

**RESOLUTION OF THE BOARD OF
EDUCATION
OF
DOUGLAS COUNTY SCHOOL DISTRICT RE-1
AUTHORIZING SUBMISSION OF
INNOVATION WAIVER TO THE STATE
BOARD OF EDUCATION**

WHEREAS, Colorado is a local control state, where local school boards are constitutionally granted broad discretion in setting curriculum and standards for their students, and taking appropriate measures based on students' level of achievement toward those standards; and

WHEREAS, on July 16, 2013, The Douglas County School District Board of Education adopted a Resolution in which it expressed its "general opposition to unfunded, state-mandated assessments that measure knowledge well below the standards we have set for our students, and what we know they will need to be successful in the college and careers they will choose." While that sentiment was expressed by the Board in the context of Common Core-based PARCC mandated assessments, the concept is equally applicable to other mandates that add assessment requirements for students and teachers; and

WHEREAS, in 2012, the General Assembly passed the READ Act (C.R.S. 22-7-1203 *et seq.*), which, among other things, requires multiple administrations each year of reading assessments from a State-approved list of all students in grades kindergarten, first, second and third (K-3), regardless of the level of reading proficiency of the individual student. The goal of the READ Act, to assist students in reading proficiency by the end of the 3rd Grade, is laudable, but does not provide the necessary flexibility for the teachers of the Douglas County School District (DCSD) to choose the assessments and rigorous, innovative approaches that best assist them in guiding their students to reading proficiency, and

WHEREAS, the Innovation Schools Act (C.R.S. 22-32.5-101 *et seq.*) permits local school districts to apply to the State Board of Education for a waiver of statutes and rules "to encourage intentionally diverse approaches to learning and education within individual school districts" and "to improve educational performance through greater individual school autonomy and managerial flexibility;" and

WHEREAS, several elementary schools in the Douglas County School District will meet the goals of the READ Act through their own locally-developed and locally approved programs of assessment and instructional strategies (outlined in Attachment A hereto) to form an "Innovation Zone," the goal of which is to enhance student achievement in reading; and

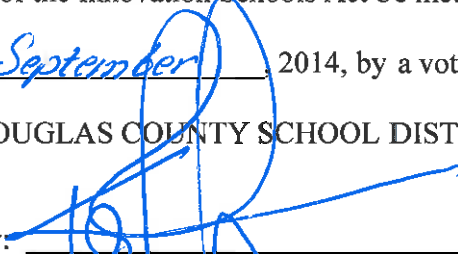
WHEREAS, the approach to be taken by the schools choosing (through School Accountability Committee and staff approval) to participate in the Innovation Zone, will be designed to be incorporated into the Douglas County School District's Guaranteed and Viable Curriculum (GVC) and the Balanced Assessment System, and not operate as a distraction and "time away" from the goals and standards set by the Douglas County School District, the individual school, and the teachers in the school to prepare our students for the college and/or career path of their choice.

NOW, THEREFORE BE IT RESOLVED, that the Douglas County School District Board of Education hereby authorizes the Superintendent or her designee to assist interested elementary schools that choose to do so in filing an application as soon as practicable under the Innovation Schools Act for flexibility to use alternate, locally-developed and approved means of meeting the goals of the READ Act in a manner substantially outlined in Attached Exhibit A. This authorization by the Board is *expressly conditioned* on all of the following occurring prior to filing the waiver application with the State Board of Education:

- A. That each participating school secures and documents the support of their local plan from their licensed staff and affected classified staff;
- B. That each participating school secures and documents the support of their local plan from their School Accountability Committee;
- C. That any other requirements of the Innovation Schools Act be met.

APPROVED this 2nd day of September, 2014, by a vote of 5-0.

DOUGLAS COUNTY SCHOOL DISTRICT RE-1

By: 

Kevin P. Larsen, President
Board of Education

Attest:

By: 

Secretary, Board of Education

EXHIBIT A

READ Act Waiver Flexibility of Assessment Frequency

Kindergarten:

Kindergarten teachers use the beginning of their year to get to know their learners. They can use formal and informal measures to make instructional decisions to guide instruction. At mid-year all kindergarten students will be tested with an approved READ interim. Students who score below the cut-score will be administered a diagnostic assessment to determine the greatest area of need. Based on data results, instructional decisions are made and implemented for the learner. Within the next 30-days, the student is assessed with same interim to find out if the learner is identified.

If identification is verified, gathered assessment data is used to write a READ Plan in collaboration with all stakeholders and parents.

At the end of the year, students with READ Plans are assessed with a READ interim. All other students are assessed with SB 212 assessment.

First Grade:

At the beginning of the year, the following learners will be assessed:

- Students identified as having a Significant Reading Deficiency during their kindergarten year.
- Newly enrolled students who are from out-of-state or do not come with any data will also be tested.
- Students who scored below proficiency during the previous year's spring testing will be tested as well.
- Students who score below the cut-score will be administered a diagnostic assessment to determine the greatest area of need. Based on data, instructional decisions are made and implemented for the learner. Within the next 30-days, the student is assessed with the same interim to find out if the learner is identified.

At mid-year, the following learners will be assessed:

- Students who are new to the school and do not come with previous data.
- Students who have READ plans

At the end of the year, students with READ Plans are assessed with a READ interim. All other students are assessed with SB 212 assessment.

Second Grade:

At the beginning of the year, the following learners will be assessed:

- Students identified as having a Significant Reading Deficiency during their kindergarten year.
- Newly enrolled students who are from out-of-state or do not come with any data will also be tested.

At mid-year, the following learners will be assessed:

- Students who are new to the school and do not come with previous data.
- Students who have READ plans.

At the end of the year, students with READ Plans are assessed with a READ interim. All other students are assessed with SB 212 assessment.

Third Grade:

At the beginning of the year, the following learners will be assessed:

- Students identified as having a Significant Reading Deficiency during their kindergarten year.
- Newly enrolled students who are from out-of-state or do not come with any data will also be tested.

At mid-year, the following learners will be assessed:

- Students who are new to the school and do not come with previous data.
- Students who have READ plans.

At the end of the year, students with READ Plans are assessed with a READ interim. All other students are assessed with SB 212 assessment.

Flexibility of Assessment Choice – add DRA2

DRA2 is an assessment that provides teachers with instructional decisions for all learners.

Schools that choose to use the DRA2 as their READ Act interim/screener would be required to be part of the Train the Trainer DRA2 professional development in DCSD.

The initial training would include bringing back the fidelity of implementing the DRA2. Through this training, individuals would establish an understanding about the DRA2 that impacts performance. Each school would choose two individuals to attend the [Train the Trainer PD](#) (example) and become trainers for their school.

The data collected through the Google Forms of the initial training will provide formative data to determine next steps and increase inter-rater reliability. The DRA2 Continuum will be analyzed at the component level to establish reliable and consistent scoring within the district.

Throughout the training process, individuals would work collaboratively with colleagues for the benefit of students. In practice, they would administer the DRA2 to students and score the DRA2. Then, the trainers come together and have colleagues score the DRA2 and enter their results into a Google Form. Dialogue and discussion would refine thinking.

Once the trainers group showed consistency, the trainers would build capacity by training the teachers within their school.

Periodically throughout the year, spot-checks from the district level would be completed to ensure reliability. Based on the outcome of the spot check, follow-up discussions would happen, if needed.

Through this process, teachers will still have the option to dig deeper using another assessment tool.

ELLPS Supersede READ Plans

The English Language Learner Plan (ELLP) is designed to monitor all aspects of the English learner's academic, behavioral, and social/emotional needs. ELLPs are not required by the state; however, we utilize the plan to monitor students' academic growth, English language development, document accommodations used in assessment and instruction, and as a communication tool among the student, staff, and parent. The ELLP is intended to be a comprehensive document, regardless of whether a student is "on" an ILP/READ Plan.

DCSD English Language Learner Plan (ELLP)

Once a student is identified as an English Learner, a plan for programming, instruction, and assessment is created by the ESL Specialist, the Content Teacher, the Parent/Guardian, and the Student.

Douglas County School District's ESL Department is committed to plan appropriately and effectively for English Learners. The ELLP includes opportunities for all stakeholders to participate in creating a programming plan for ELs. The ELLP articulates the implementation of instruction and assessment in both English Language Development (ELD) and content mastery. The ELLP is critical in the documentation of assessment accommodations for all assessments included in the district's balanced assessment system.

The ELLP is a living document. Specific, targeted goals are created according to a student's individual ELD and content needs. Once a student has reached his or her goal, a new goal is created, and progress is continually monitored and documented.

Intensive initial and ongoing training is provided by the ESL Coordinator and the ESL Leads regarding writing and maintaining the ELLP.

The ELLP is a tool intended to promote and foster:

- Collaboration between families, ESL Specialists, Content Teachers, students, and administrators.
- Documentation of student growth throughout a single school year as well as long-term growth over multiple years.
- A means to provide evidence for all "authors" for use in the CITE evaluation of teachers

IEPs Supersede READ Plans

DCSD's mission is to be a world class special education department and service delivery model that is focused on exceeding student needs.

An IEP is an Individualized Education Program written for a child with a disability who meets qualifications for one or more specific disabilities in accordance with federal law. The IEP is a legally binding document tailored specifically to a student's unique and individual needs. It outlines the instruction and services for the child.

DCSD's Special Education teams make it a priority to provide support and resources so the staff at our schools can deliver quality instruction to students in Special Education Programs.

The continuum of special education services (universal, targeted, intensive) are designed to ensure that students are able to access and make progress in the general curriculum. Service delivery is driven by student need and subject to change as the student makes progress towards goals and objectives and is served in the least restrictive environment.

Goals and services for the learners are reviewed each year at an IEP meeting.