TP.2 Teaching and Learning- Final Clean

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4/18/22

Policy Statement:

Teaching and Learning (Accelerate Learning by Re-envisioning Education)

As a result of the effects of the global pandemic on teaching and learning, we envision an accelerating learning experience by providing a culturally and linguistically sustaining education that enables us to re-envision rather than repeat the district's historical inequities to provide an equitable education for ALL of our students. Students will become independent learners who use their skills and knowledge to affect change in our global society. To this end, we expect:

1. All students will demonstrate a well-rounded educational experience to include the arts, literacy, numeracy and critical thinking skills at or above grade level, both as a whole and by sub-groups. Students demonstrating below grade level learning will demonstrate greater than a year's growth each school year.

2. All students will have exposure to curricula that are culturally and linguistically relevant and accurately reflect the contributions and challenges of others based on religion, race, ethnicity, gender identity, sexual orientation, language and ability.

3. All students will have opportunities to demonstrate their agency to affect change as a product of their learning.

4. Students with disabilities will receive the necessary resources and support to eliminate barriers to success.

5. All students will demonstrate grade-level competence on state and district assessments. Scholars demonstrating below grade level competence will demonstrate significant academic growth each school year.

Definitions

- **BIPOC** - Black, Indigenous, People of Color
- **Student Agency** - The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to affect change.

- **Accelerating learning** - ensuring students consistently receive grade-level materials, tasks and assignments along with appropriate scaffolds that make the work accessible. More specifically, instead of sending students backward to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they're needed
- **Culturally and linguistically sustaining education**- an education that perpetuates, fosters, cultivates and sustains the cultural and linguistic strengths of the students we serve.   Students see themselves reflected in our curriculum and learn about the history of their communities and contributions to our nation and world. Students see their native language(s) as an asset that we build upon and cultivate through our commitment to bilingual education.
- **Re-envision** - rather than repeating practices that perpetuate historical inequities, re-envisioning is innovation that provides an alternative path forward focused on the decentering of whiteness and Eurocentrism to bring marginalized communities from the margins to the center of everything we do
- **Historical Inequities** - deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability
- **Equitable Education** - fair and impartial access to resources and opportunity to ensure the elimination of the predictability of success or failure for our students
- **Independent Learners** - ability to take responsibility for one's own learning utilizing strategies and processes for tackling new tasks
- **Global Society** - conditions under which society is considered a single, international entity
- **Well-rounded educational experience** - creates learning for the whole-child, including emphasis on both academic and social emotional opportunities for growth
- **Critical thinking skills** - intellectually disciplined process of actively and skillfully, conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action
- **Sub-groups** - a distinct subset of a larger group
- **Culturally and linguistically relevant** - ensuring classroom, school, and district environments and coursework are representative and inclusive of the diverse backgrounds, ethnicities, and languages of students
- **Student Agency** - giving voice and choice in learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers
- **Multilingual Learners** - Children and adults who use multiple languages on a regular basis in school and in contexts outside of school

Standard - RI Must-haves

- The standard of measurement for one or more parts of the policy

- The level of achievement on the standard for one or more parts of the policy
- The rationale for the standard of measurement for one or more parts of the policy
- The rationale for the level of achievement on the standard for one or more parts of the policy

TP.2 Reasonable Interpretation

Learning over the past two years has been disrupted globally. Students have lost significant ground in their learning and in their content areas. Some estimate that BIPOC and MLL students have lost as much as 12 months of learning. This is unprecedented and requires districts to close academic gaps while facing the fallout from the spread of a pandemic and unvaccinated community populations. An additional challenge involves the lack of reliable state assessment data in order to set targets for achievement. Nonetheless, our primary goal is to educate children, support families, and change lives by preparing students for college or careers, all in a safe environment.

Outcomes:

Given the limited amount of time for the Superintendent to establish and implement a Strategic Plan, some of the targets and baselines will be evident in the 21/22 school year but some measures of compliance will not be evident until the 22/23 school year.

Compliance with this End Statement will be achieved for 21/22 when:

1a. Re-establish baselines in the 2021-22 SY so that we can establish targets for participation and achievement to have students perform at grade-level and above on the Colorado State Assessments, including CMAS, CSLA , READ Act and COSAT. This is a reasonable target since it re-establishes our ability to set meaningful and measurable goals for student achievement.

1b. Begin to establish a plan for consistent implementation of a district assessment system that facilitates progress monitoring and teaching and learning to indicate whether or not students are on track to meet grade-level targets in math and literacy; This is a reasonable level of achievement as we have lost the ability to anticipate student performance as a result of the effects of COVID-19.

1c. Establish a well-rounded educational experience for students. This requires further clarification. Does this mean that students take the regular core plus the arts? If so, this is already part of the student day. What other aspect of well-roundedness does this refer to?

2. Ensure that all MLLs receive high-quality native-language instruction, Integrated Content Language Development and English Language Development as demonstrated by an ELA program review. This is a reasonable standard of measurement as it is the most thorough manner in which to measure compliance to the Modified Consent Decree.

Compliance with this End Statement for the 22/23 SY and beyond will require additional measures including:

1a. Reduce the number of students reading below grade level in K-3 as measured by READ ACT data
2a. Observe that 70% of students in district-managed schools will report experiencing curricula that are culturally and linguistically relevant via Your Voice Survey. This is a reasonable standard of measurement and level of achievement as it focuses on student experiences rather than teacher plans and requires the use of a survey to capture student responses. The target of 70% is reasonable because this is a new metric being tracked.

3. Observe 50% of students in district-managed schools will report they have student agency via Your Voice Survey. This establishes a Student Agency Index that captures student agency based on five key questions about their learning. The standard of measurement is reasonable because it focuses on what students experience. The target of 50% is set based on the fact that this is a new measure being introduced for the first time.

4. Observe that Students with Disabilities receive the necessary supports, as demonstrated by compliance with CDE standards. As a result of the pandemic, our district faced staffing shortages which prevented our Students w/ Disabilities from receiving full services. This standard of measurement and target are reasonable since

5. Observe students below grade level growing at the 65% percentile or higher. The rationale for an alternative to Greater than a year's growth is as follows: The CMAS and P/SAT assessments are not designed to indicate more than a year's worth of growth. For Colorado, growth is not expressed in test score point gains or losses, but in **student growth percentiles**. Using the Colorado Growth Model, students with the same achievement history are compared to each other, helping us understand whether their growth is high, typical, or low. Per the Colorado Department of Education (CDE) there is currently no single "rule of thumb" for deciding what are low, typical, or high growth median growth percentiles, and it is important to recognize that relatively 'high' growth may not be sufficient to move students to proficiency. As defined by Colorado State Board of Education rule, a student growth percentile for a single child that falls within the 35th-65th percentile range reflects Typical Growth, and a student growth percentile for a single child that is above the 65th percentile reflects High Growth.

Measure	FOS/DR	Target	Baseline	Timing	Justification
1.2.1a Baseline %Proficient Math: CMAS Grade 3-8 overall 1.2.1b Black 1.2.1c Latinx 1.2.1d MLL 1.2.1e SwD (weight=0.5 each)	FOS	N/A	setting baseline in 22	August	%Proficiency in Math on CMAS Grades 3-8 gives us an indication of student preparation for OTG and on grade-level competency.
1.2.1f Baseline %Benchmark Math: COSAT	FOS	N/A	setting baseline in 22	August	%Benchmark in Math on COSAT

Measure					Rationale
Grades 9-11 overall 1.2.1g Black 1.2.1h Latinx 1.2.1i MLL 1.2.1j SwD *(weight=0.5 each)*					Grades 9-11 gives us an indication of student preparation for OTG and on grade-level competency.
1.2.1k Baseline %Proficient Literacy: CMAS Grade 3-8 overall 1.2.1l Black 1.2.1m Latinx 1.2.1n MLL 1.2.1o SwD *(weight=0.5 each)*	FOS	N/A	setting baseline in 22	August	%Proficiency in Literacy on CMAS Grades 3-8 gives us an indication of student preparation for OTG and on grade-level competency.
1.2.5p Baseline %Benchmark: COSAT EBRW Grade 9-11 1.2.1q Black 1.2.1r Latinx 1.2.1s MLL 1.2.1t SwD *(weight=0.5 each)*	FOS	N/A	setting baseline in 22	August	%Proficiency in Literacy on CMAS Grades 3-8 gives us an indication of student preparation for OTG and on grade-level competency.
1.2.1u Establish a plan for consistent implementation of a district assessment system that facilitates progress monitoring and teaching and learning" *(weight=2)*	DR	N/A	N/A	September	%Benchmark in COSAT Evidenced-Based Reading and Writing Grades 9-12 gives us an indication of student preparation for OTG and on grade-level competency.
1.2.1v Develop definition of and measure for well-rounded education *(weight=2)*	DR	N/A	N/A	September	Research has shown that student engagement increases significantly when the

					lessons that they experience include stories reflecting their cultural and racial backgrounds.
1.2.2 Percent of schools tentatively passing MLL program review *(weight=2)*	FOS		55%	(from 2019) 54%	June	This measure addresses the culture and climate which is experiences by MLLs in the classroom. If students feel pressured to speak one language, it can prohibit an inclusive and diverse culture.
1.2.1k %Grade Level Literacy: READ Grades K-3 (possibly add goal around SBGL?) overall 1.2.1l Black 1.2.1m Latinx 1.2.1n MLL 1.2.1o SwD	FOS			from 2019: 1.2.1k 68.2% 1.2.1l 58% 1.2.1m 64% 1.2.1n 63% 1.2.1o 31%	August	
1.2.2a YourVoice/Tu Voz survey % of MLLs reporting at least sometimes to "Do your teachers like it when you speak more than one language in class?"YourVoice/Tu Voz survey (MLLS only)	DR		88%		June	potential impact of staffing challenges that resulted in greater utilization of subs and central staff
1.2.2b YourVoice/Tu	DR			(from Sept 2021)	June	

			2.15		
Voz survey Average number of subgroups students say they learn about from [People from different races Women People with disabilities Lesbian, gay, bisexual, transgender, and queer people People who speak different languages]					
1.2.4 Adequate and timely service for students with disabilities as indicated by 1.2.4a Indicator 11 - completion of initial evaluations within timeline 1.2.4b Indicator 12 - timely transition from Part C (ECE) to Part B (school-age) monitoring) 1.2.4c Indicator 2 - Secondary dropout	FOS		1.2.4a (prior year, has been trending downward during covid) 84% 1.2.4b (average of past three years) 85% 1.2.4c (average of past three years) 29.5%	February	From CDE reporting

Student Agency Index:	I get to choose some things I learn in school.
	I set goals for what I learn.

	I know my strengths and weaknesses.
	I feel comfortable being me at school.
	Do you feel empowered to change something as a result of your learning?

Aggregation Methodology

I will be successful if I achieve 75% of the weighted targets.