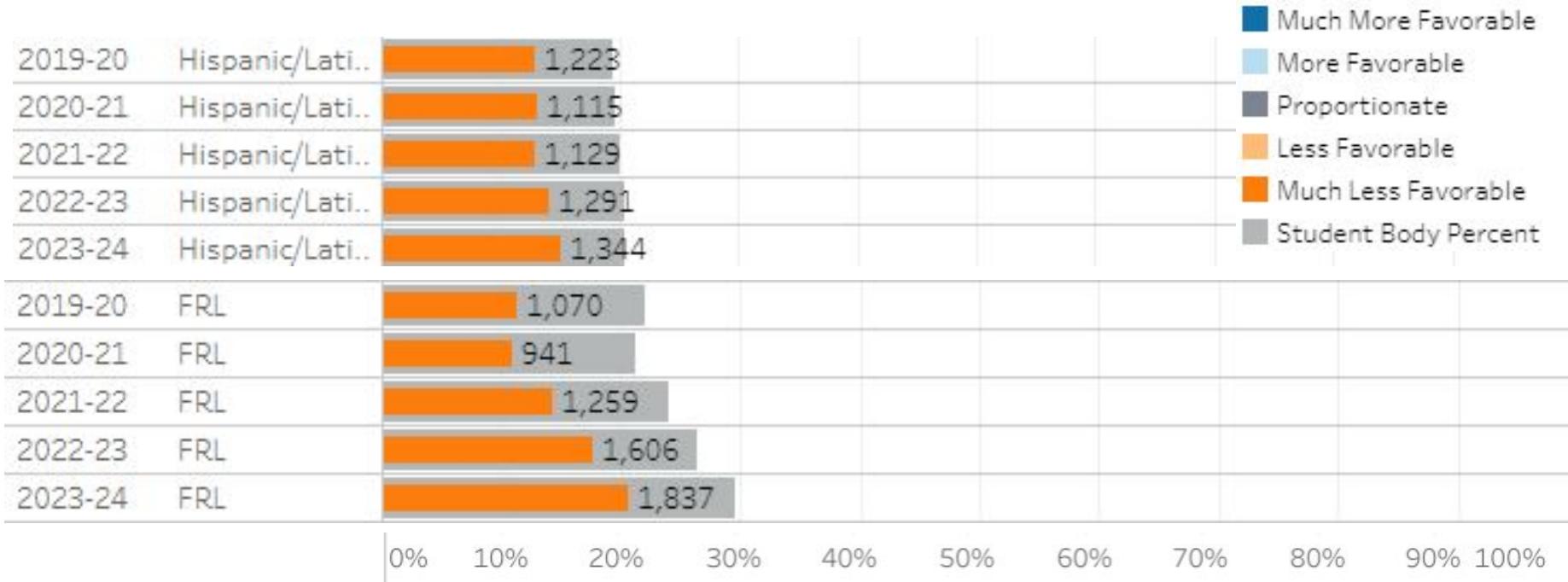
Reduce Disproportionality

- **Discipline** (June)
- **Staffing Into Special Education** (June)
- **Teachers/Leaders of Color** (Fall)
- **Enrollment GT, AP, IB, Concurrent/Dual Enrollment** (June)
- **Seal Of Biliteracy** (graduates winter, participation June)

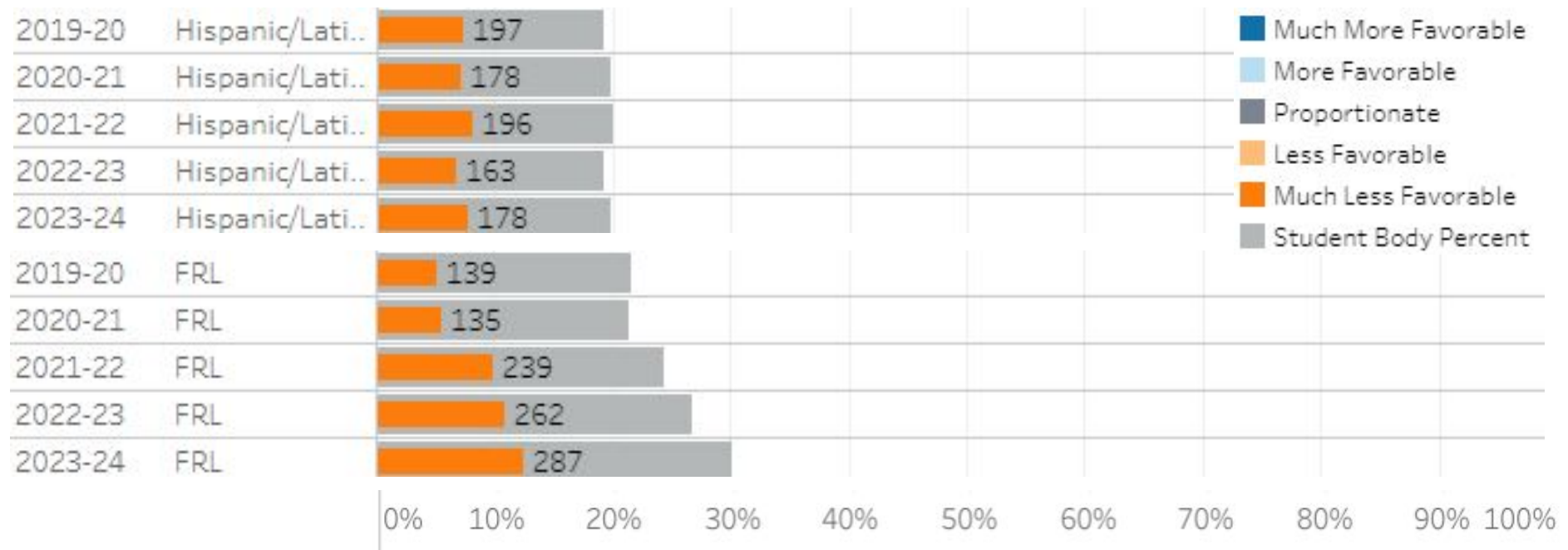# Increased advanced course enrollment for Latinx, FRL students

Increase over time in mathematics acceleration for FRL

Year	Group	Value	Legend
2019-20	Hispanic/Lati...	197	■ Much More Favorable
2020-21	Hispanic/Lati...	178	■ More Favorable
2021-22	Hispanic/Lati...	196	■ Proportionate
2022-23	Hispanic/Lati...	163	■ Less Favorable
2023-24	Hispanic/Lati...	178	■ Much Less Favorable
2019-20	FRL	139	■ Student Body Percent
2020-21	FRL	135	
2021-22	FRL	239	
2022-23	FRL	262	
2023-24	FRL	287	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90% 100%
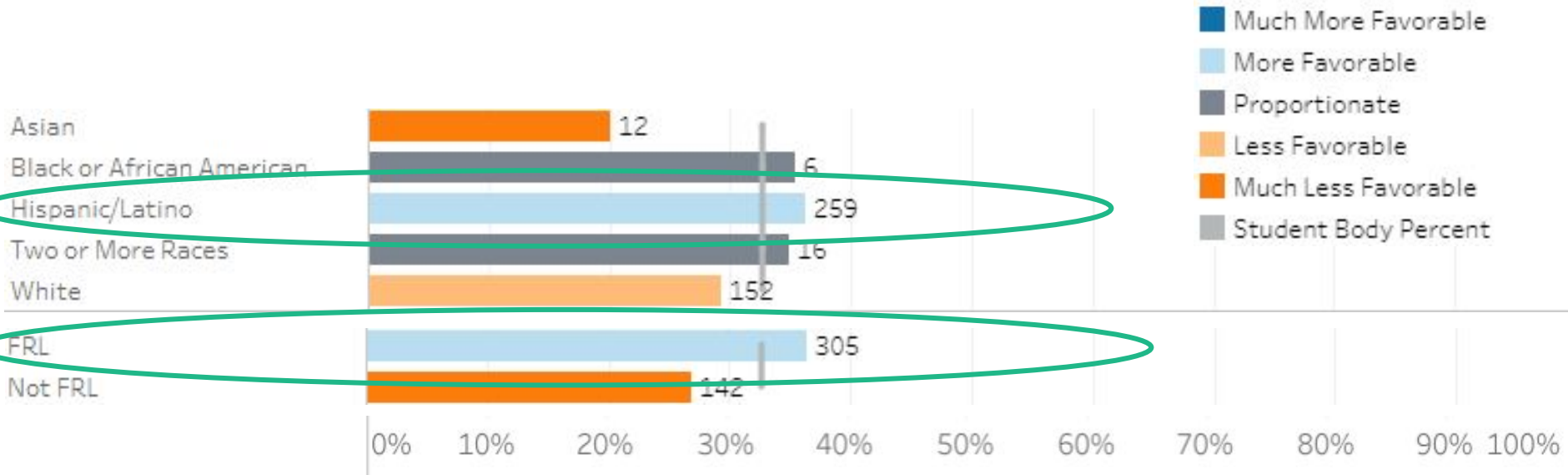
Fewer out of school suspensions than last year for Latinx students
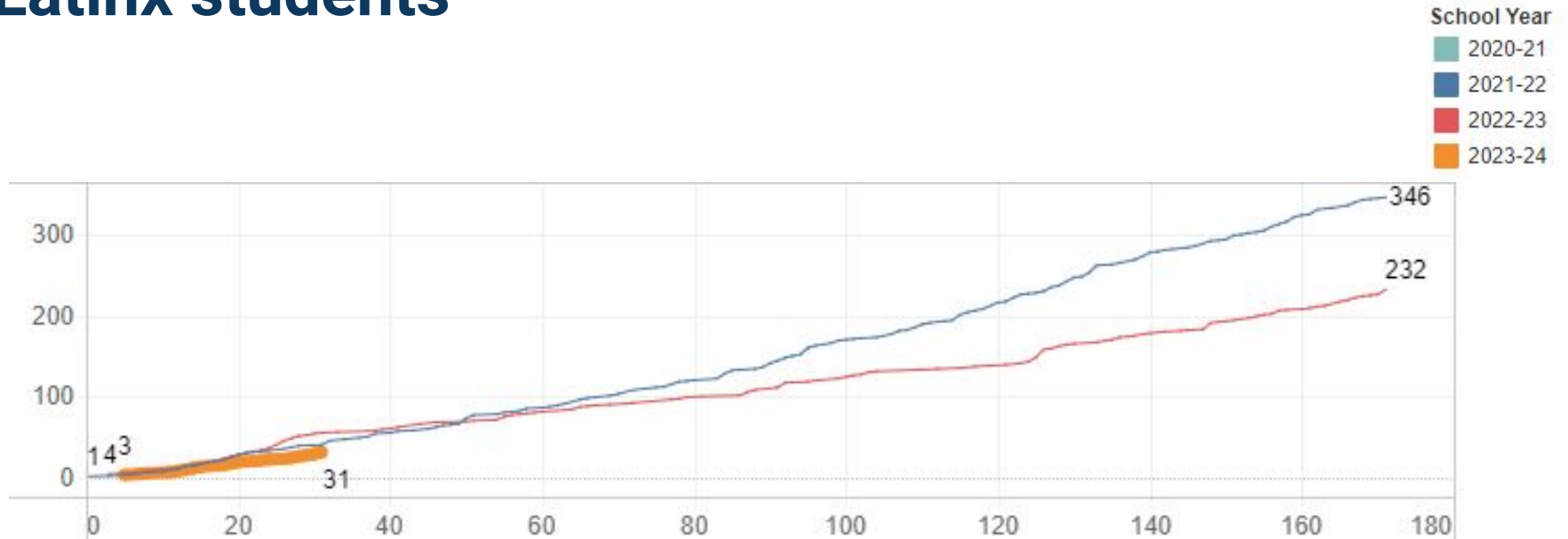
Cumulative year-to-date out of school suspensions on vertical axis, plotted against day of school year on horizontal axis

Strategic Plan Metrics

Gap closing efforts with K-12 interventions

Legend:
- Much More Favorable
- More Favorable
- Proportionate
- Less Favorable
- Much Less Favorable
- Student Body Percent

Category	Value
Asian	12
Black or African American	6
Hispanic/Latino	259
Two or More Races	16
White	152
FRL	305
Not FRL	142

256% Increase in number of students in concurrent enrollment
173% Increase in concurrent enrollment sections offered
Increased concurrent enrollment participation across student groups

Demographics	Fall & Spring 2021-22	Fall & Spring 2022-23	% increase
Female	273	952	248%
Male	309	980	217%
FRL	90	341	279%
IEP/504	84	324	286%
Black/African American	8	18	125%
Hispanic/Latino	66	340	415%
White	460	1429	210%

How our Strategic Plan Metrics Drive Improvement

- [Our Strategic Plan Metrics dashboard](#) is updated nightly for real time, fully transparent information
- Staff presents an update of our Strategic Plan Metrics twice a year (Fall/Spring) at a Board Work Session
- We train all our our School Accountability Committees on how to use the Strategic Plan Metrics dashboard to inform/develop school improvement plans

Questions?