Taking Stock of Progress

June 7, 2018

Strategy: *Conditions for Learning*

Tactic: *Commitment to Equity*

Tactic Leader: *David Kollar*

Co-Leader: *Linda Reyes-Quinonez*
| Conversation Structure |

1. What are we trying to do?

2. How are we trying to do it?

3. At any given moment, how will we know if we’re on track?

4. If we’re not on track, what are we going to do about it?
Keeping Learning at the center
Structure of the Strategic Plan

MISSION
Preparation of all students for a successful future

VISION
Integrity, Valuing People, Teamwork, Exemplary Performance, Entrepreneurial Spirit

VALUES

SYSTEM INDICATORS

LEARNING
TACTIC
TACTIC

CONDITIONS FOR LEARNING
TACTIC
TACTIC
TACTIC

READINESS FOR LEARNING
TACTIC
TACTIC
TACTIC
System Indicators

**Secondary**

- **4th - 8th Grade**
  - Equity Growth Gaps: 60th Percentile (CMAS)

- **CCRI**
  - Participation: 50%
    - (IB, AP, CE, Internship, CTE)
  - *Career and College Readiness Index*

- **CCRI Success:** 85%
  - (3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))

- **Equity Growth Gaps:** 55th Percentile (SAT)

**Non-Academic Indicators**

- Employee Engagement: 85% Positive
- Student Engagement: 3.75 on Emotional, Behavior, & Academic Engagement
- Family Engagement: 3.75 on National Family Engagement Standards
CONDITIONS FOR LEARNING
BUILD REPEATABLE PROCEDURES WHERE QUALITY LEARNING CAN BE SCALED, REPLICATED, AND PROVIDED EQUITABLY TO EVERY STUDENT

TACTIC 1: Professional Model of Teaching
TACTIC 2: High Expectations
TACTIC 3: Commitment to Equity

READINESS FOR LEARNING
CREATE SYSTEMS TO ENSURE EVERY STUDENT COMES TO SCHOOL READY TO LEARN AND BARRIERS TO LEARNING ARE REMOVED

TACTIC 1: Schools as Community Hubs
TACTIC 2: Social-Emotional Supports
TACTIC 3: Expand Early Childhood Education Quantity and Quality
TACTIC 4: Family and Community Engagement
What are we trying to do?

How are we trying to do it?

At any given moment, how will we know if we’re on track?

If we’re not on track, what are we going to do about it?
Equity in Jeffco

Equity means each child receives what they need to develop to their full academic, career, and social potential.
Theory of Action

**IF** Jeffco Public Schools develops and uses resources (talent/support/funding/facilities) equitably, **THEN** students from underserved populations (Free and Reduced Lunch, Minority, Special Education, English Language Learner) will develop to their full academic, career, and social potential.
SMART Goals

- By the 2022 school year, students identified as underserved will increase academic and career readiness as demonstrated by growth in at least the 55th percentile on the (P)SAT.

- By the 2022 school year, students identified as underserved will increase social readiness as demonstrated by an average response of 3.75 on the MYVH Survey.
Connections and Coherence

- To actualize a commitment to equity, then all 27 tactics of the strategic plan must reflect and articulate equity.

- The Equity Tactic Team should be equipped to provide support and guidance to tactic leads and teams in this endeavor. This will occur through professional learning, direct support, and by providing tools for teams.
Milestones

- Identify schools demonstrating high growth for underserved students
- Provide professional learning (induction, leadership, educators) - Partnership with the National Equity Project
- Develop and coordinate resources and supports identified by/for Tactic Leads and Teams
- Create ‘Equity’ rubric to support Tactics (summer-fall 2018)
- Ongoing assessment of current state of equity in Jeffco

Leading Indicators

- Evidence in the strategic plan/tactics of equity lens and actions
- Disaggregated PSAT, SAT, MYVH, MAP, and CMAS data
- Disaggregated attendance data
- Professional Learning (participation numbers and feedback responses)
ARTIFACTS

- Equity Professional Learning is required in Induction for educators new to Jeffco
- Student Voice
- Diversity Expos
- Questions/Frame for Tactic Leads
<table>
<thead>
<tr>
<th>Conversation Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
### SMART Goal

- By the 2022 school year, students identified as underserved will increase academic and career readiness as demonstrated by growth in at least the 55th percentile on the (P)SAT.

### Trajectory
## Equity Growth Gaps: PSAT to SAT - Evidence Based Reading/Writing

<table>
<thead>
<tr>
<th></th>
<th>Jeffco</th>
<th>Adams 12</th>
<th>Aurora</th>
<th>Boulder</th>
<th>Cherry Creek</th>
<th>Denver</th>
<th>Douglas County</th>
<th>Littleton</th>
<th>Poudre</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>54</td>
<td>47</td>
<td>46</td>
<td>60</td>
<td>55</td>
<td>51</td>
<td>54</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>English Learners</td>
<td>47</td>
<td>45</td>
<td>45</td>
<td>40</td>
<td>54</td>
<td>47</td>
<td>55</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>46</td>
<td>40</td>
<td>44</td>
<td>43</td>
<td>49</td>
<td>47</td>
<td>40</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>Minority Race/Ethnicity</td>
<td>49</td>
<td>43</td>
<td>46</td>
<td>54</td>
<td>54</td>
<td>49</td>
<td>55</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>SPED / IEP</td>
<td>38</td>
<td>33</td>
<td>26</td>
<td>40</td>
<td>37</td>
<td>31</td>
<td>44</td>
<td>38</td>
<td>29</td>
</tr>
</tbody>
</table>
SMART Goal

- By the 2022 school year, students identified as underserved will increase social readiness as demonstrated by an average response of 3.75 on the MYVH Survey

Trajectory

Make Your Voice Heard (Free and Reduced Lunch, Grade 2-6, Climate)

- Blue line: Expected Trajectory
- Brown line: Actual Trajectory
- Orange line: Goal
**Implementation Heat Map**

*Commitment to Equity*

<table>
<thead>
<tr>
<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly problematic – requires urgent and decisive action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed – aspect(s) require substantial attention, some good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good – requires refinement and systematic implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Successes

- Strong and diverse team formed
  - HR, Budget, Facilities, ERD, SIET, SS, Principal, multiple perspectives
- Tactic Teams are beginning to examine their work through an equity lens
- Professional learning scheduled for summer and fall 2018
What are we trying to do?

How are we trying to do it?

At any given moment, how will we know if we’re on track?

If we’re not on track, what are we going to do about it?
<table>
<thead>
<tr>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Capacity</td>
</tr>
<tr>
<td>○ Two dedicated Diversity and Inclusion Specialists</td>
</tr>
<tr>
<td>○ Building the capacity of others in the system</td>
</tr>
<tr>
<td>• Variability of expectations for underserved students</td>
</tr>
<tr>
<td>• Lack of adequate resources systemwide</td>
</tr>
<tr>
<td>• An equality philosophy vs equity philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased capacity to expand professional learning, culturally responsive coaching, on-site support/coaching, data analysis</td>
</tr>
<tr>
<td>• Dedicated funding for equity professional learning</td>
</tr>
</tbody>
</table>
Questions?

Thank you
| Board of Education Ends Alignment |

Ends 1- Engaging Climate and Culture
Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.
- Values the diversity of all students, staff and families.
- Supports the social, emotional and physical wellness for students and staff.
- Encourages family and community engagement to support, enhance and maximize learning.

With the expectation that:

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).
Board of Education Ends Alignment

Ends 2- Career, College and Life Aspiration Connections
Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

● Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.
● Address opportunity and achievement gaps through an integrated system of support that ensures equity in meeting all students needs.
Board of Education Ends Alignment

Ends 3- Learning Systems and Leadership
Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Provide high quality professional development and professional growth support structures.
- Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
- Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.

With the expectation that:

- Every student will be taught by a highly skilled teacher and caring staff.
- Every student will be taught in a high performing school led by strong leadership.
- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.