District Ends 1.0 Monitoring Report

Prepared for the Poudre School District Board of Education

POUDRE SCHOOL DISTRICT

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Superintendent

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Approved 3-21-23.

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Executive Summary

The Poudre School District (PSD) Class of 2022 graduation rate of 87.1% is the highest PSD four-year on-time graduation rate in more than a decade. This represents a one-year increase of 4.5 percentage points and exceeds the state's overall graduation rate by 4.8 percentage points. Virtually every student subgroup traditionally highlighted in education outcome reports shared in these substantial gains. Students supported with Individualized Education Programs increased their 4-year graduation rate by 8 percentage points, English language learners increased 4.9 percentage points, students eligible for free/reduced meal prices increased their 4-year graduation rate by 7.6 percentage points, homeless students increased their graduation rate by 10.3 percentage points. Graduation rate gains were also realized by Hispanic students (10.3 percentage point gain), Native American students (44.2 percentage point gain), and White students (3.4 percentage point gain). Asian students held steady at a 95.8% four-year graduation rate while Black or African American students decreased from 83.9% to 75%.

PSD attributes some amount of these improved graduation rate outcomes to specific leadership steps high school principals took in alignment with district improvement efforts. Namely, quarterly student credit accumulation protocols and implemented supports for students off-track to graduate, and 3-week grade check protocols that included supports for at-risk students. Graduation rates are a key performance indicator of central importance to the students and families PSD serves as it is directly tied to supporting/promoting economic mobility and represents the successful culmination of a 13-year education journey that prepares students to pursue their postsecondary interests and passions. Pursuing interests and passions often means accessing workforce opportunities, serving in a branch of the US military, beginning one's own business, or attending a college or university.

When recent PSD graduates choose to attend a college or university, the evidence of their successful transition is clear and indicates that PSD students do graduate with options. PSD exceeds all state and comparison districts on measures of college transition success. These measures include the following:

1) Low college remediation rates in English and math,
2) High first year college GPA, and
3) High college graduation within 4 years

While enrolled in PSD high schools, approximately 2/3 (66.8%) of our students take college courses and earn college credits. PSD is a state leader in dual enrollment, concurrent enrollment, and Career and Technical Education enrollment. PSD graduating classes have had higher levels of Dual Enrollment than the state and higher rates than our comparison districts since the Class of 2016, while also growing Dual Enrollment at a faster rate than the state or our comparison districts over the past 6 years.

PSD students obtained these increases in graduation rates and tremendous postsecondary successes through their year-after-year exceptionally high achievement levels. PSD achievement levels remain well above state/national norms in all subjects and grades, and across all state assessment programs (CMAS, PSAT, SAT). High achievement is only maintained where it is augmented by high academic growth from fall to winter to spring, year after year. PSD students consistently exceed academic peers in their academic growth as measured by both state and national testing programs.

PSD monitors and continually supports the academic growth of students that begin a school year somewhat behind their grade level peers on academic measures. In PSD we have developed a system called Levels of Support that identifies individual students that are good candidates for Additional

Support. PSD has a growth target associated with the Additional Support group of students at each PSD school. In 2021/22 the number of PSD schools that met or exceeded our Additional Support growth target increased dramatically. PSD schools that met or exceeded our Additional Support growth target in reading increased from 8 in 2020/21 to 22 in 2021/22 based on NWEA MAP growth data (grades 3-8). Similarly, the number of schools that met this target in reading increased from 15 in 2020/21 to 24 in 2021/22 based on Acadience growth data (grades 1-5) and increased from 1 in 2020/21 to 13 in 2021/22 based on growth in math as measured by NWEA MAP data (grades 3-8). Fall-to-Spring growth for the Additional Support group jumped up to high pre-COVID levels and this outcome signals students making progress toward catching up to their grade level peers.

The PSD Analytics Platform directly linked throughout this report provides school leaders and our community partners the ability to explore outcome data in a robust manner. The intention of making such a wealth of de-identified and aggregate data easily available is to promote data-informed leadership among all PSD staff and our community partners. All PSD schools annually engage in site-specific improvement efforts, the availability and explicit public use of the PSD Analytics Platform within the context of this DE 1.0 Monitoring Report is intended to serve as a model of how the Analytics Platform can be used to support continuous improvement efforts districtwide and within specific schools.

Achievement, graduation rates, and other student outcomes are often less favorable when viewed by student subgroup categories as compared to the overall student population. Evidence of outcome gaps are evident in student connections data, achievement and growth data, and other outcomes such as graduation rates. To address these outcome and experience gaps PSD is actively implementing systemic improvement strategies that impact policy and practice. Specific improvement action steps currently underway are documented in the district Unified Improvement Plan and the PSD Strategic Plan.

The PSD Unified Improvement Plan (UIP) Major Improvement Strategies and Action Steps are intended to address many of the key opportunities/challenges that are briefly described above and discussed in greater detail throughout this DE 1.0 Monitoring Report. The most current UIP strategies and action steps underway or completed are identified below. As PSD Strategic Plan action teams complete their work in detailing out action steps to phase in during the remainder of 2022/23 and into 2023/24, progress and completion of those action steps will be integrated into this section of the annual Monitoring Report. As of 2023/24 the PSD UIP and the PSD Strategic Plan will be perfectly synced up on action steps and the phasing of PSD continuous improvement efforts.

UIP Major Improvement Strategy #1: Literacy Instruction and Practice - The integration of literacy instruction throughout all subject areas and all grade levels.

Action steps accomplished or in-progress related to UIP Major Improvement Strategy #1:

- ✓ *Initiated implementation of districtwide literacy practices through professional development learning experiences for administrators to support implementation of targeted literacy shift practices by teachers.*
- ✓ *All principals provided trained in using specific tools to determine whether a text in any subject area is "complex" and "at grade level".*
- ✓ *All principals, assistant principals, and department/team-leads have been provided training on leading the "Text, Task & Thinking" instructional shifts.*
- ✓ *Beginning in 2022/23, and continuing into future years, educators have been supported in evaluating text complexity, differentiate "at/below grade level", and implement "Text, Task & Thinking" shifts.*

- ✓ *Provided Universal Tier-1 PreK-3 early literacy instruction that is differentiated to meet the needs of all students and targeted supports for students who are not meeting proficiency targets in grades Pre-K through 3rd grade in reading.*
- ✓ *The PSD Elementary Literacy Team refined the PSD Observable Classroom Practices Rubric (5 components of PSD Structured Literacy).*
- ✓ *Increased administrator, and collective teacher efficacy, in the understanding and use of Structured Literacy to deliver and monitor effective literacy instruction PreK-3 through teaming work aligned with the Standards-based Teaching and Learning Framework.*

UIP Major Improvement Strategy #2: Mental Health/Belonging – Develop and implement practices to ensure all people feel appreciated, validated, accepted, and treated fairly.

Action steps accomplished or in-progress related to UIP Major Improvement Strategy #2:

- ✓ *A Restorative Practices Leadership Team from each PSD school completed a Tier 1 Restorative Practices training.*
- ✓ *PSD schools have implemented "Classroom Check-In" or "Talking Circle" opportunities for students (creates space for regulation & connection).*
- ✓ *PSD schools completed the Tiered Fidelity Inventory (TFI) for Tier 1 behavioral supports. Resulting data will be used to inform additional action step planning needed to support students self-regulation.*
- ✓ Collaborative planning and work groups have formulated revised guidelines and practices for discipline entry and tracking in the PSD Student Information System. Streamlining and further systematizing the data collection to increase accuracy and usability of the resulting data.
- ✓ *Processes for responding to incidents that clarify roles/responsibilities of schools and central office staff toward ensuring every student has a safe and inclusive learning environment have been refined and communicated among leadership teams.*
- ✓ *In partnership with local government, community agencies, and families; action planning has begun to expand students' density of connections to healthy adults and opportunities that support social-emotional wellness, personal-interests (e.g., art, music, theatre), and career-exploration.*

UIP Major Improvement Strategy #3: Graduating with Options – Implement practices to ensure graduation rates are commensurate with students' demonstrated levels of college and career readiness.

Action steps accomplished or in-progress related to UIP Major Improvement Strategy #3:

- ✓ *PSD secondary schools used a protocol to monitor course grades every three weeks, identify students who are at risk of failing classes, and implement strategies to support improvement of grades.*
- ✓ *PSD high schools used a protocol to monitor high school credit accumulation each marking period to identify, and intervene on the behalf of, students who are off track in credit accumulation towards graduation.*
- ✓ *School-based leadership teams have ensured each student that identified themselves as "not sure if they will graduate" on the annual Student Connections Survey has been followed-up with to trouble-shoot (problem-solve) perceived obstacles.*
- ✓ *PSD has, and continues to, pilot carefully selected equitable grading practices at two secondary schools.*
- ✓ *A representative committee, including PSD technical experts, have been convened and are developing recommendations for districtwide uniform grading expectations that support student learning and self-efficacy as a learner.*

Introduction and Background

The Poudre School District Board of Education (BOE) adopted the policy governance model. In this system of governance, the Board of Education sets broad policy that establishes the vision and direction of Poudre School District (PSD) for the Superintendent to implement. The District Ends 1.0 are aspirational and visionary goals for the district from which the Superintendent can create opportunities for students that align with the community's values.

"Ends policies define what results an organization holds itself accountable for producing in the world, for which people, and at what cost. Ends policies, thus, are very distinctive statements. They are not vague generalizations about improving the quality of life. They are not about what an organization does (that is, the activities it engages in) but about the impact it intends to have. As a result, no matter how broadly stated, Ends are ultimately measurable" (The Policy Governance Field book, p 81).

In June of 2014, the Board of Education provided the Superintendent with a substantially revised set of Ends for which an initial interpretation, with measures and targets, were subsequently developed. The following Ends, and related outcomes for 2020/21, are the subject of this report.

1.1 **Foundations for Success:** PSD students attain milestones to ensure long term academic success. PSD measures and monitors individual student progress against these milestones.
1.2 **Success in a Changing World:** PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.
1.3 **Above and Beyond:** PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivates their talents and offers multiple pathways to high levels of success.
1.4 **Connections:** PSD students feel academically and socially connected to their school and community. PSD provides engaging opportunities to support students' individual pursuits and interests.

There are two types of data being reported in the Monitoring Report. The first type includes measures for which specific performance targets are set. These targets are selected such that our system can organize toward their attainment, and such that changes in the level of attainment over time should be related to the effectiveness of our system. The other type of data being reported in the Monitoring Report is what can be termed auxiliary data and there may be "benchmarks" associated with these auxiliary data that are identified to provide some amount of validation or additional insight regarding progress toward the district Ends.

There are several purposes for setting targets on key performance indicators and systematically monitoring our progress toward attaining these targets. One purpose is to communicate clearly to the public we serve regarding those outcomes that we aspire to attain. An example of an "aspirational target" is that 100% of our students successfully complete their K-12 educational experience. A second purpose of setting and monitoring targets is to indicate whether key outcomes are increasing, decreasing, or remaining consistent. This purpose reflects a desire to track continuous improvement efforts.

Targets have been set under the premise that continued progress toward the sustainable attainment of the performance targets will require system-wide alignment and ongoing improvement efforts across all grade levels. The metrics selected for target setting should provide Poudre School District (PSD) with a rich source of information that is responsive to changes in policy and practice and will therefore provide indicators of real successes and areas in need of further attention. The district's goals are intended to

ensure that all students are prepared to capitalize on the opportunities available in our rapidly changing world. The best way to ensure that choosing metrics and setting targets impacts the system itself is to ensure that the same metrics and data views are available to individual teachers, counselors, principals, and community partners.

To promote and support movement toward optimal outcomes system wide, decisions regarding metrics and data sources/displays have been made while considering school team access to similar school and student level metrics. An example of this is the use, wherever possible, of data visualization tools provided by the Colorado Department of Education (CDE) and PSD. PSD-developed data visualization tools are collectively referred to as the PSD Analytics Platform. The three levels of the PSD Analytics Platform (Student Insight, Staff Insight, and System Insight) are heavily utilized throughout the DE 1.0 Monitoring Report. Providing views pulled directly from the data analytic tools and then providing context for interpretation within this Monitoring Report should promote wide use and increasing understanding among the many district/school leadership teams and our community partners. Promoting shared understandings, uncovering longitudinal patterns that have leadership value, empirically testing intuition-based assumptions, and thereby promoting data-informed leadership actions are the intended outcomes of the PSD Analytics Platform. Utilizing the Analytics Platform in the DE 1.0 Monitoring Report should aid in furthering all these intended outcomes and ultimately contribute to higher levels of student outcomes and improved student experiences.

There are multiple hyperlinks included in this report that provide direct access to fully functional data visualizations that are part of the PSD Analytics Platform. Student identifiable information is NOT INCLUDED in these data visualization tools. The analytic tools provided do include drill-down to the school, grade, and student group levels. Aggregate information, broken out in many possible variations of cross-referencing groups through filter selections, is a very powerful tool for exploring mountains of information and identifying key insights. The information provided in the appendices of this report has been substantially reduced over recent iterations due to the inclusion of links to the very powerful and dynamic PSD Analytics Platform.

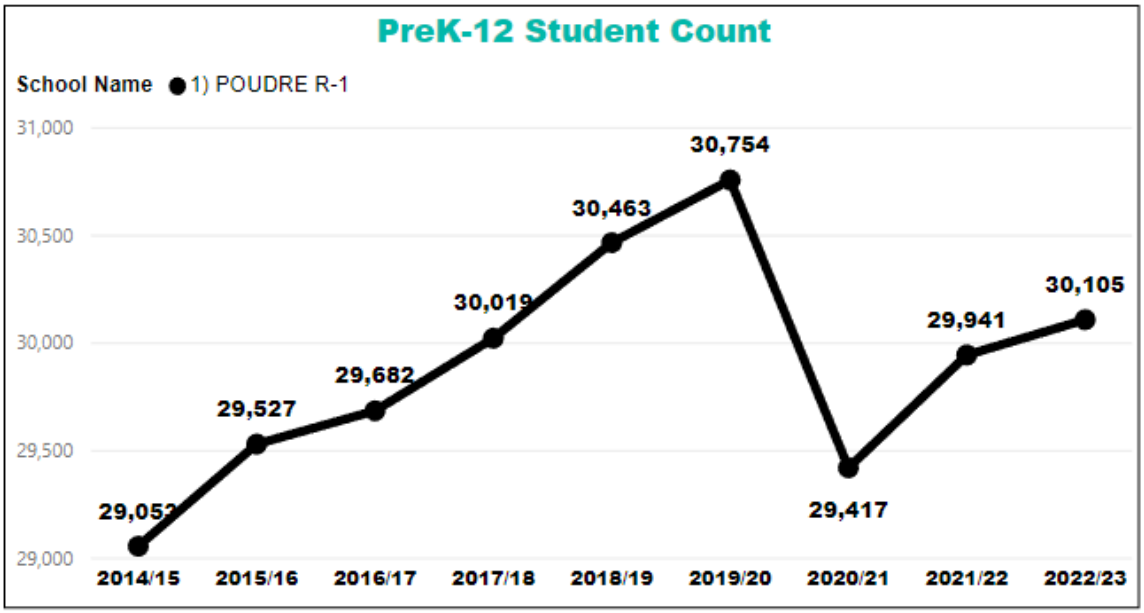
Finally, there are two important distinctions to make within the context of the Monitoring Report. There is a difference between a normative interpretation of outcomes and a criterion-referenced interpretation of outcomes. This report contains both forms of contextualizing outcomes and often reports these types of data in conjunction with one another. There are reasons to understand how students perform compared to others, and there are reasons to understand how students are performing compared to an objective performance criterion. An example is to monitor what we commonly call “closing the gap.” PSD endeavors to close the achievement gap by raising achievement levels for any group of students historically performing below any other group of students (a norm-referenced view of achievement gap). PSD also endeavors to close the gap between individual performance and grade level expectations for each individual student, and groups of students, currently performing below grade level expectations (a criterion referenced view of achievement gap). Regarding the role the Monitoring Report plays in the grand scheme of system accountability and improvement, efforts to close gaps benefit from both criterion-referenced interpretations and norm-referenced interpretations of student outcome data.

The Monitoring Report is not intended to convey the “means” by which results are achieved, but rather it focuses on the “ends.” This is the second important distinction to make at the outset of the following report, as the reader will note that the entire report is focused on student outcomes relative to the defined measures and targets. With that said, the PSD BOE has expressed an interest in some level of synthesis and interpretation as opposed to just providing tables of outcomes and target attainment

statements. The current report will attempt to provide a balanced level of interpretation regarding outcome patterns that appear to reflect systemic causes or associations.

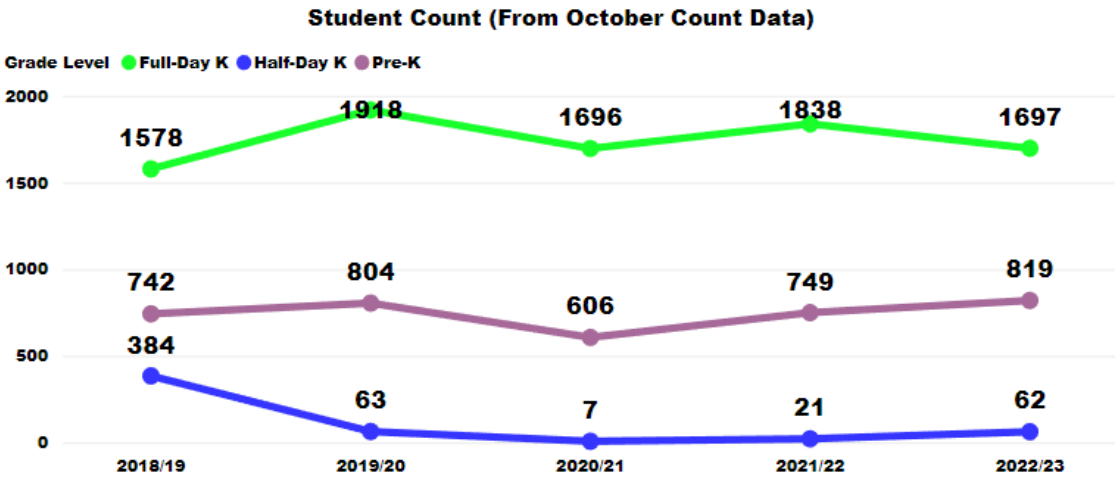
This report helps inform the annual work of the district on the Unified Improvement Plan (UIP). The UIP is a companion document to the DE 1.0 Monitor Report, and it is where the district documents a root-cause analysis, major improvement strategies, action steps, and related timelines. These two documents form the basis of the Poudre School District's annual cycle of system improvement and accountability. Please keep in mind that successful implementation of any action step contained in the district UIP is likely to have an immediate, or long term, impact on virtually all the targets outlined in this report.

To set context for the outcomes evidenced in the remainder of this report, a quick set of information on longitudinal demographic changes is provided below. The views below come directly from the Pupil Membership dashboard developed by PSD and available via the PSD website. Totals below include charter schools.

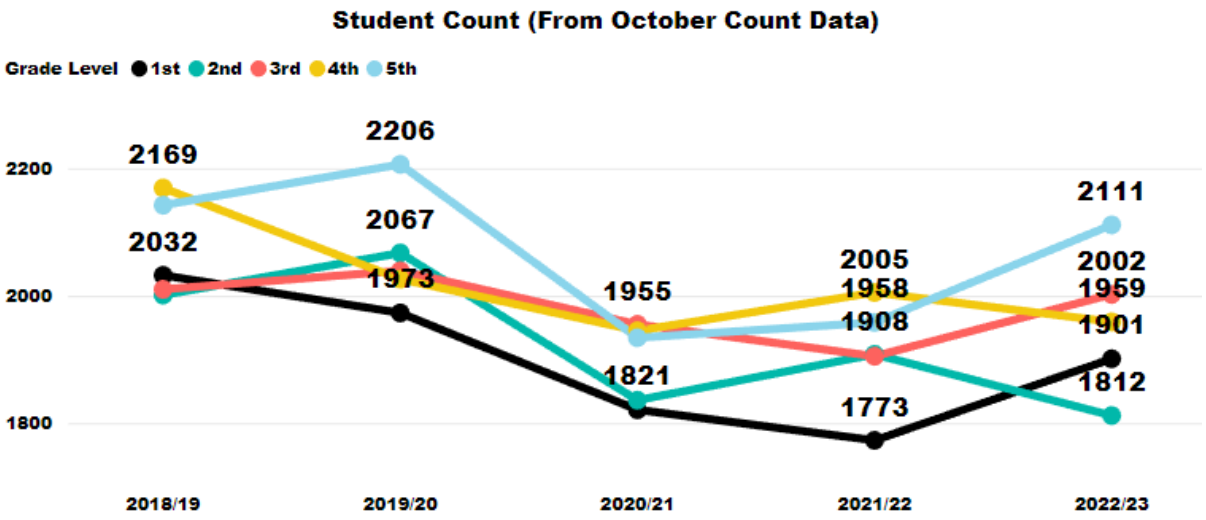


Enrollment numbers are a metric of high interest while analyzing data related school outcomes because enrollment impacts school funding and other contextual characteristics. The state reported a decrease in fall 2020 enrollment of 3.3%, while PSD experienced a slightly larger 4.4% drop for non-charter schools (4.3% drop across all schools including charters). The state reports that this is the first decrease in year-to-year enrollment in over three decades, and that it is due to the impact of the coronavirus pandemic. Fall 2021and fall 2022 enrollment increases are evident yet fall 2022 enrollment is lower than pre-COVID enrollment (close to 2017/18 levels).

Patterns of enrollment change over time vary by grade level. Some factors, such as birth rates, will impact enrollment in the earliest grades first and then flow up through the system as grade levels progress. Other factors, such as a global pandemic, can impact grade levels in a more uniform manner. Declining national, state, and local birth rate trends indicate PSD may be facing declining enrollment soon and those impacts will be seen most clearly at the preschool and elementary levels. In the tables below, counts by grade do not include charter schools. Note that preschool and kindergarten have experienced the most dramatic change in year-to-year enrollment over the past three years, while high school enrollment has steadily increased over the same period.

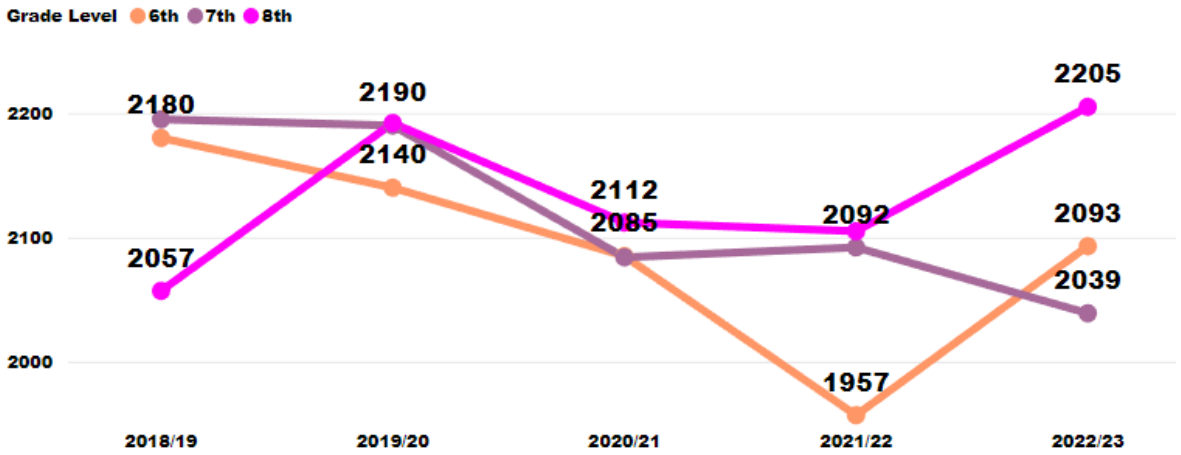


Grade	Count 20/21	Change 20/21	% Change 20/21	Count 21/22	Change 21/22	% Change 21/22	Count 22/23	Change 22/23	% Change 22/23
Full-Day K	1696	-222.0	-11.6%	1838	142	8.4%	1697	-141	-7.7%
Half-Day K	7	-56.0	-88.9%	21	14	200.0%	62	41	195.2%
Pre-K	606	-198.0	-24.6%	749	143	23.6%	819	70	9.3%
Total	2309	-476.0	-17.1%	2608	299	12.9%	2578	-30	-1.2%



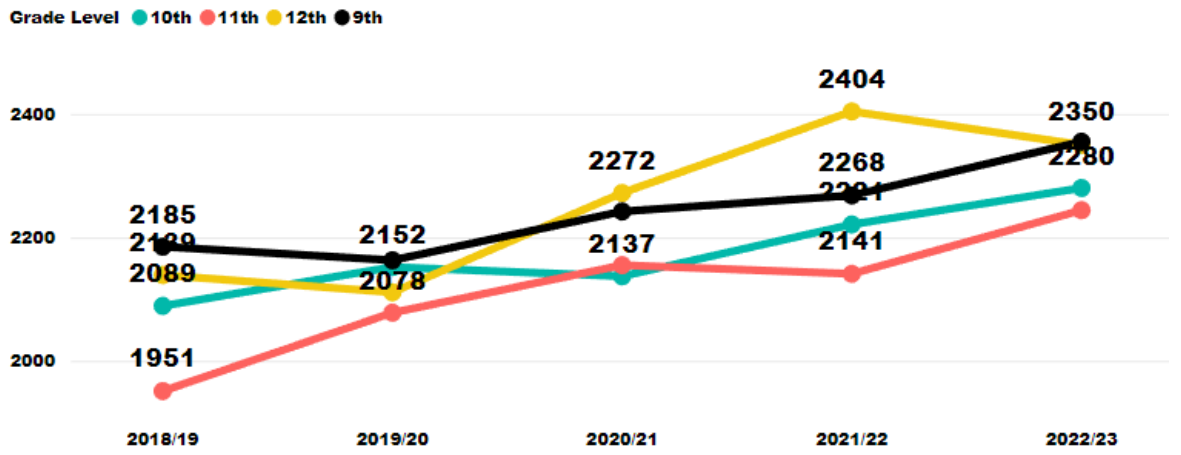
Grade	Count 20/21	Change 20/21	% Change 20/21	Count 21/22	Change 21/22	% Change 21/22	Count 22/23	Change 22/23	% Change 22/23
1st	1821	-152.0	-7.7%	1773	-48	-2.6%	1901	128	7.2%
2nd	1836	-231.0	-11.2%	1908	72	3.9%	1812	-96	-5.0%
3rd	1955	-84.0	-4.1%	1905	-50	-2.6%	2002	97	5.1%
4th	1945	-81.0	-4.0%	2005	60	3.1%	1959	-46	-2.3%
5th	1934	-272.0	-12.3%	1958	24	1.2%	2111	153	7.8%
Total	9491	-820.0	-8.0%	9549	58	0.6%	9785	236	2.5%

Student Count (From October Count Data)



Grade	Count 20/21	Change 20/21	% Change 20/21	Count 21/22	Change 21/22	% Change 21/22	Count 22/23	Change 22/23	% Change 22/23
6th	2085	-55.0	-2.6%	1957	-128	-6.1%	2093	136	6.9%
7th	2084	-106.0	-4.8%	2092	8	0.4%	2039	-53	-2.5%
8th	2112	-80.0	-3.6%	2105	-7	-0.3%	2205	100	4.8%
Total	6281	-241.0	-3.7%	6154	-127	-2.0%	6337	183	3.0%

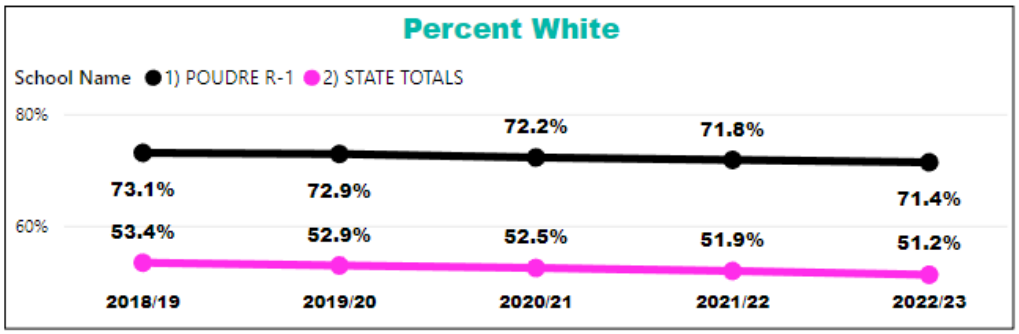
Student Count (From October Count Data)

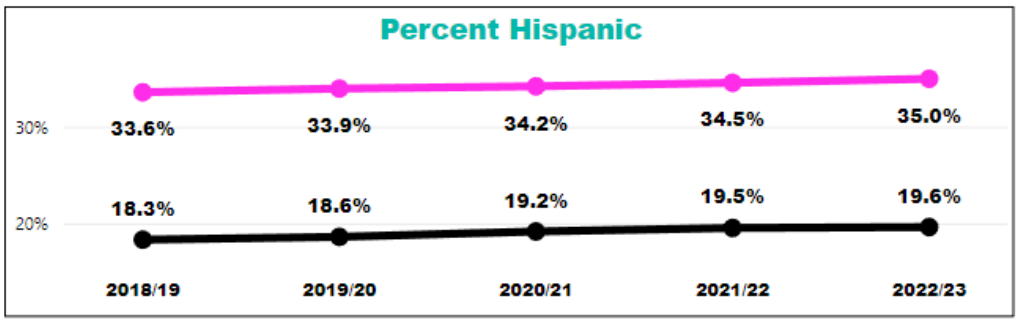


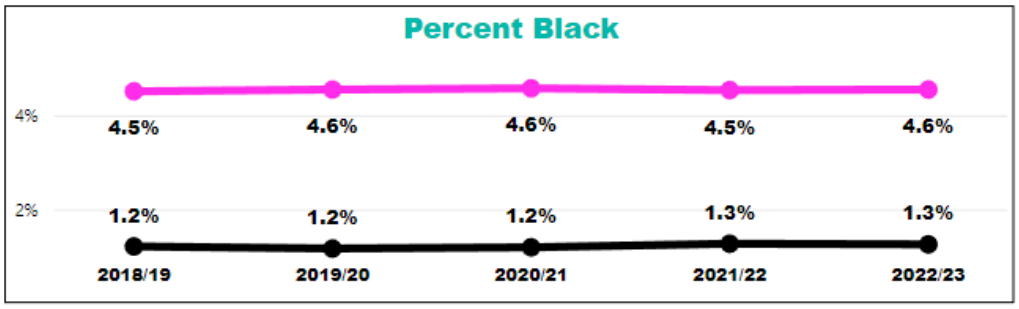
Grade	Count 20/21	Change 20/21	% Change 20/21	Count 21/22	Change 21/22	% Change 21/22	Count 22/23	Change 22/23	% Change 22/23
10th	2137	-15.0	-0.7%	2221	84	3.9%	2280	59	2.7%
11th	2155	77.0	3.7%	2141	-14	-0.6%	2244	103	4.8%
12th	2272	161.0	7.6%	2404	132	5.8%	2350	-54	-2.2%
9th	2242	79.0	3.7%	2268	26	1.2%	2355	87	3.8%
Total	8806	302.0	3.6%	9034	228	2.6%	9229	195	2.2%

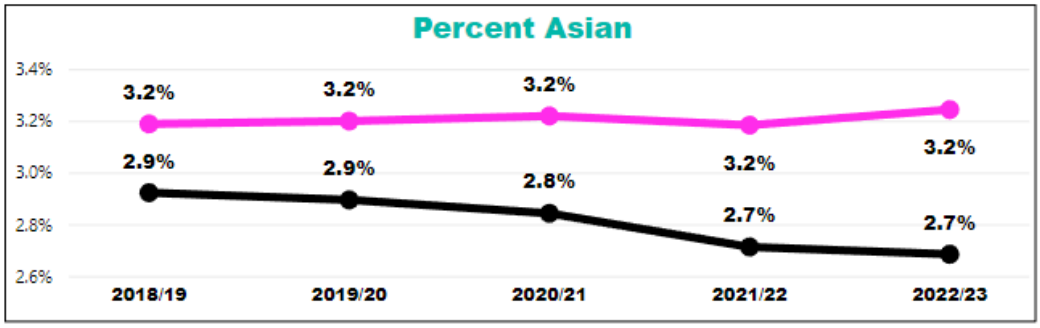
Enrollment by race/ethnicity in the district has been slowly shifting, with students identified as White decreasing by about 1.4% and Latino population proportions increasing by about 1.3% over the past five years. These changes in PSD are consistent with changes statewide over the same span of time. Student subgroups by program type have also experienced slight, but steady changes in most cases. English Language Learner percentages have been decreasing slightly over time (6.3% to 5.2% over 5 years), the percentage of students served with an IEP have increased slightly (8.7% to 9.5%) over 5 years, and students with a 504-plan have increased steadily (4.1% to 5.7%) representing another gradual, but consistent trend within PSD.

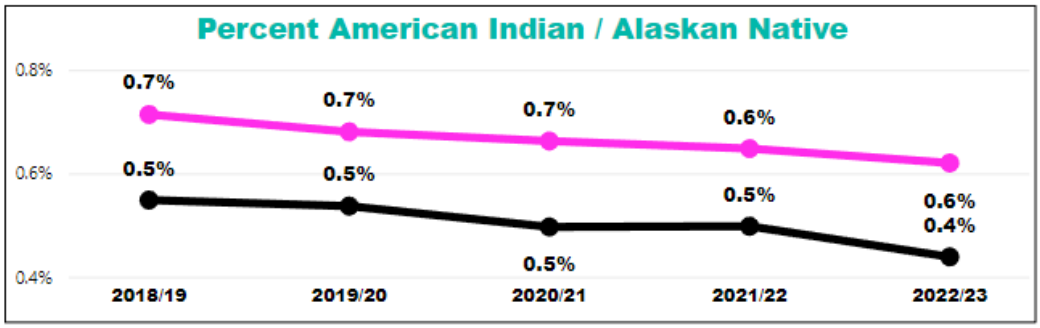
The homeless student population has also grown over the past 5 years (2.0%-3.2%) and this change is not seen statewide. Likewise, the 2020/21 drop in PSD students eligible for free/reduced-price meals (30.5%-23.6%) is not reflected in statewide data. Note that the rebound in PSD 2021/22 free/reduced meal percent (27.0%) puts the PSD change from 2019/20 to 2021/22 at the same approximate 3 percentage point drop as the state's 2019/20 to 2021/22 change. In other words, the 2020/21 PSD drop in free/reduced percentage was a 1-year data anomaly. On the other hand, the 2019/20 sudden increase in the PSD percentage of homeless students is not a data anomaly, but rather a meaningful shift that requires PSD leadership awareness. Totals by student characteristics below include charter schools.

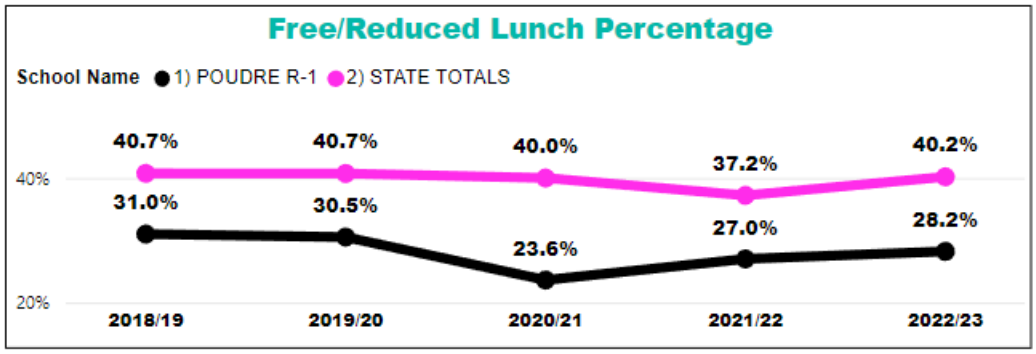


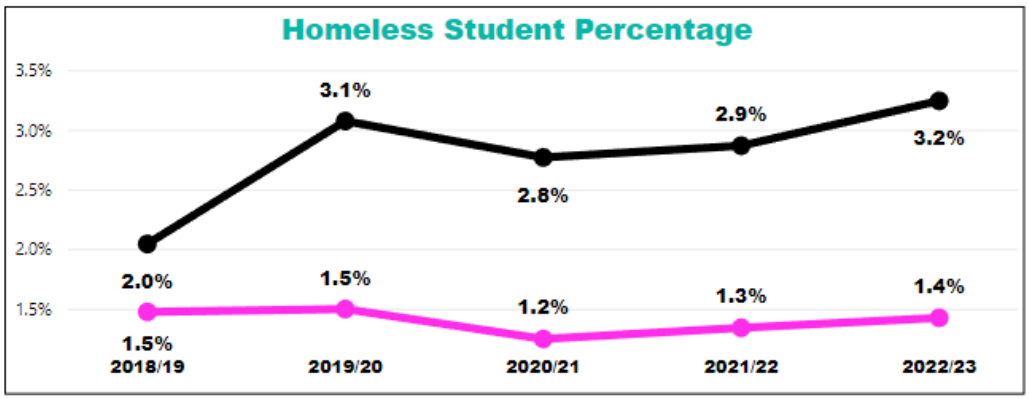


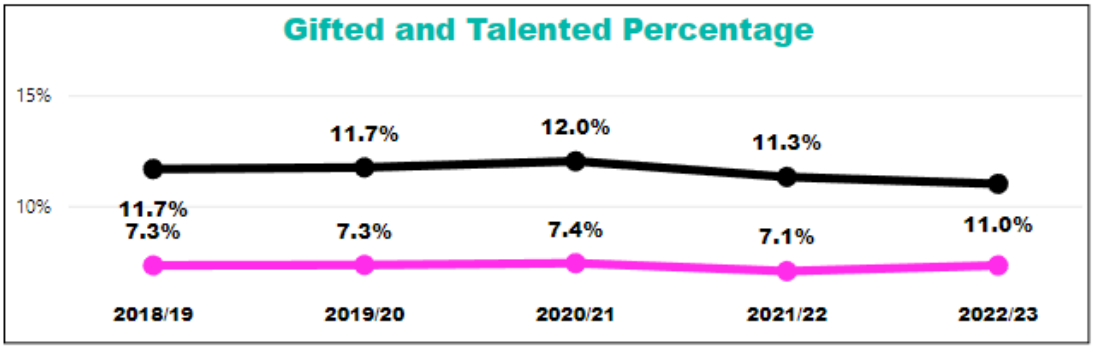


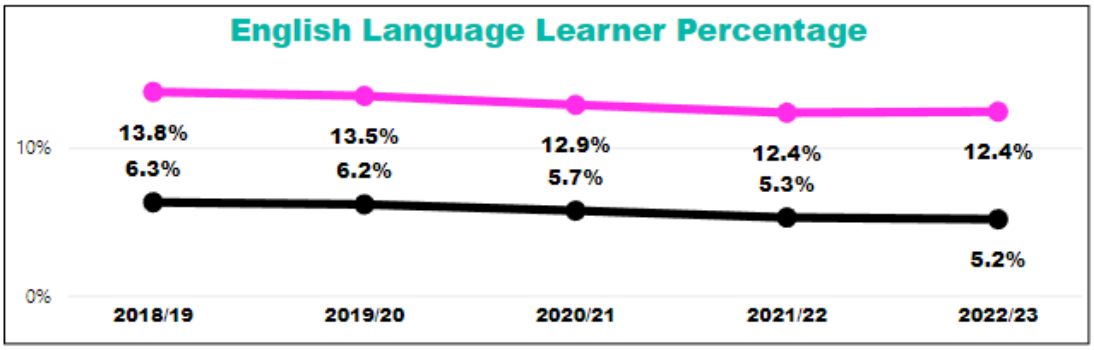

Percent Asian
3.4%
3.2%
3.0%
2.8%
2.6%
3.2%
3.2%
3.2%
3.2%
3.2%
2.9%
2.9%
2.8%
2.7%
2.7%
2018/19
2019/20
2020/21
2021/22
2022/23

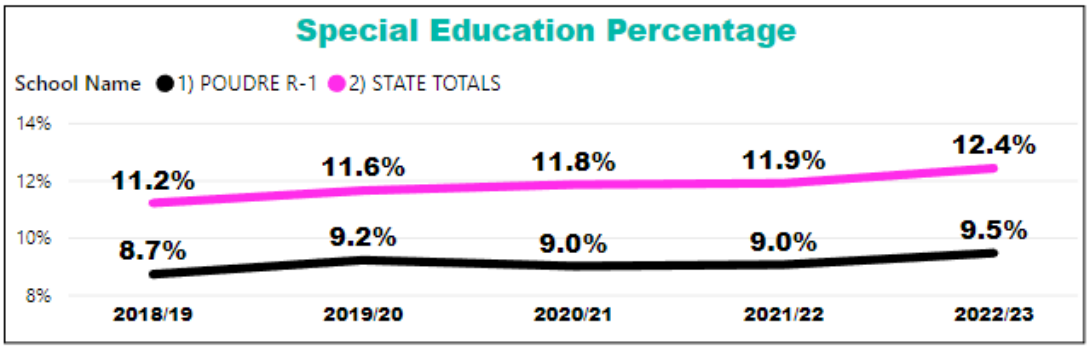

Percent American Indian / Alaskan Native
0.8%
0.6%
0.4%
0.7%
0.7%
0.7%
0.6%
0.6%
0.5%
0.5%
0.5%
0.6%
0.4%
0.5%
2018/19
2019/20
2020/21
2021/22
2022/23

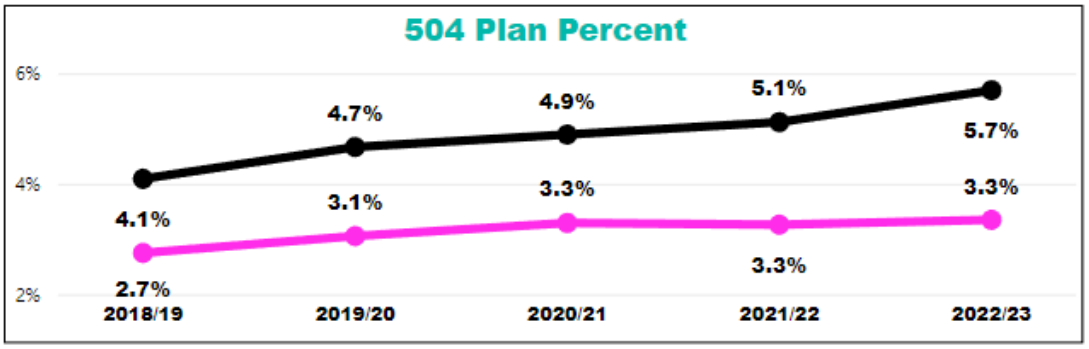

Free/Reduced Lunch Percentage
School Name
1) POUDRE R-1
2) STATE TOTALS
40%
20%
40.7%
40.7%
40.0%
37.2%
40.2%
31.0%
30.5%
23.6%
27.0%
28.2%
2018/19
2019/20
2020/21
2021/22
2022/23

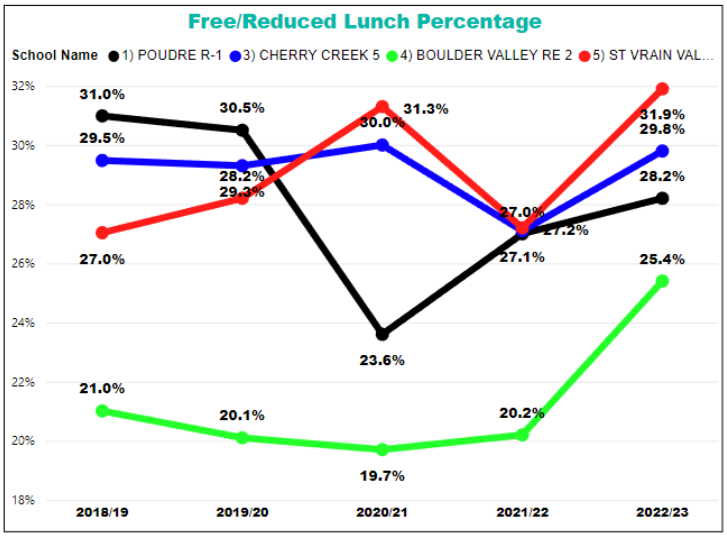

Homeless Student Percentage
3.5%
3.0%
2.5%
2.0%
1.5%
3.1%
2.9%
3.2%
2.8%
2.0%
1.5%
1.3%
1.4%
1.2%
1.5%
2018/19
2019/20
2020/21
2021/22
2022/23


Gifted and Talented Percentage
15%
10%
11.7%
11.7%
12.0%
11.3%
11.0%
7.3%
7.3%
7.4%
7.1%
2018/19
2019/20
2020/21
2021/22
2022/23

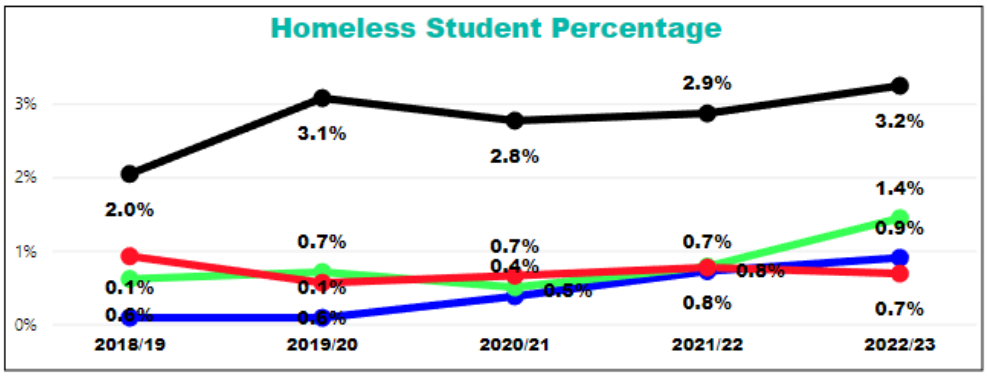

English Language Learner Percentage
10%
0%
13.8%
13.5%
12.9%
12.4%
12.4%
6.3%
6.2%
5.7%
5.3%
5.2%
2018/19
2019/20
2020/21
2021/22
2022/23


Special Education Percentage
School Name
1) POUDRE R-1
2) STATE TOTALS
14%
12%
10%
8%
11.2%
11.6%
11.8%
11.9%
12.4%
8.7%
9.2%
9.0%
9.0%
9.5%
2018/19
2019/20
2020/21
2021/22
2022/23


504 Plan Percent
6%
4%
2%
4.7%
4.9%
5.1%
5.7%
4.1%
3.1%
3.3%
3.3%
3.3%
2.7%
2018/19
2019/20
2020/21
2021/22
2022/23

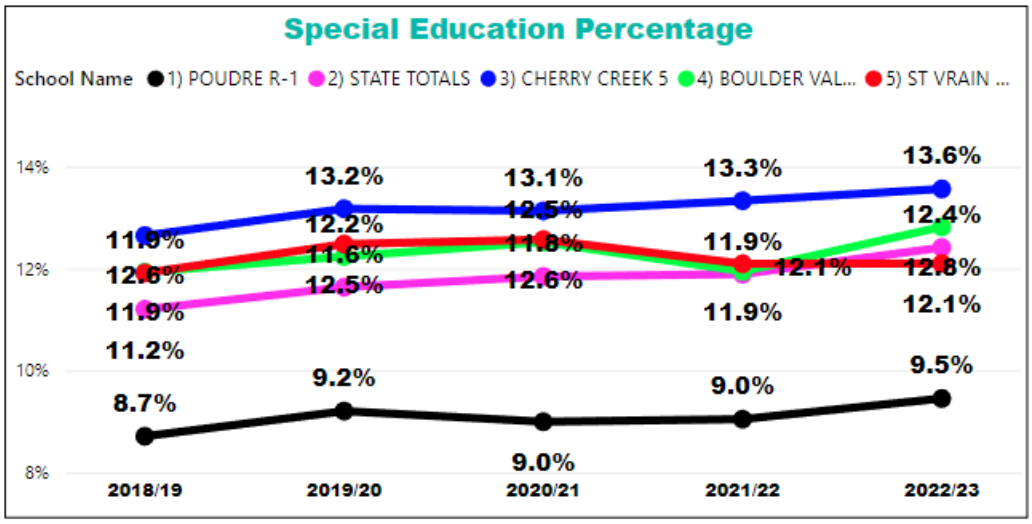


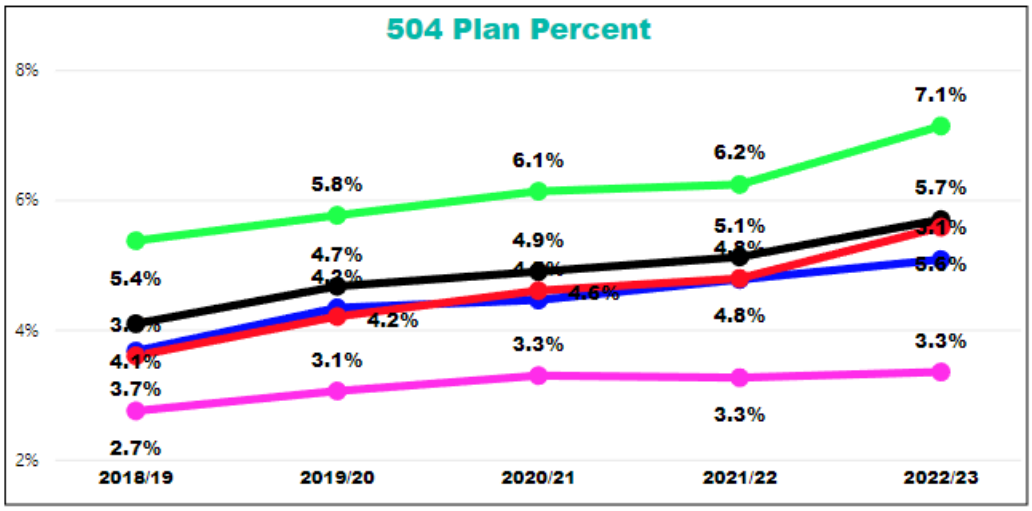
Review of comparison district data indicates that the 2020/21 unusual and dramatic drop in the PSD free/reduced lunch rate was an unusual data anomaly unique to PSD and is not likely to reflect a sudden shift in real income levels of households served. In 2020/21 as part of the response to community needs and the challenges of distance learning, free meal options were offered to all students. The application for free/reduced meal programs is an annual process requiring families to reapply each school year. Given that free meals were already being offered to all, and many students were receiving their education through various forms of distance learning from home, the benefits to completing the free/reduced meal program application was greatly reduced throughout PSD. The dramatic reduction in the number of students recorded as eligible for free/reduced meal prices associated with PSD while not seeing similar patterns statewide or among our comparison districts in 2020/21 indicates PSD was somewhat unique in offering our community this level of support during the COVID-19 crises. We can see in the graph below that PSD, Cherry Creek, and Saint Vrain have each attained a very similar free/reduced meal percentage in 2021/22.

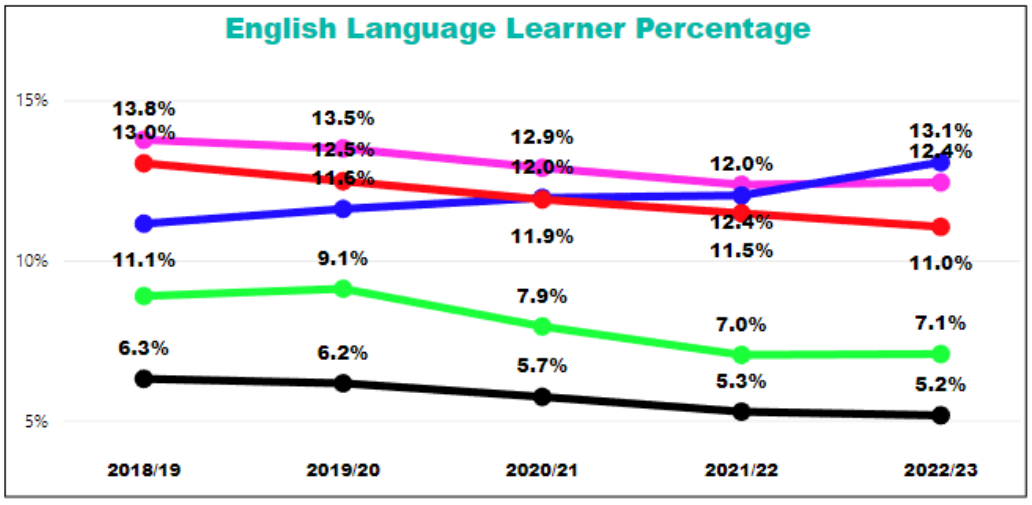


The substantial increase in the percentage of homeless students associated with PSD relative to our past and relative to our comparison districts represents a real change in student living conditions as opposed to a data anomaly or a change in data tracking processes. This is a shift that PSD must address through internal practices as well as coordinated efforts with community partners. A student can be designated as homeless for several different reasons, and there are important differences between these designation criteria. Four types of homelessness nighttime shelter and their associated 2022/23 student counts related to 1,272 students are (1) Shelters / Transitional Living (64 students), (2) Doubled Up Due to Economic Hardship (983 students), (3) Unsheltered (Cars, Parks, Campgrounds 143 students), (4) Hotels/Motels (82 students). To learn more about student homelessness. go to (https://www.cde.state.co.us/studentsupport/homeless_index).

Relative to our comparison districts and the state overall, PSD has consistently identified a smaller percentage of our student population to be supported with Integrated Services. While PSD 504 percentages are higher than the states, they are very similar to those of our comparison districts.







As we explore our data, identify meaningful patterns, and empower our educational leaders and community partners to act in support of student outcomes and experiences; shifting demographics is a factor that policymakers and practitioners alike need to be aware of.

Test participation rates have been impacted by the COVID-19 in both 2019/20 and 2020/21. Assessment program interruptions constitute another important contextual factor to consider while interpreting achievement and academic growth results as well as inferences we can draw from multiyear patterns. A quick example of the impact on score availability can be summarized efficiently by looking at the Colorado assessment system participation rates for three available years in a row and recalling that the state assessment system was cancelled in 2019/20. In 2020/21 the state of Colorado used a "skip-year" methodology to reduce state testing burdens while educators grappled with the ongoing impacts of the global pandemic. These patterns of reduced participation rates across all grades and the change in the state assessment system such that reading, and math, were not assessed at each grade level 3-8 have ramifications for the interpretation of results and the calculation of academic growth. To illustrate the participation rate impact, the following set of tabled information is provided for those assessment by grade combinations that were included in the 2020/21 state assessment system.

	State Assessment Participation Rates Change Over Time				
	Academic Year				
	2018/19	2019/20	2020/21	2021/22	Change Spring 2019 to 2022
ELA 3rd Grade	98%	NA	86%	96%	-2%
Math 4th Grade	98%	NA	85%	96%	-2%
ELA 5th Grade	98%	NA	86%	95%	-3%
Math 6th Grade	95%	NA	81%	88%	-7%
ELA 7th Grade	90%	NA	76%	82%	-8%
Math 8th Grade	84%	NA	69%	71%	-13%
PSAT 9th Grade	88%	NA	77%	77%	-11%
PSAT 10th Grade	87%	NA	80%	81%	-6%
SAT 11th Grade	92%	NA	84%	85%	-7%
Average	92%	NA	80%	86%	-6%

Summary List of Targets

1) Early Literacy: ≥ 85% of PSD K-3 students will meet or exceed End-of-Year Acadience benchmarks.

2) Achievement/Growth: PSD performance distribution significantly higher than state and annual growth exceeds academic-peers. (Achievement Effect Size ≥ 0.25, Growth Effect Size > 0).

3) Additional Support: Growth effect size ≥ 0.20 in additional support subject.

4) Mental Health / Belonging: PSD has more favorable outcomes than the state on the Healthy Kids Colorado Survey Mental Health Subscale. The PSD Student Connections composite score exceeds 90%. The Social-Emotional Learning (SEL) composite score exceeds 80%.

5) Completion/Graduation: 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, ≥ 85% of PSD students will graduate within 4 years of transition into 9th grade.

2021/22 Target Attainment Summary Table

#	Key Indicator	Measure	Target	2021/22 Outcome	Met Target?	Prior Year Outcome	Progress
1	Early Literacy	% of K-3 Met EOY Acadience Benchmarks	≥ 85%	70.4%	No	66.8%	↑
2	Achievement & Growth	a) Reading Achievement Effect Size 3rd-11th	≥ 0.25	0.31	Yes	0.33	↓
		b) Math Achievement Effect Size 3rd-11th	≥ 0.25	0.31	Yes	0.29	↑
		c) Reading Growth Effect Size MAP 2nd-8th	> 0	0.03	Yes	-0.05	↑
		d) Math Growth Effect Size MAP 2nd-8th	> 0	0.09	Yes	-0.05	↑
3	Additional Support	a) Reading Growth Effect Size Acadience 1-5	≥ 0.20	0.24	Yes	0.19	↑
		b) Reading Growth Effect Size MAP 2nd-8th	≥ 0.20	0.16	No	0.02	↑
		c) Math Growth Effect Size MAP 2nd-8th	≥ 0.20	0.1	No	-0.08	↑
4	Graduate with Options	a) 4-Year Graduation Rate ≥ 85%	≥ 85%	87.1%	Yes	82.6%	↑
		b) Dual Enrollment Paricipation Rates	≥ 50%	66.8%	Yes	58.7%	↑
		c) CTE Participation Rates	≥80%	85.2%	Yes	87.2%	↓
		d) Postsecondary Outcomes	Exceed State	All Exceed State	Yes	All Exceed State	Mixed
5	Mental Health & Belonging	a) HKCS Mental Health Subscale (High School)	Exceed State	6/9 items less favorable	No	N/A	N/A
		b) Connections Composite Score	> 90%	83.8%*	No	84.4%	↓
		c) SEL Composite Score	> 80%	80.7%*	Yes	81.3%	↓

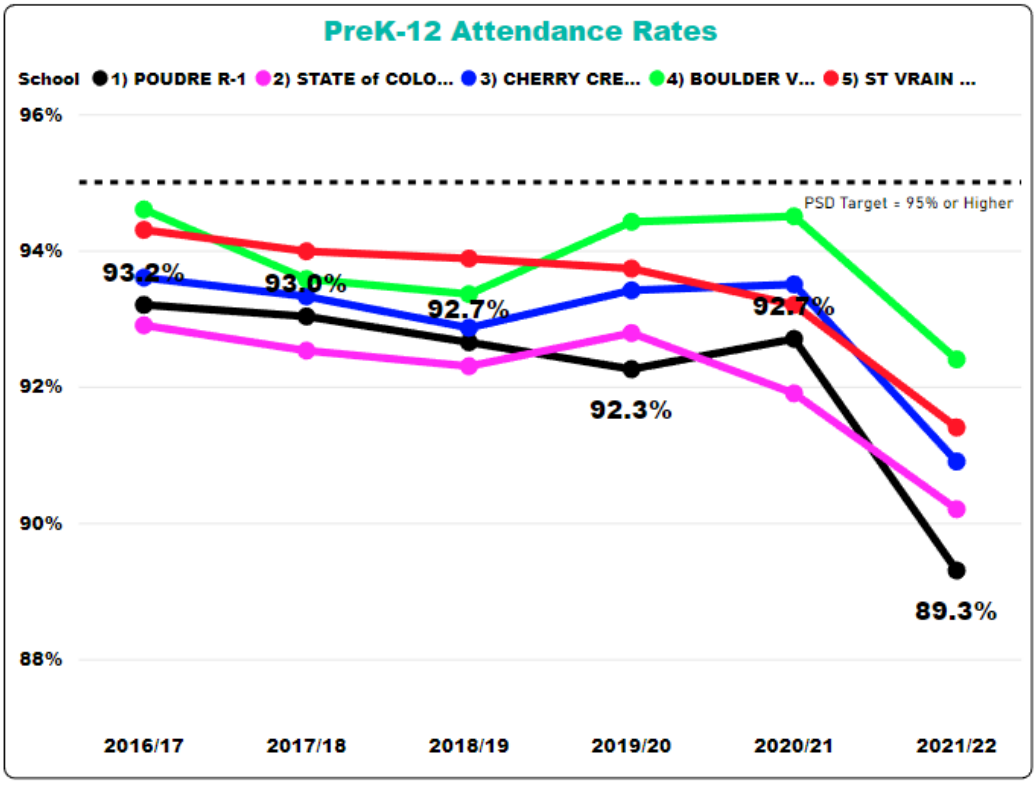
* Indicates most recent data available being used to monitor this target rather than 2021/22 data.

Foundations for Success

PSD students attain milestones to ensure long term academic success. PSD measures and monitors individual student progress against these milestones.

Foundations for success contains many of the specific measurable outcomes that both educators and the public we serve have traditionally associated with the academic aspect of the school experience. We have much to be proud of regarding the work of our students, the PSD staff, and our many community partners. Please note the available hyperlinks to the PSD Analytics Platform throughout this report that can be used to explore student outcomes related to school-readiness, attendance, early literacy, achievement, academic growth, graduation rates, postsecondary outcomes, and other key outcomes.

PSD has an attendance goal of ≥ 95% for all student attendance rates. In 2021/22 PSD had an attendance rate of 89.3% down from 92.7% in 2020/21. Attendance rates vary by grade level and are generally not comparable with great confidence between different educational settings as rules for what is counted as an absence are locally determined. A few attendance highlights are provided below. To interact with a data visualization tool that displays PSD attendance rates please click ATTENDANCE RATES.



Note: The 2019/20 attendance data reported to CDE represents attendance from the start of school to the start of remote-learning for districts due to COVID-19.

Attendance rates have declined in PSD over the past several years. If you consider that 2019/20 attendance rates are qualitatively different than rates for all other years, you may recognize that there

was no change in attendance rates from 2018/19 to 2020/21, both were 92.7%. PSD does appear to have lower attendance rates than our comparison districts as reported to the Colorado Department of Education. Lower attendance rates are prevalent among all student groups and grade levels in 2021/22.

2021/22 PSD Attendance Rates by Sex:

Gender	Attended%	Attended% Status	Excused%	Unexcused%
Female	88.5%		7.1%	4.4%
Male	88.7%		6.8%	4.5%

2020/21 PSD Attendance Rates by Sex:

Gender	Attended%	Attended% Status	Excused%	Unexcused%
Female	93.0%		3.7%	3.2%
Male	92.5%		3.7%	3.8%

2021/22 PSD Attendance Rates by Ethnicity:

Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	93.0%		5.3%	1.7%
Black	87.9%		6.3%	5.7%
Hawaiian / Pacific	84.8%		7.6%	7.6%
Hispanic	83.5%		7.9%	8.6%
Indian / Alaskan	80.4%		9.7%	9.9%
Multi Race	89.4%		7.0%	3.7%
White	89.9%		6.7%	3.3%

2020/21 PSD Attendance Rates by Ethnicity:

Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	96.7%		2.1%	1.2%
Black	90.2%		4.4%	5.4%
Hawaiian / Pacific	87.7%		3.7%	8.6%
Hispanic	88.0%		4.9%	7.1%
Indian / Alaskan	83.8%		5.3%	10.9%
Multi Race	93.0%		3.4%	3.6%
White	94.0%		3.4%	2.5%

2021/22 PSD Attendance Rates by Grade Level:

Grade	Attended%	Attended% Status	Excused%	Unexcused%
K	91.2%		7.8%	0.9%
1	91.8%		7.3%	0.9%
2	92.4%		6.8%	0.8%
3	92.6%		6.6%	0.8%
4	92.2%		6.8%	1.0%
5	92.8%		6.4%	0.8%
6	90.7%		6.5%	2.8%
7	90.3%		6.8%	3.0%
8	89.0%		7.2%	3.8%
9	85.3%		6.7%	8.0%
10	84.6%		7.0%	8.4%
11	83.6%		7.1%	9.3%
12	81.9%		7.3%	10.9%

2020/21 PSD Attendance Rates by Grade Level:

Grade	Attended%	Attended% Status	Excused%	Unexcused%
K	93.1%		5.6%	1.3%
1	93.8%		5.0%	1.2%
2	94.1%		4.7%	1.1%
3	94.2%		4.6%	1.1%
4	94.4%		4.6%	1.0%
5	94.2%		4.6%	1.2%
6	94.5%		2.7%	2.8%
7	93.5%		2.9%	3.6%
8	92.3%		3.2%	4.5%
9	91.9%		2.8%	5.3%
10	90.6%		3.0%	6.4%
11	90.5%		3.0%	6.5%
12	90.1%		2.8%	7.1%

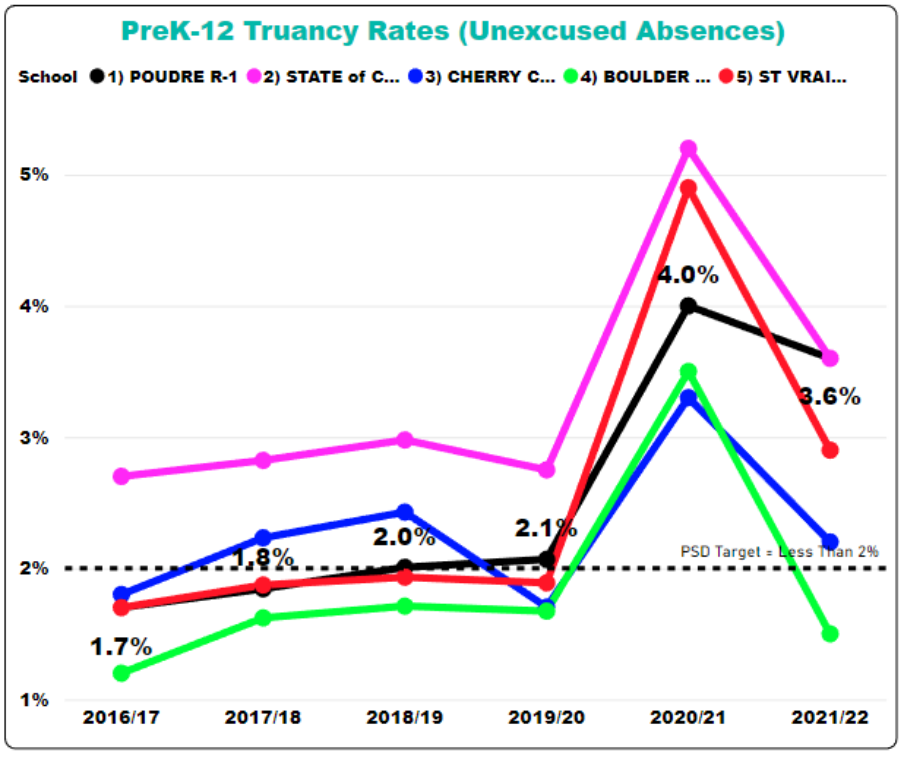
Current 2022/23 PSD Attendance (pulled 2-1-23):

Gender	Attended%	Attended% Status
Female	89.1%	
Male	89.0%	

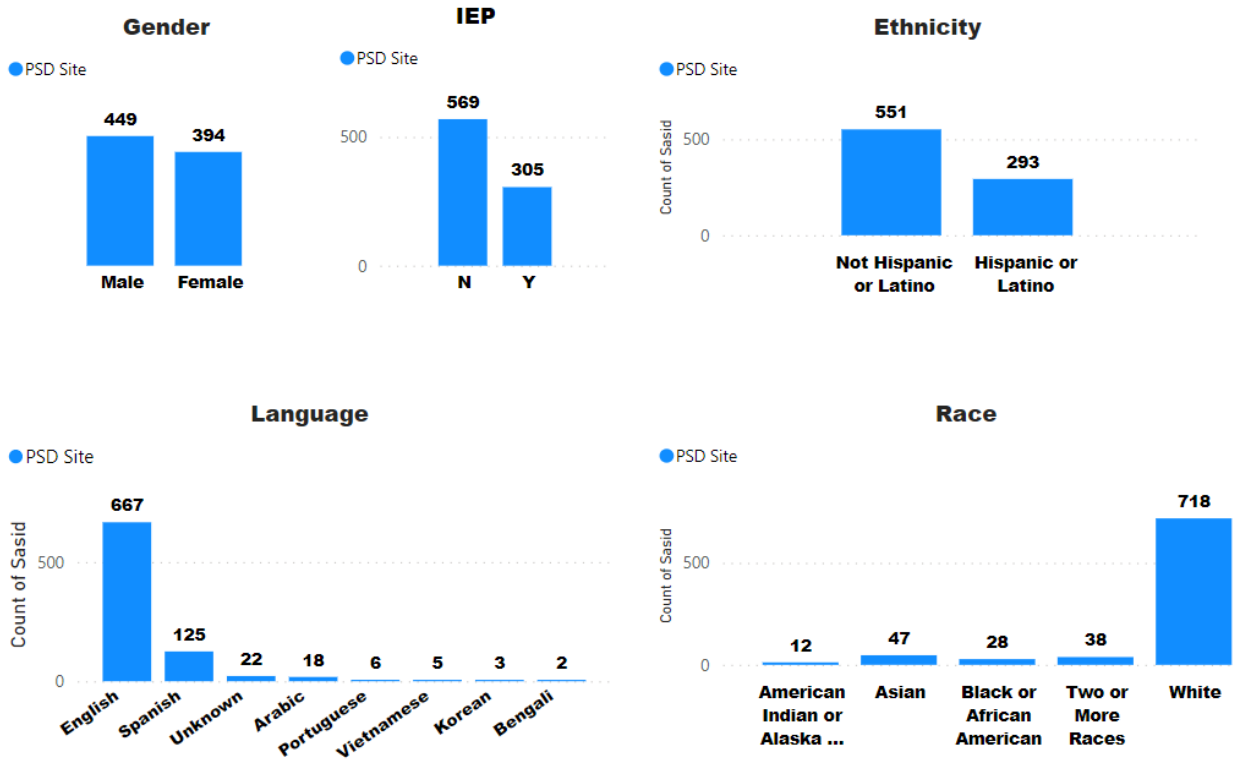
Ethnicity	Attended%	Attended% Status
Asian	92.3%	
Black	87.4%	
Hawaiian / Pacific	85.7%	
Hispanic	84.6%	
Indian / Alaskan	81.4%	
Multi Race	89.9%	
White	90.2%	

Currently, 2022/23 attendance rates appear more similar to the relatively low 2021/22 rates as opposed to the higher 2020/21 rates.

Unexcused absence rates (truancy) have been increasing in PSD since 2015/16 and jumped from 2.1% in 2019/20 to 4.0% in 2020/21. The state's truancy rate also jumped from 2.7% to 5.2% in 2020/21. Note that the PSD 2021/22 truancy rates have remained high at 3.6%.



High attendance rates improve all other student outcomes, including those of our youngest learners. Poudre School District's Early Childhood Education (ECE) Program uses multiple funding sources to provide critical educational services across the District and Larimer County to expectant mothers and children from birth to kindergarten. Services include educational, vision, and hearing screenings, home visits, socialization opportunities, parenting classes, and more. In 2013, the PSD ECE Program adopted Teaching Strategies GOLD as its assessment tool. This assessment tool can be used from birth through kindergarten and aligns to the Colorado Academic Preschool Standards. The following is a quick demographic overview of the 843 children served at PSD sites for whom TS Gold data is available.

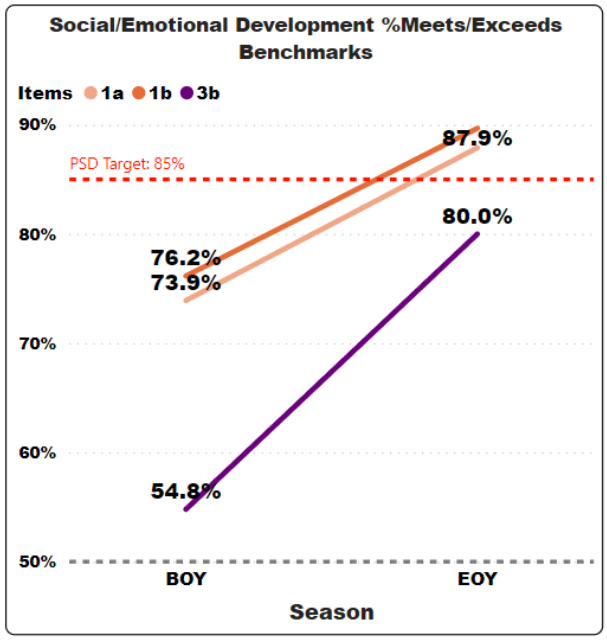


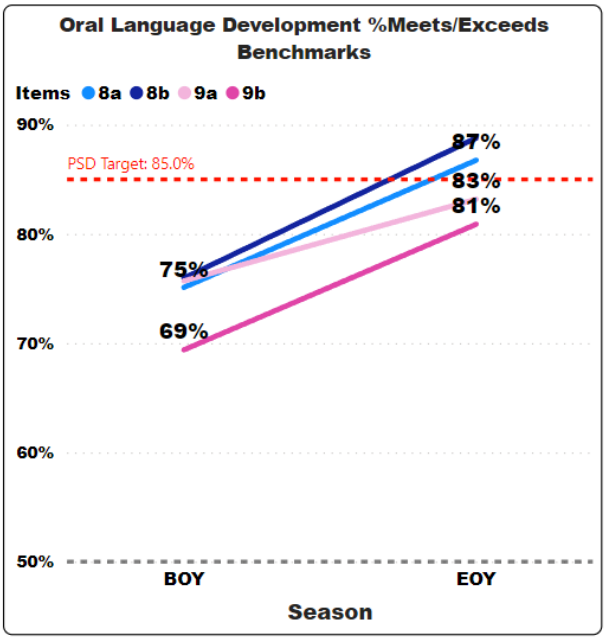
Two key items/indicators (items 8a and 8b) being highlighted below are measuring how well young people listen to and understand increasingly complex language. The next two indicators (items 9a and 9b) are measuring how well young people use language to express thoughts and needs. The final three items/indicators being highlighted (1a, 1b, and 3a) are measuring how well young people are managing their feelings, following limits and expectations, and solving simple social problems that arise. Meeting the benchmark performance level on these seven items is considered meeting the age-appropriate levels of school readiness on these objectives.

PSD has a school readiness goal related to Teaching Strategies GOLD outcomes. PSD tracks whether at least 85% of preschool students demonstrate school readiness on these four key early-language/reading-readiness items and three social-emotional development indicators. Systemwide success in this area of early childhood supports our early literacy target and the continued journey of our youngest learners as they progress through our schools and toward their bright future.

Changes from beginning-of-year (BOY) to end-of-year (EOY) are provided below. To interact with a data visualization tool that displays PSD school readiness data please click EARLY CHILDHOOD LEARNING – TS GOLD.

2021/22 TS Gold Outcomes BOY to EOY:





Season	Percent 1a	Percent 1b	Percent 3b	Count
BOY	73.9%	76.2%	54.8%	755
EOY	87.9%	89.7%	80.0%	785
Total				843

Season	Percent 8a	Percent 8b	Percent 9a	Percent 9b	Count
BOY	75.1%	76.0%	75.7%	69.4%	755
EOY	86.8%	88.8%	83.2%	80.9%	785
Total					843

2020/21 TS Gold Outcomes BOY to EOY:

Season	Percent 1a	Percent 1b	Percent 3b	Count
BOY	65.8%	66.0%	54.8%	480
EOY	89.7%	92.1%	81.2%	649
Total				670

Season	Percent 8a	Percent 8b	Percent 9a	Percent 9b	Count
BOY	61.9%	67.7%	68.5%	63.1%	480
EOY	88.1%	88.3%	87.2%	85.5%	649
Total					670

2019/20 TS Gold Outcomes BOY to EOY:

Season	Percent 1a	Percent 1b	Percent 3b	Count
BOY	66.1%	71.5%	48.2%	649
MOY	89.7%	90.6%	77.3%	649
Total				649

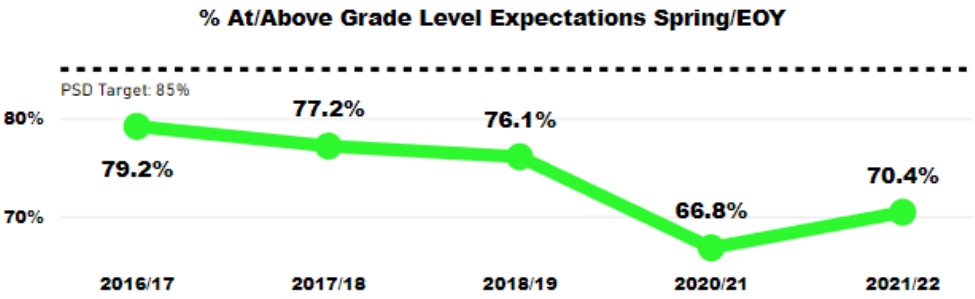
Season	Percent 8a	Percent 8b	Percent 9a	Percent 9b	Count
BOY	62.4%	70.9%	69.5%	64.6%	649
MOY	83.5%	89.4%	88.0%	80.1%	649
Total					649

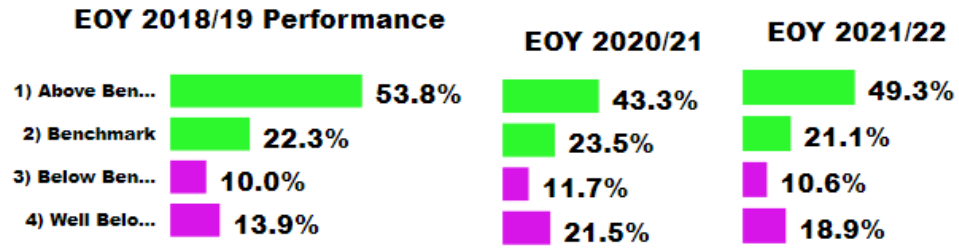
Early Literacy (PreK-3)

Key Indicator 1 - Early Literacy: ≥ 85% of PSD K-3 students will meet End-of-Year Acadience benchmarks.

Met Target in 2021/22? No – 70.4% of 7,338 K-3 students met or exceeded benchmarks.

A few Acadience highlights are provided below. To interact with a data visualization tool that displays PSD early literacy achievement and growth data please click ACHIEVEMENT and GROWTH.



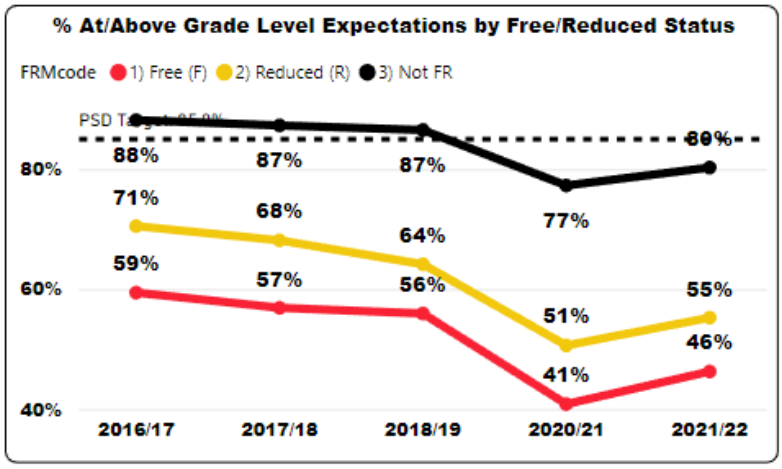


Grade	% At/Above 2018/19	Data Points 2018/19	% At/Above 2020/21	Data Points 2020/21	% At/Above 2021/22	Data Points 2021/22
0	78.8%	1971	66.5%	1701	74.2%	1820
1	70.3%	2037	60.4%	1786	63.1%	1754
2	76.1%	1999	67.8%	1825	70.5%	1882
3	79.2%	2007	72.0%	1906	73.5%	1882
Total	76.1%	8014	66.8%	7218	70.4%	7338

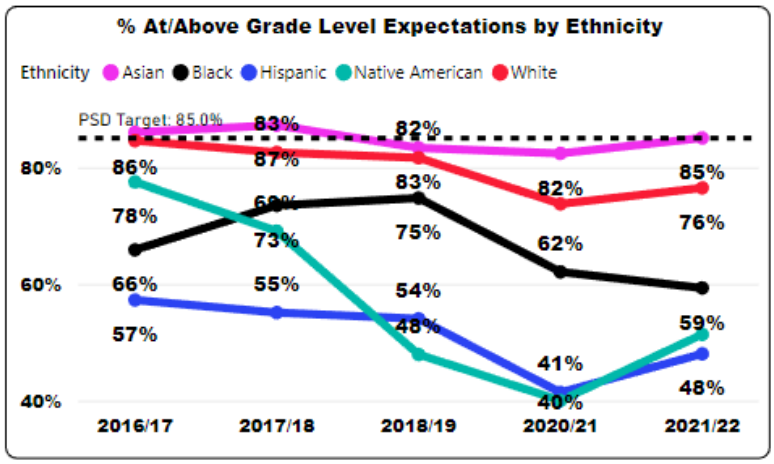
It is clear from the graph above that PSD early literacy, as measured by Acadience in grades K-3, has been consistently declining over the past several years. The graphs indicate that all four grade levels are contributing to the declines. EOY stands for "End of Year". If you imagine aligning a straight-edge ruler along the three data points on the left side of the line graph, one can see that the 2021/22 outcome is in alignment with that linear downward trend.

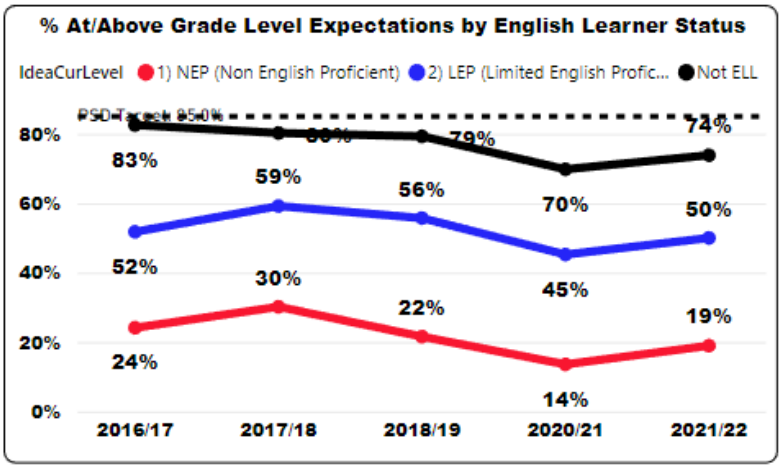
Based on the graph below, which display Acadience grades K-3 spring achievement, it is evident that there are persistent associations between free/reduced meal eligibility and Acadience reading achievement measures. Note that all levels of free/reduced meal eligibility status show steady declines

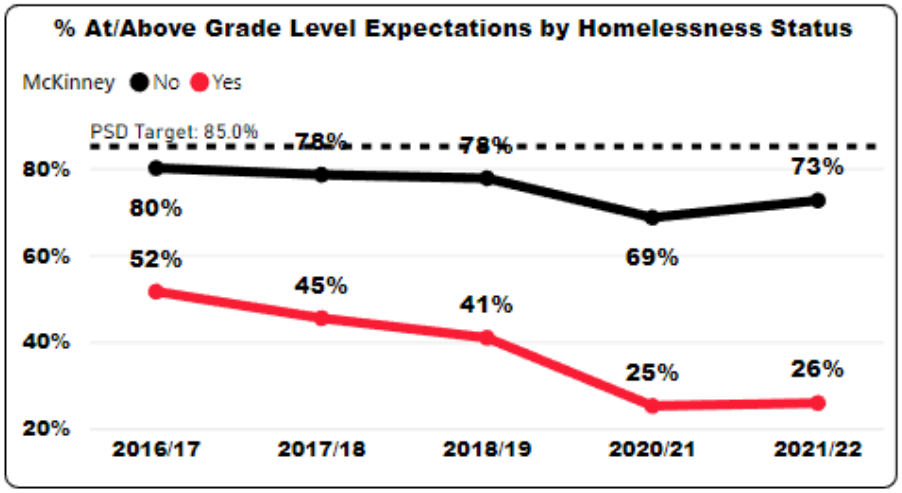
over the past five years, and the dramatic additional declines in the spring of 2020/21 were greatest for the groups of students eligible for free or reduced-price meals (each had a 15-unit drop) compared to a non-eligible students (9-unit drop).



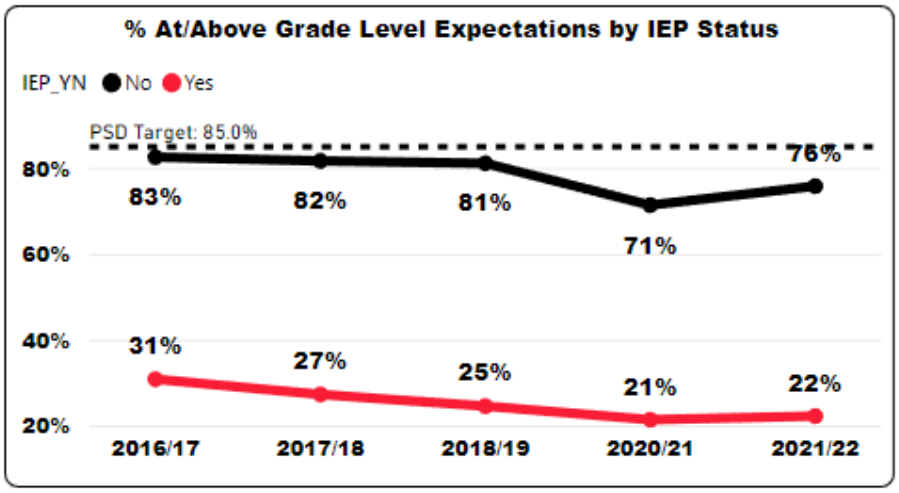
There are also clear patterns that indicate different ethnicity groups and English language learner status groupings are associated with differential levels of early literacy achievement.







The multiple-year drop in Acadience achievement for homeless students followed by a 16-unit drop in 2020/21 compared to the 9-unit drop for all other students, indicates homeless students were more impacted by disruptions to in-person education and challenges imposed by COVID-19. There is a 1 unit rise in 2021/22 associated with homeless youth versus a 4 unit rise during 2021/22 for other students. Homeless youth were further behind and declining at a quicker rate prior to COVID, fell more dramatically during the height of COVID impacts, and have experienced less of a recovery since.



It is noteworthy that while we see the same multi-year decline in early literacy measures for students supported with an IEP, we do not see an unusual additional drop in 2020/21 that is evident for many other subgroups of students. Also worthy of mention is that referring to and displaying the percent of students that meet/exceed grade-level expectations is a criterion-referenced view of assessment outcomes. This means we are seeing 2020/21 outcomes in terms of past/consistent expectations as opposed to how other students that also experienced a COVID-19 instructional environments performed. The achievement effect size analysis we will utilize in the next section of this report will allow us to understand and explore how PSD students did compared to same-year peers statewide that also experienced COVID disruptions.

Achievement / Growth

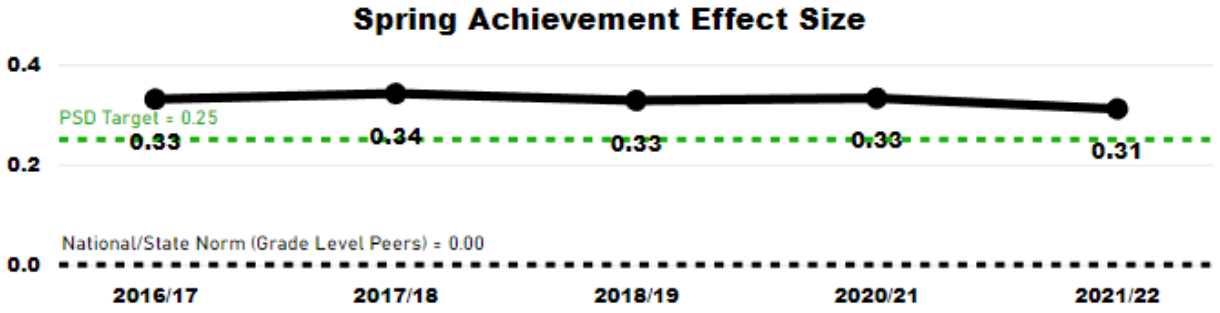
Key Indicator 2a – Reading Achievement Target: Reading achievement effect size ≥ 0.25 based on 3rd - 11th grade state assessment program results (CMAS, PSAT, SAT).

Met Target in 2021/22? Yes, achievement effect size 0.31 (PSD outcomes are shifted approximately 1/3 of a standard deviation above state peers).

Academic achievement and growth highlights are provided below. To interact with a data visualization tool that displays PSD achievement and growth data please click ACHIEVEMENT and GROWTH.

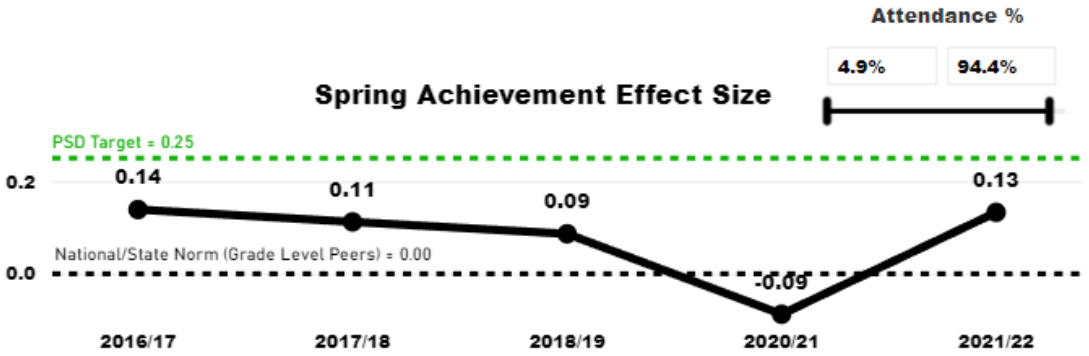
The "**achievement effect size**" utilized throughout this Monitoring Report is the difference between the mean grade-level outcome, national or state depending on the assessment, and the PSD mean outcome. The difference is provided in "standard deviation units". The PSD target on this metric is 0.25 or greater (a small to medium positive effect size); above 0 shaded green in displays. Medium to large positive effects (0.5 and above) are shaded blue. Negative effects are shaded yellow unless at or below -0.25 which are shaded red. Under a normal curve assumption regarding the shape of large-scale assessment distributions, a very reasonable assumption in the current context, achievement effect sizes of -0.25, 0, 0.25, and 0.50 are approximately equivalent to the 40th, 50th, 60th, and 70th percentiles respectively. A "unit" of achievement in this effect size metric is 1/100 of a standard deviation in the underlying assessment distribution. Effect size comparisons across different assessment programs are valid, and this is a key attribute and reason PSD utilizes this metric to interrogate our outcomes when seeking valid and reliable insights. All cells shaded green exceed comparable state/national outcomes.

CMAS/PSAT/SAT Reading/Evidence Based Reading and Writing: (Same-Year Norms)



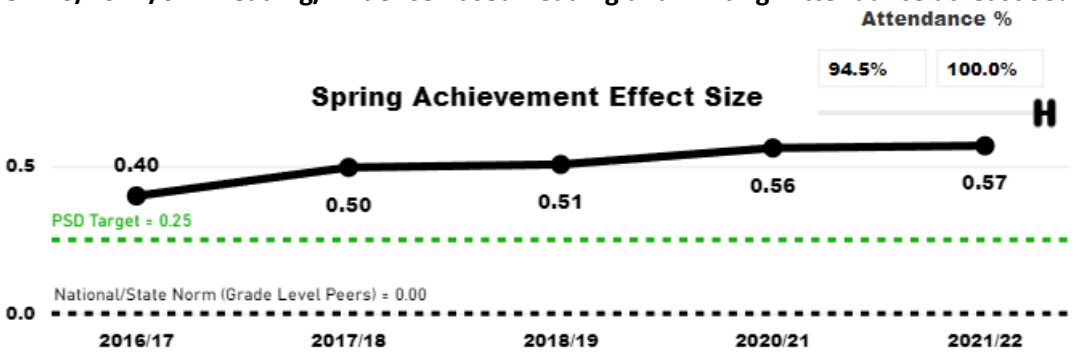
Year by Grade	2016/17		2017/18		2018/19		2020/21		2021/22	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
3	0.34	1989	0.36	2032	0.29	1949	0.26	1622	0.22	1789
4	0.37	1988	0.38	1977	0.41	2093			0.33	1885
5	0.34	2067	0.35	2024	0.37	2083	0.33	1641	0.33	1852
6	0.26	1777	0.29	1951	0.29	2037			0.26	1686
7	0.20	1779	0.25	1800	0.21	1957	0.24	1538	0.25	1677
8	0.27	1573	0.25	1709	0.24	1691			0.29	1448
9	0.39	967	0.42	1778	0.48	1831	0.45	1668	0.43	1606
10	0.44	1681	0.44	1702	0.38	1752	0.44	1661	0.44	1729
11	0.40	1673	0.35	1735	0.27	1723	0.27	1727	0.25	1718

CMAS/PSAT/SAT Reading/Evidence Based Reading and Writing: Attendance less than 95%



Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
3	0.19	641	0.16	589	0.10	657	-0.18	484	0.04	923
4	0.17	708	0.22	617	0.18	708			0.12	989
5	0.16	733	0.21	639	0.14	706	-0.18	494	0.09	916
6	0.08	424	-0.01	715	0.07	865			0.01	948
7	0.05	422	-0.01	770	-0.03	897	-0.26	518	0.06	949
8	0.08	401	-0.02	759	0.03	791			0.05	791
9	0.08	121	0.15	727	0.17	765	0.00	531	0.27	959
10	0.15	296	0.21	814	0.11	866	0.08	672	0.33	1195
11	0.20	317	0.13	978	0.04	999	-0.06	779	0.15	1322

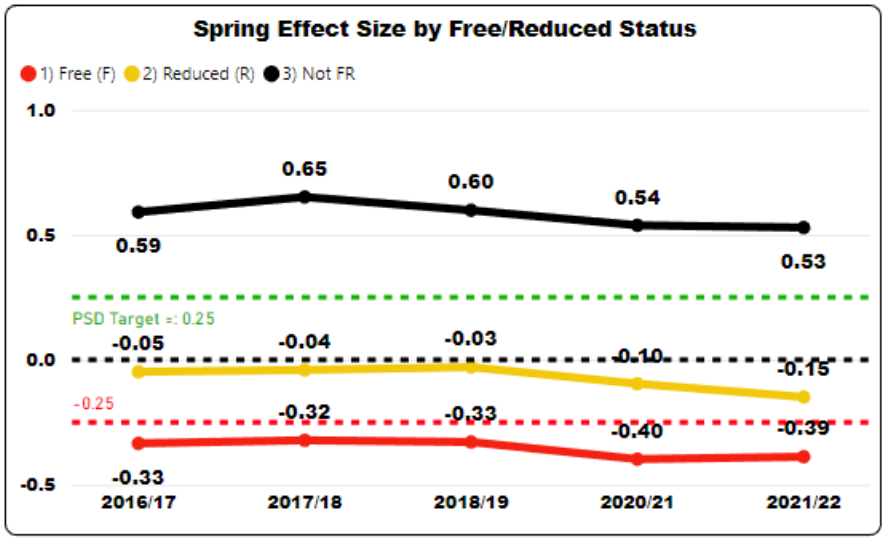
CMAS/PSAT/SAT Reading/Evidence Based Reading and Writing: Attendance at least 95%

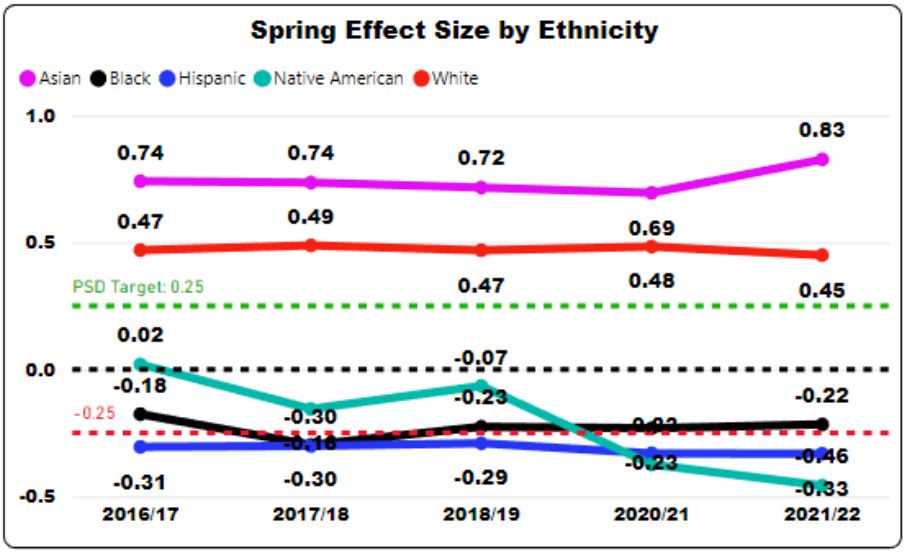


Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
3	0.40	1346	0.44	1399	0.39	1292	0.44	1138	0.41	842
4	0.48	1279	0.45	1322	0.52	1385			0.57	875
5	0.44	1334	0.42	1352	0.49	1377	0.55	1147	0.58	911
6	0.31	1351	0.47	1220	0.44	1172			0.59	724
7	0.24	1354	0.44	1028	0.41	1060	0.50	1020	0.50	711
8	0.33	1170	0.46	944	0.42	900			0.58	644
9	0.43	830	0.60	1037	0.71	1066	0.65	1137	0.68	630
10	0.51	1345	0.65	875	0.63	886	0.69	989	0.70	518
11	0.46	1318	0.65	739	0.59	724	0.54	948	0.58	391

The two prior graphs illustrate the powerful and positive association that exist between school attendance and reading achievement outcomes. It is interesting to note the lack of a dip in performance outcomes from the 2020/21 assessments (pandemic impacts) associated with students that had attendance rates of at least 95%. School attendance appears to be a factor strongly associated with continued academic growth and spring achievement levels. The graphs below illustrate very strong associations between reading achievement outcomes and socio-economic levels, ethnicity, English learner status, homelessness, and IEP status.

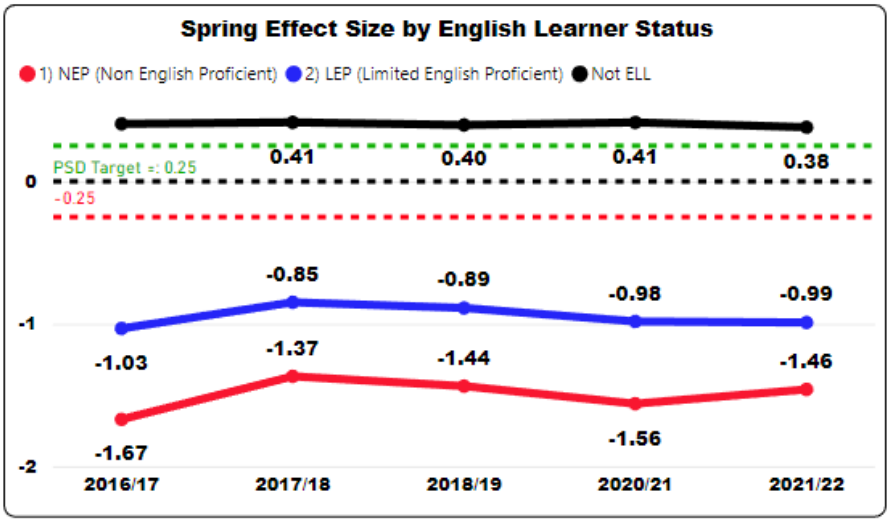
CMAS/PSAT/SAT Reading/Evidence Based Reading and Writing:

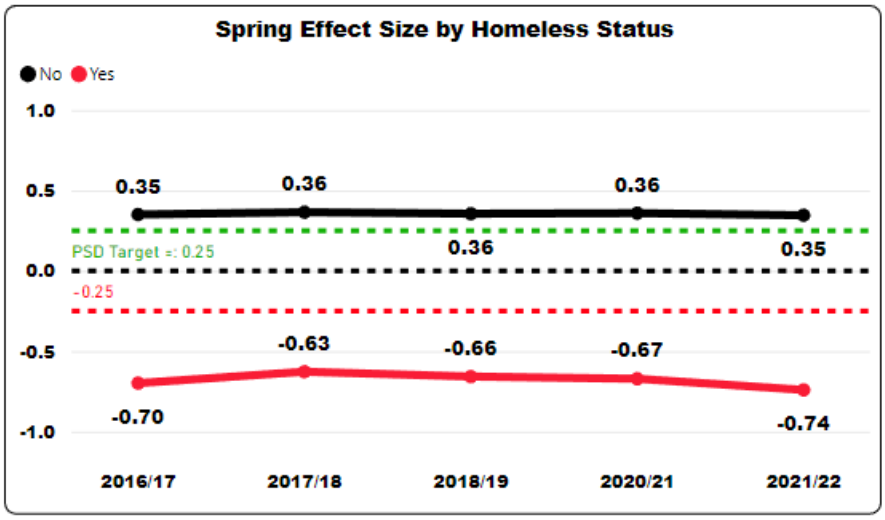


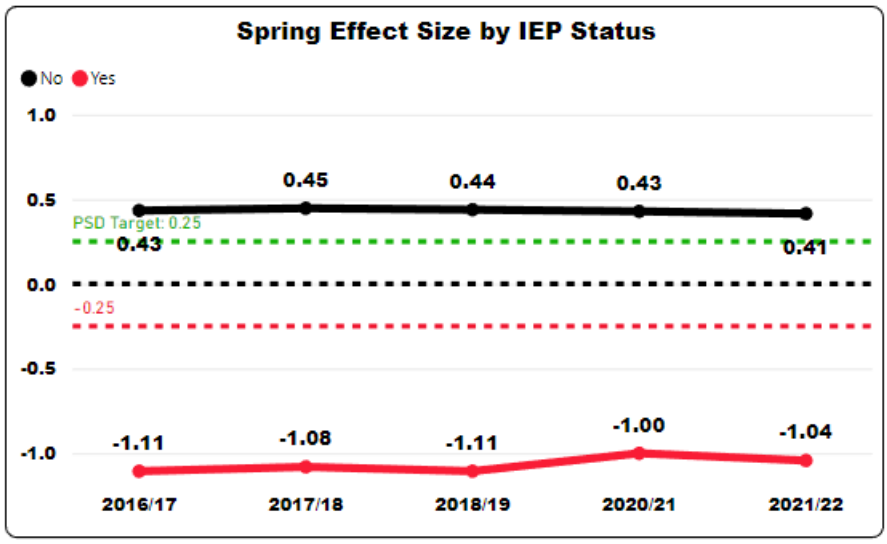


Note that CMAS, PSAT, and SAT norms are based on same-year test takers in the state of Colorado, meaning we can see how PSD did compared to statewide results under similar learning disruptions due to COVID-19 as well as during the recovery period all schools and districts are experiencing.

CMAS/PSAT/SAT Reading/Evidence Based Reading and Writing:



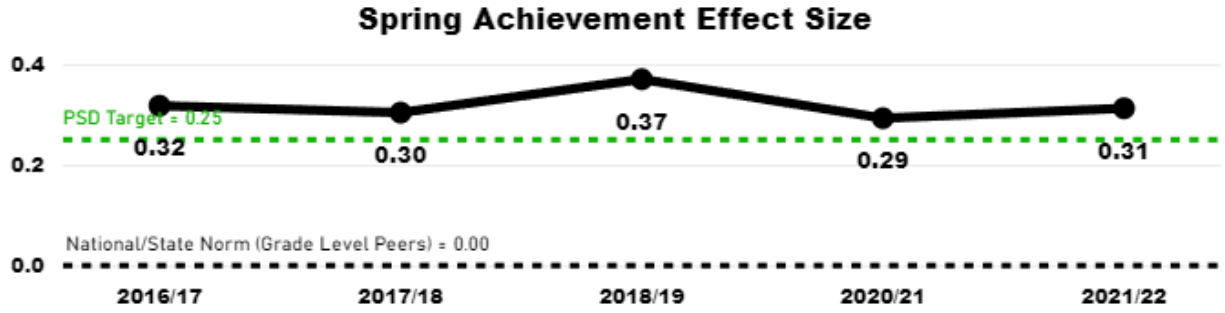




Key Indicator 2b – Math Achievement Target: Math achievement effect size ≥ 0.25 based on 3rd -11th grade state assessment program results (CMAS, PSAT, SAT).

Met Target in 2021/22? Yes, achievement effect size 0.31 (PSD outcomes are shifted approximately 1/3 of a standard deviation above state peers).

CMAS/PSAT/SAT Mathematics: (Same-Year Norms)



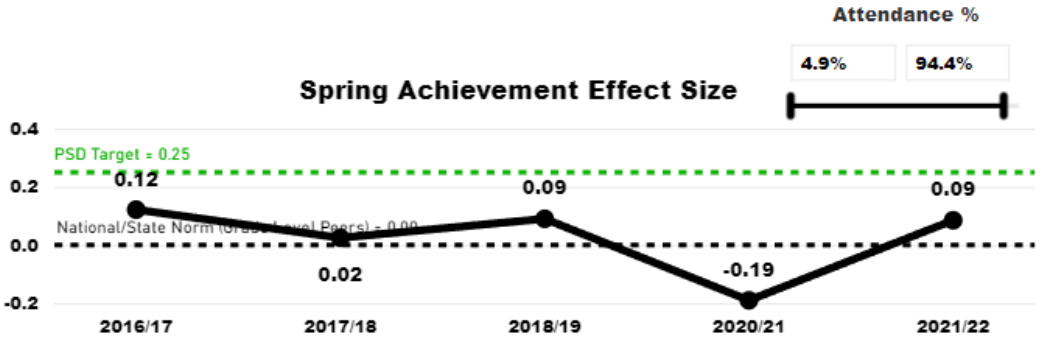
Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
3	0.40	2015	0.36	2066	0.32	1976			0.28	1818
4	0.44	1996	0.44	1979	0.43	2099	0.36	1616	0.40	1912
5	0.43	2060	0.45	2029	0.43	2086			0.41	1861
6	0.32	1788	0.33	1967	0.44	2042	0.37	1651	0.35	1679
7	0.33	1785	0.22	1818	0.37	1958			0.35	1669
8	0.28	1580	-0.08	1723	0.41	1701	0.40	1415	0.48	1433
9	-0.41	973	0.39	1776	0.41	1831	0.27	1668	0.31	1606
10	0.37	1681	0.35	1704	0.27	1752	0.23	1661	0.21	1729
11	0.31	1673	0.22	1735	0.22	1723	0.15	1727	0.05	1718

Recall that CMAS, PSAT, and SAT norms are based on same-year test takers in the state of Colorado, meaning we can see how PSD did compared to statewide results under similar learning disruptions due to COVID-19. Acadience and MAP assessments provide norms that are derived from a baseline year that preceded COVID-19 disruptions, meaning we can see how PSD did compared to prior cohorts of learners who did not experience COVID-19 disruptions. Both types of norms provide insights our community needs to evaluate. Note that CMAS, PSAT, SAT, MAP, and Acadience spring assessments did not occur in 2019/20 due to the impact of COVID-19 and distanced learning protocols being utilized in PSD so there are no scores to report for spring 2020. One can also see in the table above that the "skip-year" methodology the state assessment system implemented in spring of 2021 results in missing cell values associated with 3rd, 5th, and 7th grades. Another important aspect of math assessments within the state assessment system to be aware of when interpreting results is that 8th grade math in 2017/18 was the last year the CDE provided class-specific as opposed to grade-level-specific math assessments.

The two graphs below illustrate the powerful and positive association that exists between school attendance and math achievement outcomes. It is interesting to note once again the lack of dip in performance outcomes from the 2020/21 assessments (pandemic impacts) associated with students

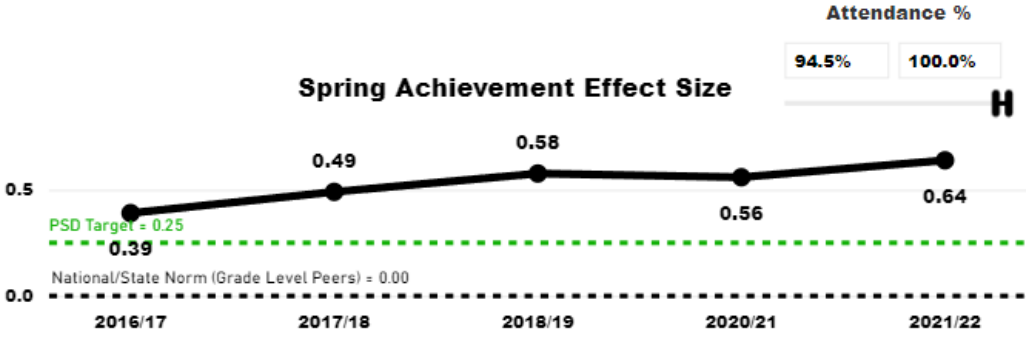
that had attendance rates of at least 95%. School attendance appears to be a factor strongly associated with continued academic growth and spring achievement levels.

CMAS/PSAT/SAT Mathematics: Attendance less than 95%



Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
3	0.18	654	0.11	602	0.08	671			0.05	944
4	0.19	712	0.23	616	0.19	712	-0.19	505	0.14	1011
5	0.22	730	0.21	643	0.20	708			0.14	922
6	0.17	425	0.03	722	0.18	867	-0.24	471	0.08	941
7	0.12	419	-0.01	782	0.09	895			0.10	942
8	0.08	407	-0.29	769	0.18	800	-0.10	501	0.24	775
9	-0.63	123	0.05	726	0.04	765	-0.25	531	0.07	959
10	0.02	296	0.06	816	-0.01	866	-0.14	672	0.09	1195
11	-0.01	317	-0.04	978	-0.06	999	-0.22	779	-0.06	1322

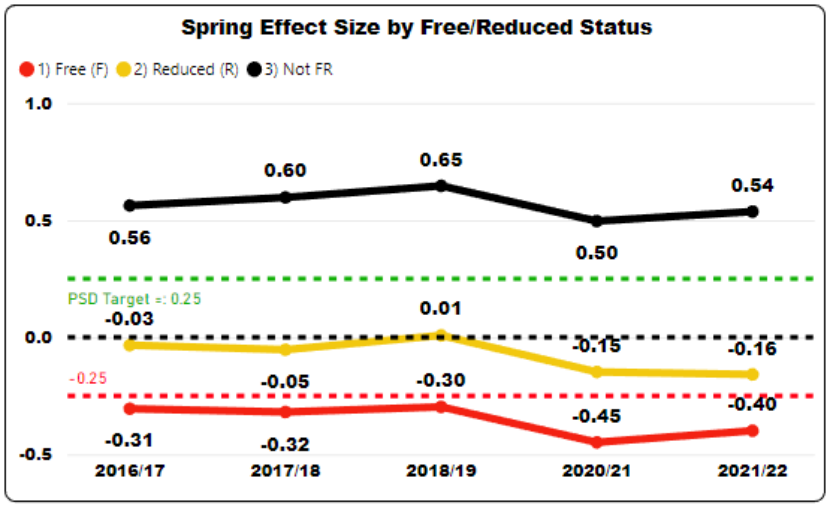
CMAS/PSAT/SAT Mathematics: Attendance at least 95%

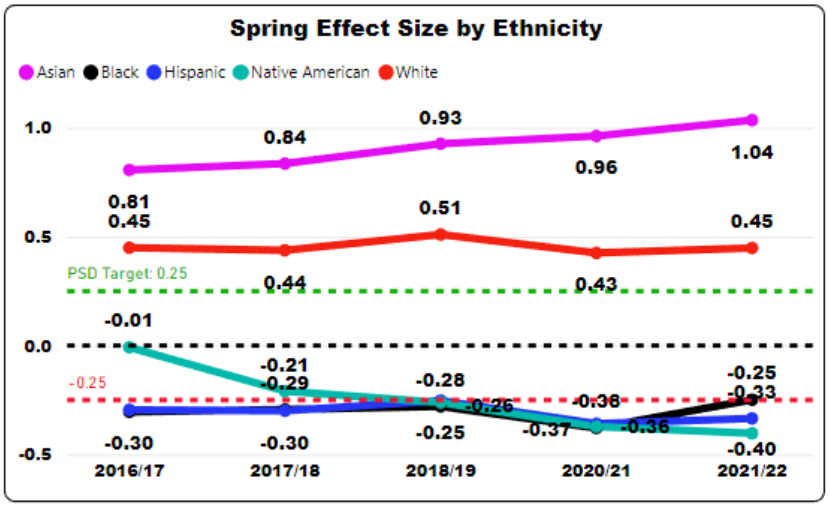


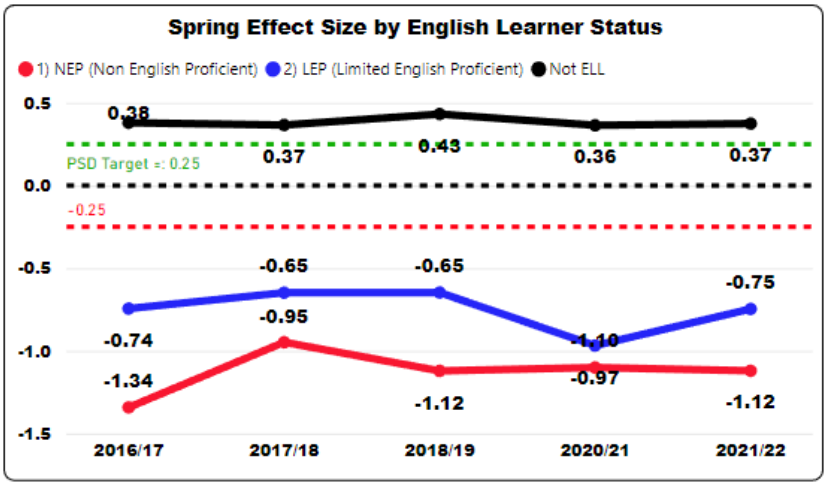
Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
3	0.51	1359	0.47	1420	0.45	1305			0.53	848
4	0.58	1283	0.54	1325	0.55	1387	0.61	1111	0.69	880
5	0.55	1330	0.56	1354	0.55	1378			0.69	914
6	0.36	1361	0.51	1229	0.63	1175	0.61	1180	0.68	725
7	0.39	1363	0.40	1034	0.61	1063			0.66	710
8	0.35	1171	0.09	948	0.62	901	0.68	914	0.76	645
9	-0.37	833	0.63	1036	0.67	1066	0.51	1137	0.67	630
10	0.45	1345	0.63	875	0.54	886	0.47	989	0.50	518
11	0.40	1318	0.56	739	0.61	724	0.46	948	0.42	391

The graphs below illustrate very strong associations between math achievement outcomes and socio-economic levels, ethnicity, English learner status, homelessness, and IEP status.

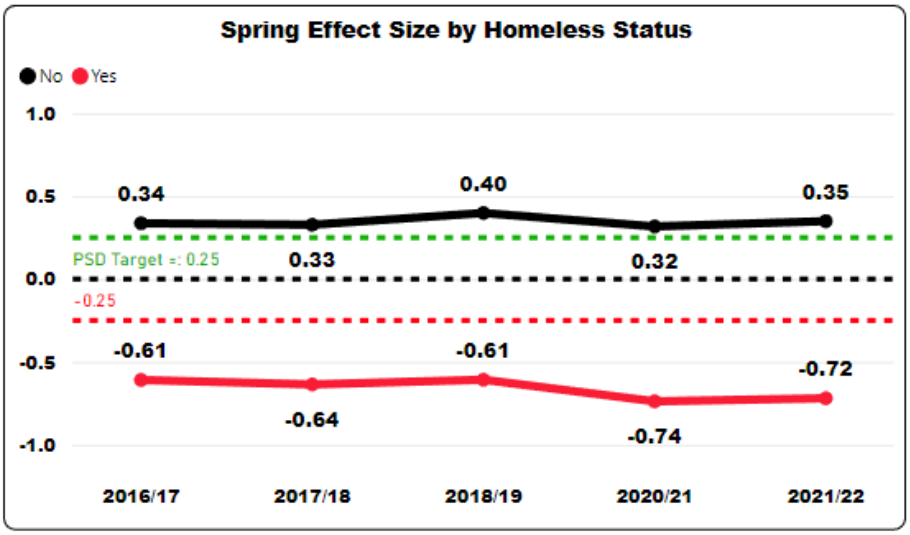
CMAS/PSAT/SAT Mathematics: (Same-Year Norms)

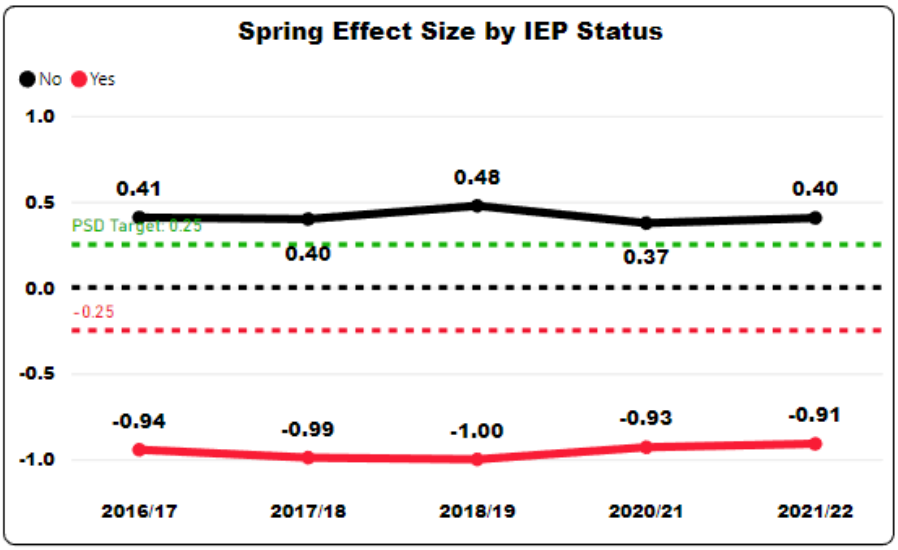






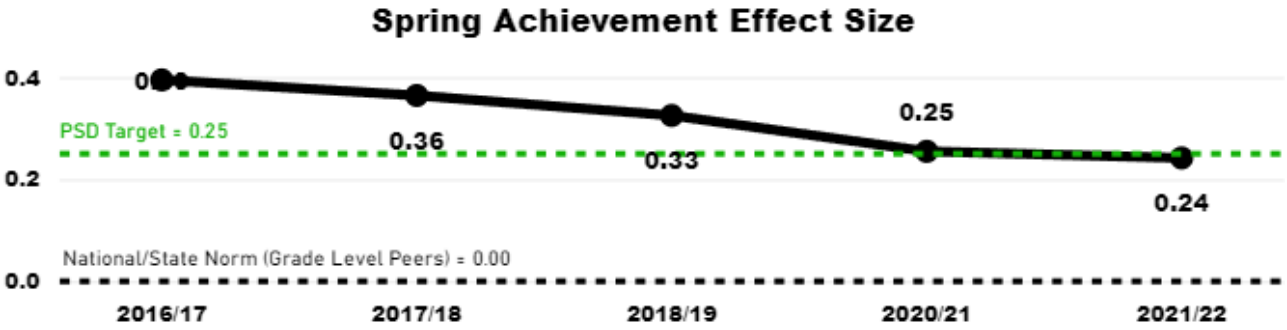
CMAS/PSAT/SAT Mathematics: (Same-Year Norms)





Recognizing that CMAS/PSAT/SAT assessment programs provide normative understandings of PSD student achievement relative to students who also were experiencing the impact of the COVID-19 pandemic, including distance learning adjustments to instruction delivery, we will look at MAP achievement data to better understand how learning was impacted relative to past grade-level cohorts that did not experience COVID disruptions. These views provide estimates of COVID-19 learning impacts in addition to inherent patterns of achievement change over time that PSD is experiencing.

MAP Spring Reading Achievement (Historical Baseline Norms):

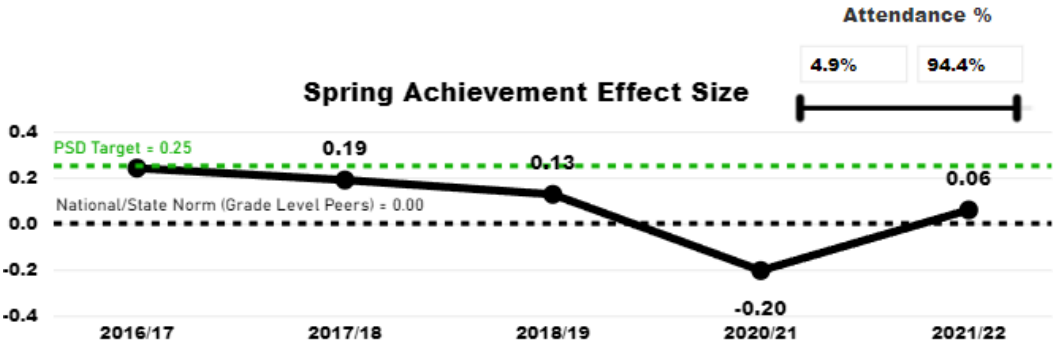


Year by Grade	2016/17		2017/18		2018/19		2020/21		2021/22	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
2	0.31	2007	0.26	1937	0.21	1981	0.20	1540	0.28	1830
3	0.39	2046	0.36	2086	0.29	1997	0.30	1858	0.26	1835
4	0.38	2074	0.40	2079	0.36	2112	0.27	1855	0.29	1956
5	0.39	2143	0.40	2087	0.33	2092	0.31	1848	0.22	1907
6	0.38	1992	0.31	2144	0.30	2079	0.25	1943	0.17	1830
7	0.43	2065	0.39	1986	0.34	2083	0.22	1849	0.21	1918
8	0.50	1988	0.44	1987	0.44	1915	0.22	1775	0.24	1877

Note in the line graph above that overall reading outcomes on MAP have followed a downward trend since 2016/17. Across the grade levels, there appears to be evidence of declining achievement in reading that began prior to COVID-19 (as of 2017/18) and continues into 2021/22. The rate of decrease associated with the most recent year (2021/22) is the smallest it has been in the past five years. Also note that all reading achievement scores are well above the national mean scores by grade levels and years. In other words, PSD students continue displaying high levels of reading compared to their national peers as measured by MAP, and the PSD reading outcome decline appears to be minimal in 2021/22. There are increases in 2021/22 reading achievement for three of the seven grade levels displayed above.

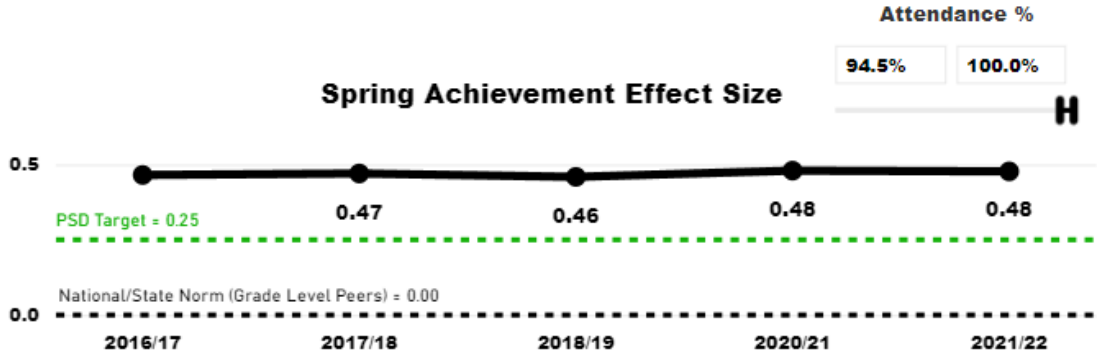
The two graphs below illustrate the powerful and positive association that exists between school attendance and reading achievement outcomes. It is interesting to note once again the lack of dip in performance outcomes from the 2020/21 assessments (pandemic impacts) associated with students that had attendance rates of at least 95%. School attendance appears to be a factor strongly associated with continued academic growth and spring achievement levels.

MAP Reading: Attendance less than 95%



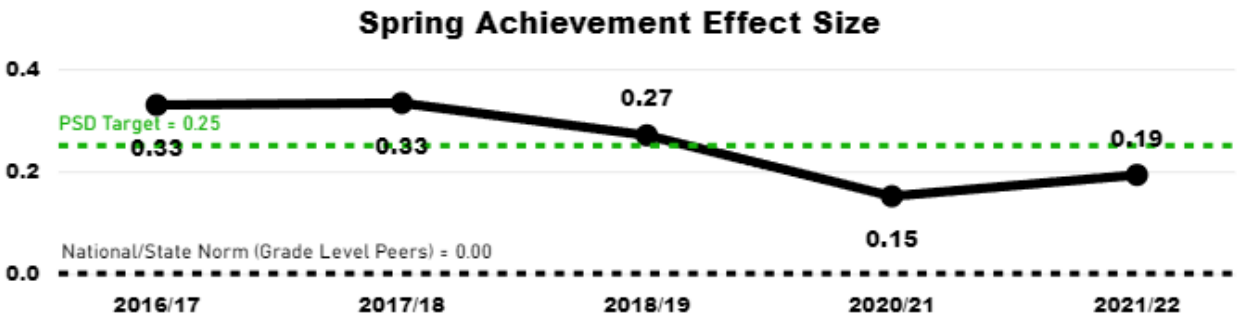
Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
2	0.15	683	0.08	600	0.02	693	-0.37	503	0.10	977
3	0.21	674	0.18	609	0.10	681	-0.20	542	0.08	959
4	0.19	753	0.25	665	0.17	719	-0.18	554	0.09	1039
5	0.22	769	0.27	670	0.11	721	-0.18	529	0.02	959
6	0.28	488	0.06	830	0.06	919	-0.18	620	-0.02	1078
7	0.33	529	0.19	913	0.12	1014	-0.22	665	0.05	1158
8	0.36	571	0.27	989	0.27	987	-0.14	722	0.09	1170

MAP Reading: Attendance at least 95%



Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
2	0.39	1324	0.34	1305	0.31	1288	0.47	1027	0.49	831
3	0.48	1369	0.44	1433	0.40	1316	0.51	1308	0.47	851
4	0.48	1320	0.47	1373	0.46	1393	0.47	1288	0.53	894
5	0.48	1373	0.46	1384	0.45	1371	0.50	1311	0.44	922
6	0.41	1502	0.47	1297	0.49	1160	0.45	1312	0.46	737
7	0.46	1533	0.56	1070	0.55	1069	0.47	1168	0.47	740
8	0.55	1415	0.60	992	0.63	928	0.48	1046	0.50	690

MAP Spring Math Achievement (Historical Baseline Norms):

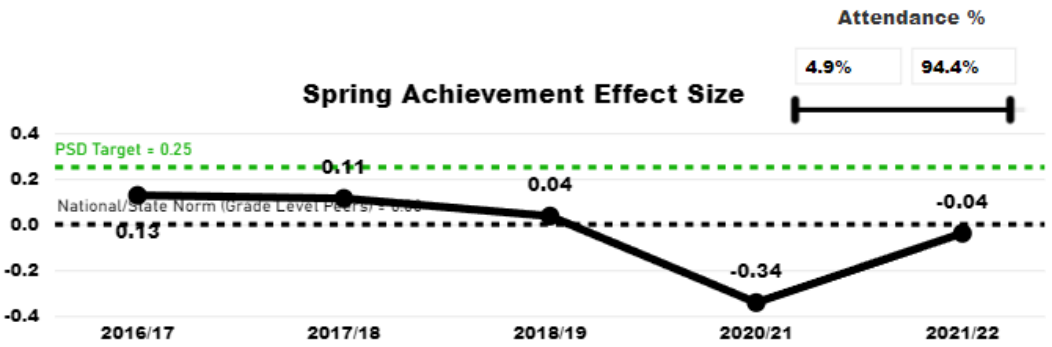


Year by Grade	2016/17		2017/18		2018/19		2020/21		2021/22	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
2	0.18	2013	0.13	1935	0.08	1990	0.02	1773	0.12	1856
3	0.28	2052	0.24	2092	0.18	2004	0.09	1865	0.16	1867
4	0.29	2085	0.37	2079	0.25	2122	0.18	1864	0.22	1969
5	0.34	2169	0.35	2097	0.29	2100	0.11	1856	0.17	1920
6	0.27	2000	0.25	2116	0.24	2093	0.15	1948	0.18	1823
7	0.42	2080	0.45	1996	0.35	2102	0.20	1905	0.20	1963
8	0.53	1994	0.54	2002	0.50	1912	0.30	1893	0.30	1912

All MAP math achievement outcomes are well above national outcome norms by grade levels and years. Math achievement drops are larger than the associated drops in reading over the past three years (2018/19-2020/21) as measured by MAP data grades 2-8. Also, math achievement as measured by MAP grades 2-8 has not been as high as reading achievement relative to national means. These statements are true for every grade level and the pattern of high achievement, but declining scores pre-date COVID-19 by one year (2018/19). An important difference to note between declines in math and declines in reading over the past several years is that reading appears to begin it's decline in 2017/18, whereas math begins it's decline in 2018/19. Reading has declined by 14-units since 2016/17 (the second of two stable years in a row), while math has declined by 18-units since 2017/18 (the second of two stable years in a row). Reading has had a slower, but more consistent decline than math indicating possible underlying structural issues in PSD that pre-date COVID. Meanwhile math declines have been more recent and more dramatic, possibly indicating they are more related to COVID-19 disruptions as opposed to underlying structural issues. There is a math achievement "rebound" in 2021/22 clearly indicated in the graph above (0.04 achievement effect size gain).

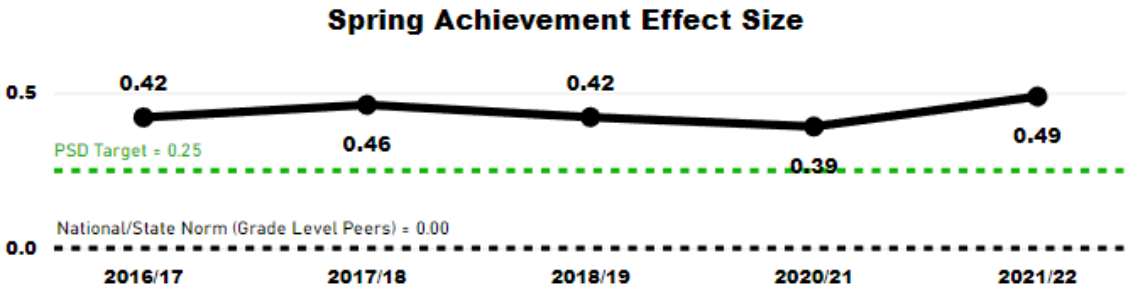
Recall that MAP achievement data allows us to better understand how learning was impacted relative to past grade-level cohorts that did not experience COVID disruptions. This means that the achievement effect sizes that are above zero in the table above indicate PSD student outcomes relative to true pre-pandemic grade-level national norms.

MAP Math: Attendance less than 95%



Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
2	-0.02	684	-0.07	600	-0.08	699	-0.46	544	-0.07	992
3	0.09	676	0.06	611	-0.07	685	-0.40	549	-0.08	984
4	0.04	758	0.15	663	0.04	724	-0.32	554	-0.02	1051
5	0.15	774	0.11	676	0.02	728	-0.45	536	-0.10	968
6	0.11	491	-0.04	825	-0.04	925	-0.39	626	-0.06	1074
7	0.26	537	0.18	918	0.06	1026	-0.31	710	-0.05	1199
8	0.33	568	0.30	1000	0.26	985	-0.14	776	0.08	1199

MAP Math: Attendance at least 95%



Year by Grade	2016/17 Effect Size	2016/17 Data Points	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points
2	0.28	1329	0.22	1335	0.16	1331	0.24	1229	0.34	864
3	0.37	1376	0.32	1481	0.30	1358	0.29	1316	0.42	883
4	0.44	1327	0.47	1416	0.35	1435	0.39	1310	0.50	918
5	0.45	1395	0.46	1421	0.43	1406	0.34	1320	0.44	952
6	0.32	1509	0.44	1298	0.47	1182	0.41	1325	0.53	749
7	0.47	1543	0.67	1087	0.61	1107	0.50	1195	0.57	765
8	0.61	1426	0.78	1006	0.76	945	0.60	1117	0.66	717

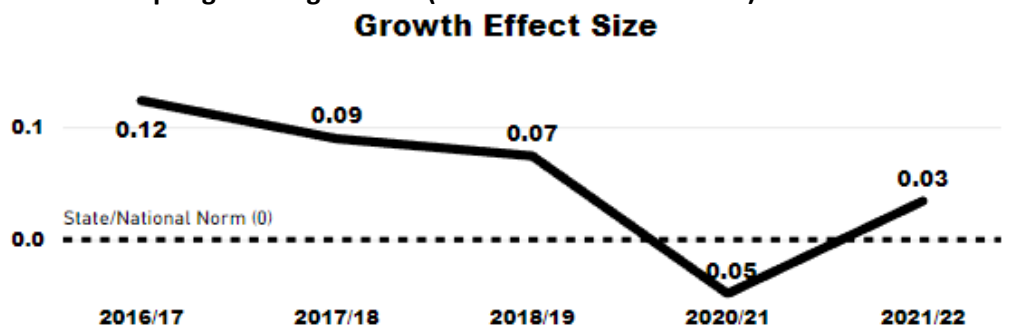
Key Indicator 2c – Reading Growth Target: Reading growth effect size > 0 based on 2nd -8th grade MAP assessment results.

Met Target in 2021/22? Yes, based on MAP data, PSD met the academic growth target in 2021/22 relative to historic national peers in reading with a growth effect size of 0.03. State assessment growth data is inconsistent due to the "skip-year" methodology utilized by the CDE in 2021. School-year growth estimates will be based on robust and consistent fall-to-spring growth measures available from the MAP assessment. PSD will resume using State testing scores to monitor growth based on spring 2022 to spring 2023 assessment outcomes in the 2023/24 Monitoring Report.

A few academic growth highlights are provided below. To interact with a data visualization tool that displays PSD academic growth data please click ACHIEVEMENT and GROWTH.

The "**growth effect size**" being utilized throughout this Monitoring Report (also referred to as a "Z gain") is the difference between beginning-of-year and end-of-year achievement effect sizes. In tables below, Z gains of 0.20 and above shaded BLUE; 0 and above shaded GREEN; negatives shaded YELLOW; at or below -0.20 shaded RED. Positive growth-effect-sizes reflect gaining ground on "academic-peers" (same grade level and initial achievement level) nationwide/statewide, a Z gain of zero indicates holding your achievement position relative to academic-peers.

MAP Fall-to-Spring Reading Growth (Historical Baseline Norms):

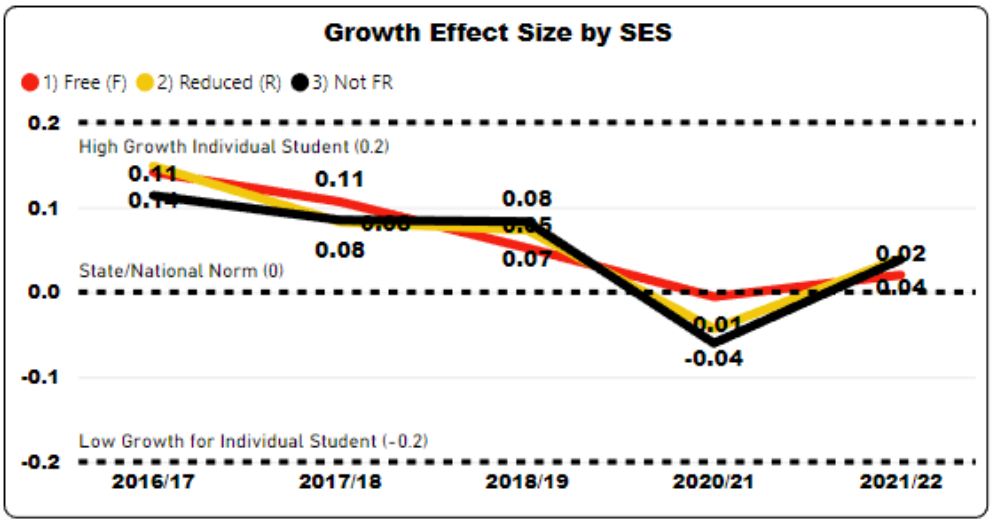


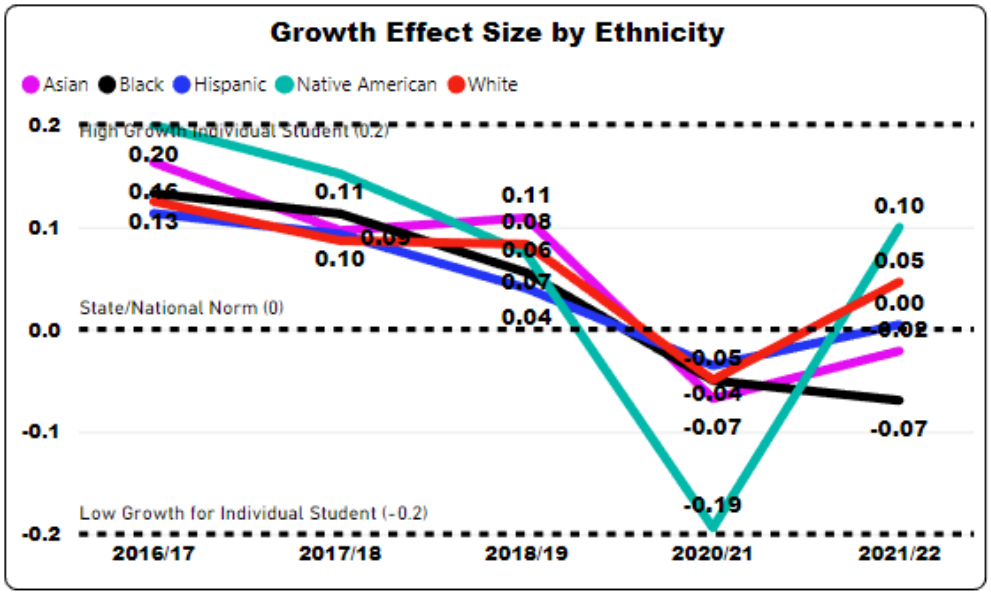
Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points	2021/22 Zgain	2021/22 Data Points
2	0.23	1922	0.24	1859	0.25	1885			0.27	1758
3	0.21	1955	0.17	1997	0.16	1887	0.01	1750	0.14	1769
4	0.16	1967	0.10	1971	0.11	2028	-0.03	1734	0.04	1882
5	0.11	2067	0.11	2014	0.01	2008	-0.02	1729	-0.03	1846
6	0.01	1894	-0.01	2070	-0.08	1975	-0.06	1809	-0.13	1751
7	0.08	1964	0.00	1890	0.03	1972	-0.09	1716	-0.03	1838
8	0.06	1897	0.02	1909	0.03	1792	-0.09	1571	-0.01	1797
Total	0.12	13666	0.09	13710	0.07	13547	-0.05	10309	0.03	12641

We can see in the graphs above that reading growth grades 3-8, as measured by fall-to-spring MAP achievement changes, has been declining for several years, and these declines pre-date COVID-19. If you imagine aligning a straight-edge ruler along the three data points on the left side of the line graph, one can see that the 2021/22 rebound outcome is slightly higher than one might expect had the linear downward trend continued unabated over the past two years. We are not back to pre-pandemic levels of growth in reading, but there has been progress in this area. Grade-2 stands out as having displayed very high, and increasing, growth over this five-year period.

Similar patterns are evident for all ethnicity groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to COVID-19. There has been a substantial rebound in 2021/22. Recall that comparisons using MAP data imply we are comparing gains to those attained by pre-COVID national peers. This means that these graphs of the 2020/21 drop and the 2021/22 rebound in academic growth give us a clear picture of growth outcomes relative to stable normative expectation, not lowered due to global pandemic impacts.

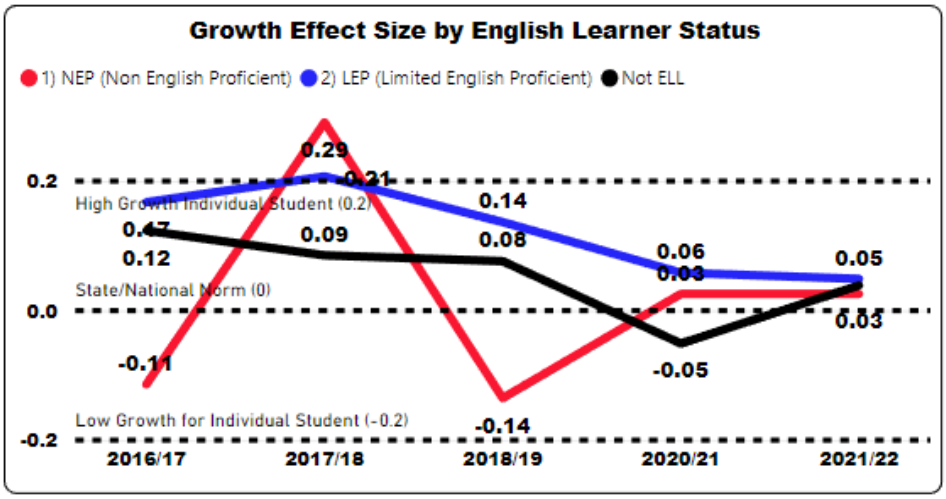
MAP Fall-to-Spring Reading Growth (Historical Baseline Norms):

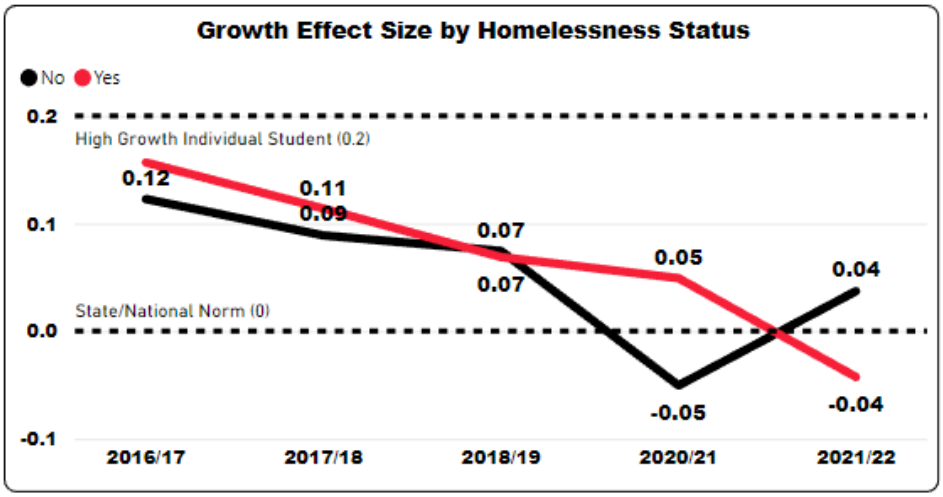


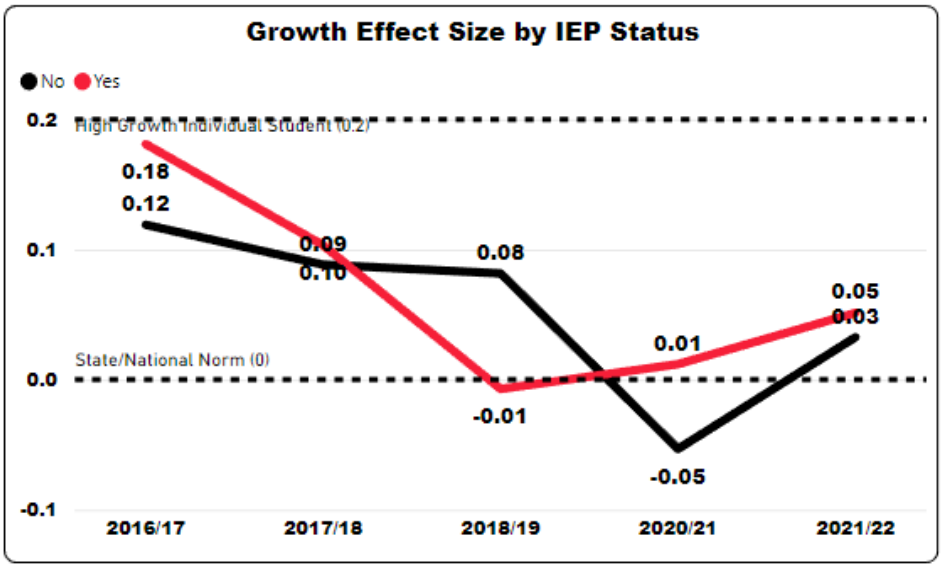


Note that group differences by socio-economic status do not display the same level of separation as is evident in the similar graph provided earlier for MAP reading achievement. This is because in the calculation of a growth effect size, we are in fact "controlling" for prior achievement levels and these prior achievement levels are strongly associated with socio-economic levels and all other demographic factors that influence achievement scores. This phenomenon helps explain why the line graphs of growth across student characteristics tend to cluster more tightly than we see with achievement.

MAP Fall-to-Spring Reading Growth (Historical Baseline Norms):



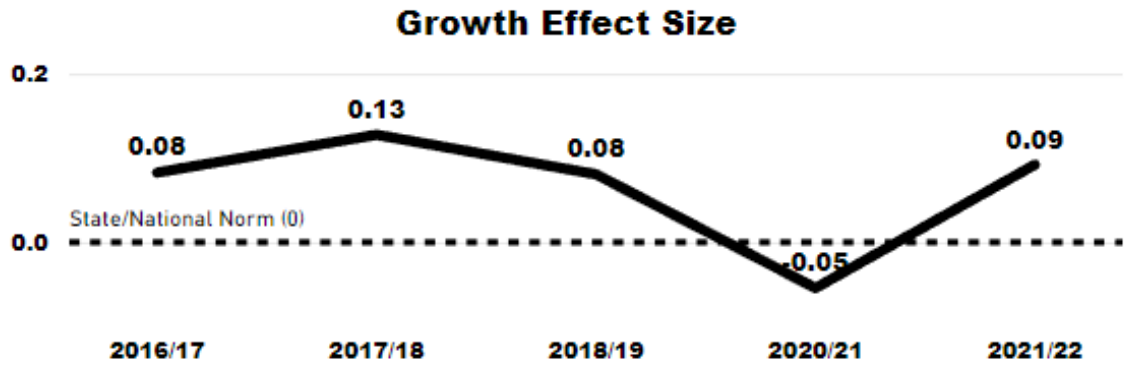




Key Indicator 2d – Math Growth Target: Math growth effect size > 0 based on 2nd -8th grade MAP assessment results.

Met Target in 2021/22? Yes, based on MAP data, PSD met the academic growth target in 2021/22 relative to historic national peers in math with a growth effect size of 0.09. State assessment growth data is inconsistent due to the "skip-year" methodology utilized by the CDE in 2021. School-year growth estimates will be based on robust and consistent fall-to-spring growth measures available from the MAP assessment. PSD will resume using State testing scores to monitor growth based on spring 2022 to spring 2023 assessment outcomes in the 2023/24 Monitoring Report.

MAP Fall-to-Spring Math Growth (Historical Baseline Norms):

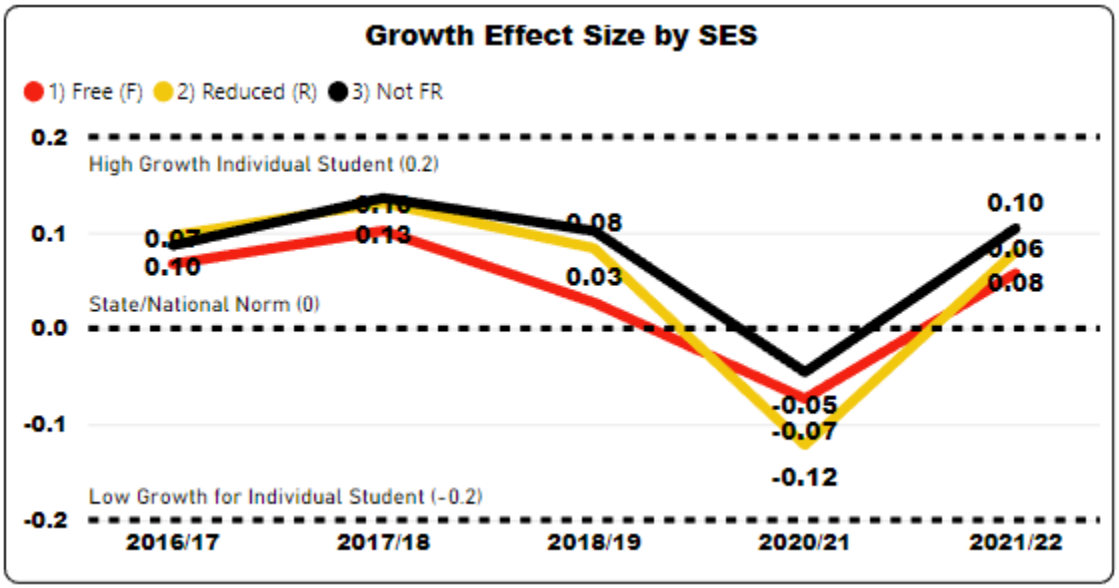


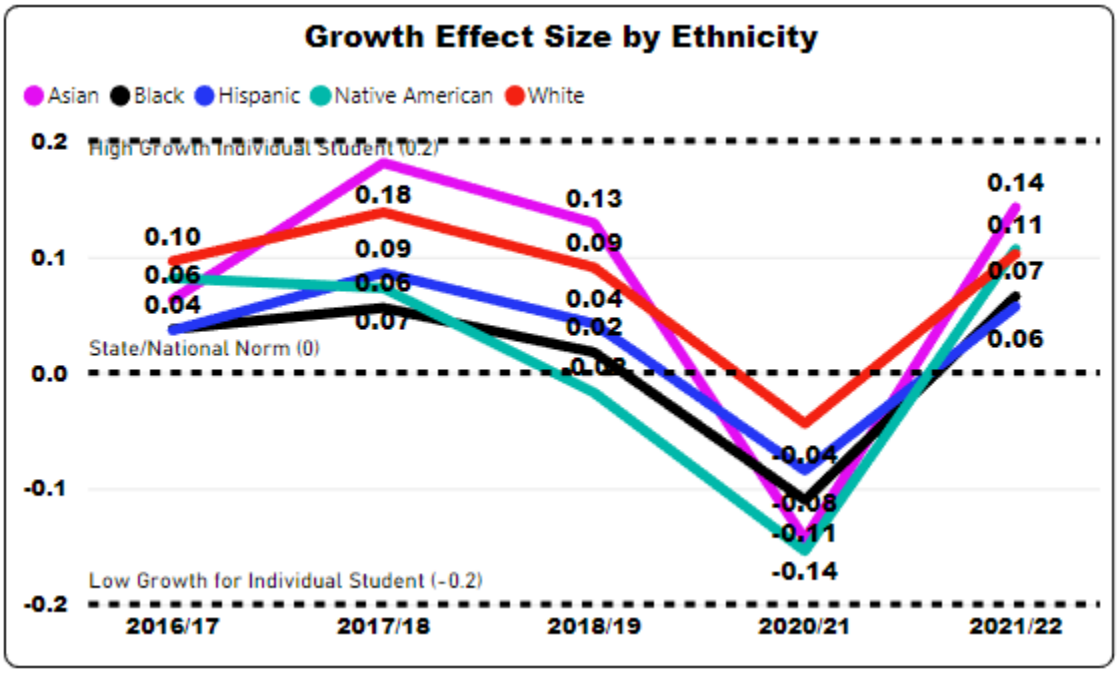
Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points	2021/22 Zgain	2021/22 Data Points
2	0.11	1933	0.13	1853	0.07	1907			0.09	1774
3	0.11	1959	0.11	1999	0.10	1904	-0.07	1735	0.17	1794
4	0.11	1985	0.16	1992	0.08	2045	0.01	1740	0.17	1884
5	0.04	2082	0.12	2025	0.04	2032	-0.10	1745	0.07	1859
6	0.04	1910	0.12	2045	0.10	2023	0.01	1807	0.08	1739
7	0.08	2006	0.15	1913	0.08	2026	-0.10	1774	0.01	1889
8	0.08	1927	0.11	1937	0.10	1819	-0.09	1788	0.06	1836
Total	0.08	13802	0.13	13764	0.08	13756	-0.05	10589	0.09	12775

As with the comparison between reading and math achievement, fall-to-spring math growth was relatively stable prior to 2020/21 whereas reading growth showed a clear and steady decline prior to 2020/21. We can see that math growth grades 2-8, as measured by fall-to-spring MAP achievement changes declined dramatically as a direct result of COVID-19. The 2021/22 bounce back to pre-pandemic levels of math growth is very clear. This is a celebration for our community as high levels of math achievement paired with continued high levels of math growth are a winning combination that leads to optimal opportunities for our students today and in their futures.

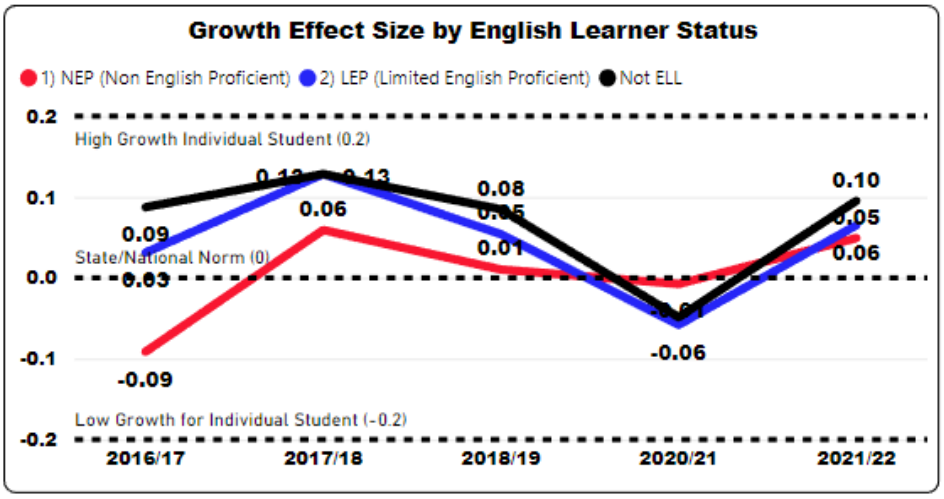
The general pattern of declining growth is evident for all ethnicity groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to COVID-19. Recall that utilizing MAP data implies we are comparing gains to those attained by pre-COVID national academic-peers. This means that these graphs of the 2020/21 drop give us a clear picture of the academic ground we lost due to the impacts of the international pandemic.

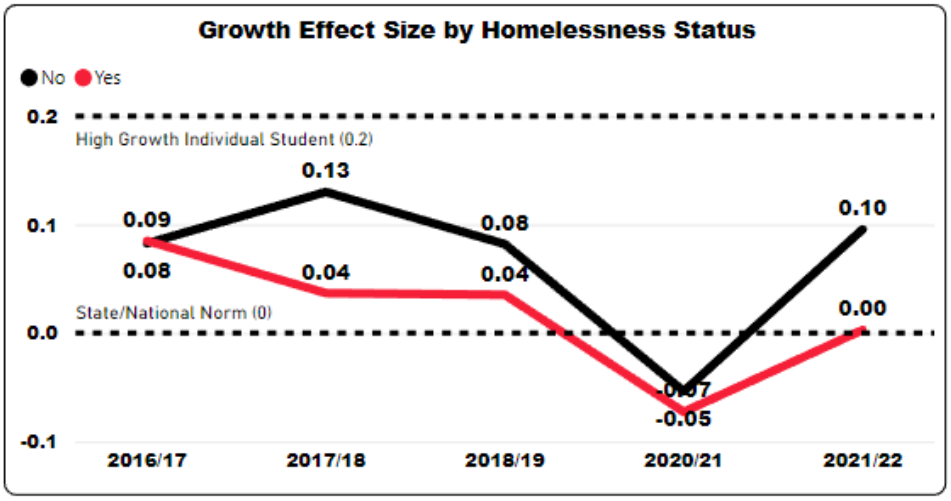
MAP Fall-to-Spring Math Growth (Historical Baseline Norms):

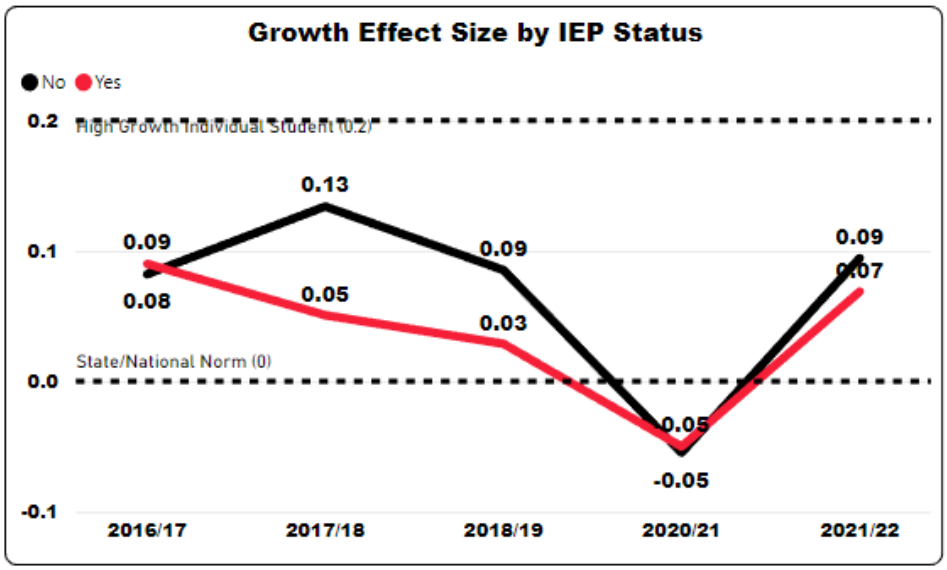




MAP Fall-to-Spring Math Growth (Historical Baseline Norms):







Additional Support

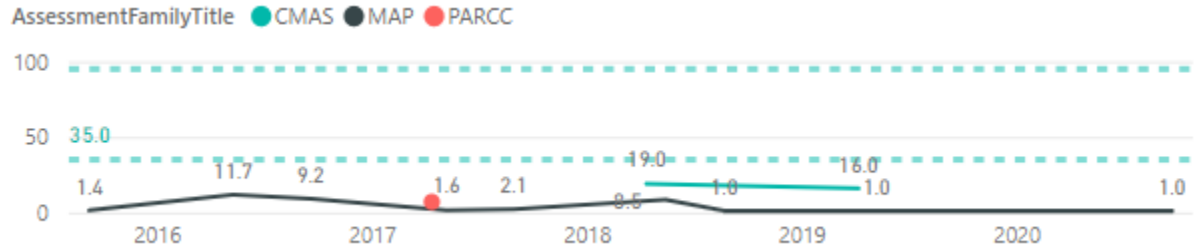
Key Indicator 3a – Reading Additional Support Target (Acadience): Reading growth effect size > 0.20 based on 1st – 5th grade BOY-to-EOY Acadience assessment results.

Met Target in 2021/22? Yes, the 0.24 growth effect size based on Acadience data indicates PSD did meet this Additional Support academic growth target in 2021/22.

A few academic growth highlights are provided below. To interact with a data visualization tool that displays PSD academic growth data by Level of Support category please click ACHIEVEMENT and GROWTH.

PSD has developed a data visualization tool, Levels of Support, which allows for a shared understanding districtwide regarding which PSD students are most in need of additional academic support in English/Language Arts and Math. PSD students meeting and exceeding performance levels of other students nationwide and statewide are also identified. This shared understanding is based on a body of evidence from the prior academic year for each returning student. The "Additional Support" group consists of students grades 1-12 that scored below the 35th percentile on each district/state assessment (DIBELS Next, MAP, PARCC, CMAS, PSAT, SAT) and each assessment occasion (Fall, Winter, Spring) during the prior school year in either math or in English/reading. These students are supported with each schools' best efforts to help accelerate academic gains relative to national and statewide academic-peers. Currently these students are performing among the lowest 1/3 of students statewide and/or nationwide. "Exceptional Outcomes" students met or exceeded the 95th percentile on the same set of measures. "Met Targets" scored consistently above the 35th percentile, and "Team Awareness" had at least one prior score in the "Additional Support" range and at least one score in the "Met Targets" range.

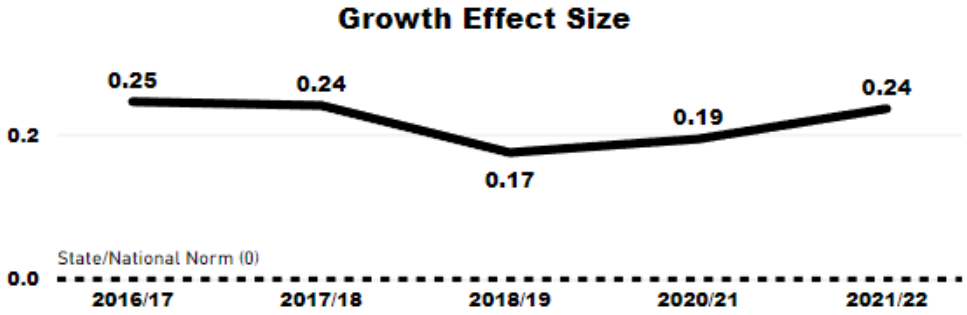
Typical "Additional Support" Assessment Profile (vertical axis is state/national percentile rank):



Typical "Exceptional Outcomes" Assessment Profile:

The Levels of Support tool is available to teachers and school administrators in the first week that teachers are back on contract at the beginning of each school year. Current year classifications of

evidence-based support level recommendations are only available to appropriate school and district staff. Recommended support classifications are not part of a student's permanent record, they are time-limited recommendations to current educational staff working directly on behalf of students.
Acadience Fall-to-Spring Reading Growth for Additional Support (Historical Baseline Norms):



Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points	2021/22 Zgain	2021/22 Data Points
1	0.38	303	0.44	180	0.19	215	0.33	214	0.20	318
2	0.27	336	0.28	230	0.21	297	0.20	339	0.29	584
3	0.20	275	0.22	222	0.23	234	0.15	375	0.27	476
4	0.18	218	0.15	199	0.08	203	0.15	272	0.15	237
5	0.02	96	0.11	171	0.13	156	0.16	193	0.17	214
Total	0.25	1228	0.24	1002	0.17	1105	0.19	1393	0.24	1829

PSD schools that met the 0.20 target for Additional Support Acadience reading growth are provided in the table to the right. The number of schools on this list increased from 15 in 2020/21 to 24 in 2021/22. Another indication of improved system outcomes in 2021/22.

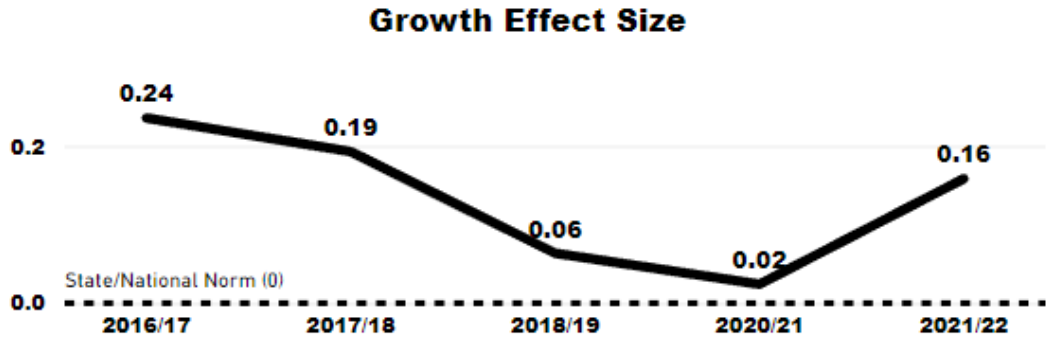
School	Year by	Zgain	Data Points
LIVERMORE ES	2021/22	0.52	3
ZACH ES	2021/22	0.44	26
BETHKE ES	2021/22	0.41	35
DUNN ES	2021/22	0.37	31
POLARIS	2021/22	0.37	18
BAUDER ES	2021/22	0.35	119
RIFFENBURGH ES	2021/22	0.34	60
ODEA ES	2021/22	0.32	80
CLP ES	2021/22	0.32	60
PSD GLOBAL ACADEMY	2021/22	0.30	17
TIMNATH ES	2021/22	0.30	52
WERNER ES	2021/22	0.28	51
STOVE PRAIRIE ES	2021/22	0.28	9
BEATTIE ES	2021/22	0.27	57
JOHNSON ES	2021/22	0.27	47
BAMFORD ES	2021/22	0.25	26
RICE ES	2021/22	0.25	60
PUTNAM ES	2021/22	0.25	93
LOPEZ ES	2021/22	0.24	49
RED FEATHER ES	2021/22	0.22	11
KRUSE ES	2021/22	0.21	68
EYESTONE ES	2021/22	0.21	103
MCGRAW ES	2021/22	0.21	60
HARRIS BILINGUAL ES	2021/22	0.20	43

Levels of support classifications do not fluctuate based on the latest single scores attained in the current school year because the designations are based on a body of evidence rather than the latest individual score. This stability of support classification within a single school year allows for systematic effectiveness studies of PSD's support systems. This is a critical component of internally evaluating system improvement efforts. The availability of the information by school we are observing in the table to the right is good example of insightful information that is derived from the Levels of Support system. As a system, PSD can identify which learning environments are associated with the highest empirically demonstrated levels of academic acceleration for our students that began the school year furthest behind their national grade-level peers.

Key Indicator 3b – Reading Additional Support Target (MAP): Reading growth effect size > 0.20 based on 2nd – 8th grade fall-to-spring MAP assessment results.

Met Target in 2021/22? No, the 0.16 growth effect size based on MAP data indicates PSD did NOT meet this Additional Support academic growth target in 2021/22.

MAP Fall-to-Spring Reading Growth for Additional Support (Historical Baseline Norms):



Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points	2021/22 Zgain	2021/22 Data Points
2	0.27	330	0.28	236	0.13	293			0.42	558
3	0.34	268	0.25	231	0.14	233	0.11	352	0.24	463
4	0.25	221	0.23	198	0.16	210	0.09	264	0.17	268
5	0.24	123	0.29	201	-0.05	188	0.08	253	0.01	319
6	0.08	86	0.04	180	-0.13	181	-0.03	231	-0.18	227
7	0.17	249	0.04	194	0.07	217	-0.06	250	0.05	291
8	0.19	227	0.18	207	0.05	175	-0.10	232	0.03	251
Total	0.24	1504	0.19	1447	0.06	1497	0.02	1582	0.16	2377

PSD schools that met the 0.20 target for Additional Support MAP reading growth are provided in the table to the right. The number of schools on this list increased from 8 in 2020/21 to 22 in 2021/22. Another indication of improved system outcomes in 2021/22.

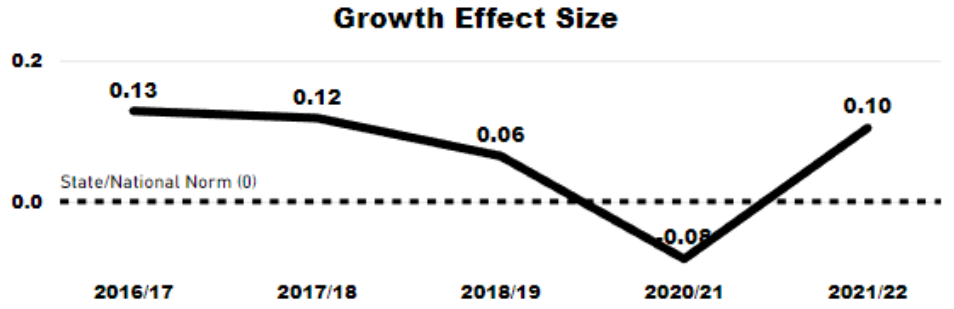
Research provided in the March 2021 DE 1.0 Monitoring Report indicated that a reasonable estimate of "catch-up growth" for the Additional Support group of students is a Zgain of 0.66 (or gaining 20 percentile rank units) in reading and a Zgain of 0.50 (or gaining 15 percentile rank units) in math. Note that Stove Prarie and Zach elementary schools hit this high level of catch-up growth in reading.

School	Year by	Zgain	Data Points
STOVE PRAIRIE ES	2021/22	0.95	8
ZACH ES	2021/22	0.66	27
RED FEATHER ES	2021/22	0.62	11
LIVERMORE ES	2021/22	0.56	3
TAVELLI ES	2021/22	0.50	68
ODEA ES	2021/22	0.39	70
TRAUT CORE ES	2021/22	0.39	22
BAUDER ES	2021/22	0.35	99
KRUSE ES	2021/22	0.35	54
SHEPARDSON ES	2021/22	0.34	48
WERNER ES	2021/22	0.34	47
RICE ES	2021/22	0.33	64
BETHKE ES	2021/22	0.30	34
BACON ES	2021/22	0.29	40
BENNETT ES	2021/22	0.26	54
LOPEZ ES	2021/22	0.26	45
BEATTIE ES	2021/22	0.26	48
EYESTONE ES	2021/22	0.23	102
TIMNATH ES	2021/22	0.23	44
JOHNSON ES	2021/22	0.22	50
PUTNAM ES	2021/22	0.22	71
DUNN ES	2021/22	0.21	24

Key Indicator 3b – Math Additional Support Target (MAP): Math growth effect size > 0.20 based on 2nd – 8th grade fall-to-spring MAP assessment results.

Met Target in 2021/22? No, the 0.10 growth effect size based on MAP data indicates PSD did NOT meet this Additional Support academic growth target in 2021/22.

MAP Fall-to-Spring Math Growth for Additional Support (Historical Baseline Norms):



Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points	2021/22 Zgain	2021/22 Data Points
2	0.22	334	0.13	233	0.17	306			0.16	579
3	0.17	270	0.11	233	0.19	238	-0.10	348	0.19	481
4	0.19	226	0.17	208	0.04	214	-0.02	267	0.15	266
5	0.10	132	0.15	204	-0.02	191	-0.10	252	0.10	321
6	-0.09	92	-0.03	179	-0.04	187	-0.06	228	0.03	226
7	0.06	259	0.17	197	0.03	224	-0.10	256	-0.02	310
8	0.07	236	0.12	213	0.00	181	-0.09	260	0.00	263
Total	0.13	1549	0.12	1467	0.06	1541	-0.08	1611	0.10	2446

PSD schools that met the 0.20 target for Additional Support MAP math growth are provided in the table to the right. The number of schools on this list increased from 1 in 2020/21 to 13 in 2021/22. Another indication of improved system outcomes in 2021/22.

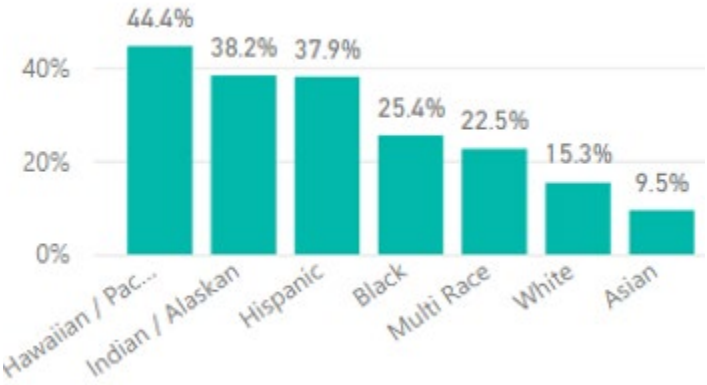
Research provided in the March 2021 DE 1.0 Monitoring Report indicated that a reasonable estimate of "catch-up growth" for the Additional Support group of students is a Zgain of 0.66 (or gaining 20 percentile rank units) in reading and a Zgain of 0.50 (or gaining 15 percentile rank units) in math. Note that Stove Prarie and Livermore elementary schools hit this high level of catch-up growth in math.

School	Year by	Zgain	Data Points
STOVE PRAIRIE ES	2021/22	0.82	7
LIVERMORE ES	2021/22	0.74	3
BACON ES	2021/22	0.49	40
MCGRAW ES	2021/22	0.43	57
RED FEATHER ES	2021/22	0.40	11
ZACH ES	2021/22	0.39	27
ODEA ES	2021/22	0.36	68
CLP ES	2021/22	0.36	53
TRAUT CORE ES	2021/22	0.29	23
KRUSE ES	2021/22	0.28	55
LOPEZ ES	2021/22	0.26	46
BENNETT ES	2021/22	0.24	54
EYESTONE ES	2021/22	0.22	102

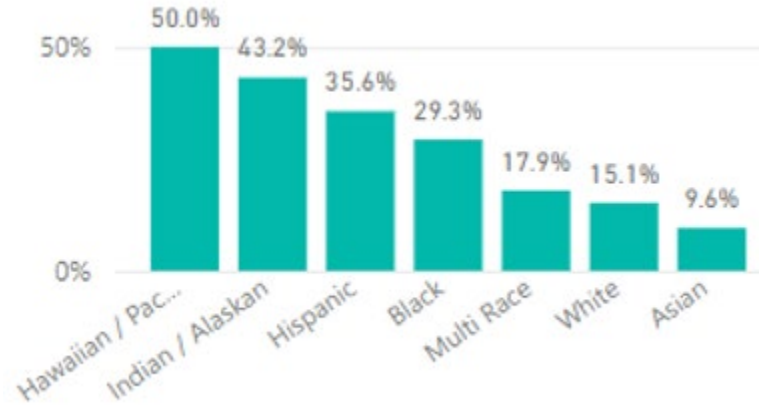
Graduate with Options

In support of the PSD graduation/completion target, PSD monitors our goal that ≥ 85% of 9th-12th grade students accumulate credits needed to be on track to graduate within 4 years of transitioning into 9th grade. At the time of writing this report, February 2023, there are 7,166 of 9,017 (or 79.5%) PSD grades 9-12 students that are currently on track to graduate (data pulled 2-1-23). This percentage of "on-track to graduate" is down slightly from the February 2022 data pull (80.4% in 2022, 78% in 2021, 77.7% in 2020, 79.6% in 2019). It appears that PSD has a relatively stable percentage of "on-track" high school students over multiple years. There are persistent patterns regarding which subject areas contribute most to students being off-track and differences between ethnicity groups. Given that there are 79.5% of students currently on-track, there are 20.5% of students grades 9-12 off-track as of 2/1/23.

% Below Grade Level Credit Accumulation Expectation by Ethnicity (Data Pulled 2-1-23)

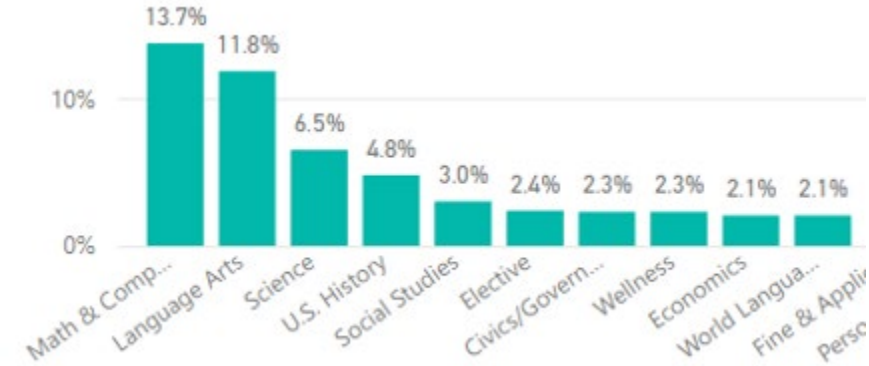


% Below Grade Level Credit Accumulation Expectation by Ethnicity (Data Pulled 2-6-22)



Note the similarity across years regarding the disproportionate distributions by ethnicity. Based on the 2022/23 data provided above, Hispanic and Native American students are about 2.5 times more likely to be off-track to graduate within 4 years of beginning high school compared to White students. Hawaiian students are almost 3 times more likely to be off-track, and Black students are approximately twice as likely to be off track based on accumulation of required credits.

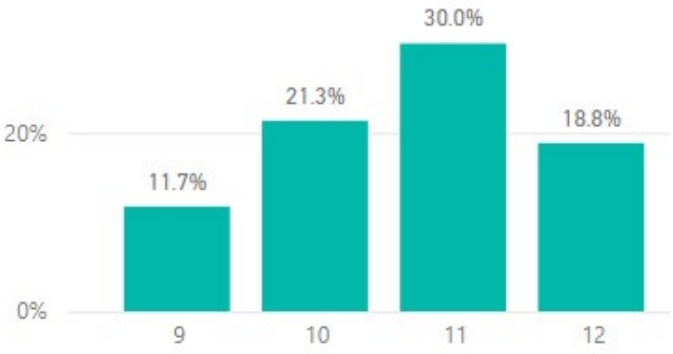
% Below Grade Level Credit Accumulation Expectation by Subject Area (Data Pulled 2-1-23)



% Below Grade Level Credit Accumulation Expectation by Subject Area (Data Pulled 2-6-22)

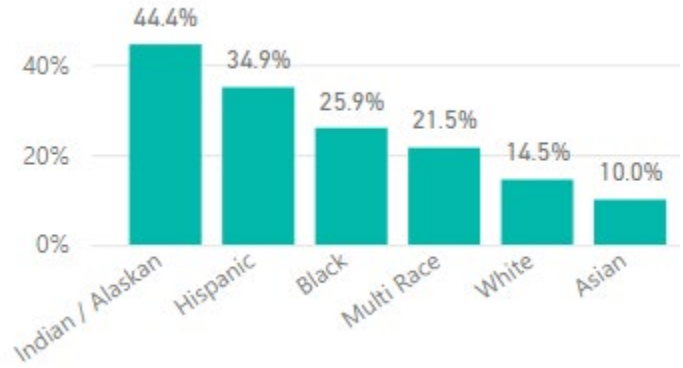
Note the similarity across years regarding the subject areas that most contribute to students being off-track to graduate within four years of entering high school. The bar graphs above are trimmed to illustrate the top 10 contributing subjects each year. More overall credits are required in Language Arts than in Math, and these are the first two subject area credit requirements introduced to the calculation methodology (applies to freshmen). As grade level progresses, the number of subject areas included in the calculation increases, and the number of credits within a subject area like Language Arts increases as well. This is why we generally see the percentage of students off-track to graduate increase through the junior year. The reduction of students off-track in the senior year is primarily driven by the final course selections being included in the calculation and seniors making sure they have all their required categories filled.

% Below Grade Level Credit Accumulation Expectation by Grade Level (Data Pulled 2-1-23)

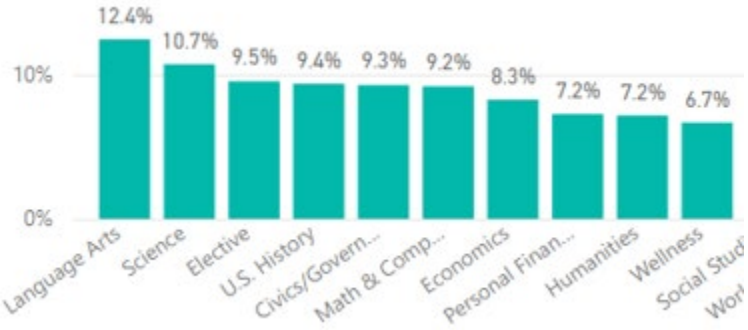


Among 12th grade only, there are 18.8% of students "off-track" as of February 1, 2023. The 429 off-track seniors (class size of approximately 2,277 seniors) are disproportionately representative of ethnic minority students.

% Below Grade Level Credit Accumulation Expectation by Ethnicity (Data Pulled 2-1-23) – Seniors Only



% Below Grade Level Credit Accumulation Expectation by Subject (Data Pulled 2-1-23) – Seniors Only



Among the 429 seniors currently off-track, 162 (or 37.8% of those off-track) are short of graduation requirements by 20 or less credits. Approximately 16% are off by 21-49 credits, the remainder are off by 50 or more credits. These outcomes are an improvement over similar data from one year ago. Seniors that are currently off-track to graduate are off-track by fewer credits than 2022 seniors.

Seniors Off-Track Credit Categories (2-1-23)

Category	Count	%
20 Credits or Less Off	162	37.8%
21 to 49 Off	69	16.1%
50+ Off	198	46.2%
Grand Total	429	100.0%

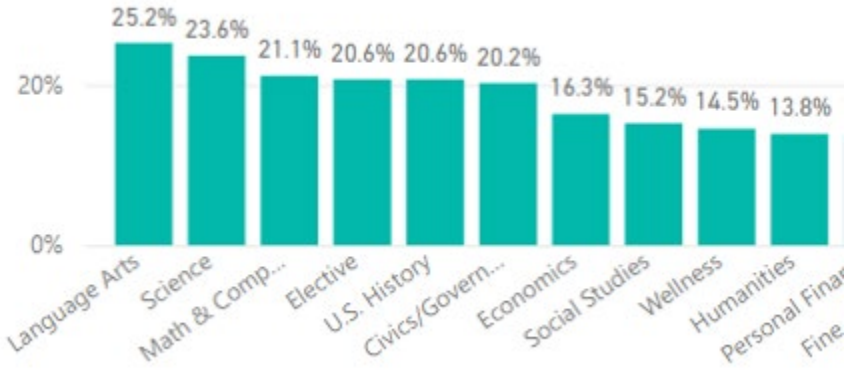
Seniors Off-Track Credit Categories (2-6-22)

Category	Count	%
20 Credits or Less Off	124	30.8%
21 to 49 Off	94	23.3%
50+ Off	185	45.9%
Grand Total	403	100.0%

Finding a pathway to graduation for seniors short by 20 or less credits would add approximately 162 students to the Class of 2023 graduates. Among 2,277 seniors, an additional 162 graduating seniors would increase the 2023 graduation rate by approximately 7%. A 3% bump for the class of 2022 would have moved the graduation rate from 87.1% to 90.1% which is consistent with our comparison districts' graduation rates being realized year after year.

Across all students grades 9-12, math and language arts are the two subject areas most likely to be implicated where students are off-track in their credit accumulation toward graduation. More specifically, among 12th grade students that are "off-track", it is language arts, science, Elective, U.S. history, and Civics/Government that are the subject areas most likely to be implicated in being off-track. Math is the 6th subject in a ranked list of contributing subject areas. This information implies that virtually all departments within a high school are needed as partners to increase PSD graduation rates.

% Below Grade Level Credit Expectation by Subject (Data Pulled 2-1-23) – Hispanic Seniors Only

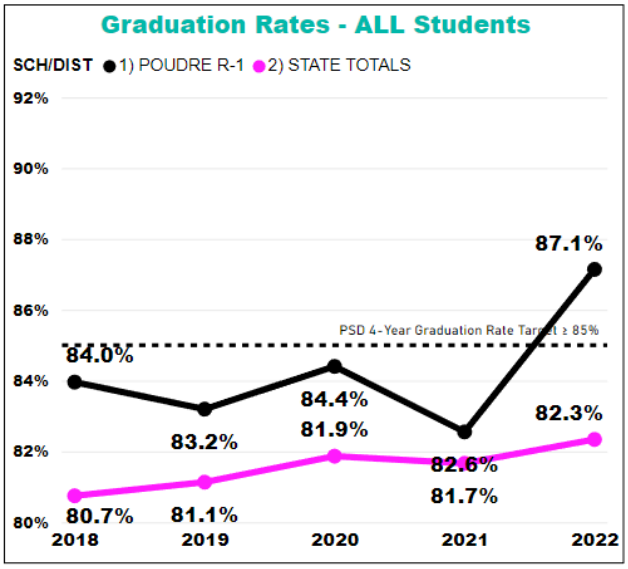


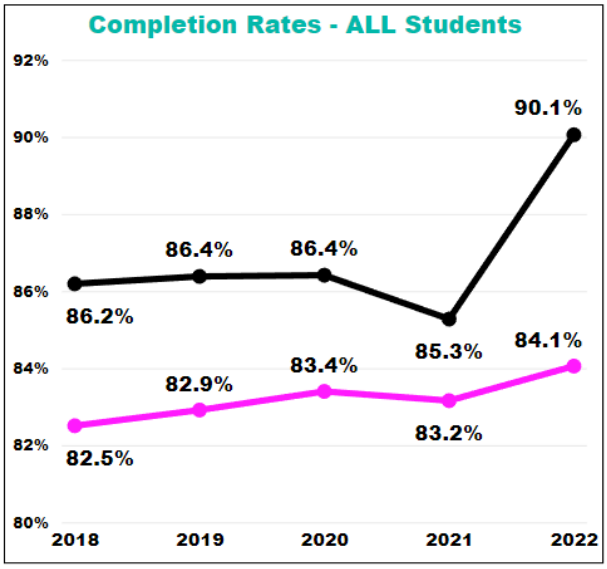
The percentage of Hispanic seniors off-track by subjects are approximately twice the respective percentages for the overall senior population, but the top contributing subjects are similar. There is some consistency regarding which subjects/requirements generate the most prevalent credit accumulation challenges across student populations.

Key Indicator 4a – Graduate with Options (Graduation Rate): 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, ≥ 85% of PSD students will graduate within 4 years of transition into 9th grade.

Met Target in 2021/22? Yes, the PSD Class of 2022 had graduation rate 87.1%.

A few graduation rate highlights are provided below. To interact with a graduation rate data visualization tool that provides greater detail, please click GRADUATION RATES. Please click here for information on PSD graduation requirements.



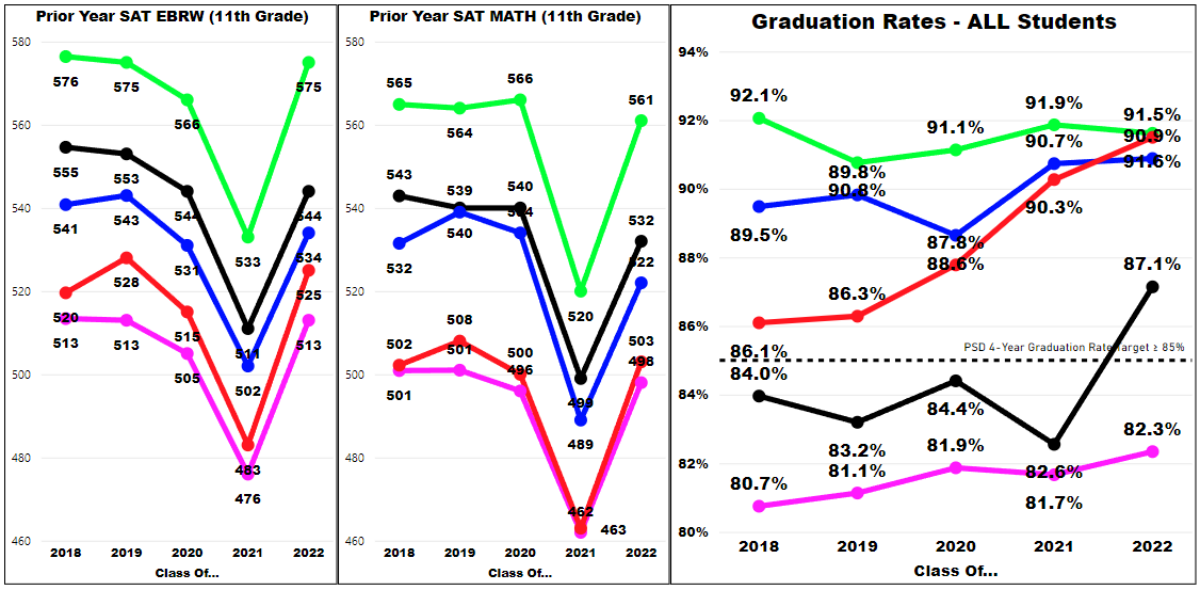


The PSD 4-year graduation rate has increased 4.5 percentage units from 82.6% in 2021 to 87.1% in 2022. The 2022 graduation rate is above the statewide graduation rate of 82.3% (up 0.6 percentage units from 2021) and is the highest PSD graduation rate in more than a decade. Likewise, the 2022 completion rate of 90.1% is the highest attained by PSD in more than a decade. The tremendous gains in this very important student outcome are shared by many different student subgroups as well as the overall population. PSD will continue to push toward better graduation outcomes until all students share equally in high graduation rates and subsequent access to powerful post-secondary opportunities.

To provide context regarding the comparability of graduation rates over time, it is helpful to aware of the following information. The Colorado Department of Education (CDE) changed the way graduation rates were calculated for the Class of 2010 and that revised method has remained consistent until the Class of 2018 at which time ASCENT students were included in the numerator (included as graduates) for the first time. Prior to the Class of 2015, PSD required 220 credits to graduate. As of the Class of 2015, PSD has required 240 credits to graduate.

A look at outcomes for comparison districts in combination with the current PSD graduation rate of 87.1% indicate that PSD should work toward an expectation of ≥90% on-time graduation rates. The following graphs illustrate that PSD is a leader in 11th grade SAT scores year after year, indicating postsecondary and workforce readiness levels that support high graduation expectations. As mentioned earlier in this report, finding a pathway to graduation for seniors short by 20 or less credits would add approximately 162 students to the Class of 2023 graduates. Among 2,277 seniors, an additional 162 graduating seniors would increase the 2023 graduation rate by approximately 7%. A 3% bump for the

class of 2022 would have moved the graduation rate from 87.1% to 90.1% which is consistent with our comparison districts' graduation rates being realized year after year.

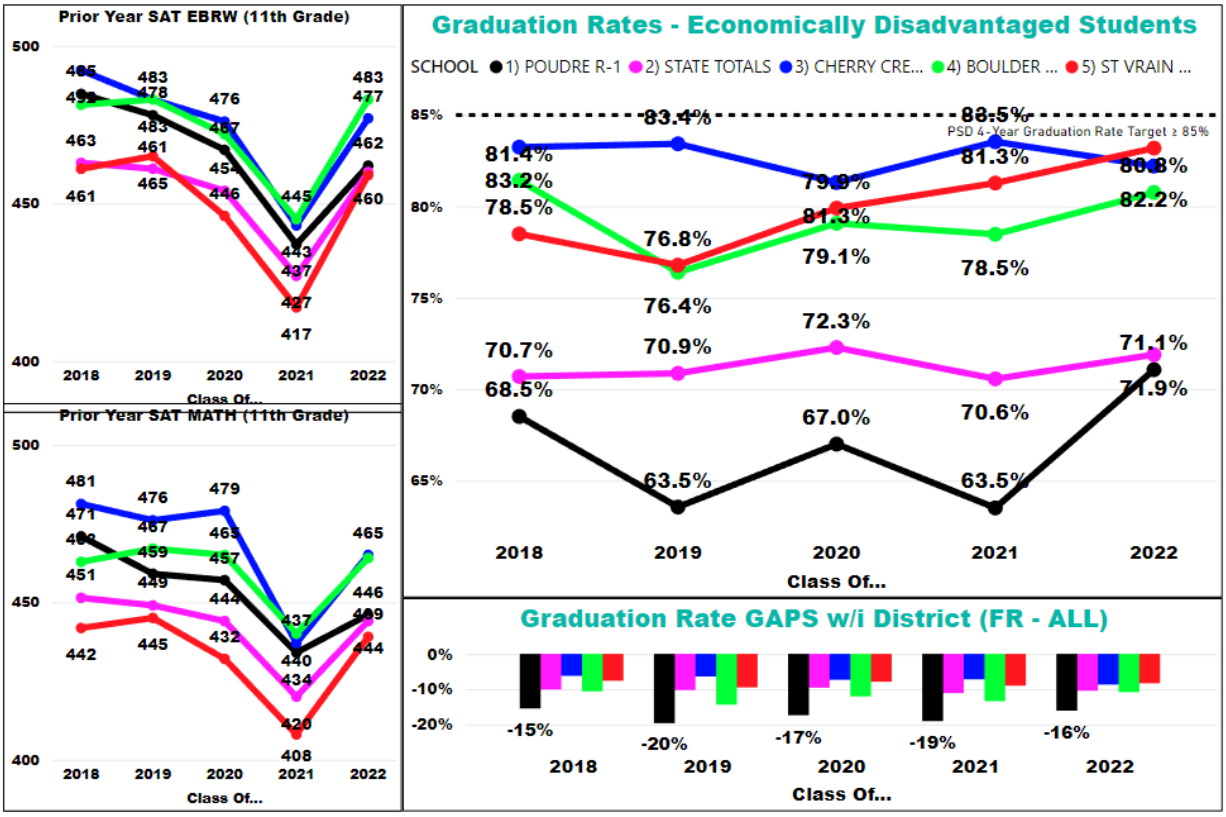


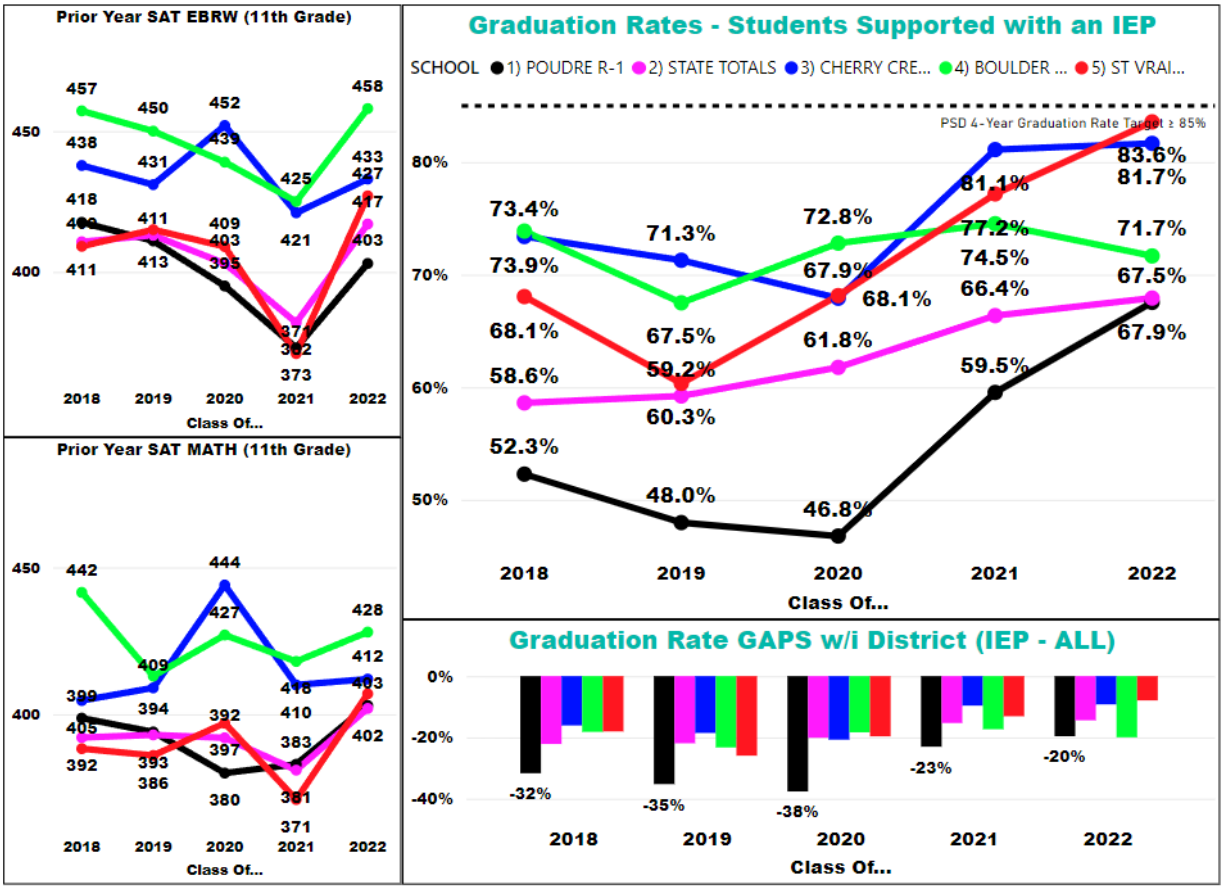
PSD does have more content area credit requirements than our comparison districts. Humanities, Financial Literacy, and Economics are three required areas in PSD that are not required by our comparison districts.

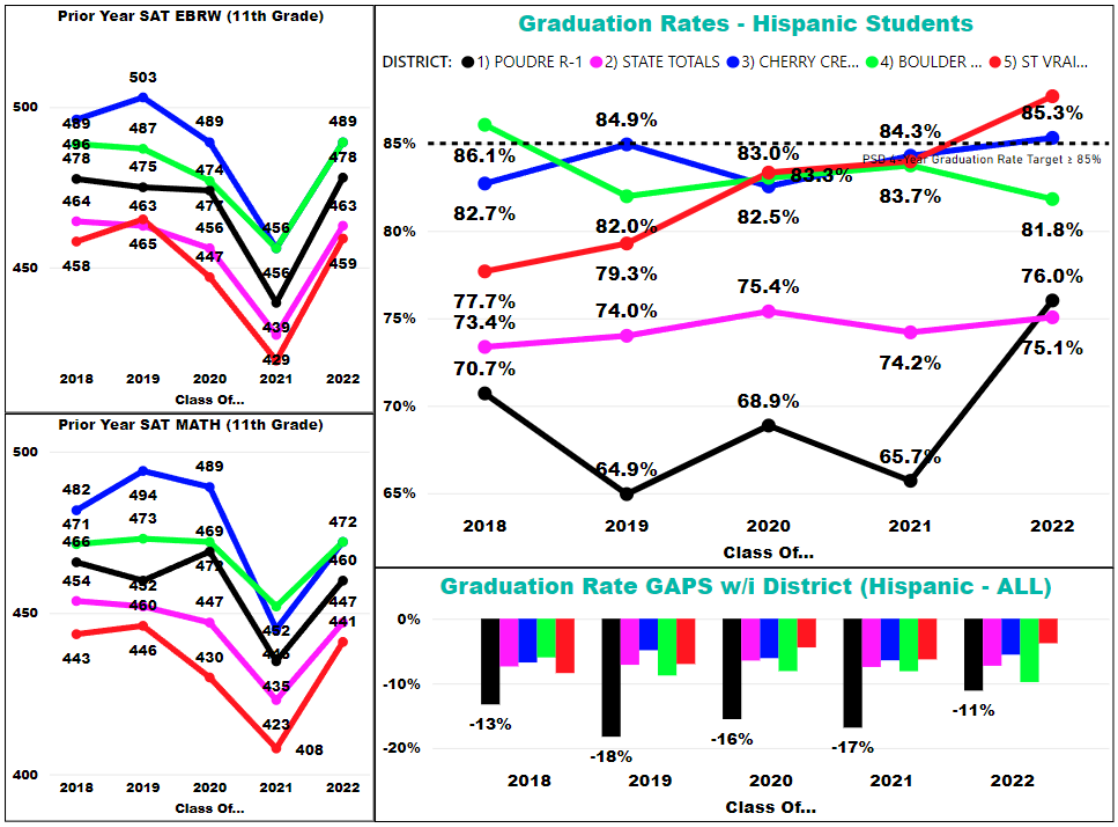
CONTENT	GRADUATION REQUIREMENTS BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
Language Arts	40	40	40	40
Mathematics	30	30	20	30
Science	30	30	20	30
Social Studies	25	30	30	30
Humanities	5			
World Language	10		10	
Physical Education	15	20	15	15
Health		5	5	5
Financial Literacy	5			
Economics	5			
Fine & Applied Arts	10	5	5	15
Practical Arts (Applied Arts)		5	5	
Electives	65	80	75	55
Core Electives*				
TOTAL REQUIRED CREDITS	240	245	225	220
# REQUIRED CONTENT AREAS	10	8	9	7

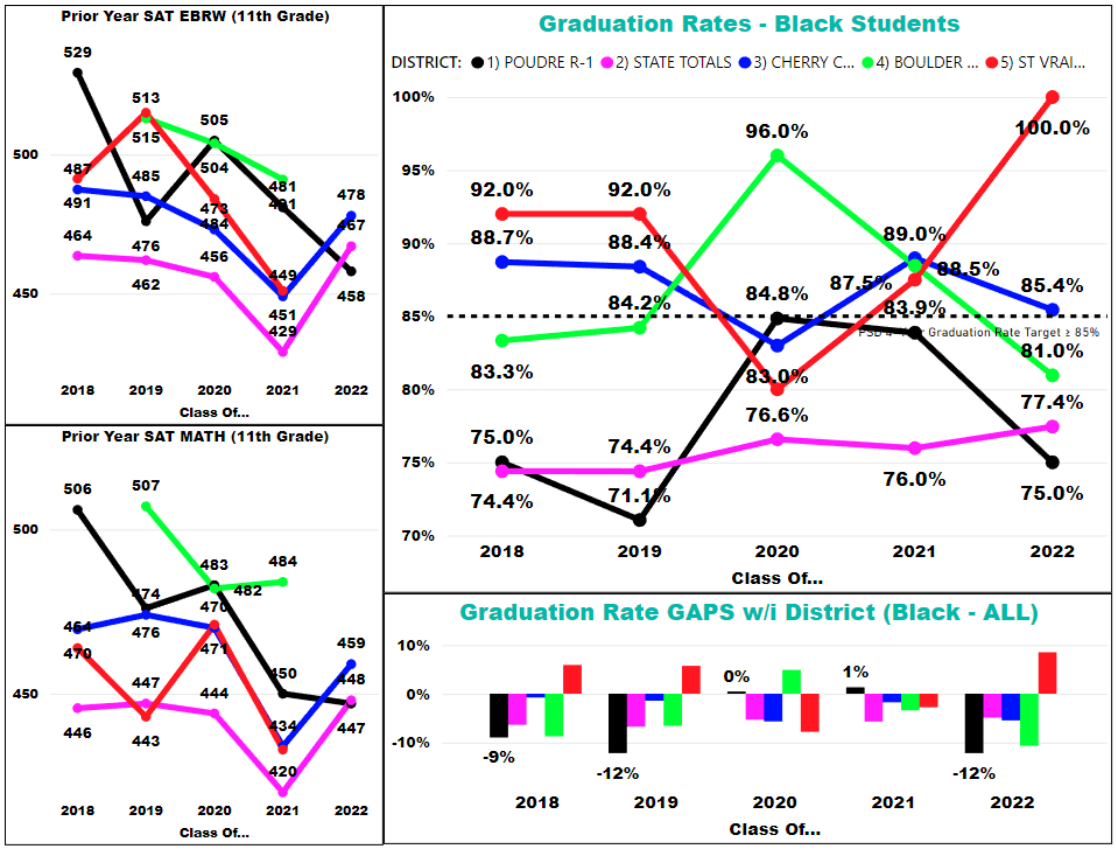
2021/22	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
K12 ENROLLMENT	29,941	32,406	29,011	53,558
FREE/REDUCED MEAL %	27.0%	27.2%	20.2%	27.1%
ASIAN %	2.7%	3.4%	5.6%	9.0%
BLACK %	1.3%	0.9%	0.9%	11.8%
LATINX %	19.5%	29.9%	19.5%	20.9%
WHITE %	71.8%	62.1%	67.1%	49.6%
ENGLISH LEARNER %	5.3%	11.5%	7.0%	12.0%

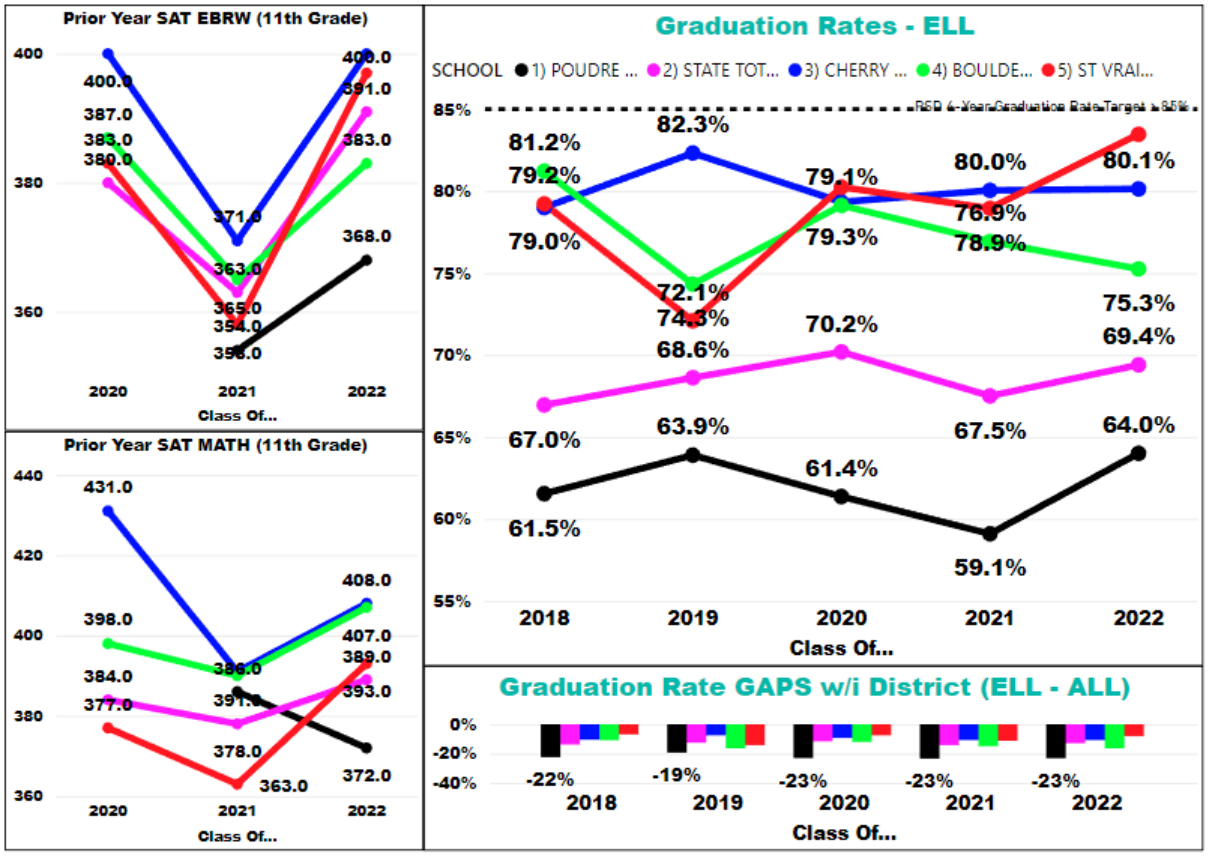
As can be seen below, PSD has larger "within district" graduation rate gaps between subgroups and "all students" when compared to Colorado overall and relative to our comparison districts.


Prior Year SAT EBRW (11th Grade)
Prior Year SAT MATH (11th Grade)
Class Of...
Graduation Rates - Economically Disadvantaged Students
SCHOOL 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAIN ...
PSD 4-Year Graduation Rate Target ≥ 85%
Graduation Rate GAPS w/i District (FR - ALL)


Prior Year SAT EBRW (11th Grade)
Prior Year SAT MATH (11th Grade)
Class Of...
Graduation Rates - Students Supported with an IEP
SCHOOL 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAI...
PSD 4-Year Graduation Rate Target ≥ 85%
Graduation Rate GAPS w/i District (IEP - ALL)

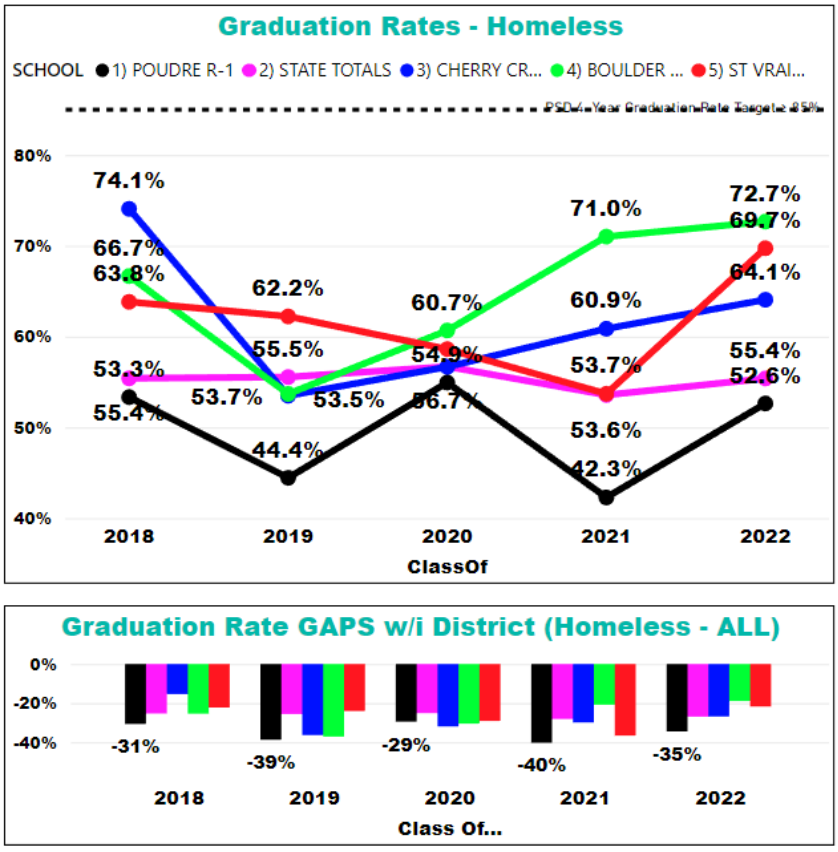

Prior Year SAT EBRW (11th Grade)
Class Of...
Prior Year SAT MATH (11th Grade)
Class Of...
Graduation Rates - Hispanic Students
DISTRICT: 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER ... 5) ST VRAI...
PSD 4 - Year Graduation Rate Target ≥ 85%
Class Of...
Graduation Rate GAPS w/i District (Hispanic - ALL)
Class Of...


Prior Year SAT EBRW (11th Grade)
Class Of...
Prior Year SAT MATH (11th Grade)
Class Of...
Graduation Rates - Black Students
DISTRICT: 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY C... 4) BOULDER ... 5) ST VRAI...
PSD 4 - Graduation Rate Target ≥ 85%
Class Of...
Graduation Rate GAPS w/i District (Black - ALL)
Class Of...

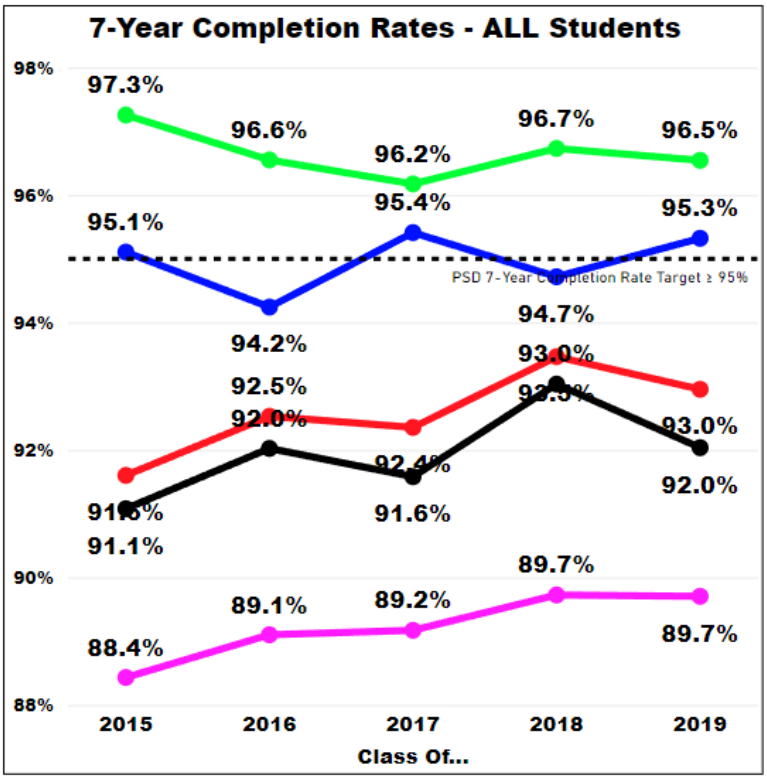


The Colorado Department of Education (CDE) does not provide SAT information by homeless status, so there are no SAT data displayed alongside the graduation rate data provided to the right.

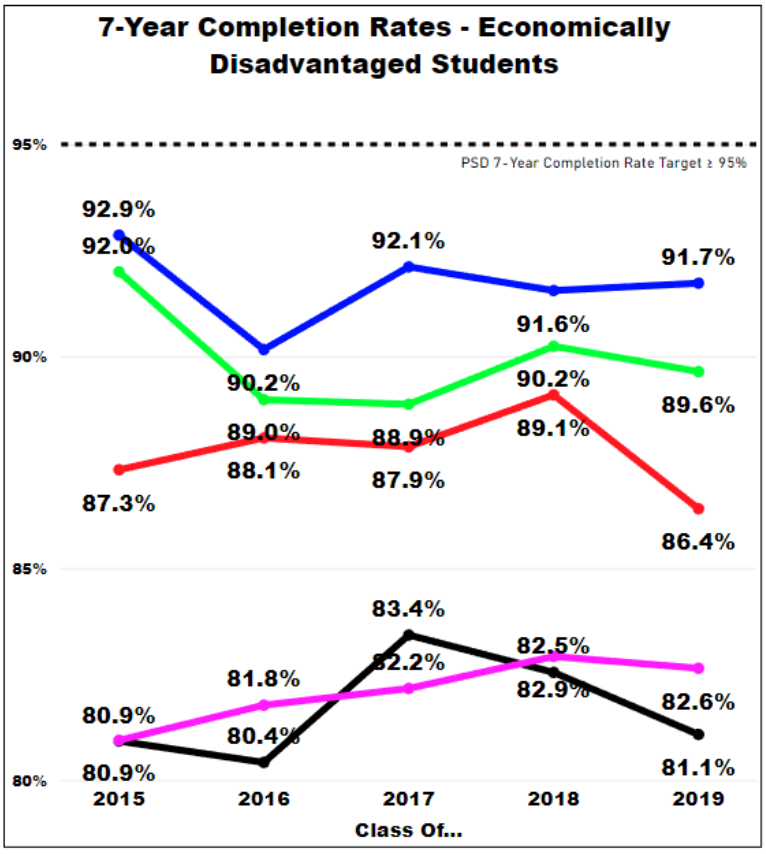
Reviewing the set of tables above, it is clear that PSD has work to do regarding credit accumulation and graduation rates relative to multiple subgroups. We celebrate the recent increases associated with the Class of 2022 where they are evident, and we also recognize much remains to be improved.



PSD 7-year completion rates (include regular graduation plus various certificates such as GED certificates) are the closest proxy to the goal of 100% of PSD students successfully completing their PreK-12 experience. Note that PSD 7-year completion rates are substantially higher than our 4-year on-time graduation target, consistently exceed the state 7-year completion rates, but travel below our comparison districts' 7-year completion rates. Note that the most recent 7-year graduation/completion rates are available from more than three years ago due to the time that must pass prior to the relevant data being available for the calculations. This delay in data availability increases the importance of viewing patterns based on multiple successive years of information. The leadership value in these data views comes from the consistency of the patterns. PSD has an improvement opportunity.



PSD 7-year completion rates for students eligible for free or reduced meal prices do not consistently exceed the state results, fall well below our comparison districts, and fall short of our 4-year on-time graduation target. Similar findings and patterns exist for other student groups traditionally underrepresented at postsecondary institutions. Note that 4-year rates, graduation rates and completion rates, move together as a group. If PSD is falling short overall or for specific subgroups in our 4-year graduation rates, we will very likely fall short in the other graduation/completion rates that are based on extended timelines.



When PSD asked currently enrolled seniors (2022/23) what the barriers are to their completion of high school, we heard the following responses. The intention of providing the remarks below is to inform educators and more deeply understand the challenges students face in successfully completing their PreK-12 education.

STUDENT #1: “My own mental health makes school incredibly hard for me and while I have teachers who understand mental health and they help when they can, the school’s higher-ups I don't think care in the slightest. I think they would prefer to expel students like me.”

STUDENT #2: “My home situation has taken a dramatic turn for the worst, and I might need to move out very soon, which could stop me from being present enough at school to graduate. However, I'm going to try my absolute hardest to prevent my parents from unintentionally stopping me from finishing high school.”

STUDENT #3: “My grades are not at a point where I can graduate and most of my classes don't allow late work after a certain period of time so it’s likely it will be close but I am definitely hoping I can pass.”

STUDENT #4: “I have a lot of health problems and I have not been able to do a full day of school. I miss so much, and I do not live with parents so I cannot only focus on school- I have to work as much as I can to pay rent and get by. With everything, school just is not a priority even though I really like school. I am scared about absences affecting my graduation. My parents are still listed as the people who can excuse my absences, but we are not even in contact.”

STUDENT #5: “I believe they ask for a lot of requirements to graduate as well as even maybe only having 3 credits stops you from being able to graduate which I believe that system should change it is not fair for the kids who have been working their butt off to not be able to graduate because of 3 credits or 5 which I believe a scenario like that will cause me not to graduate.”

STUDENT #6: “Classes are hard and stressful for this day and age when there's already so much going on in the world around us.”

STUDENT #7: “Because I’m failing a few classes.”

STUDENT #8: “Algebra 2 and my mental health/ lack of motivation.”

STUDENT #9: “Attendance.”

STUDENT #10: “I'm just having a hard time with motivation and passing school; I might honestly feel better about working.”

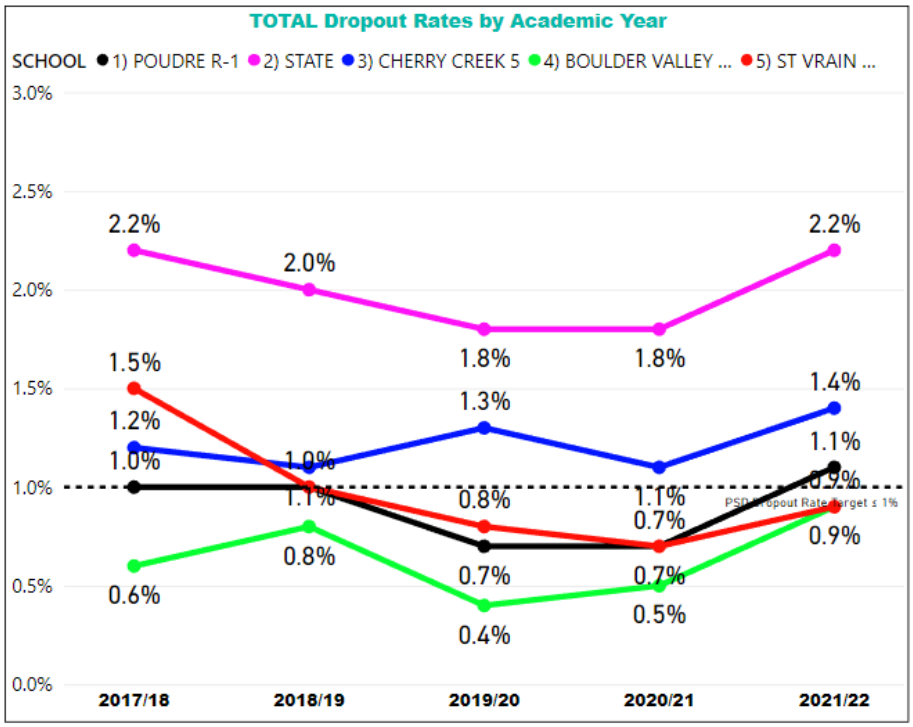
A theme that emerges in a qualitative review of many such students’ comments over multiple years is that the students take personal ownership over the challenges they face, indicating their motivation, behaviors, and choices are at the root of their challenges. There is very little “blame” of others emerging in these comments. These students are identifying a need for social-emotional support, organizational and motivational supports, and some assistance navigating a fast-moving instructional environment. These students deserve our best efforts as their allies, advocates, and dedicated problem-solvers.

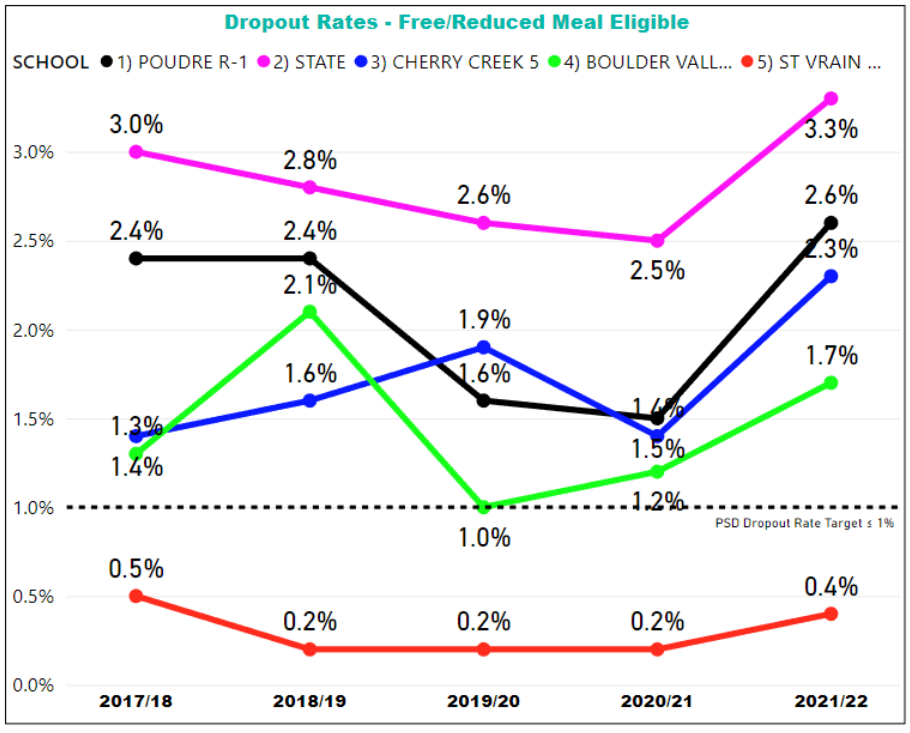
In support of the PSD graduation/completion target, PSD monitors our goal that less than 1% of PSD students dropout. The PSD dropout rate was 1.1% (162/15,418) in 2021/22, so PSD did not meet this goal. This represents an increase of approximately a 0.4 percentage increase. PSD dropout rates remain well below the states and travel in the range associated with our comparison districts.

A few highlights are provided below, to interact with a dropout rate data visualization tool that provides greater detail, please click DROPOUT RATES .

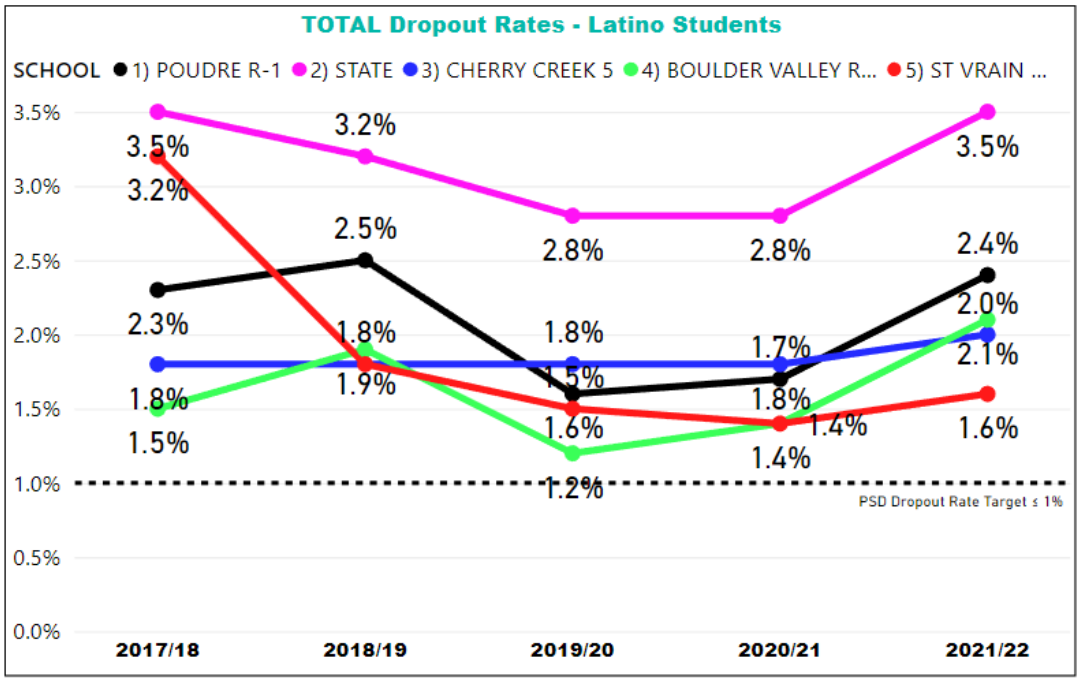
Dropout rates vary dramatically by economic status, ethnicity, and other student characteristics. Dropout rate is the percentage of all students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. Dropout rates are NOT equal to (1-graduation rate).

PSD dropout rates associated with students eligible for free or reduced meal prices increased in 2021/22, are below statewide rates but above comparison districts, and remain more than double the dropout rate of the overall PSD student population.

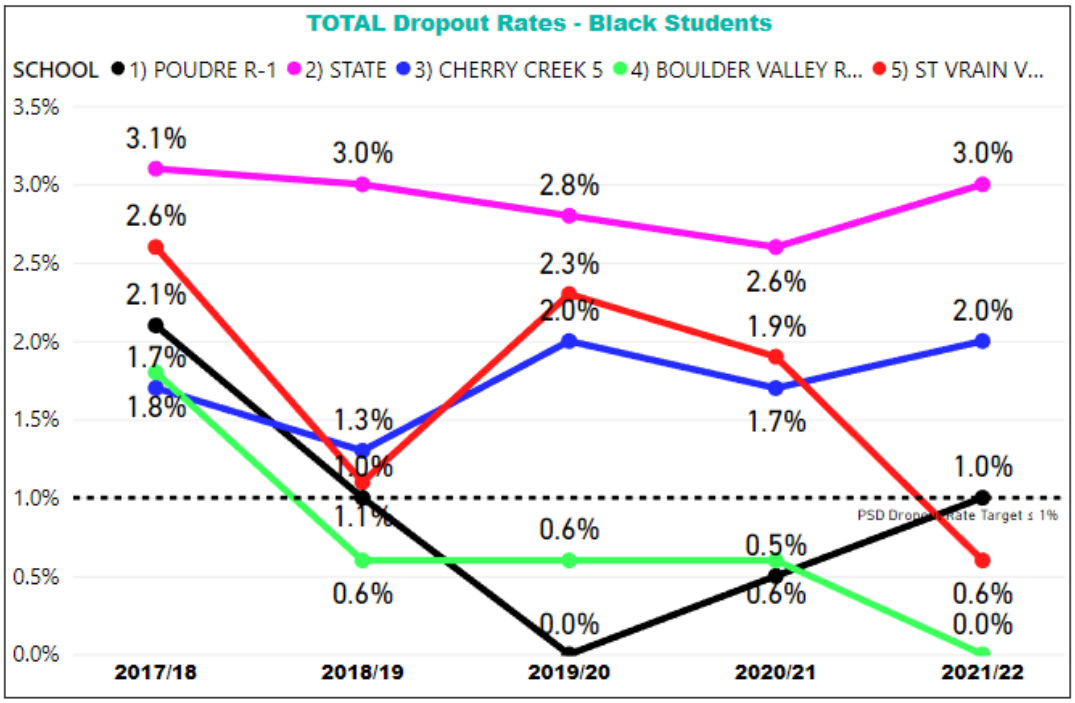




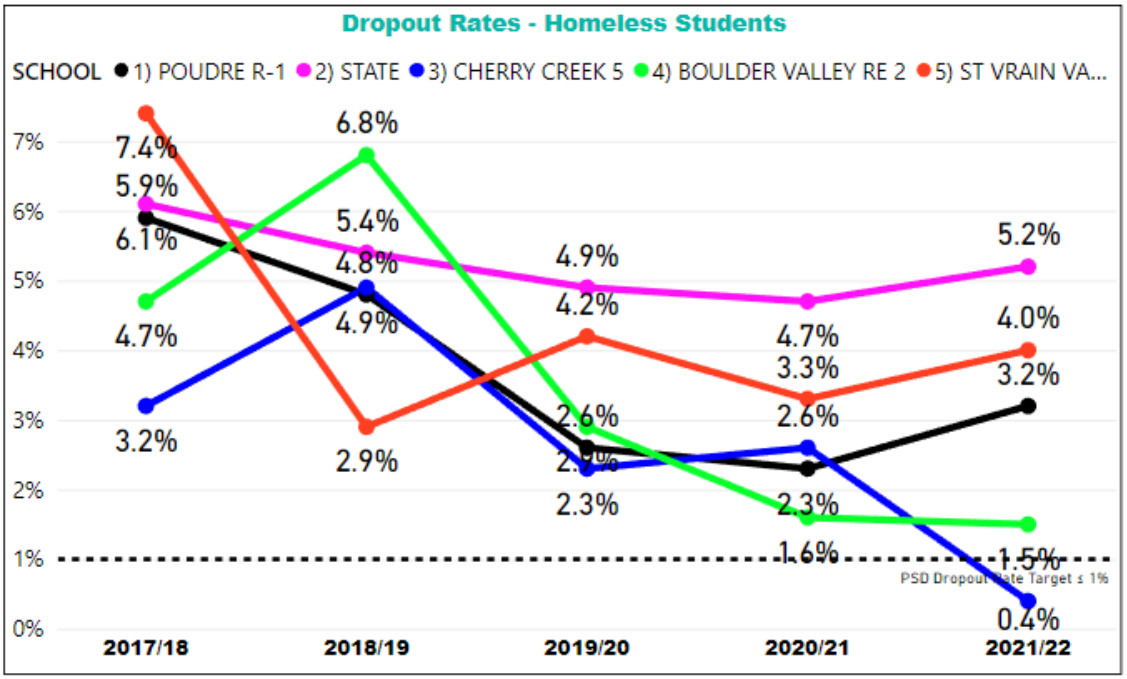
For Latinx students, the PSD dropout rates are below statewide rates, are higher than comparison districts, and remain substantially higher than dropout rates for the overall PSD student population.



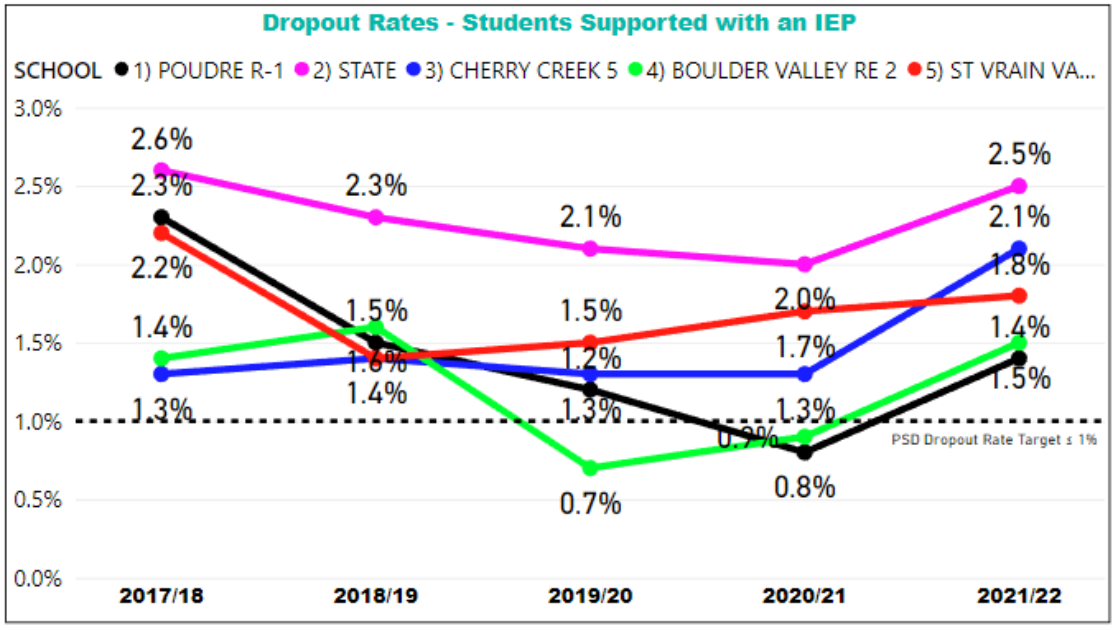
Black student's dropout rates are below statewide rates, are similar to comparison districts, and remain lower than dropout rates for the PSD student population as a whole.



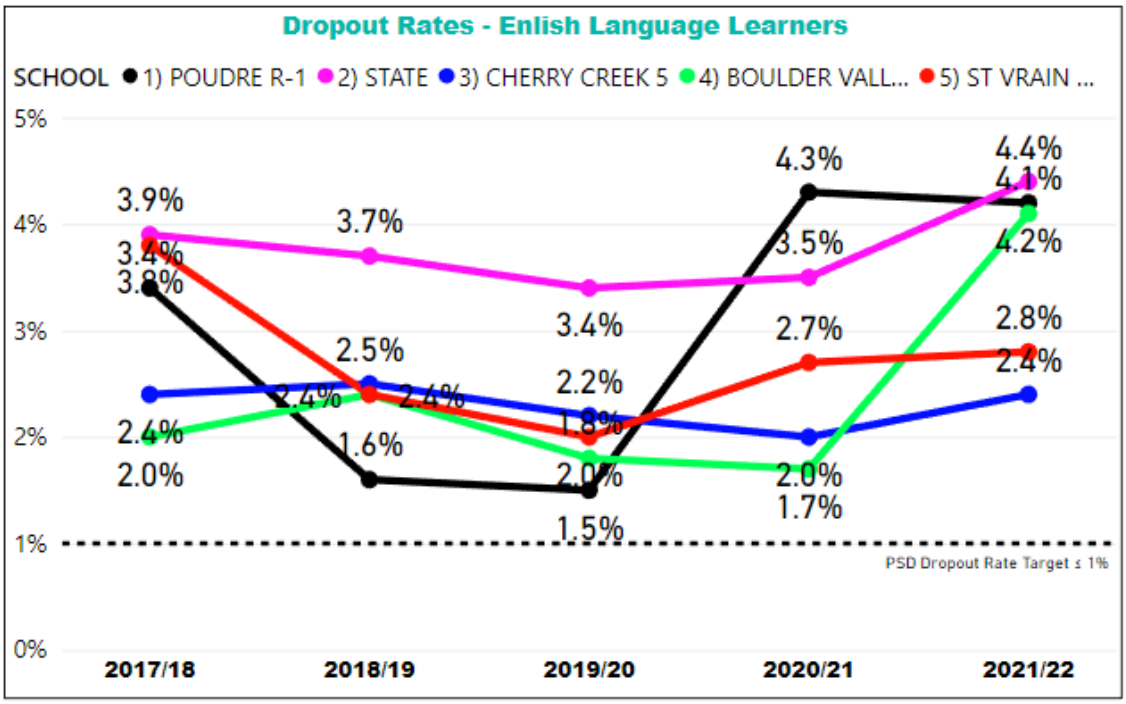
For Homeless students, PSD had a decreasing droupout trend that has now increased, have rates well below the state overall, and are in the range of our comparison doistricts. PSD has a very committed group of Family Liasons that work hard on behalf of homeless students. The Family Liason role is a great example of sustained and targeted “Additional Support” in PSD. As seen earlier in this report, the number and percentage of homeless youth served in PSD increased suddenly at the beginning of the pandemic and has remained at the elevated level for several years including 2021/22.



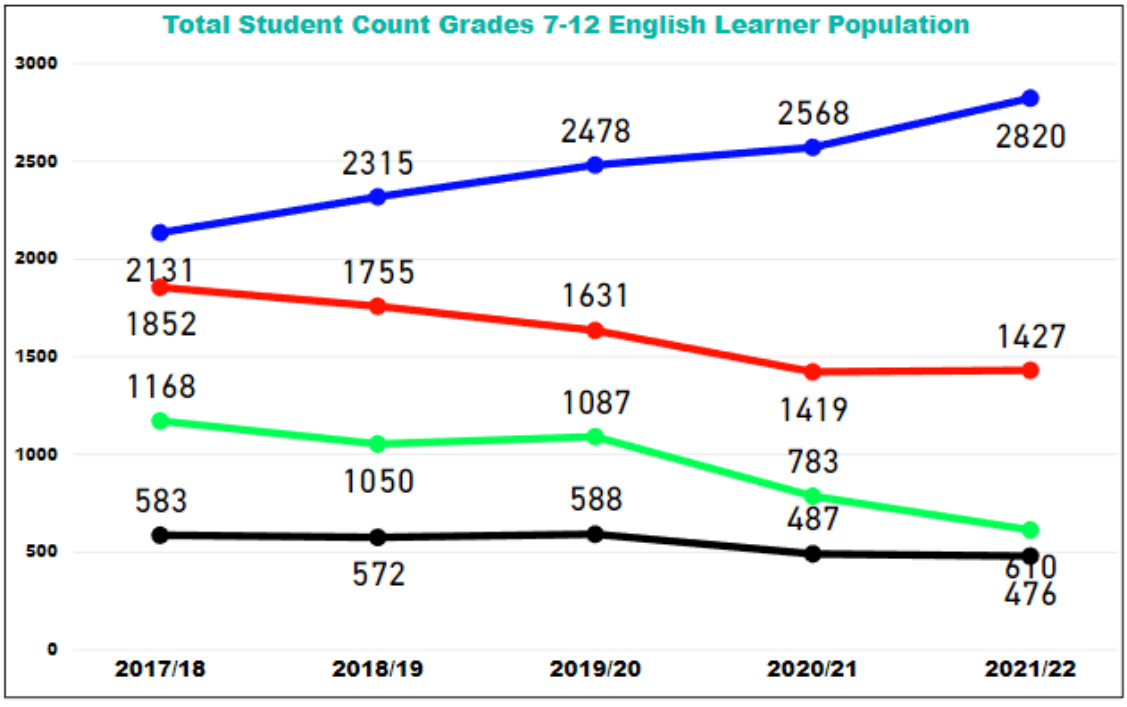
Dropout rates among students supported with an IEP had declined from 2.3% in 2017/18 to 0.8% in 2020/21 but has now increased to 1.4% in 2021/22. The PSD dropout rate for students supported with an IEP is the lowest rate among our comparison districts.



The dropout rate associated with PSD English language learners jumped from 1.5% to 4.3% in 2020/21, surpassing the overall state rate, and then decreased to 4.2%, slightly below the state rate in 2021/22. The dropout rate remains high at 4.2% in 2021/22.



The following graph of grade 7-12 English language learner enrollment trends is provided to add context to the dropout rate information provided above. English language learner counts include students who are classified as one of the following categories NEP, LEP, and FEP Monitor Year 1 and Monitor Year 2.

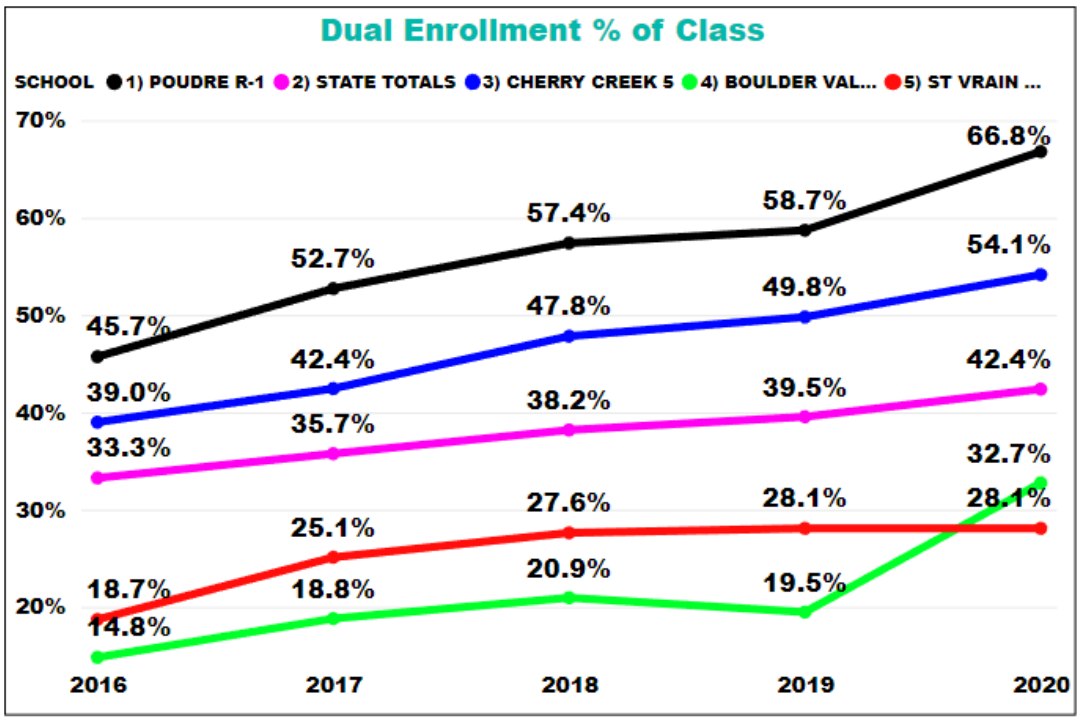


Key Indicator 4b – Dual Enrollment Participation: ≥ 50% of PSD students have a Dual Enrollment experience as measured by the CDE, prior to graduating from high school.

Met Target in Most Recent Year Available? Yes, 66.8% of the latest PSD graduating class for whom data is available (2020) had a Dual Enrollment experience. This is an area in which PSD exceeds our comparison districts.

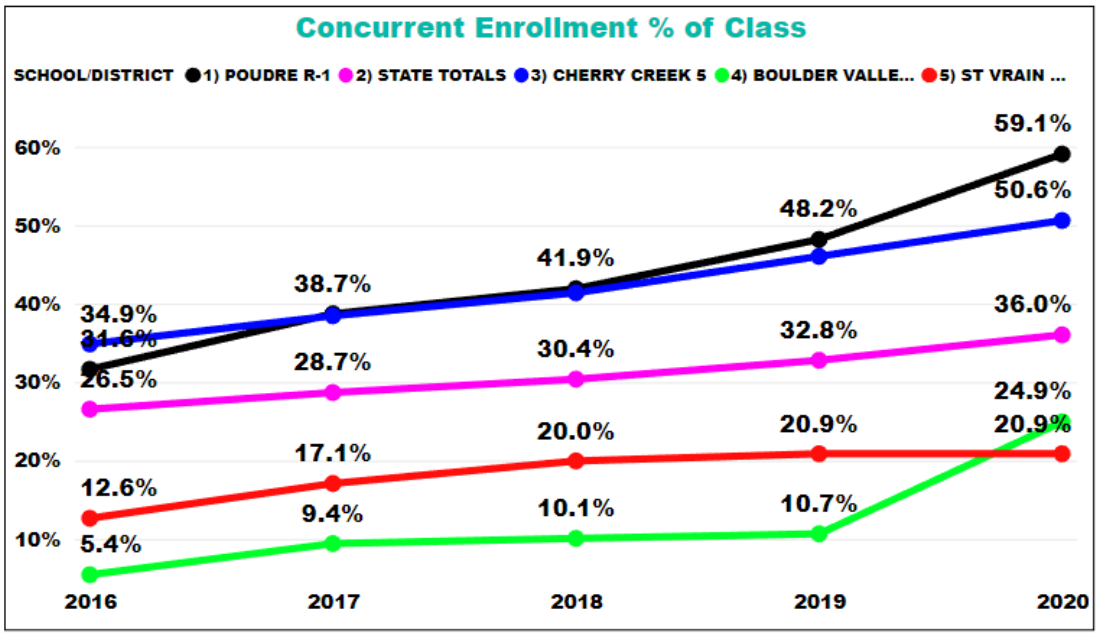
Tuition-free, Dual Enrollment programs provide high school students with the opportunity to enroll in college-level courses and earn high school and college credit. Approximately 40% of Colorado high school graduates participate in the state's Dual Enrollment program.

A few Dual Enrollment highlights are provided below. To interact with a data visualization tool that displays data associated with Dual Enrollment and Concurrent Enrollment, please click POSTSECONDARY OUTCOMES. To find Dual Enrollment data available from the highered.colorado.gov website CLICK HERE.

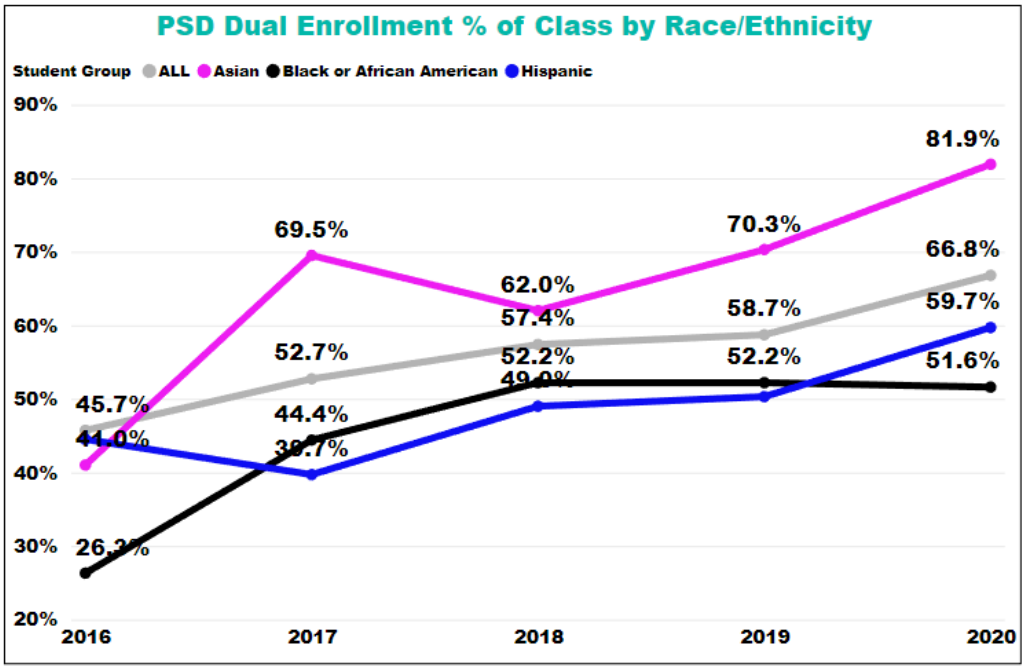


PSD graduating classes have grown in their Dual Enrollment numbers at a faster rate than the state overall and our comparison districts over the past 6 years. Surpassing Cherry Creek with the Class of 2016 and maintaining a healthy lead through all subsequent years. Concurrent Enrollment is the largest component of the Dual Enrollment program statewide and we can see that PSD leads in Concurrent Enrollment.

Colorado's Concurrent Enrollment (CE) program, established by the state Legislature in 2009, is still the most popular choice among Dual Enrollment programs.

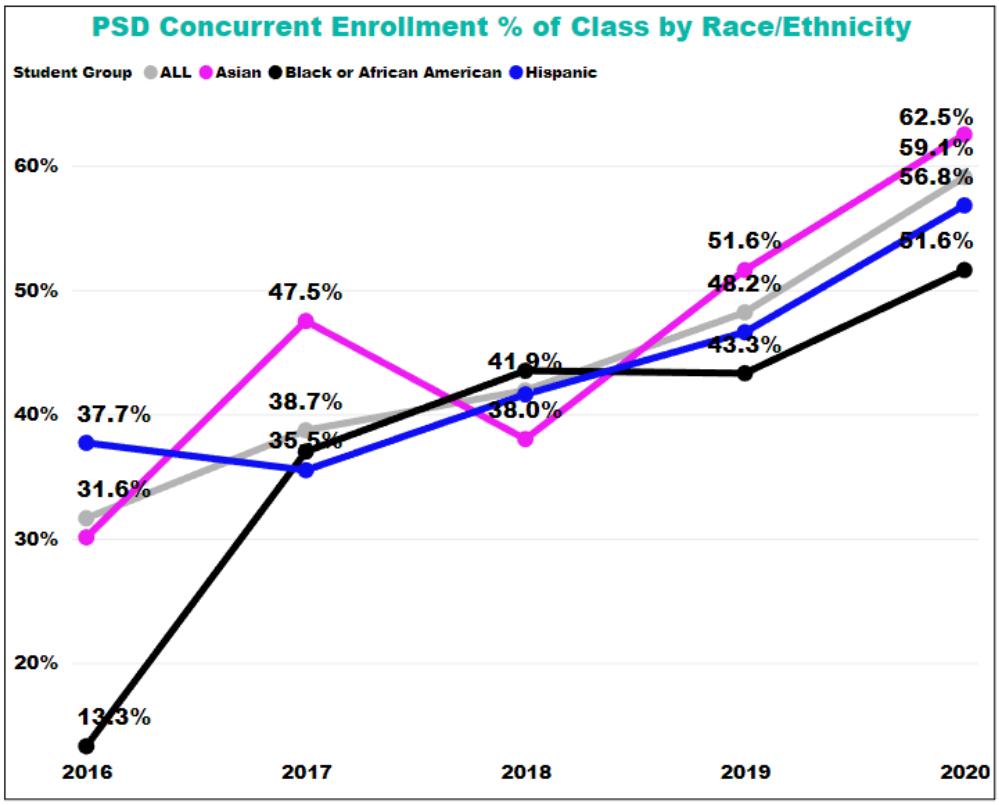


Visualizing Dual Enrollment percentages by race/ethnicity for PSD's largest three non-white subgroups, we see that Asian students have enrolled at higher percentages than the PSD population overall for each of the past five graduation classes for which data are available. We also see that Hispanic and Black or African American students have consistently enrolled at lower rates than the overall PSD population. Dual Enrollment rates have increased over the past five years for each race/ethnicity group displayed below, although there is evidence of a decreasing level of enrollment over time associated with Black or African American students.



Visualizing Concurrent Enrollment percentages by race/ethnicity for PSD's largest three non-white subgroups, we see that Asian students have enrolled at higher percentages than the PSD population overall for the past two graduation classes for which data are available. We also see that Hispanic and Black or African American students have enrolled at lower rates than the overall population for the past two graduation classes for which data are available. Also note that these differences by race/ethnicity were not evident for the first there years of data provided below.

Concurrent Enrollment rates have increased over the past five years for each race/ethnicity group displayed below, and there is NOT evidence of a decreasing level of enrollment over time associated with Black or African American students. There is a distinct difference between the data visualized for Dual Enrollment versus Concurrent Enrollment even though Concurrent Enrollment makes up the vast majority of Dual Enrollment. This leads one to recognize that Dual Enrollment for the Black or African American students of the Class of 2020 was made up exclusively of Concurrent Enrollment, indicating other college credit earning options were not accessed. Dual Enrollment percentages are always at or above, and usually above, Concurrent Enrollment percentages because Concurrent Enrollment is a subset of what is included in the definition of Dual Enrollment.



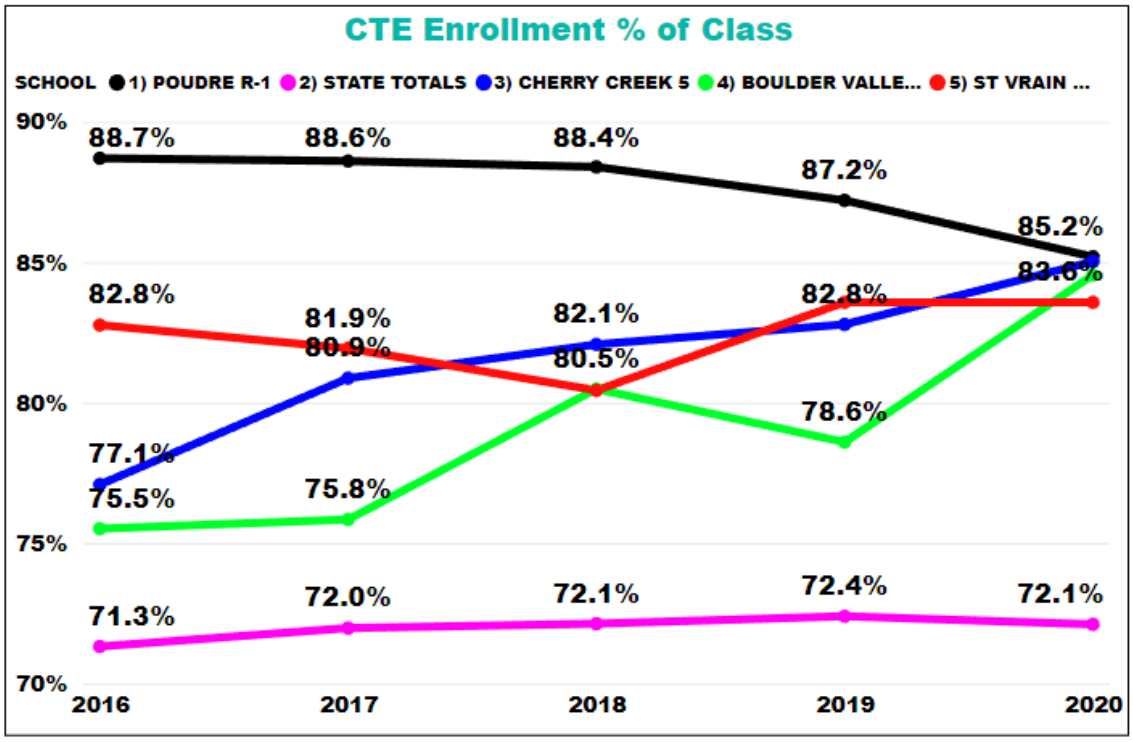
Key Indicator 4c – CTE Participation: ≥ 80% of PSD students have a Career and Technical Education (CTE) experience, as measured by the CDE, prior to graduating from high school.

Met Target in Most Recent Year Available? Yes, 85.2% of the latest PSD graduating class for whom data is available (2020) had a CTE experience. This is an area in which PSD exceeds our comparison districts.

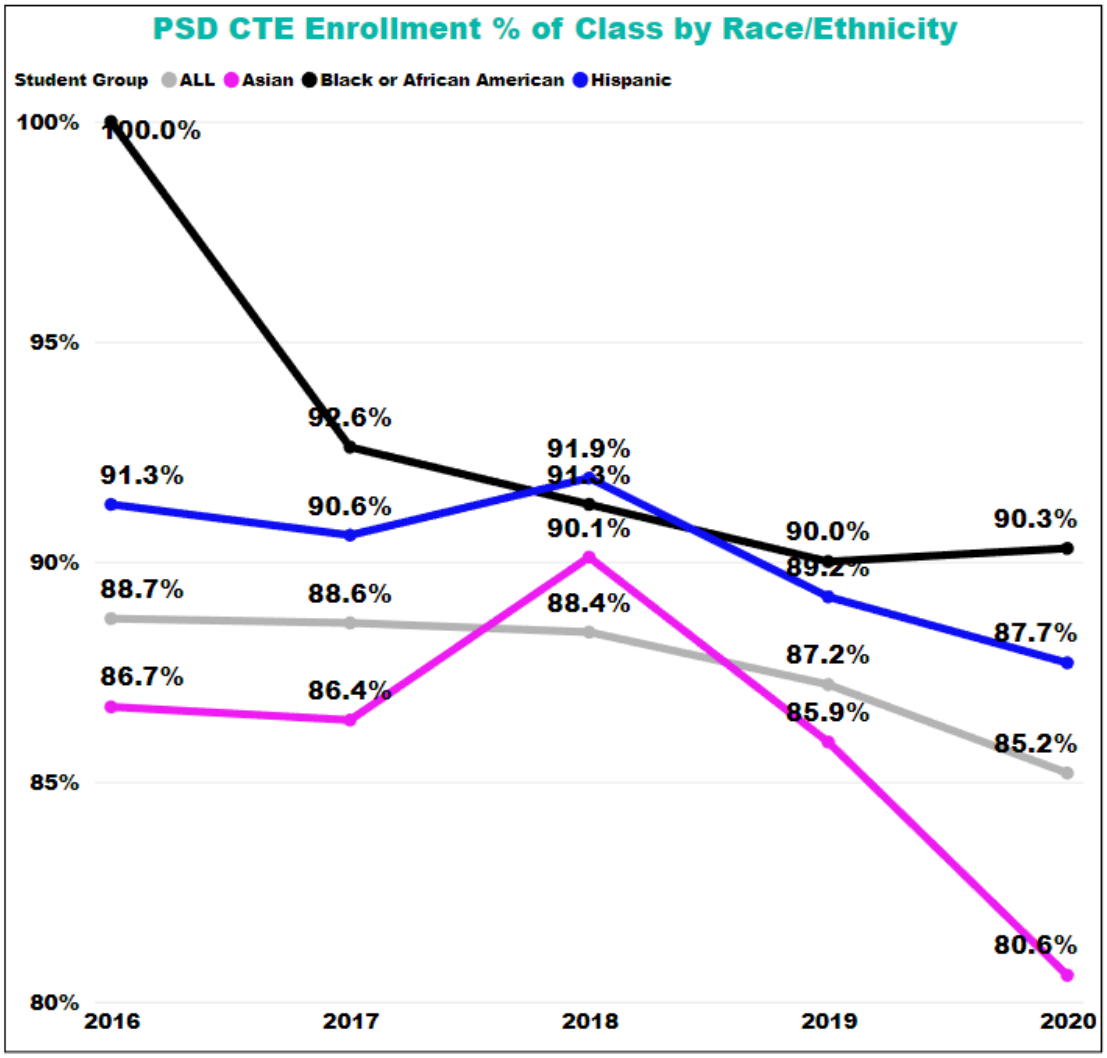
Career and Technical Education (CTE) bridges the gap between high school and postsecondary plans. CTE programs include career skills training that helps students become ready for college or work. CTE curriculum focuses students on academic, employability, and technical skills used in specific occupations. Work-Based Learning is a component of Career and Technical Education (CTE).

Work-Based Learning encompasses a variety of strategies and opportunities that supports students in developing and applying their academic, technical and employability skills through real-life work experiences. In PSD students earn 1 credit for every 15 hours they participate in a work-based learning experience and can earn up to 45 elective credits. In 2020-202 443 PSD students earned high school credit through internships, apprenticeships, paid-work and un-paid work experiences. We saw an increase in 2021-2022 to 907 students.

Career and Technical Education (CTE) highlights are provided below. To interact with a data visualization tool that displays data associated with CTE, please click POSTSECONDARY OUTCOMES. To find Dual Enrollment data available from the highered.colorado.gov website CLICK HERE.



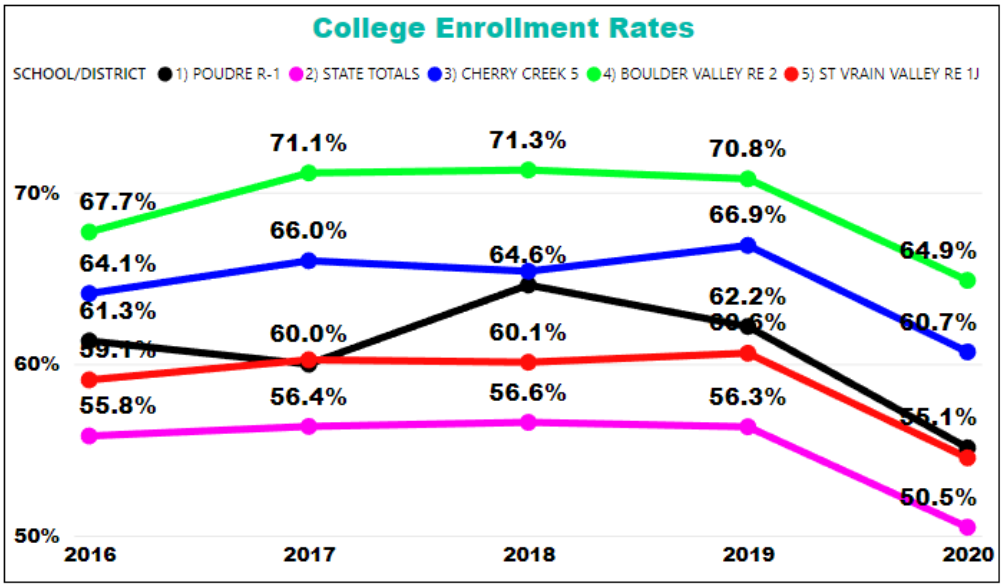
Illustrating Career and Technical Education (CTE) enrollment percentages by race/ethnicity for PSD's largest three non-white subgroups, we see that Asian students have enrolled at lower percentages than the PSD population overall for four of the past five graduation classes for which data are available. We also see that Hispanic and Black or African American students have consistently enrolled at higher rates than the overall PSD population. CTE enrollment rates have decreased over the past five years for each race/ethnicity group displayed below. Black or African American students have the highest enrollment percentages in CTE for four of the past five graduation classes for which data are available.

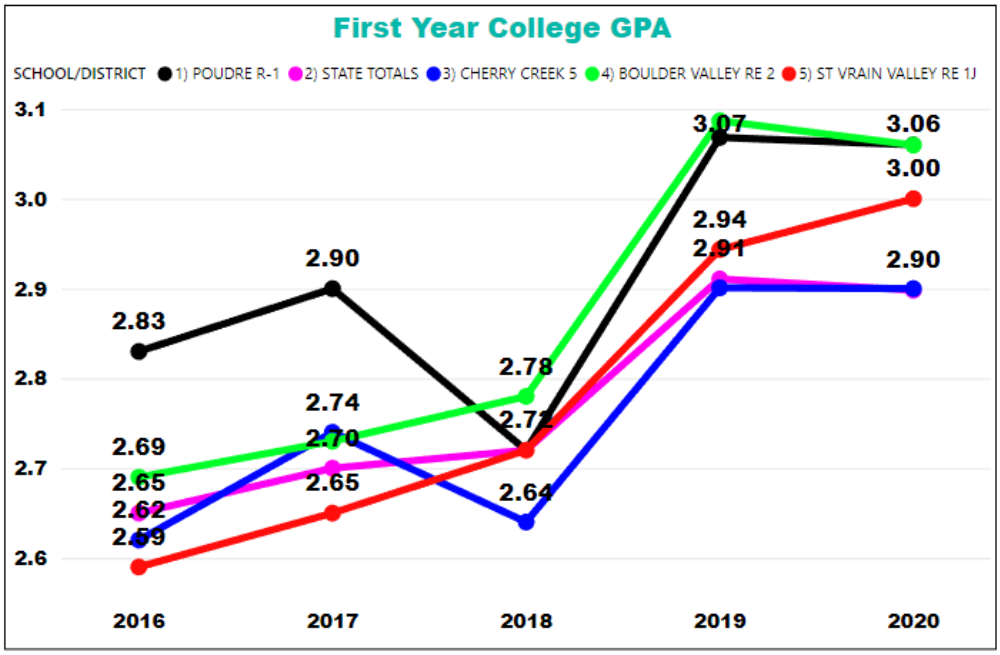


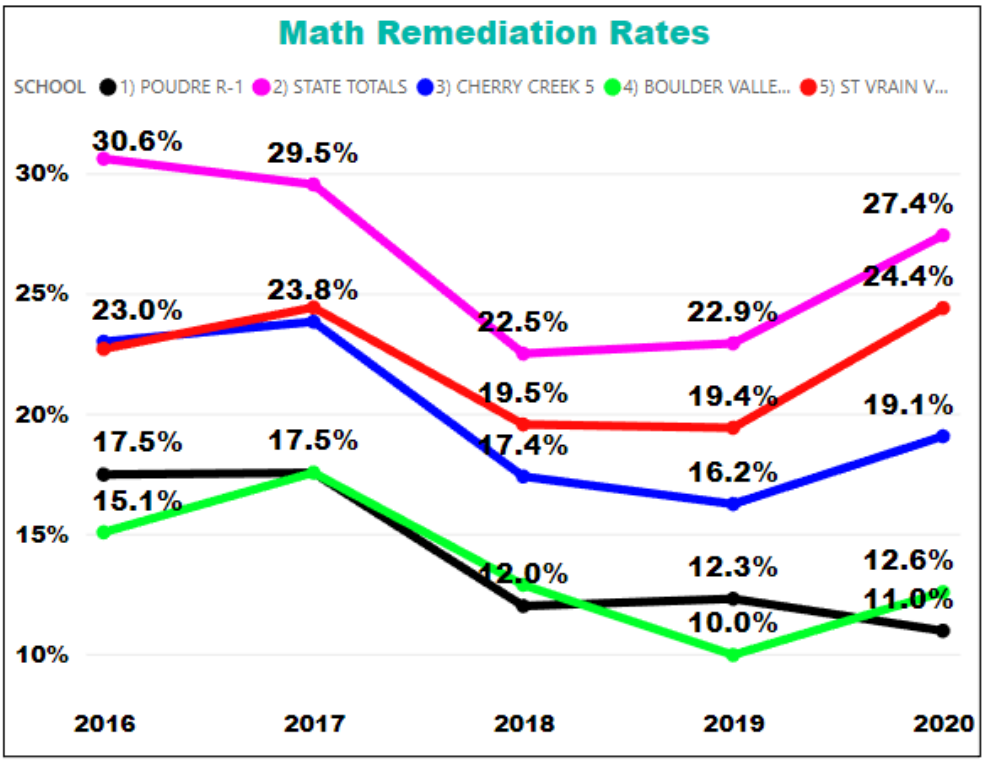
Key Indicator 4d – Postsecondary Outcomes: All rates better than related rates for Colorado.

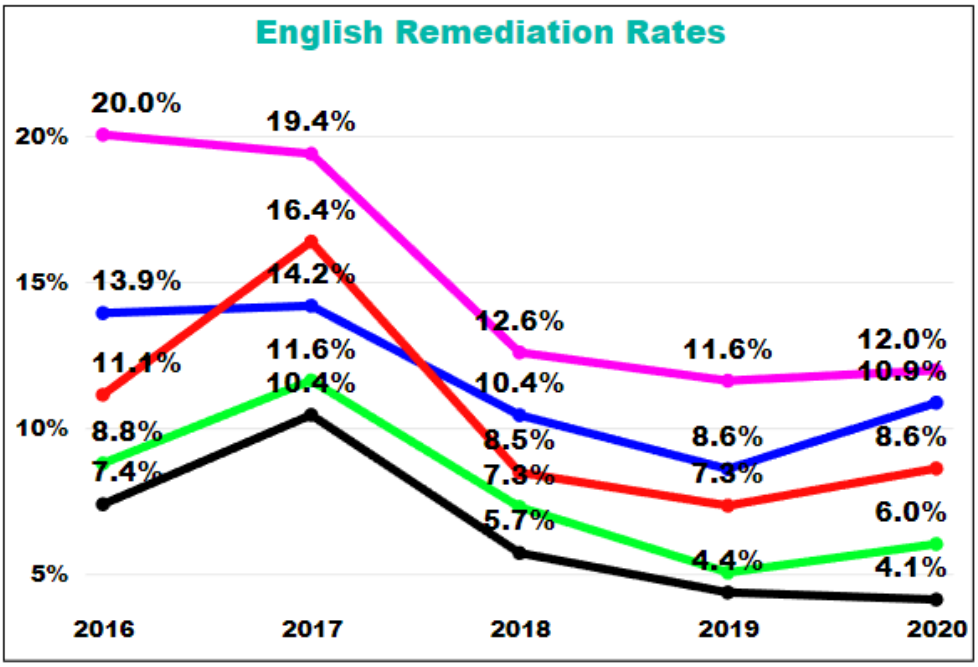
Met Target in Most Recent Year Available? Yes. The Class of 2020 is the latest cohort for which the Colorado Department of Higher Education (CDHE) has released postsecondary data. Based on all 6 postsecondary success measures, and for all graduating classes (2009-2020) for which PSD and State data are available, PSD has consistently met this target. Every PSD graduating class from 2009 to 2020 has had higher enrollment rates, higher first year GPA, lower remediation rates in math and English, higher persistence into their second year of college, and higher rates of college graduation within four years relative to statewide outcomes.

A few postsecondary outcome highlights are provided below. To interact with a data visualization tool that displays postsecondary outcomes please click POSTSECONDARY OUTCOMES.

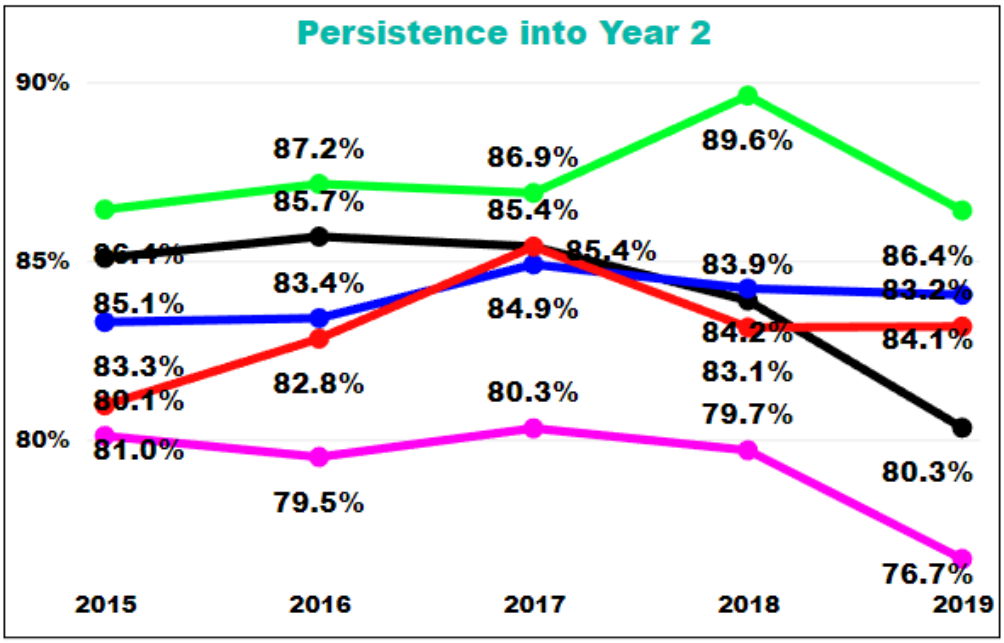


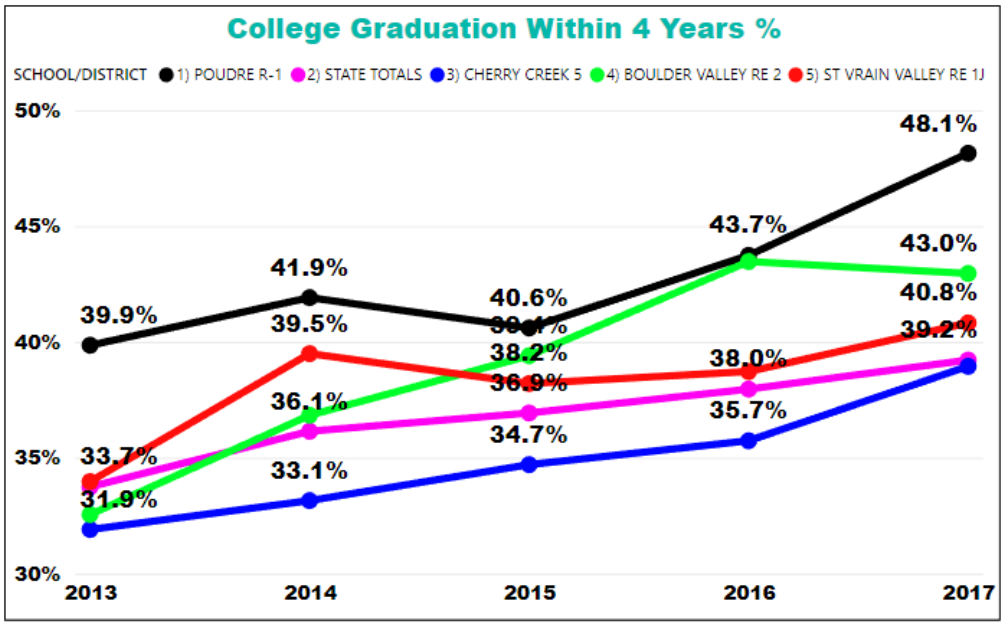






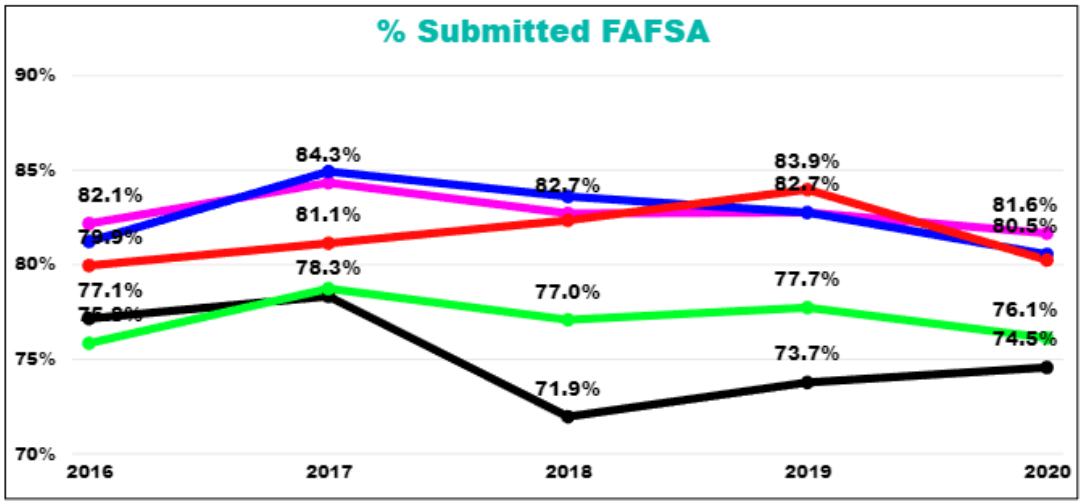
Low remediation rates indicated above align with the high SAT score averages that PSD 11th grade students earn year after year. Note that PSD graduation classes earn high first-year college GPA averages relative to our comparison districts over the past five years for which data are available. High first-year GPA data aligns with the indicators of high SAT score averages, high levels of Dual Enrollment and Career and Technical Education (CTE) enrollment, and low remediation rates in English and math for these same graduation classes. It appears from all indicators that PSD students are well prepared for postsecondary success and do in fact graduate with options.

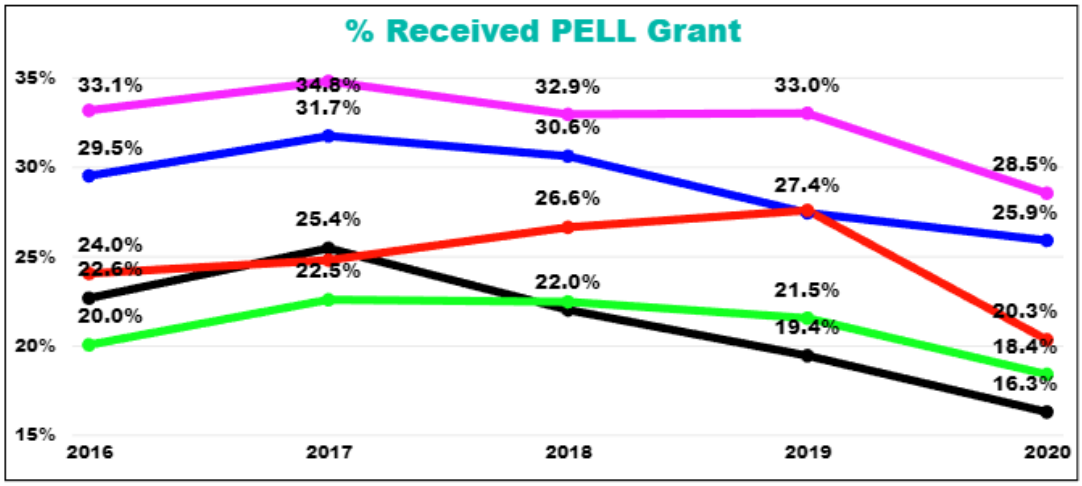




Persistence into year two of college, and college graduation within four years of starting, both align with all the other postsecondary indicators in the sense that PSD is a leader among our comparison districts and the state overall.

To support graduating with options, postsecondary financial resource is an important consideration. Poudre School District can assist our students in this area by ensuring families and students are aware of how to access the Free Application for Federal Student Aid *(FAFSA®)* form to apply for financial aid for college. The percentage of PSD students submitting FAFSA forms has been low relative to statewide completion rates and relative to our comparison districts completion rates.





2021/22	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
FREE/REDUCED MEAL %	27.0%	27.2%	20.2%	27.1%

Why are PSD FAFSA completion rates lower than our comparison districts when our Free/Reduced meal percentages are virtually identical? To support increases to student/family participation in completing the FAFSA, PSD has implemented a FAFSA awareness/completion opportunity into the annual Individual Career and Academic Plan (ICAP) process. ICAP is a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to Postsecondary and Workforce Readiness (PWR).

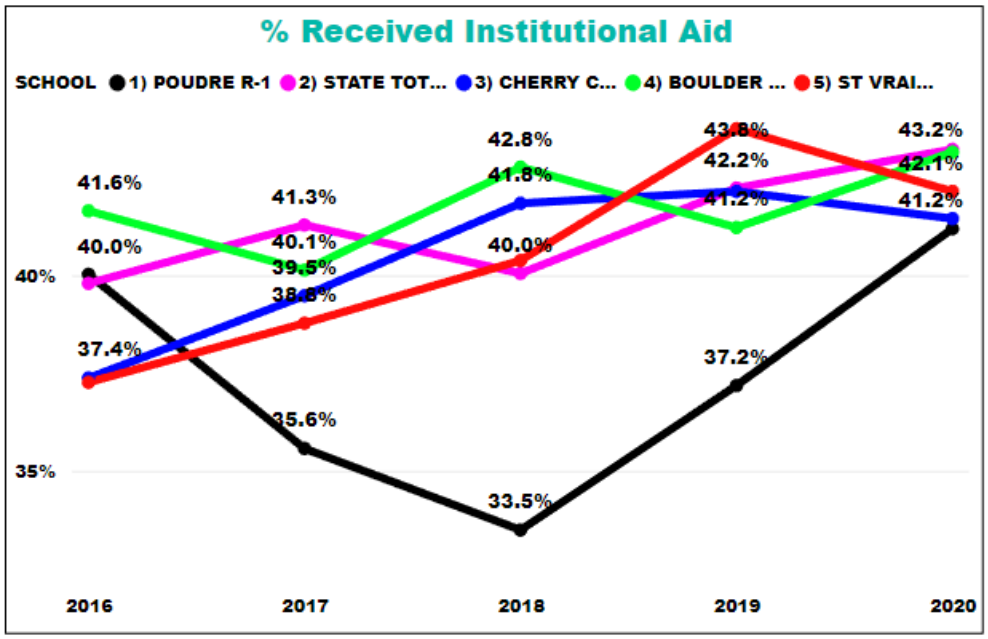
Current FAFSA completion rates (as of February 3rd, 2023) for PSD appear to be running about 5% below our completion rates at this time last year (40-44% versus 45-49%) based on data from the US Department of Education – Federal Student Aid (https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school).

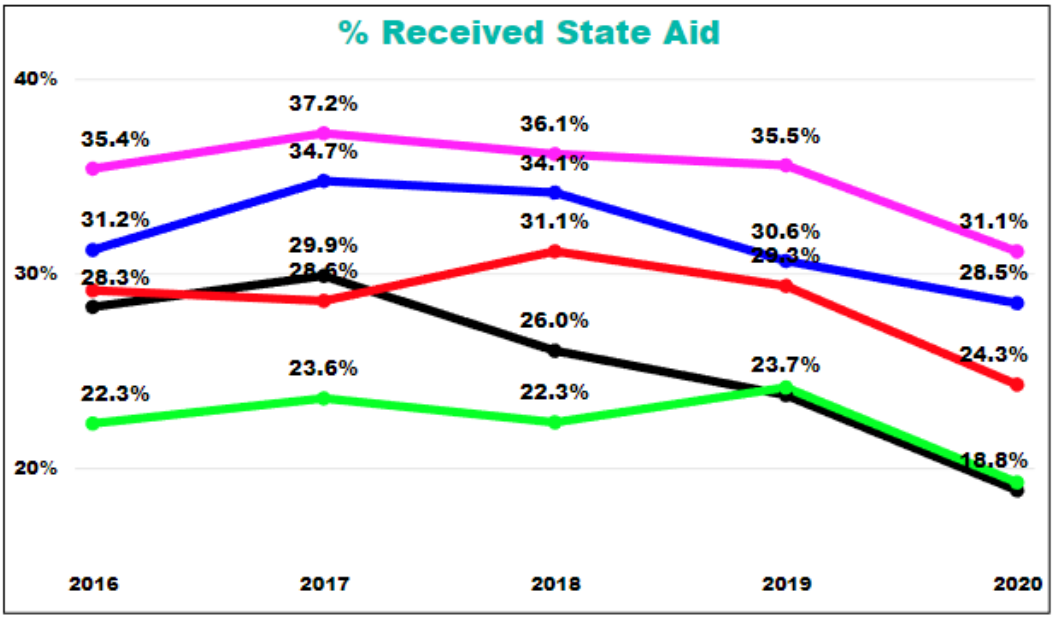
Free Application for Federal Student Aid (FAFSA) Estimated Completion Rates by Public School District
Applications processed through February 3 of the first 15 months of each cycle

District Name	State	2023/ 2024 Cycle Through February 3, 2023 Estimated FAFSA Completion Percentage	2022/ 2023 Cycle Through February 3, 2022 Estimated FAFSA Completion Percentage	2022/ 2023 Cycle Through June 2022 Estimated FAFSA Completion Percentage	2022/ 2023 Cycle Through December 2022 Estimated FAFSA Completion Percentage
POUDRE SCHOOL DISTRICT R-1	CO	40-44	45-49	55-59	60-64

These data suggests that continued efforts are needed to ensure PSD families and students are aware of and able to access this important process related to students graduating with options. One resource we can utilize is the Financial Aid Toolkit which helps counselors understand the basics of federal student aid, provides tips on hosting events (along with sample PowerPoint presentations), provides suggested messages for social media and email outreach, and helps find other training opportunities.

PSD rates of State Aid received by our graduates remained low relative to our comparison districts based on the most recent five graduation classes for which data are available. PSD's free/reduced meal percentages are similar enough to our comparison districts to indicate some other factor may be driving this pattern. PSD is responding to this inconsistency by increasing our efforts to ensure our families and students are aware of and able to access the FAFSA submission process.

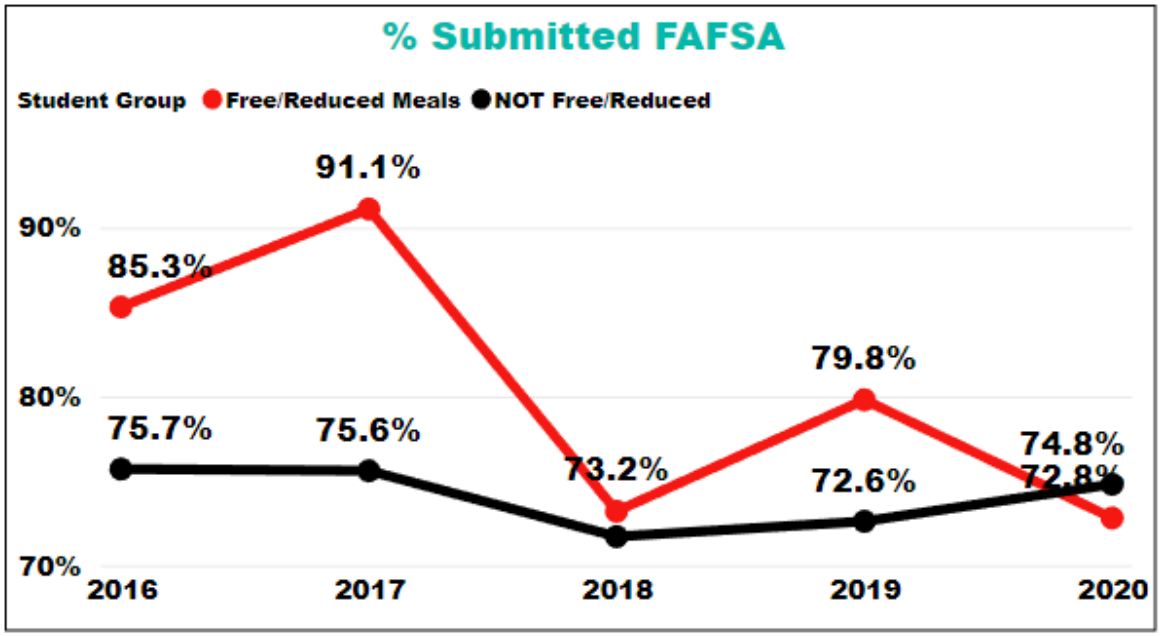




2021/22	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
FREE/REDUCED MEAL %	27.0%	27.2%	20.2%	27.1%

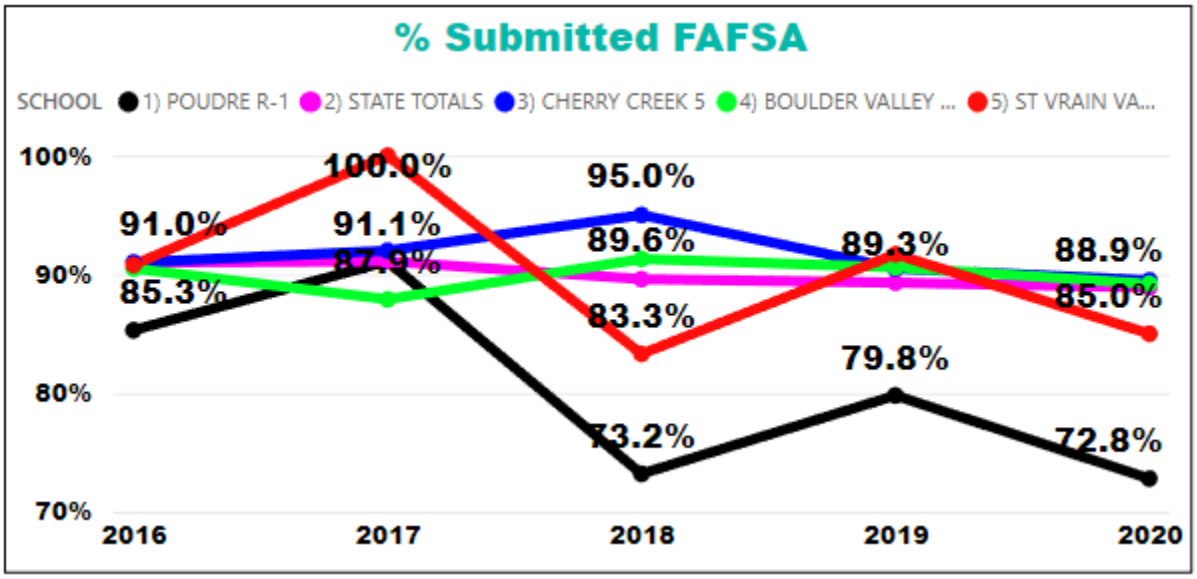
To investigate this phenomenon a little closer, we explored whether PSD FAFSA completion percentages ranked low relative to our comparison districts among students eligible for free or reduced meal prices. The free/reduced meal price eligible families are the segment of the population that most needs/benefits from FAFSA completion.

PSD FAFSA Submission Rates by Free/Reduced Eligibility



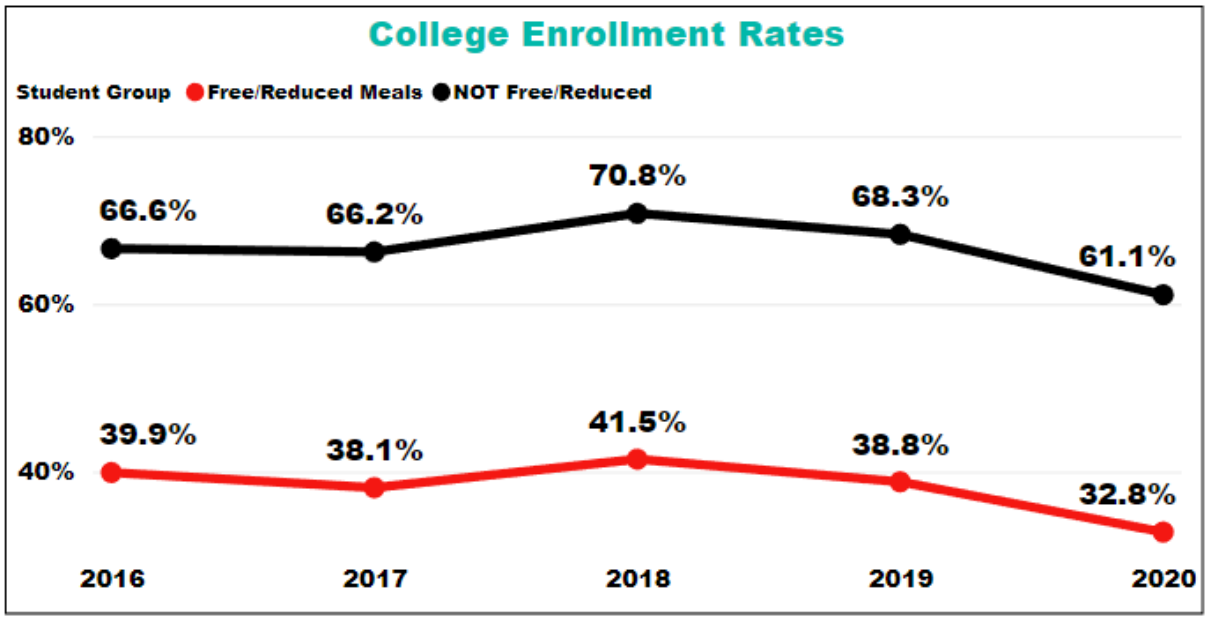
PSD FAFSA completion declined from 2016 to 2020, the most recent graduation classes for which these data are available. To explore whether other districts experienced similar FAFSA completion rate drops we can track our comparison districts rates over the same span of years.

FAFSA Submission Rates for Free/Reduced Eligible Students Only

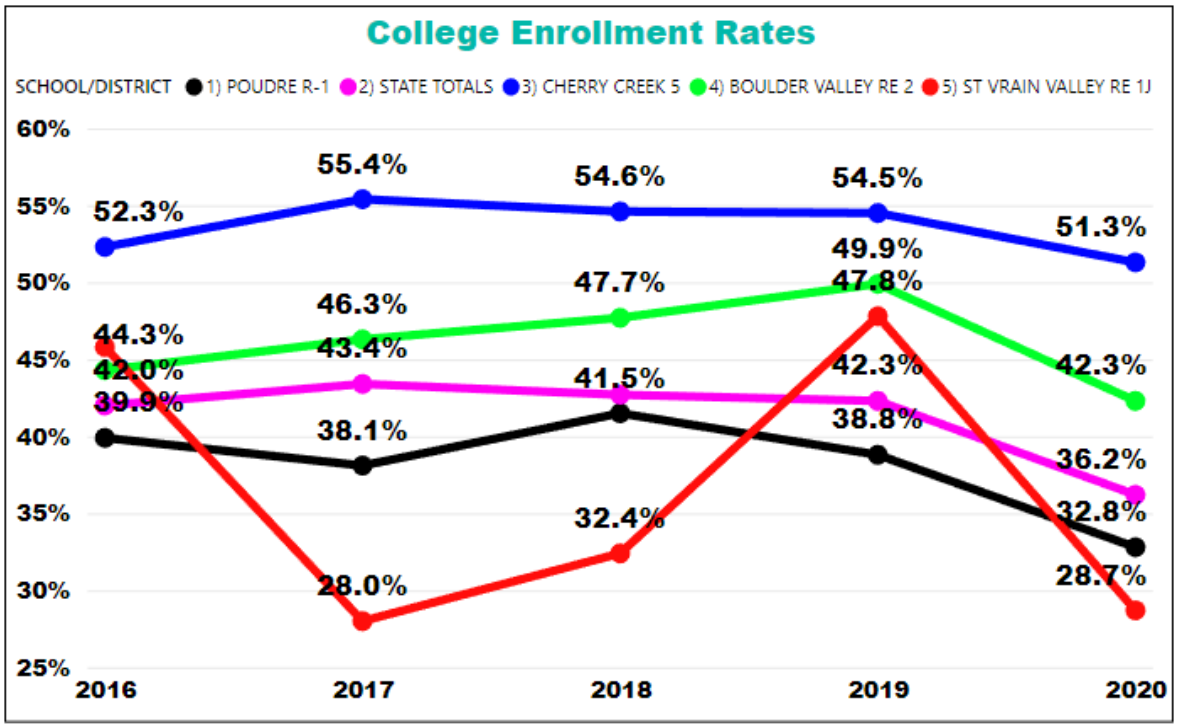


It appears PSD FAFSA completion rates for students eligible for free/reduced meals have trended down and are consistently lower than our comparison districts' rates for the same student population. Note that Saint Vrain and PSD share a strikingly similar pattern in FAFSA completion rates among Free/Reduced eligible students, whereas the State, Boulder and Cherry Creek do not. Are lower FAFSA submission rates a factor that contributes to lower college enrollment rates among PSD students eligible for free or reduced meal prices?

PSD College Enrollment Rates by Free/Reduced Eligibility



College Enrollment Rates for Free/Reduced Eligible Only



PSD college enrollment rates for Free/Reduced eligible students are lower than PSD students not eligible for free/reduced meal prices, lower than the state, and lower than several of our comparison districts. These outcomes and insights taken collectively support the action that PSD is taking to ensure all students are aware of and have an opportunity to complete the FAFSA process prior to graduating.

Mental Health / Belonging

Key Indicator 5a – Mental Health and Belonging (HKCS): Outcomes on Mental Health subscale items more favorable than state.

Met Target in 2021/22? No, based on the latest data available at this time which is from the 2021/22 Healthy Kids Colorado Survey, 6 of 9 Mental Health subscale items were less favorable for PSD than the related state outcome.

Academics are not the sole focus in PSD. For years, we've looked at how we can best support our student's mental health and sense of belonging which positively impacts student's ability to learn and grow. PSD will use data from two key sources to monitor student mental health and belonging outcomes: (1) Healthy Kids Colorado biannual survey, and (2) PSD Student Connections Survey.

The **Healthy Kids Colorado Survey (HKCS)** collects self-reported health and wellbeing information from Colorado public school students every other year. It is administered to students in randomly selected middle school and high school classrooms. The HKCS fall of 2021/22 PSD high school response rate was 66% (5,870 respondents) and the 2019/20 response rate was 40% (1,151 respondents). HKCS is supported by the Colorado Department of Public Health and Environment (CDPHE), Colorado Department of Education (CDE), and the Colorado Department of Human Services (CDHS). Please click Healthy Kids Colorado Survey to find additional information about the survey. Click here for PSD 2021 HKC High School Frequency Report or here for the 2021 HKC Middle School Frequency Report.

The selected HKCS data views provided below are pulled from the high school data sets and utilized to illustrate patterns in the data that are evident for both middle school and high school populations. Recall that the interested reader has access to these data for both middle school and high school populations via the links provided above. In the data tables below, individual items are provided for each of several subscales (collection of items with an underlying theme). These items are provided using red text where the statement being agreed to can be considered a negative experience or sentiment. The items that are written to reflect a positive experience or sentiment are provided using green text.

In each table of HKCS data provided below, the item students responded to are in the first column, the second column provides the PSD 2021 sample estimate of the percentage of students that answered in the affirmative followed, in parenthesis, by the upper and lower boundaries of a 95% confidence interval around that sample estimate. The next two columns provide the same information as in the second column, but for the State 2021 outcomes followed by the PSD prior available year (2019) outcomes. Each of these two columns have shaded cells where the sample estimate is significantly different than the comparable PSD 2021 outcome. Blue-shaded cells indicate a significantly more favorable outcome. Yellow-shaded cells indicate a significantly less favorable outcome. The final column provides the number of PSD student respondents for the associated item. The first table in each pair highlights differences between the state, current PSD, and past year PSD results. The second table highlights differences between different student groups within the PSD student population on the most recent dissemination of the HKCS.

In the first table below, the blue-shaded cell in the first row indicates that the 20.3% of the state's respondents that answered the first item in the affirmative is significantly less than the PSD 2021 outcome of 26.4%. Given that the item asked students if they had purposefully hurt themselves (provided in red text), a lower percent agreement with that statement is a more favorable outcome,

hence shaded blue. In this context "significant" indicates the difference between state and PSD outcomes is not likely due to chance alone. Meaning there are likely to exist systematic differences between the two populations of students that are worthy of our thoughtful consideration.
In the second table below, the first yellow-shaded cell in the second row indicates that the 27.7% of PSD's 2021 gender queer respondents that answered the second item in the affirmative is significantly less than the PSD 2021 overall outcome of 54.8%. Given that the item asked students if stress levels are manageable most days (item written in green), a lower percent agreement with that statement is less favorable, hence shaded yellow.

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Mental Health				
Percentage of students who…	PSD 2021	State 2021	PSD 2019	PSD 2021 Respondents
Purposefully hurt themselves without wanting to die in the past 12 months	26.4 (24.8 - 28.0)	20.3 (19.2 - 21.4)*	19.6 (13.5 - 25.7)	2705
Agree or strongly agree their stress level is manageable most days	54.8 (52.7 - 56.8)	53.2 (52.2 - 54.2)	N/A	5507
Take two or fewer days to feel fully recovered after a stressful situation	74.4 (73.4 - 75.3)	76.6 (75.7 - 77.5)*	N/A	5478
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	43.3 (40.5 - 46.1)	39.6 (37.6 - 41.7)	32.7 (24.2 - 41.1)	5465
Seriously considered attempting suicide during the past 12 months	21.4 (20.0 - 22.9)	17.1 (16.1 - 18.1)*	17.9 (11.0 - 24.7)	5425
Made a plan about how they would attempt suicide during the past 12 months	15.2 (13.8 - 16.7)	13.2 (12.4 - 14.1)	13.5 (8.4 - 18.6)	5421
Attempted suicide one or more times during the past 12 months	8.1 (7.3 - 8.8)	7.2 (6.8 - 7.7)	6.8 (2.8 - 10.8)	5443
Have an adult to go to for help with a serious problem	76.1 (74.1 - 78.2)	73.5 (71.3 - 75.7)	79.1 (75.6 - 82.5)	5449
Most of the time or always could talk to a friend about feelings during their life	58.2 (55.7 - 60.7)	54.7 (52.5 - 57.0)	N/A	5466

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Mental Health						
Percentage of students who…	PSD 2021	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Purposefully hurt themselves without wanting to die in the past 12 months	26.4 (24.8 - 28.0)	69.1 (61.7 - 76.6)*	49.2 (42.6 - 55.7)*	21.6 (19.6 - 23.7)*	27.2 (20.3 - 34.2)	21.9 (16.5 - 27.3)
Agree or strongly agree their stress level is manageable most days	54.8 (52.7 - 56.8)	27.7 (24.9 - 30.5)*	34.3 (29.6 - 39.0)*	52.9 (50.7 - 55.1)	57.4 (47.4 - 67.5)	60.7 (53.9 - 67.4)
Take two or fewer days to feel fully recovered after a stressful situation	74.4 (73.4 - 75.3)	44.3 (41.4 - 47.2)*	51.7 (47.4 - 55.9)*	76.2 (74.5 - 77.9)	71.1 (60.6 - 81.7)	68.0 (64.1 - 71.9)*
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	43.3 (40.5 - 46.1)	77.4 (74.4 - 80.5)*	66.6 (64.5 - 68.7)*	47.3 (46.1 - 48.6)	47.9 (36.8 - 59.0)	38.6 (32.2 - 45.0)
Seriously considered attempting suicide during the past 12 months	21.4 (20.0 - 22.9)	55.6 (52.3 - 58.9)*	47.7 (45.8 - 49.7)*	19.5 (17.4 - 21.7)	25.4 (16.5 - 34.3)	17.6 (15.7 - 19.6)*
Made a plan about how they would attempt suicide during the past 12 months	15.2 (13.8 - 16.7)	37.4 (34.6 - 40.2)*	32.5 (30.1 - 35.0)*	14.9 (13.2 - 16.5)	19.1 (7.5 - 30.6)	14.4 (11.4 - 17.4)
Attempted suicide one or more times during the past 12 months	8.1 (7.3 - 8.8)	22.1 (19.3 - 25.0)*	20.4 (16.8 - 24.0)*	10.3 (8.9 - 11.6)*	12.4 (6.0 - 18.9)	5.6 (3.9 - 7.3)
Have an adult to go to for help with a serious problem	76.1 (74.1 - 78.2)	59.7 (56.7 - 62.7)*	68.5 (64.3 - 72.7)*	71.0 (67.4 - 74.6)	66.9 (57.9 - 75.8)	74.1 (68.4 - 79.8)
Most of the time or always could talk to a friend about feelings during their life	58.2 (55.7 - 60.7)	48.5 (43.0 - 54.0)*	57.8 (52.7 - 63.0)	51.1 (47.1 - 55.1)*	51.1 (45.3 - 57.0)	60.5 (55.2 - 65.8)

**Significantly different from PSD 2021 outcome; blue/yellow more/less favorable.*

The data displayed in the first table above indicates that state outcomes were more favorable than PSD outcomes on six of the nine items (6/9) of the Mental Health subscale of the 2021 HKCS. Furthermore, 3 of the 9 state outcomes were significantly more favorable than the PSD outcomes. Note that the percentage of PSD students not responding favorably to the many items across the six subscales presented in this report underscores the importance of PSD and our community promoting mental

health and belonging for our youth. These observations support PSD's decision to choose Mental Health and Belonging as a priority performance challenge in our Unified Improvement Plan and our Strategic Plan.

The pattern of yellow shading in the second table above indicates significantly less favorable responses from PSD's gender queer and gay/lesbian population which is approximately 30% or more of the total student population according the HKCS. Put more directly, gender queer/nonbinary and gay/lesbian students are experiencing significantly higher levels of self-harm, unmanageable daily stress, avoiding usual activities due to sadness or hopelessness, consideration of suicide, planning for suicide, and attempting suicide. These same student populations self-report significantly less access to adults to talk to about serious problems, and gender queer/nonbinary students are significantly less likely to have a friend to talk to about their feelings.

National research corroborates our youths self-reported significantly higher levels of risk. Multiple studies considered collectively in a carefully constructed meta-analysis indicate that gender queer and gay/lesbian populations are at higher risk of suicidal behavior, mental disorder, and substance misuse/dependence than heterosexual people. Suicide risks are approximately 2 to 4 times higher among gay and lesbian populations. Similarly, depression, anxiety, alcohol and substance misuse are approximately 1.5 times more common in gay/lesbian/bisexual people. Findings were similar in men and women, but lesbian/bisexual women were at particular risk of substance dependence, while lifetime risk of suicide attempts was especially high in gay/bisexual men. It is likely that the social hostility, stigma and discrimination that most gender queer and gay/lesbian people experience is at least part of the reason for these significant differences in mental health and belonging outcomes.[1]

Note that there are two significantly less favorable outcomes indicated for Hispanic students. Namely, attempting suicide and less likely to have a friend to talk to about their feelings. It is important to notice that Hispanic students self-report that they are significantly less likely to inflict self-harm. Asian students self-report significantly lower levels of needing two or fewer days to feel fully recovered after a stressful situation.

Through the next several pages that display results from the HKCS, this report will be drawing attention to subgroups of students that self-report the highest levels of the least favorable results as a way of highlighting the most dramatic needs. It is important not to lose sight of the fact that PSD, like all districts, have individual students regardless of subgroup category that indicate serious concerns and these numbers can be seen in the column two of each table. These overall PSD student percentages are alarming regardless of whether our rate is more favorable than the state rate and regardless of student group affiliation.

[1] King, M., Semlyen, J., Tai, S.S. *et al.* A systematic review of mental disorder, suicide, and deliberate self-harm in lesbian, gay and bisexual people. *BMC Psychiatry* **8**, 70 (2008). https://doi.org/10.1186/1471-244X-8-70

School experience and environment are related to student mental health and wellness. Participating in activities, feeling safe, being engaged and appreciated within the current school setting, and cultivating a positively oriented vision of one's future are related to mental health and wellness.

2021/22 High School Healthy Kids Colorado Survey Key Items Related to School				
Percentage of students who…	PSD 2021	State 2021	PSD 2019	PSD 2021 Respondents
Participate in extracurricular activities at school	58.9 (53.4 - 64.4)	59.6 (55.8 - 63.4)	75.7 (69.8 - 81.7)*	2556
Skipped one or more whole days of school during the past four weeks	26.5 (23.3 - 29.7)	24.2 (20.7 - 27.6)	21.4 (17.3 - 25.4)	2546
Usually or definitely feel safe at school	89.7 (87.4 - 92.0)	90.0 (87.4 - 92.7)	93.4 (89.4 - 97.3)	2563
Think it is important or very important to go to college, technical or vocational school	85.9 (84.0 - 87.8)	86.5 (84.8 - 88.1)	94.4 (90.0 - 98.8)*	2543
Usually or definitely think their school lets their parents or guardians know when they have done something well	42.9 (40.4 - 45.3)	47.3 (43.4 - 51.3)	35.6 (23.8 - 47.4)	2515
Usually or definitely think their teacher notices when they do a good job and lets them know about it	60.2 (58.8 - 61.7)	59.2 (57.8 - 60.7)	57.5 (51.3 - 63.7)	2542
Think most of their classes are fairly, quite, or very interesting	73.9 (72.7 - 75.1)	70.4 (68.9 - 71.9)*	70.8 (66.9 - 74.8)	2550
Think the things they are learning in school are going to be important or very important for later in life	57.1 (55.2 - 59.0)	52.4 (50.8 - 53.9)	61.4 (55.3 - 67.5)	2534
Most of the time or always tried to do their best work in school over the last year	71.1 (68.6 - 73.5)	71.1 (70.1 - 72.1)	73.6 (66.0 - 81.1)	2540
Most of the time or always enjoyed being in school over the last year	40.2 (39.2 - 41.2)	37.0 (35.5 - 38.6)*	36.1 (31.7 - 40.5)	2533
Agree or strongly agree that they belong at their school	65.6 (62.6 - 68.7)	64.7 (62.5 - 66.9)	N/A	5100

2021/22 High School Healthy Kids Colorado Survey Key Items Related to School						
Percentage of students who…	PSD 2021	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Participate in extracurricular activities at school	58.9 (53.4 - 64.4)	63.0 (56.5 - 69.6)	63.0 (57.0 - 69.0)	35.8 (30.3 - 41.3)*	. (. - .)	73.5 (70.0 - 77.1)*
Skipped one or more whole days of school during the past four weeks	26.5 (23.3 - 29.7)	28.3 (22.9 - 33.8)	27.8 (20.3 - 35.3)	40.8 (34.1 - 47.6)*	. (. - .)	12.4 (6.6 - 18.2)*
Usually or definitely feel safe at school	89.7 (87.4 - 92.0)	74.8 (65.9 - 83.6)*	76.7 (70.7 - 82.6)*	88.7 (85.5 - 91.8)	. (. - .)	95.3 (92.5 - 98.0)*
Think it is important or very important to go to college, technical or vocational school	85.9 (84.0 - 87.8)	77.9 (72.6 - 83.3)*	80.6 (75.3 - 86.0)	84.8 (83.8 - 85.7)	. (. - .)	94.2 (91.0 - 97.4)*
Usually or definitely think their school lets their parents or guardians know when they have done something well	42.9 (40.4 - 45.3)	30.7 (24.1 - 37.4)*	35.7 (28.1 - 43.2)	41.4 (39.6 - 43.1)	. (. - .)	54.6 (45.1 - 64.1)
Usually or definitely think their teacher notices when they do a good job and lets them know about it	60.2 (58.8 - 61.7)	54.5 (46.6 - 62.4)	50.8 (45.2 - 56.4)*	66.9 (63.5 - 70.3)	. (. - .)	73.4 (66.6 - 80.3)*
Think most of their classes are fairly, quite, or very interesting	73.9 (72.7 - 75.1)	72.5 (63.1 - 81.9)	65.3 (59.5 - 71.1)*	73.9 (70.8 - 77.0)	. (. - .)	82.4 (75.6 - 89.2)*
Think the things they are learning in school are going to be important or very important for later in life	57.1 (55.2 - 59.0)	47.5 (35.9 - 59.2)	44.1 (39.3 - 48.9)*	61.3 (58.5 - 64.1)	. (. - .)	74.5 (67.8 - 81.2)*
Most of the time or always tried to do their best work in school over the last year	71.1 (68.6 - 73.5)	48.2 (42.6 - 53.9)*	60.8 (52.7 - 68.9)	66.4 (63.0 - 69.7)	. (. - .)	82.9 (78.3 - 87.4)*
Most of the time or always enjoyed being in school over the last year	40.2 (39.2 - 41.2)	22.8 (16.4 - 29.2)*	29.8 (21.9 - 37.7)*	46.6 (40.9 - 52.3)	. (. - .)	48.4 (42.9 - 53.9)*
Agree or strongly agree that they belong at their school	65.6 (62.6 - 68.7)	39.3 (32.6 - 46.0)*	48.9 (44.3 - 53.4)*	62.1 (58.7 - 65.6)	57.3 (52.8 - 61.8)*	72.7 (66.2 - 79.2)

**Significantly different from PSD 2021 outcome; blue/yellow more/less favorable.*

Note that of the subgroups represented in the table above regarding school related items, the gender-queer/nonbinary and gay/lesbian each have 6 items with significantly less favorable outcomes, Hispanic students report significantly lower levels of participating in extracurricular activities (this aligns with findings in the PSD Student Connections Survey), and Hispanic students self-report skipping school more frequently (aligns with attendance data). A very interesting outcome is that Black or African American students did not answer most of the items associated with their school experience, but did answer the final item indicating they did read the items and that they had a significantly worse experience with regard to belonging at school. Recall that Black students did answer all other items in all other tables of the 2021 HKCS. One must wonder why Black students may not have felt comfortable responding to items in a school setting that referenced school specifically.

Racism is related to student mental health and wellness.

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Racism				
Percentage of students who…	PSD 2021	State 2021	PSD 2019	PSD 2021 Respondents
Treated badly or unfairly in school because of their race or ethnicity in the past 12 months	5.1 (4.8 - 5.4)	5.3 (4.4 - 6.1)	N/A	4902
Were watched closely or followed by security guards or store clerks at a store or mall because of their race or ethnicity in the past 12 months	4.4 (3.7 - 5.1)	5.7 (4.6 - 6.8)	N/A	4902
Were assumed less intelligent because of their race or ethnicity in the past 12 months	5.3 (4.5 - 6.0)	6.5 (5.5 - 7.5)	N/A	4902
Saw family members treated unfairly because of their race or ethnicity in the past 12 months	6.8 (6.2 - 7.5)	9.0 (7.3 - 10.7)	N/A	4902

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Racism						
Percentage of students who…	PSD 2021	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Treated badly or unfairly in school because of their race or ethnicity in the past 12 months	5.1 (4.8 - 5.4)	5.0 (3.9 - 6.0)	4.2 (3.3 - 5.0)	11.9 (10.2 - 13.6)*	24.3 (18.2 - 30.4)*	21.8 (17.3 - 26.4)*
Were watched closely or followed by security guards or store clerks at a store or mall because of their race or ethnicity in the past 12 months	4.4 (3.7 - 5.1)	6.7 (5.0 - 8.5)	3.7 (2.5 - 5.0)	14.5 (12.6 - 16.3)*	37.3 (29.1 - 45.5)*	6.3 (4.4 - 8.1)
Were assumed less intelligent because of their race or ethnicity in the past 12 months	5.3 (4.5 - 6.0)	7.0 (4.6 - 9.3)	4.7 (2.5 - 6.9)	16.1 (15.0 - 17.2)*	30.8 (22.0 - 39.6)*	8.7 (4.5 - 12.9)
Saw family members treated unfairly because of their race or ethnicity in the past 12 months	6.8 (6.2 - 7.5)	8.5 (6.7 - 10.4)	7.3 (4.5 - 10.1)	20.4 (17.2 - 23.6)*	23.6 (16.3 - 30.9)*	23.8 (21.6 - 25.9)*

**Significantly different from PSD 2021 outcome; blue/yellow more/less favorable.*

Note the clear patterns above that indicate Hispanic, Black/African American, and Asian students each experience significantly higher levels of racism than the overall population, which is predominantly white in PSD. Also note that the nature of this racism experience can differ by ethnic group. There are no data reported for Native American students due to the minimum student counts needed prior to results being made publicly available. It is fair to assume that other non-white student populations are experiencing racism even where data is not available in the table above to confirm such an assumption. Experiencing racism is certainly not in alignment with a school environment that promotes mental health and wellness.

Experiencing **violence**, or fear of experiencing violence, is related to student mental health and wellness.

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Violence				
Percentage of students who…	PSD 2021	State 2021	PSD 2019	PSD 2021 Respondents
Did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or from school	11.9 (9.9 - 13.9)	9.5 (6.5 - 12.5)	4.9 (1.7 - 8.1)	5602
Were in a physical fight one or more times during the past 12 months	13.4 (12.4 - 14.4)	13.3 (12.7 - 13.9)	19.9 (17.1 - 22.8)*	5583
Been physically hurt on purpose by someone they were dating or going out with one or more times during the past 12 months	10.2 (9.6 - 10.9)	9.1 (8.6 - 9.6)	6.9 (2.6 - 11.3)	2829
Been controlled or emotionally hurt by someone they were dating or going out with during the past 12 months	25.5 (24.9 - 26.0)	23.1 (22.1 - 24.1)*	N/A	2825

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Violence						
Percentage of students who…	PSD 2021	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or	11.9 (9.9 - 13.9)	20.9 (17.4 - 24.4)*	14.8 (11.1 - 18.6)	16.1 (13.5 - 18.7)	9.4 (5.3 - 13.5)	11.9 (5.8 - 18.0)
Were in a physical fight one or more times during the past 12 months	13.4 (12.4 - 14.4)	17.7 (14.1 - 21.3)	13.9 (11.8 - 16.0)	15.8 (13.2 - 18.3)	25.0 (16.9 - 33.0)*	8.4 (6.4 - 10.4)*
Been physically hurt on purpose by someone they were dating or going out with one or more times during the past 12	10.2 (9.6 - 10.9)	22.9 (19.8 - 26.0)*	10.8 (9.6 - 12.1)	10.3 (7.7 - 12.9)	10.9 (1.9 - 20.0)	. (. - .)
Been controlled or emotionally hurt by someone they were dating or going out with during the past 12 months	25.5 (24.9 - 26.0)	45.3 (41.1 - 49.5)*	29.6 (21.4 - 37.8)	21.8 (18.6 - 24.9)	25.5 (11.9 - 39.1)	16.0 (9.6 - 22.5)*

**Significantly different from PSD 2021 outcome; blue/yellow more/less favorable.*

Gender Queer/Nonbinary students are clearly indicating that they do not feel safe at school and those feelings impact their attendance among other things. Dating and being in a caring relationship is associated with getting hurt physically and/or emotionally for PSD gender queer and nonbinary students. This association is statistically significant and the calculation to make that determination does take student respondent count into account. This means that it is not a trivial number of PSD students that are having the negative experiences being highlighted above. These data support the importance of PSD selecting mental health and belonging as a key priority performance challenge to be improved upon.

Black or African American students self-report significantly higher levels of getting in physical fights. One must wonder if there is a relationship between the higher levels of racism and bullying being self-reported by Black students and the higher levels of getting in fights.

Experiencing **bullying**, or fear of experiencing bullying, is related to student mental health and wellness.

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Bullying				
Percentage of students who…	PSD 2021	State 2021	PSD 2019	PSD 2021
Ever been bullied on school property during the past 12	13.7 (12.8 - 14.7)	11.1 (10.5 - 11.7)*	16.2 (8.2 - 24.2)	5509
Ever been electronically bullied during the past 12 months	13.2 (12.3 - 14.0)	10.3 (9.7 - 11.0)*	11.7 (9.6 - 13.8)	5542
Teased because of sexual orientation in past 12 months	32.9 (31.2 - 34.6)	28.3 (26.7 - 29.8)*	22.9 (15.6 - 30.1)*	1716
Teased because of gender identity in past 12 months	17.5 (16.2 - 18.8)	15.7 (14.5 - 16.8)	6.0 (2.7 - 9.3)*	1716
Teased because of religion in past 12 months	13.2 (11.5 - 14.9)	13.7 (12.5 - 15.0)	17.1 (14.5 - 19.7)	1716
Teased because of disability in past 12 months	15.0 (13.7 - 16.4)	15.7 (14.1 - 17.2)	12.1 (6.7 - 17.5)	1716
Teased because of physical appearance in past 12 months	64.5 (63.0 - 66.0)	63.7 (61.8 - 65.5)	68.2 (60.7 - 75.7)	1716
Teased because of race or ethnicity in past 12 months	25.8 (22.9 - 28.8)	33.3 (29.6 - 36.9)*	21.7 (13.0 - 30.3)	1716

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Bullying						
Percentage of students who…	PSD 2021	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Ever been bullied on school property during the past 12 months	13.7 (12.8 - 14.7)	36.6 (30.2 - 43.0)*	22.8 (18.8 - 26.7)*	10.1 (8.5 - 11.8)*	24.1 (20.4 - 27.8)*	13.0 (10.7 - 15.4)*
Ever been electronically bullied during the past 12 months	13.2 (12.3 - 14.0)	32.6 (29.6 - 35.5)*	25.2 (22.4 - 28.1)*	8.6 (7.8 - 9.5)*	15.0 (11.9 - 18.0)	9.6 (7.1 - 12.0)*
Teased because of sexual orientation in past 12 months	32.9 (31.2 - 34.6)	75.3 (73.7 - 77.0)*	82.4 (78.1 - 86.7)*	18.7 (15.0 - 22.3)*	12.3 (4.4 - 20.1)*	14.2 (8.9 - 19.5)*
Teased because of gender identity in past 12 months	17.5 (16.2 - 18.8)	73.4 (70.6 - 76.2)*	36.9 (31.2 - 42.7)*	6.7 (5.7 - 7.7)*	7.7 (3.3 - 12.2)*	7.7 (4.0 - 11.4)*
Teased because of religion in past 12 months	13.2 (11.5 - 14.9)	13.9 (11.5 - 16.2)	8.4 (5.4 - 11.4)*	5.1 (3.3 - 6.9)*	7.7 (1.5 - 13.8)	. (. - .)
Teased because of disability in past 12 months	15.0 (13.7 - 16.4)	28.1 (23.3 - 32.9)*	14.0 (11.6 - 16.4)	6.3 (4.2 - 8.3)*	. (. - .)	8.1 (2.9 - 13.3)*
Teased because of physical appearance in past 12 months	64.5 (63.0 - 66.0)	58.9 (54.3 - 63.5)	43.5 (38.8 - 48.3)*	50.7 (42.1 - 59.4)*	44.0 (30.4 - 57.7)*	34.2 (27.1 - 41.3)*
Teased because of race or ethnicity in past 12 months	25.8 (22.9 - 28.8)	13.4 (9.3 - 17.5)*	11.8 (8.8 - 14.8)*	69.6 (62.3 - 77.0)*	95.6 (92.6 - 98.6)*	90.2 (87.0 - 93.4)*

**Significantly different from PSD 2021 outcome; blue/yellow more/less favorable.*

Gender Queer/Nonbinary students and Gay/Lesbian students are clearly indicating that they are being bullied at school which aligns with not feeling safe at school which we saw evidence of in the violence subscale. These data suggest that bullying prevention should be included in action steps implemented to promote mental health and belonging. Teasing/bullying related to race and ethnicity is self-reported at significant levels from our Hispanic, Black, and Asian students. This indicates teasing and bullying are present and significantly higher among all ethnic minorities, even those for whom HKCS does not report out results due to small numbers of respondents.

Consent related incidents are related to student mental health and wellness.

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Consent				
Percentage of students who…	PSD 2021	State 2021	PSD 2019	PSD 2021 Respondents
Had a sexual experience where they were unsure if they gave their fully-granted consent to the other person	15.9 (15.0 - 16.7)	11.7 (11.1 - 12.4)*	N/A	5513
Had a sexual experience where they were unsure if they received fully-granted consent from the other person	3.2 (2.8 - 3.5)	2.4 (2.1 - 2.6)*	N/A	5503
Had a revealing or sexual photo or video of themselves texted, e-mailed, or posted electronically without their permission	7.1 (6.8 - 7.4)	5.4 (5.0 - 5.7)*	N/A	5521
Have made sexual comments, jokes, gestures or looks at someone when unwanted	7.3 (6.8 - 7.7)	6.7 (6.0 - 7.3)	7.6 (6.1 - 9.1)	5518
Touched, grabbed or pinched someone in a sexual way when unwanted	4.2 (3.9 - 4.5)	3.1 (2.7 - 3.5)*	2.4 (1.5 - 3.4)	5511
Ever been physically forced to have sexual intercourse when they did not want to	6.7 (6.2 - 7.3)	5.7 (5.4 - 6.0)*	5.1 (2.3 - 7.8)	5502
Forced someone to have sex when it was unwanted (i.e., rape)	0.3 (0.3 - 0.4)	0.5 (0.2 - 0.9)	N/A	5515

2021/22 High School Healthy Kids Colorado Survey Key Items Related to Consent						
Percentage of students who…	PSD 2021	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Had a sexual experience where they were unsure if they gave their fully-granted consent to the other person	15.9 (15.0 - 16.7)	28.6 (22.6 - 34.5)*	29.7 (25.7 - 33.6)*	15.3 (13.1 - 17.5)	12.6 (5.1 - 20.1)	7.4 (4.5 - 10.4)*
Had a sexual experience where they were unsure if they received fully-granted consent from the other person	3.2 (2.8 - 3.5)	6.9 (5.1 - 8.8)*	2.2 (0.8 - 3.7)	3.9 (3.4 - 4.4)	. (. - .)	2.0 (0.1 - 3.9)
Had a revealing or sexual photo or video of themselves texted, e-mailed, or posted electronically without their permission	7.1 (6.8 - 7.4)	11.4 (9.3 - 13.6)*	12.4 (9.8 - 15.1)*	5.8 (4.9 - 6.7)*	8.4 (3.5 - 13.3)	6.7 (6.0 - 7.4)
Have made sexual comments, jokes, gestures or looks at someone when unwanted	7.3 (6.8 - 7.7)	7.8 (5.8 - 9.7)	4.0 (3.1 - 4.9)*	4.4 (3.3 - 5.5)*	7.2 (2.8 - 11.6)	6.1 (4.2 - 8.0)
Touched, grabbed or pinched someone in a sexual way when unwanted	4.2 (3.9 - 4.5)	6.4 (4.8 - 8.0)*	3.4 (3.0 - 3.8)*	2.2 (1.8 - 2.5)*	4.9 (1.3 - 8.5)	3.2 (2.1 - 4.4)
Ever been physically forced to have sexual intercourse when they did not want to	6.7 (6.2 - 7.3)	17.5 (12.5 - 22.4)*	14.0 (12.0 - 15.9)*	7.5 (6.1 - 8.9)*	6.2 (2.2 - 10.1)	2.0 (0.2 - 3.7)*
Forced someone to have sex when it was unwanted (i.e., rape)	0.3 (0.3 - 0.4)	0.6 (0.3 - 0.8)	. (. - .)	. (. - .)	. (. - .)	. (. - .)

**Significantly different from PSD 2021 outcome; blue/yellow more/less favorable.*

The fact that any students are reporting having experienced these serious consent-related negative events is a call to action for our school district and community. Gender Queer/Nonbinary students, Gay/Lesbian students, and Hispanic students are reporting significantly higher percentages than the overall PSD population related to lack of consent, sexual harassment, and forced sexual intercourse.

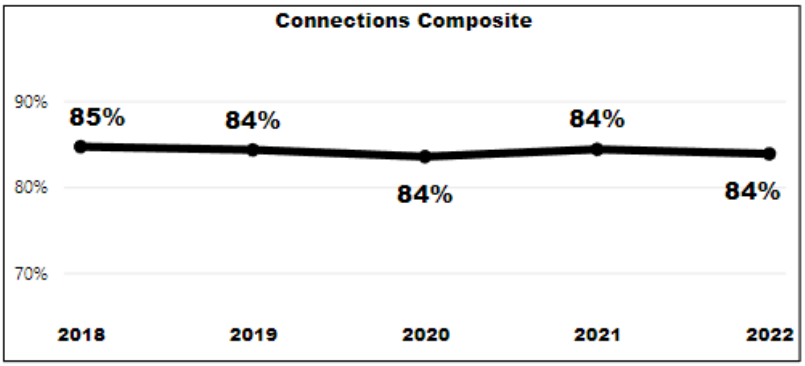
Key Indicator 5b – Mental Health and Belonging (Student Connections): Composite score > 90%.

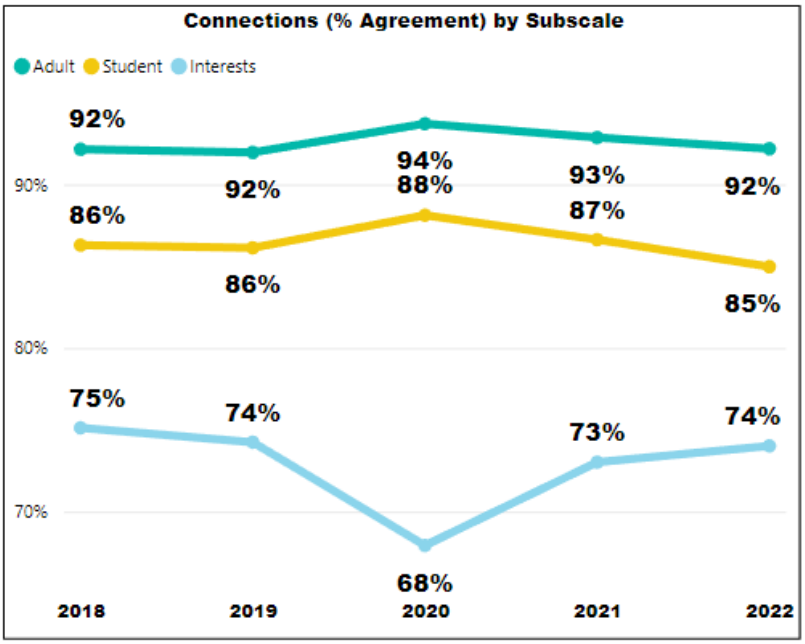
Met Target in 2022/23? No, the 2022/23 Student Connections Survey composite score = 83.8% (down 0.8% from 2021/22).

A few connections data highlights are provided below. To interact with a data visualization tool that displays composite scores and other data gathered with the annual Student Connection Survey please click STUDENT CONNECTIONS with SEL MEASURES. Also note that additional student connections data displays and insights are included in the section of this report dedicated to the Connections district End.

To gather information regarding student connections and social-emotional learning competencies, the online PSD Student Connections Survey is delivered to all 5th-12th grade PSD students each October and November. The online survey is made available to students in three languages: English, Spanish, and Mandarin. Participation is voluntary, with both parents and students having the ability to opt a student out of the survey.

The overall composite score from the Connections Survey is very steady at approximately 84%. A current focus of both the Unified Improvement Plan and the Strategic Plan is Mental Health and Belonging. Looking at the three main subscales of the Connections Survey, we can see the negative impact of distance learning during the global pandemic on students' connections to their interests and passions while engaging in school. During that same year (2020/21) we can see a positive bump in student self-reported connections to staff and peers. This positive bump may be understood as increased awareness and appreciation many people felt, including students, regarding the assistance we were receiving from others while navigating a difficult time. These sensible patterns within the connections data are a form of validity evidence.



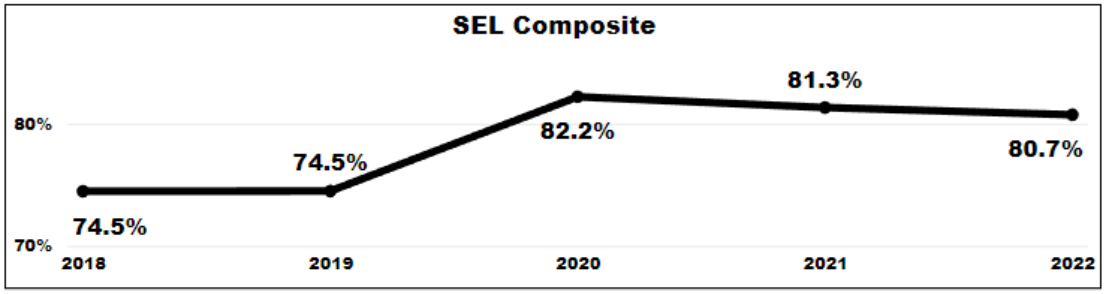


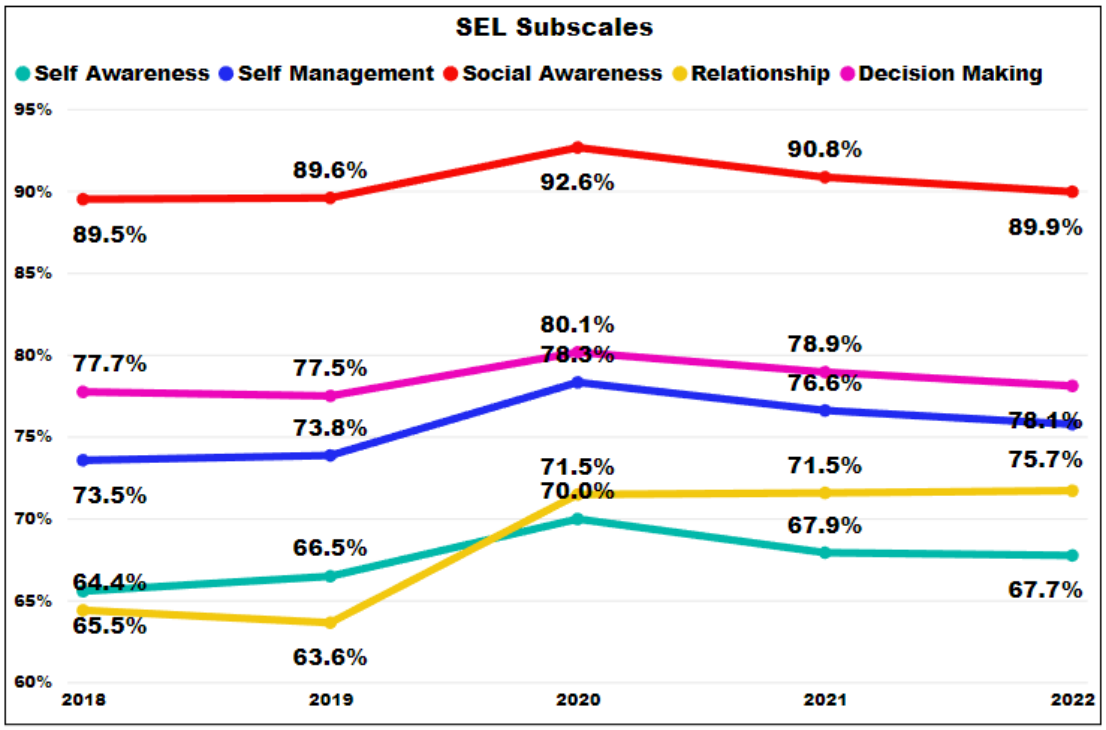
<u>Key Indicator 5c – Mental Health and Belonging (SEL)</u>: Composite score > 80%.

<u>Met Target in 2022/23?</u> Yes, the 2022/23 Student Connections Survey Social Emotional Learning (SEL) composite score = 80.7 (down 0.6% from 2021/22).

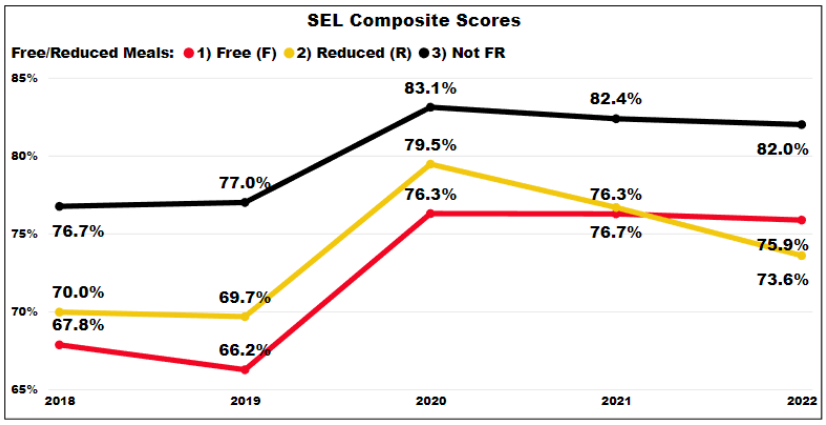
A few Social Emotional Learning (SEL) data highlights are provided below. To interact with a data visualization tool that displays Social Emotional Learning (SEL) composite scores and other data gathered with the Student Connection Survey please click STUDENT CONNECTIONS with SEL MEASURES.

Monitoring Social Emotional Learning (SEL) measures from the Student Connections Survey over the past several years provides PSD with a set of metrics with which we can monitor the impact of our UIP action steps, and the financial resources targeted toward supporting Social Emotional Learning competencies. Note that the Social Emotional Learning (SEL) composite score district wide exceeded 75% for the third consecutive time in five years of tracking these data. The bump up in 2020/21 coincides with a reinvigorated district conversation regarding the importance of SEL competencies. The work to narrow and improve the districts approach to supporting SEL competencies continues in the current Unified Improvement Plan and the Strategic Plan.

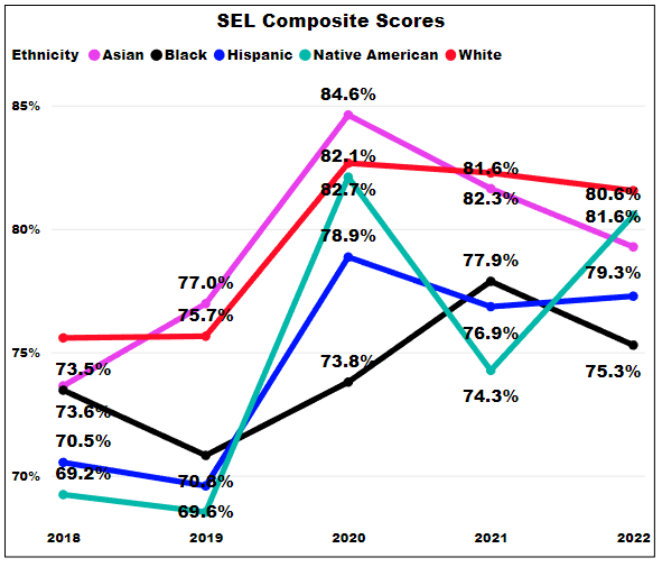


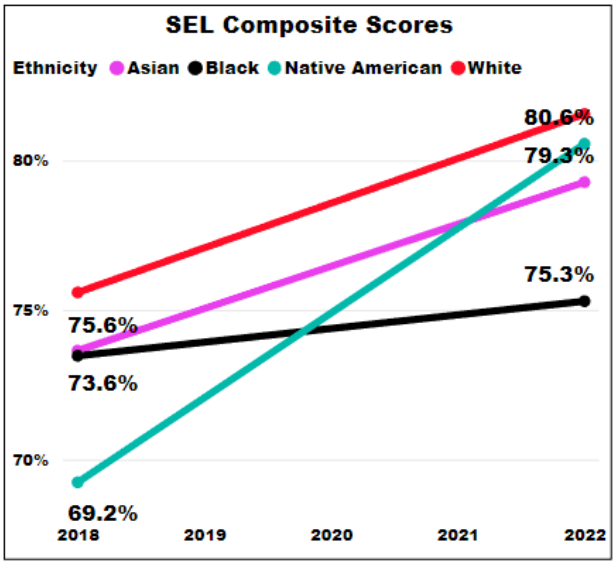


There are clear and persistent patterns in self-reported SEL competencies by socio-economic status.



Although the patterns in SEL composite score by ethnicity are somewhat noisy, when we isolate the change from 2018/19 to 2022/23 with linear trends, we can see that SEL competencies appear to have increased for all subgroups as well as overall.





Success in a Changing World

PSD students are prepared for college and workforce success. PSD ensures access and encourages participation in a wide range of experiences that reflect expectations of a changing world.

As PSD prepares students for success in a changing world, we develop student awareness of exciting possibilities through career exploration and access to creative learning spaces. The following stories provide examples of these efforts throughout the 2021/22 school year. Many indicators of preparation for college and workforce success are available in the Foundations for Success section (Dual Enrollment and CTE participation, SAT outcomes, Postsecondary outcomes, etc.) of this Monitoring Report. The following information is intended to provide a fuller picture of the student experience in PSD and how these experiences prepare students for success in a changing world. There are too many diverse pathways to success within the PSD experience to capture them all in this section of the Monitoring Report DE 1.0 so we will provide a sampling and hope the stories below express the greatness our students bring forth every day in PSD.

PSD and Boys & Girls Clubs partner to launch workforce development program

Middle school students in Poudre School District experienced hands-on learning in a new way this summer.

PSD, in partnership with Boys & Girls Clubs of Larimer County (BGCLC), launched a comprehensive, workforce development program. Each week, students were bused to various industry centers where they learned from expert working professionals.

The program was designed to give students a safe place to be during the summer where they had hands-on experiences and exposure to different career paths. Over nine weeks, the program featured more than 15 community agencies and businesses representing multiple industries: technology, construction, energy, healthcare, art, hospitality and more.

"The extensive partnership list reiterates what an incredible community we live in," said Kaycee Headrick, BGCLC's chief executive officer. "Each and every partner has gone above and beyond to ensure students in this program have a memorable experience."

With each experience, about 50 participating PSD students met experts in the field, toured an industry location, and applied the skills they learned in a hands-on simulation activity. Headrick said her

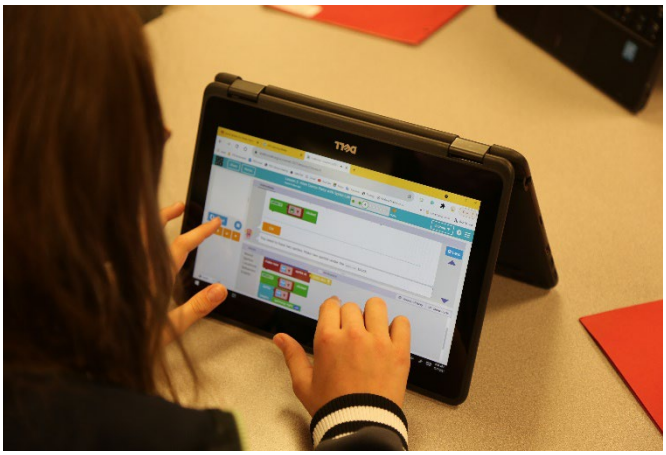
organization was thrilled to design the new and innovative program, given all the hardships students faced over the past year.

“We wanted a program that inspired students to think about their future while giving them basic knowledge in diverse industries so they can consider if that career path is a good fit for them,” she said. “We know that when young people start to plan for their future in a meaningful way, they are more engaged academically and report higher states of emotional wellbeing.”

PSD Director of Professional Learning Kate Canine lauded the opportunity created by the Boys & Girls Clubs for offering students engaging workforce exploration to support their career and academic progress.

"We are appreciative and energized by the partnership with Boys & Girls Club for the Summer of Discovery program for our middle school students,” she said. “As we analyzed all options to stay connected with our students over the summer, we knew we needed additional resources at the middle school level.”

PSD students show their passion for coding



Ashton, a fifth-grader at Eyestone Elementary, began coding in kindergarten, and started taking it seriously in third grade while playing with Scratch, a free coding program and community for kids.

"I taught myself the starting mechanics and then learned more of the code and now I can make cooler games," said Ashton. "I make games where you can customize a character and fight zombies. At each level there are more zombies, bigger zombies, blue zombies, faster zombies that are harder to defeat."

Ashton and other Poudre School District students spent time coding during Computer Science Education Week. As part of this week, an "Hour of Code" event was held to bring a worldwide focus to coding and expose people of all ages and backgrounds to fun and creative computer science activities. While he likes making and playing games, Ashton admits that coding can be confusing and frustrating at times.

"It's not a walk in the park, it is very hard but becomes easier with practice," he said. "Now I know what almost all of the blocks do (he codes in block language with Scratch)."

Ashton says coding is now one of his passions and he plans to continue learning about it in middle school. "I like how my cousin Zach makes a living working for a bank by coding for them."

Like Ashton, **Rowan, another fifth grader at Eyestone Elementary School,** views coding as fun and challenging at times. "It is not easy, but coding can help you make special things," he said, adding that once you learn the code and blocks, it becomes easier.

Rowan is proud of many of his projects, but especially of the dance party he created. "There were a lot of blocks needed for this project," he shared. "I had to create animals, music, and code the animals to dance. It was a lot."

One of his favorite games is Minecraft. Rowan likes coding characters and typing in commands during the game. "You have limitless possibilities with coding," he said.

Many PSD students go beyond the "Hour of Code" celebration event, learning and doing computer science activities throughout the year.

Isa, a senior at Poudre High School, took a construction class and learned about the user experience, mechanics, and the technology aspects for construction. She became intrigued with computer science and special effects technology.

"There is a satisfaction when the code turns into something that works and is applicable to the real world," said Isa, who codes in Java Script and has practiced with the Python programming language.

Recently, she a created an application that picks out her outfit based on the weather. She spent six days on the app project, coding over 3,000 lines of code (for perspective, the average lines of codes for her school projects are about 100 lines). For the outfit application, Isa used photos from Pinterest, created drop down menus and a sorting method to choose the outfits.

Her interest engineering and coding developed after participating in technology camps when she was younger and learning about the Science, Technology, Engineering and Mathematics (STEM) career fields.

“I knew after this camp that I wanted to do something in the engineering field,” she said.

Now Fontana hopes to study computer engineering after high school and has her sights set on two dream jobs - to work at Hewlitt-Packard or as an engineer at Disney.

Rob Breshears, Poudre High School computer science teacher, has taught Isa for the past year.

“It is amazing to see her look at the big picture and find creative solutions for problems that are meaningful,” said Breshears. “She has great attention to detail and makes a lot of cool things.”

“A lot of people do not understand what computer science is,” he added. “I love coding because, no matter what you are passionate about, you can create anything that you can think of that aligns with your passion.”

Student WEB leaders make PSD a place where everyone belongs

Avery Schultz is starting her freshmen year at Rocky Mountain High School, and she's as anxious as she was when starting middle school.

Based on her past experiences of paying it forward, however, she knows she can tackle the year with mentorship from older students at school.

As an eighth grader, Schultz was a WEB leader at Blevins Middle School during the 2020-21 school year. WEB stands for "Where Everyone Belongs," and the students who are WEB leaders take this role seriously.

Willa Webb, an eighth grader at Blevins, will be a WEB leader this year to incoming Bruins. She was nervous to transition to middle school in sixth grade but having someone there to talk to and hang out with was helpful. Her WEB leader was responsible, super kind and had fun with the students, she said.

"They were always smiling and would look out for younger students," Webb said.

Schultz enjoyed helping younger classmates start their sixth-grade journey and was happy to be a friend to these students, whose friends were not around. Last year, this experience was online. It was, Schultz said, a great experience, nonetheless. She received tons of emails from her younger peers asking about how to be a good friend and a successful student.

Students welcomed at Lincoln Middle School

Being a WEB leader is harder than it sounds. They are role models for students. They are kind, optimistic, encouraging, open-minded and strong for their peers. WEB leaders try to remain positive, so their positivity radiates off onto others.

During her time, Schultz gave advice to younger students who were having trouble with a teacher, understanding a lesson. She pointed kids to the right sources and encouraged them to strengthen their relationships. This experience helped her break out of her comfort zone.

Ninth-grade students, like Schultz, have a similar experience during their transition day in PSD.

In PSD, sixth- and ninth-grade students start the school year a day ahead of their peers. This gives them an opportunity to acclimate to their new school environment, meet new friends, and find their classes. Student leaders play a huge role in these transition days, organizing ice-breaker activities, offering tours of the building, and sharing guidance to students who might be feeling trepidation about starting at a new school.

"It was one of the best experiences in my middle school journey, to be with others and relate to others who were experiencing the same thing as I had experienced as a sixth-grader," Schultz said. And she's thrilled to have a similar experience as a freshman at Rocky.

Above and Beyond

PSD students are challenged, motivated, and inspired to reach their personal level of excellence. PSD offers students a broad and diverse set of opportunities that cultivates their talents and offers multiple pathways to high levels of success.

The PSD Family Engagement Survey is provided to all K-12 PSD families every other year. This survey includes a key item that asks: *Has PSD and/or this school provided one or more opportunities for your children to strive toward their personal "Above and Beyond" as described above**?*** The table below shows that 82% of 3,738 parent/guardian respondents indicate some, or all, of their kids had above and beyond opportunities in PSD during 2022/23. This is up 6.5 percentage units from 76% in 2020/21(the prior dissemination of the Family Engagement Survey).

Percent of Families the agree All or Some Students Experienced "Above & Beyond"

Level	2022/23	2020/21	2018/19
ES	82.8%	73.9%	85.5%
MS	80.4%	76.8%	86.1%
HS	83.2%	78.2%	86.8%
Combined	82.3%	75.8%	86.0%

To interact with a data visualization tool that displays results from the biennial Family Engagement Survey, including PSD Above and Beyond feedback, please click FAMILY ENGAGEMENT SURVEY.

The following exemplars demonstrate that PSD students are experiencing opportunities that cultivate their talents and many are experiencing high levels of success. There are many examples of students, teachers, coaches, counselors, principals, other school staff, parents, guardians, and community partners working together to create extraordinary experiences and support the successes of our community's young people. The following are selected examples that celebrate accomplishments experienced during the 2021/22 school year. We hope that the sharing of these stories inspires our staff and the communities we serve toward continued and expanded partnership in supporting all students toward their personal "Above and Beyond" experiences. Each year in this section of the DE 1.0 Monitor Report, we will move this "spotlight" around to highlight the diversity of extraordinary experiences and success students are having in performing arts, intellectual competitions, athletics, and all other manner of interests and passions.

Nine PSD Odyssey of the Mind teams to compete at world finals

Seventeen teams from Poudre School District schools qualified for the Odyssey of the Mind World Finals competition after recently competing in the state competition. Nine of those teams have decided to continue their journey to compete at the OM world finals competition in Iowa.

The OM program is a school-sponsored, extracurricular program that emphasizes creativity, science, technology, engineering, arts and math skills. Student teams creatively present solutions to problems, learning creative thinking techniques and team skills during the process. OM teaches kids how to be creative problem solvers and express their ideas without fear of criticism.

Catherine Allum, PSD's OM coordinator, said all PSD teams were fantastic at the state tournament. "The teams have worked very hard during the craziness of the year, and I am extremely proud of them," she said.

Teams from these schools will compete at the world finals competition:

- **Bennett Elementary School team**
- **McGraw Elementary School team**
- **Lincoln Middle School**
- **Webber Middle School**
- **Rocky Mountain High School**

Schools noted above had additional eligible teams that excelled at state, but they have decided not to compete at worlds. Other qualifying teams from these schools had outstanding presentations but have also opted not to move forward:

- **Boltz Middle School**
- **Shepardson Elementary School**
- **Liberty Common School**

Fossil Ridge wins 2022 Colorado Knowledge Bowl state championship

Answering questions about mathematics, language arts, geography, history and biology, student teams from the PSD's four comprehensive high schools faced off in the 2022 Poudre School District Knowledge Bowl championship on March 30, 2022.

About 50 high-achieving students competed on teams from Poudre, Fort Collins, Fossil Ridge and Rocky Mountain High Schools in the Jeopardy-like tournament that focuses on academic questions. School teams were made up of about 10 students each. The tournament was hosted by the PSD Gifted and Talented program and included PSD curriculum facilitators as judges.

Fossil Ridge took first place in the competition, followed by Rocky in second, Poudre (the 2021 champions) in third and Fort Collins in fourth place.

Fossil Ridge also won the 2022 Colorado Knowledge Bowl state championship held recently during spring break. After the two-day online competition that included teams from 50 schools, Fossil's team bested the second-place team by 38 points for the championship title. Fossil also won the 2022 Governor's Cup - a prestigious award given to the team, regardless of school classification, with the highest score after 10 rounds of tournament play.

Congratulations to these FRHS Knowledge Bowl team state champions!

- Olivia Wang
- Dean Jones
- Eve Sutherland
- Yang Zhang
- Sophie Wang
- Ethan Payne
- Gavin Payne
- Coaches Kaitlyn Corcoran and Steven Hsu, Fossil alumni and volunteer coach.

Highlighting student accomplishments and champions

Every year PSD students, their teammates, coaches, and families are honored by the display of superb performance needed to become a recognized champion. The following students and their teams brought home the gold for the Poudre family. We all recognize that these accomplishments embody the End called Above and Beyond. The accomplishments these young people achieved required dedication, focus, maturity, perseverance, strength, speed, and intelligence. Many, if not all, of these young people often provide an example to their peers regarding personality characteristics that lead to great accomplishment. Based on the accomplishments of all the PSD students highlighted in this report and the support of teachers, coaches, counselors, administrators, families, friends, and community partners that are important parts of these success stories; there appears to be evidence that the PSD community is reaching above and beyond to attain high level experiences, accomplishments, and public recognition.

2021-22 Achievements

Graduating from high school is a huge accomplishment and milestone. Congratulations to all PSD graduates! 2022 School Lists of Graduates

The Class of 2022 has excelled academically and earned notable scholarships and endorsed diplomas.

- **Numerous scholarship awards** from local organizations like the Rotary and Elks Clubs, Poudre Education Association, PSD Association of Classified Employees and Community Foundation scholarships. Thank you for supporting PSD graduates!

- **Advanced Placement endorsed-diplomas** - **174 students** who have taken numerous AP courses and fulfilled the requirements for an AP-endorsed diploma

- **International Baccalaureate graduates** - **66 graduates** earned an IB diploma through Poudre High School's IB program

- **Seal of Biliteracy diplomas** - **295 graduates** who are highly proficient in another language and earned the credential of having a Seal of Biliteracy on their diploma

- **Other endorsed diplomas** - **70+ graduates** have fulfilled the requirements in a specific area of focus to receive an endorsement on their diploma. Areas may include:
    - *Science, Technology, Engineering and Mathematics (STEM)*
    - *Advancement Via Individual Determination (AVID)*
    - *Biosciences Career Academy*
    - *Gifted and Talented Academy*

U.S. Military Academy appointments and ROTC scholarships

- Payton Mlakar, Fossil Ridge High School, Army ROTC scholarship at Creighton University
- Austin Holt, Fossil Ridge High School, Army ROTC scholarship at University of Wyoming
- Mason Smith, Liberty Common High School, West Point, U.S. Military Academy
- Rylie DuRant, Rocky Mountain High School, U.S. Merchant Marines Academy
- Matthew Kinerson, Rocky Mountain High School, U.S. Air Force Academy

Boettcher Foundation Scholarship

The Boettcher Scholarship, sponsored by the Denver-based Boettcher Foundation, is a merit-based scholarship available to Colorado graduating seniors who provide service to community and school, and are top students in their class, display leadership and demonstrate character. Only 42 scholarship are offered across the state.

- Melia Henrichsen, Fort Collins High School
- Dylan Lindsey, Rocky Mountain High School

Daniels Fund Scholarship

PSD seniors who have demonstrated strong character and a determination to succeed in life have been named Daniels Scholars and receive funding to attend the college or university of their choice. The Daniels Scholarship is a supplemental scholarship to all other financial resources, including the family contribution, available to the student.

- Ezra Black, Liberty Common High School
- Skyler Mayse, Liberty Common High School
- Kevin Bruxvoort, Rocky Mountain High School

National Hispanic Scholar

The College Board's National Hispanic Recognition Program recognizes about 5,000 of the 250,000 Hispanic/Latino juniors who take college board tests. The recognition is an exceptional academic honor.

- Matthew Kinerson, Rocky Mountain High School

National Merit Scholar Program

National Merit Scholars score in the top 1% academically. National Merit Scholars earn this elite designation through a two-year testing and application process. This list includes National Merit Scholar Finalists and Scholars: National Merit Scholars are selected from the finalists group. It is updated as high schools notify us of students selected.

- Christina Kim, Fort Collins High School
- Lukas Thiemann, Fort Collins High School
- Owen Dorlac, Liberty Common High School
- Lenoire Lawing, Liberty Common High School
- Sydney Reinke, Liberty Common High School
- Jeffrey Condell, Poudre High School
- Makenna Devore, Poudre High School
- Lucy Gregory, Poudre High School
- Holden Hall, Poudre High School
- Soleia Monser-Gray, Poudre High School
- Donovan Myrick, Poudre High School
- Roxanne Wessel, Poudre High School
- Natalia Bella Hobaugh, Ridgeview Classical Schools
- Natalie AmRhein, Rocky Mountain High School
- Maxwell Uphoff, Rocky Mountain High School

2021-22 Outstanding Accomplishments

- Fossil Ridge High School wins state Knowledge Bowl
- Fossil Ridge High School and Preston Middle School win state Science Olympiad
- Nine PSD Odyssey of the Mind teams to compete at world finals
- Rocky Mountain High School won the Rocket League Colorado Esports state championship in December 2021. Rocky also earned the Super Smash Brothers Colorado Esports state championship title.(Winter 2022)
- Top PSD spellers move on to state bee (January 2022)
- PSD music ensembles selected to perform for the Colorado Music Educators Association 2022 conference (Board of Education video under "February").

2021-22 Athletic Champions and Awards

- **Track and Field - Individual state champions**

  Brooke Naughton (FCHS)
  Long Jump
  Triple Jump
  High Jumpp

  Rhys Travis (PHS)
  Triple Jump

  Dontay Johnson (FCHS)
  Long Jump

  Kevin Buxvoort (RMHS)
  Discus

  Laura Davis (FCHS)
  Shot Put

- **Boys Swim & Dive - Individual state champions**

  Jack Ballard (FCHS)
  500 Freestyle
  200 Freestyle

  Carter Ruthven (FRHS)
  100 Butterfly

- **Poudre High School girls tennis team presented the "Sportsmanship"** award at the end of the state tournament in May 2022

- **Fossil Ridge High School girls swim athletes state champions**
  - 5A 400 Yd Free Relay - Renee Gillilan, Sydnee O'Neil, Kenadie Glasgow, Lucy Bell
  - 5A 100 Yd Free - Lucy Bell
  - 5A 100 Yd Butterfly - Renee Gillilan
  - 5A 200 Yd IM - Lucy Bell

- **RMHS Freshman Jake McDill,** Colorado state champion in the freshman mountain biking finals in Durango

Connections

PSD students are academically and socially connected to their school and community. PSD provides engaging opportunities to support students' individual pursuits and interests.

To gather information regarding student connections and social-emotional learning competencies, the online PSD Student Connections Survey was delivered to all 4th-12th grade PSD students during October and November of 2022. The online survey was made available to students in three languages: English, Spanish, and Mandarin. Participation was voluntary, with both parents and students having the ability to opt a student out of the survey.

Students' responses to the Connections Survey are intended to help PSD staff learn more about students' academic and social connections within school. Connections are the result of feeling understood, cared about, supported, and valued. Feeling connected to others helps us to be motivated toward a positive future and make the most of our educational experiences. The Student Connections Survey is designed with four areas of focus: student-to-adult connections, student-to-student connections, student-to-interests' connections, and safety. During the second annual administration of the Student Connections Survey, Social Emotional Learning (SEL) subscale items were included. PSD also added a couple of additional open-ended items regarding graduation expectations for 6th-12th grade respondents and added several interests and passions items for all grade levels. Due to the Student-to-Interests subscale change from 2016 to 2017, results for this subscale are displayed for 2017-2021 only. The Student-to-Interests subscale data is comparable across 2017-2021. All other Connection Survey data is comparable across all years**.**

Individual student responses do not become part of a student's educational record. Prior to 2020/21 there were two areas on the 6th-12th grade version of the survey where we asked students if we can share their responses with PSD staff. Other than those two areas on the secondary-level survey, individual student responses were not reported out (confidentiality was maintained). As of the 2020/21 version of the Student Connections Survey, results for individual students may be shared with school administration in support of student learning and wellbeing. The data gathered are aggregated and used by PSD to improve our service to students and their families based on patterns that emerge across groups of students.

The version of the survey given to middle and high school students includes multiple-choice and open-ended (free response) items. Demographic questions are not needed as the survey is delivered via student email accounts and this allows for PSD to merge in demographic information based on student IDs. Accuracy and efficiency are both increased by use of the student email accounts as a delivery mechanism. A complete copy of the Elementary version of the survey can be accessed by clicking ELEMENTARY CONNECTIONS SURVEY. A complete copy of the Secondary (Middle School and High School) version of the survey can be accessed by clicking SECONDARY CONNECTIONS SURVEY.

The 2022/23 response rates increased from 65.2% in 2021/22 to 74.4% in 2022/23. (91.1% elementary, up from 87.7%; 80.7% middle school, down from 83.2%; and 62.9% high school, up from 42.9%) Interpretation of results should take response rates into account. Response rate is an important indicator when assessing the likely representativeness of survey results.

To check the likelihood of student responses being representative of the overall population of students we wished to survey, the following graphs can be inspected to see if the distribution of student characteristics differs substantially between the PSD population (top histograms) and the set of students that responded to the survey (bottom histograms). Representativeness graphs for past school years look very similar to the 2022/23 display below, where the only clear deviation between respondents and the population is within the grade level distributions.

Other than the reduced response rates as grade levels progress, the respondents have very similar student characteristic distributions when compared to the overall PSD student population.

All multiple choice survey items are writen such that they reflect positive sentiments regarding student connections when item agreement is indicated. Averaging results across multiple items and across many students leads to a measurement that indicates the collective level of agreement with these positively phrased items. This type of aggregation across items and students results in a distribution of outcomes that is numerical and varies by student characteristics and by school. Differences between different student groupings in aggregated outcomes (termed “Percent Agreement” in the reports developed) allow PSD staff to identify important patterns and discover opportunities to enhance student connections within their schools. To explore the outcome data from all years of the Student Connections Survey, simply click STUDENT CONNECTIONS and access a data visualization tool developed to inform PSD staff and community partners.

Now that survey data has been collected, analyzed, and reported out to school and district leadership teams; the real value comes in the work that follows. The specific actions taken may be unique to each school. However, a general approach that should work well for the district overall and individual school leadership teams is described below:

1) **Celebrate Positive Outcomes as Reported by Our Students**
   PSD administrators always lead toward improvement; the annual student connections and SEL data collection provides the opportunity to employ an effective system improvement strategy – identify what is going well and celebrate those successes to promote their continuation and expansion. Every one of our schools has areas within the Student Connections data to celebrate. Be sure to energize the whole staff by sharing those celebrations.

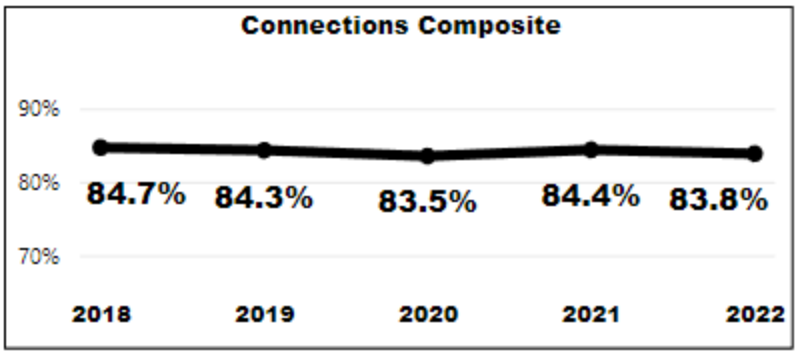
2) **Develop a More Complete Picture**
   A careful review of survey data will often surface additional questions. Small group and one-on-one discussions are great ways to ensure that you know what the real student stories are and how we may best respond to new insights. Start this process by exploring your Connections Survey results using the filters within the data visualization tool that allows for nuanced answers to thoughtful questions. Professional curiosity and a willingness to explore is the key.

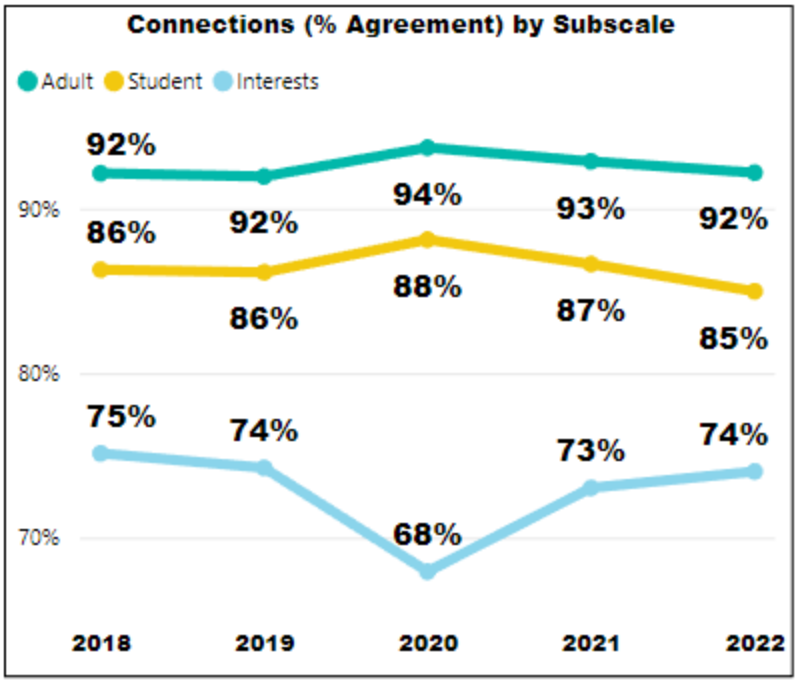
3) **Summarize the Findings that Your Team Believes are Actionable**
   You will rarely share raw survey data or prepared reports and then sit back and enjoy system improvements. Leadership is the next step. A team of school leaders should develop a succinct and informative summary that seeks to isolate key findings and prioritize those findings based on what is actionable. Actionable means that the information has led to an insight(s) that can be acted on to improve the student experience.

4) **Integrate New Insights into Your School Improvement Efforts**
   Leadership should consider whether any of the actionable insights gained should give rise to development of specific action steps within their Unified Improvement Plan. Alternatively, there may be simple and immediate responses to actionable insights that can be accomplished through adjustments to the regular routines and ongoing development of school culture. School leadership teams will know how best to handle systematic responses to actionable insights at their school. The key point of this next-steps reminder is that change/improvement is not likely to occur without leadership.

5) **Track Progress Over Time**
   As with any improvement effort, leadership will want to continuously evaluate where improvements have been realized and where opportunities exist.

The PSD connections target is evaluated relative to the most recent school year outcomes (displayed in the graph to the right), the Student Connections section of this report includes fall 2022 outcomes as well as prior years. This is because, unlike achievement scores, attendance rates, graduation outcomes, etc.; the current year Student Connections data has been collected at the time of this report and its inclusion enhances our system's insights. Note that in the Connections graphs, 2021 refers to the 2021/22 school year and 2022 refers to the 2022/23 school year. This is because the survey occurs in the fall semester of each school year.



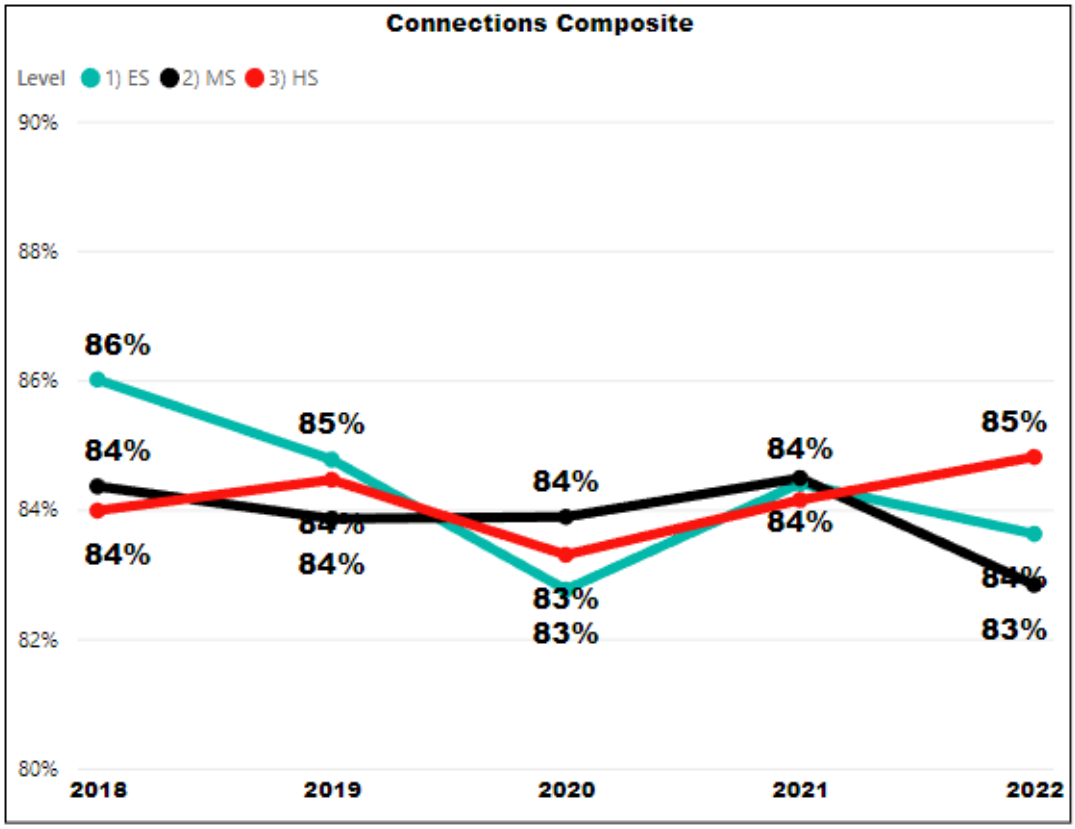


It is clear from evaluating multiple years of connections data across the three main subscales that students consistently self-report the highest levels of connection to adults at school, followed by peer connections, and then interests/passions. Patterns in the Student Connections and Social-Emotional Learning (SEL) measures, that are consistent over time, and indicate associations with student characteristics as well as academic, attendance, and behavioral outcomes provide evidence of construct validity. Student Connections Survey outcomes being correlated in a theoretically predictable manner with other measures (convergent validity), not associated with measures of constructs theoretically not related (divergent validity evidence), as well as being predictive of future outcomes on theoretically related measures (predictive validity evidence) each provide evidence of construct validity. A clear pattern can be seen where self-reported student-to-adult and student-to-student connections associated with school rose slightly during the challenges of COVID-19, while student-to-interests connections decreased dramatically and then rebounded in2021/22.

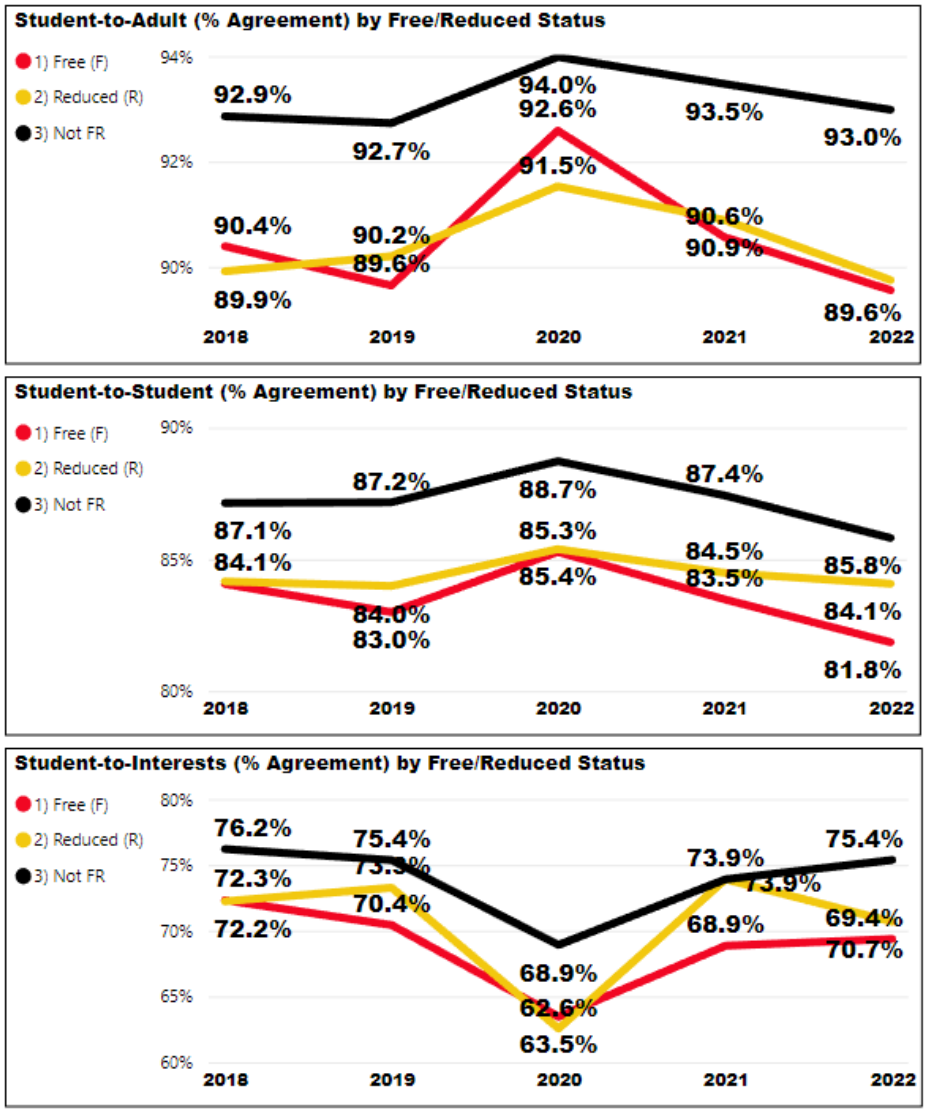
Overall levels of self-reported connection are fairly high district wide, and yet we see useful patterns across the levels of PSD, across the subscales, and among student characteristics. The following are just a few selected outcomes to demonstrate the types of insights that PSD has gained from the survey data. The "Percent Agreement" across items and students are reported below for each level of PSD (elementary, middle, high school). Higher percentages indicate stronger student connections.

Student Connections by Level (Elementary, Middle, High):

There is no way, within the DE 1.0 Monitoring Report, to adequately represent the tremendous leadership value that a data set such as that produced by the Student Connections Survey generates, especially now that we have seven successive years of information and can see change (or lack thereof) over time. A data visualization tool is the only way to efficiently and effectively put the information in the hands of the many school and district leaders that explore outcomes by level (elementary, middle, high), specific school within level, grade within school, and student characteristic combinations or even within specific responses to key items of the survey itself. The data visualization tool linked below is an efficient way to report out on the Student Connections Survey in a meaningful way to our community as well as our district staff. That data visualization tool can be accessed by clicking STUDENT CONNECTIONS. Insights being highlighted in this report are just examples that demonstrate the types of outcomes that Poudre School District has at its disposal to promote data-informed leadership toward improved practices that increase the quality of our students experiences.



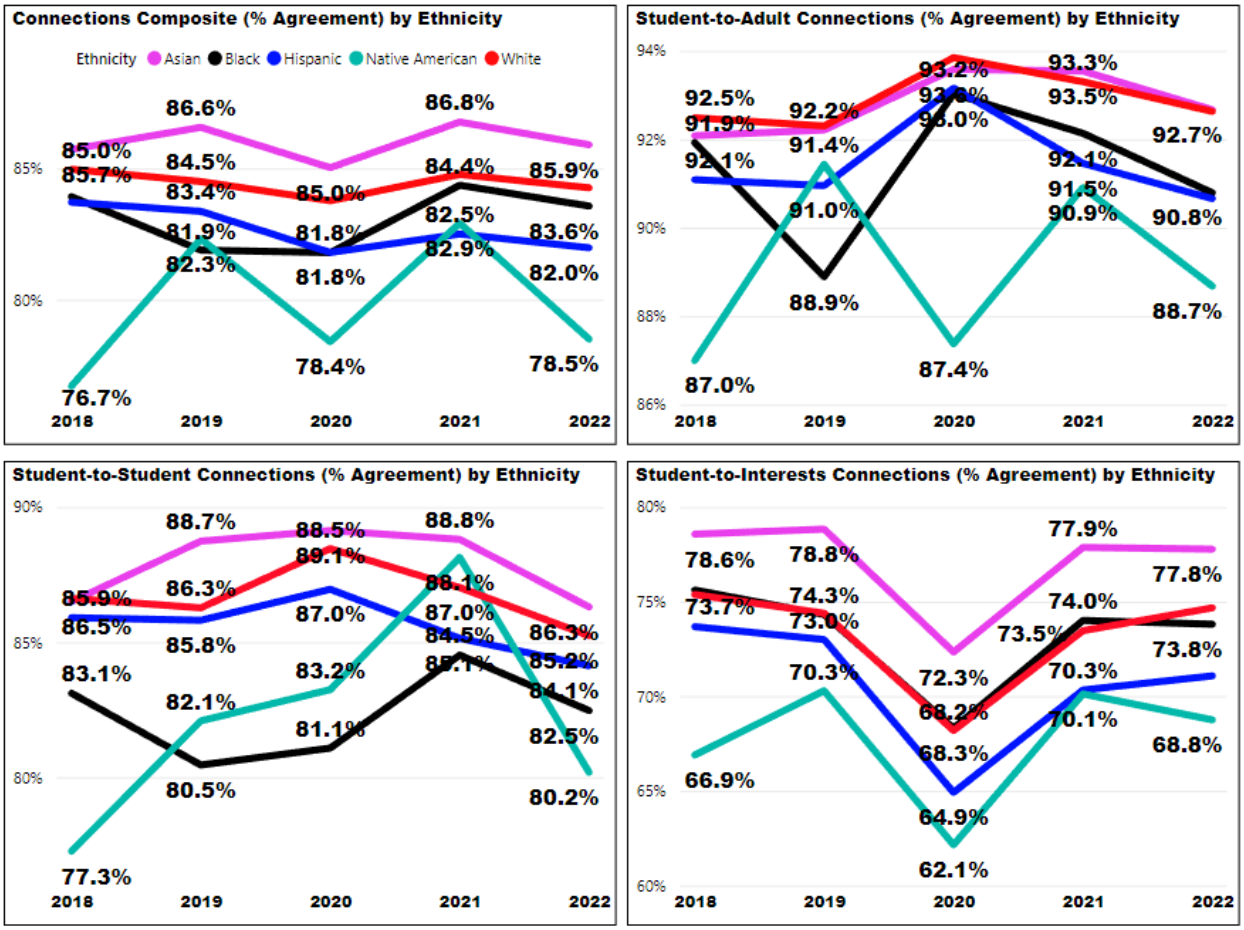
Student Connections by Free/Reduced Meals:



Patterns of student connection are evident based on student socio-economic levels. Students eligible for free meals indicate lower levels of feeling connected to adults, peers, and interests while at school. Although PSD staff may not be able to directly intervene on a family's economic realities, the awareness of these student connection associations/patterns may prompt PSD staff to explore methods for reducing the negative impact of lower income levels on student connections and thereby improve the school experience of all students.

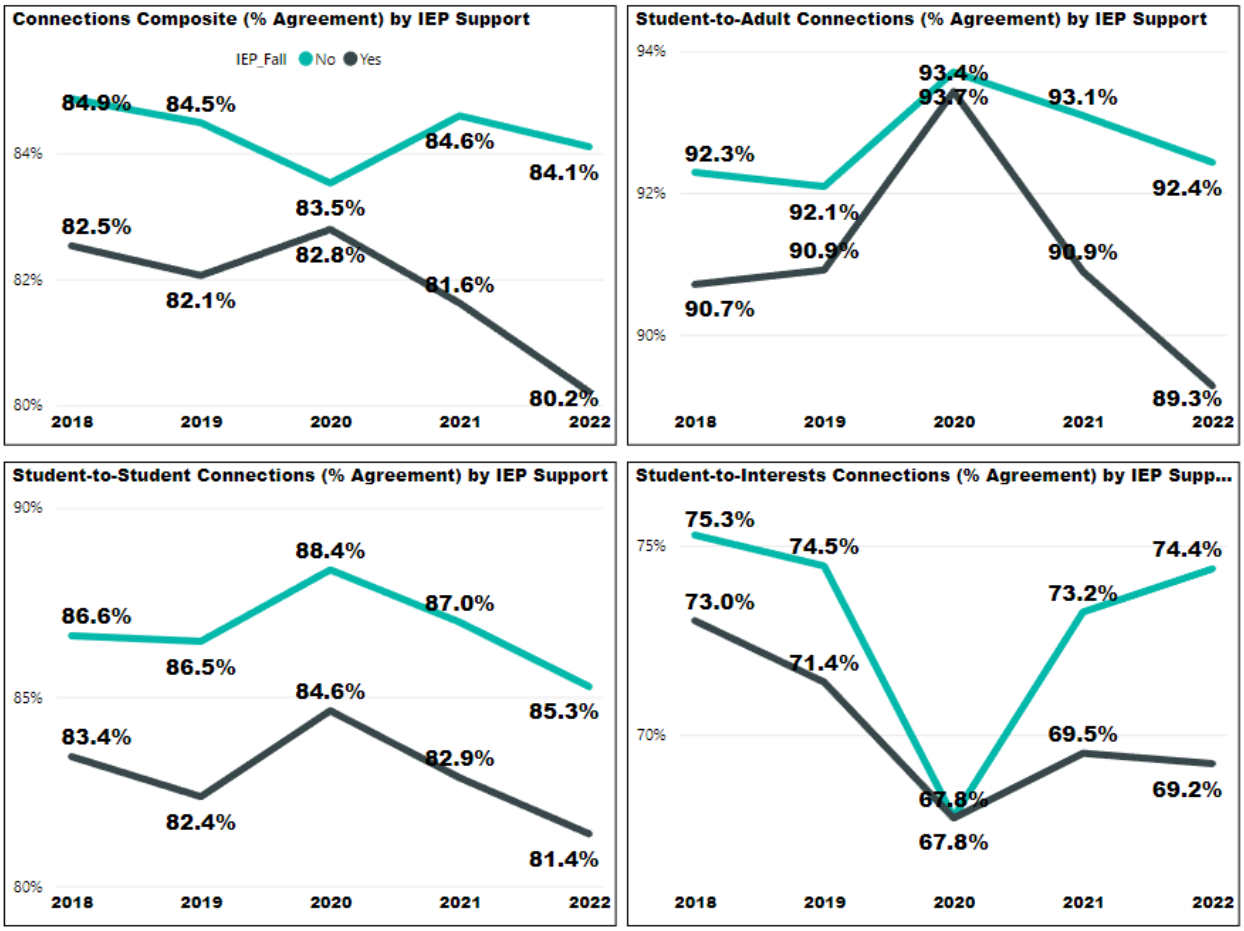
Earlier in this Monitoring Report we saw evidence that PSD seniors eligible for free/reduced meals are associated with lower levels of completing the FAFSA form than is evident for the same populations in our comparison districts and statewide. Completing the FAFSA form is associated with receiving financial assistance while pursuing postsecondary pathways such as college. The college enrollment of PSD students eligible for free/reduced meals lags our comparison districts and the state overall. A core mission of PSD is to elevate education as an engine of economic mobility. To that end, improving student connections throughout the PreK-12 experience may positively impact the likelihood of successful college transitions for this important population of young people.

Student Connections by Ethnicity:



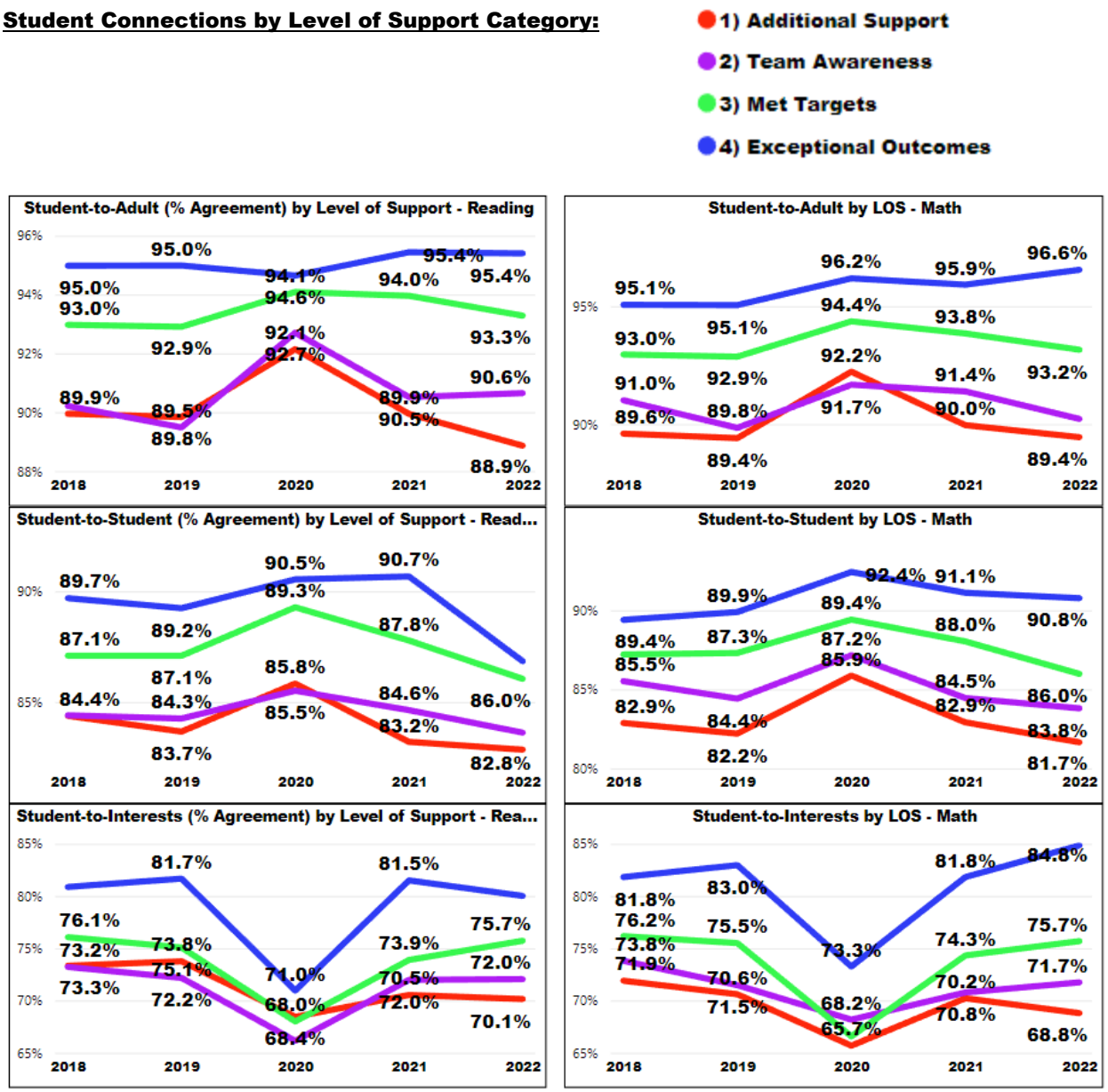
Patterns of student connection are evident based on student ethnicity. There is an overall and persistent pattern of Latinx, Black, and Native American students showing lower levels of self-reported connections associated with school. Awareness of these student connection associations/patterns should prompt PSD staff to explore these relative patterns within their specific school environment and PSD to continue investing in, and actively working toward, a PreK-12 system in which these patterns by ethnicity do not exist.

Student Connections by IEP Support:



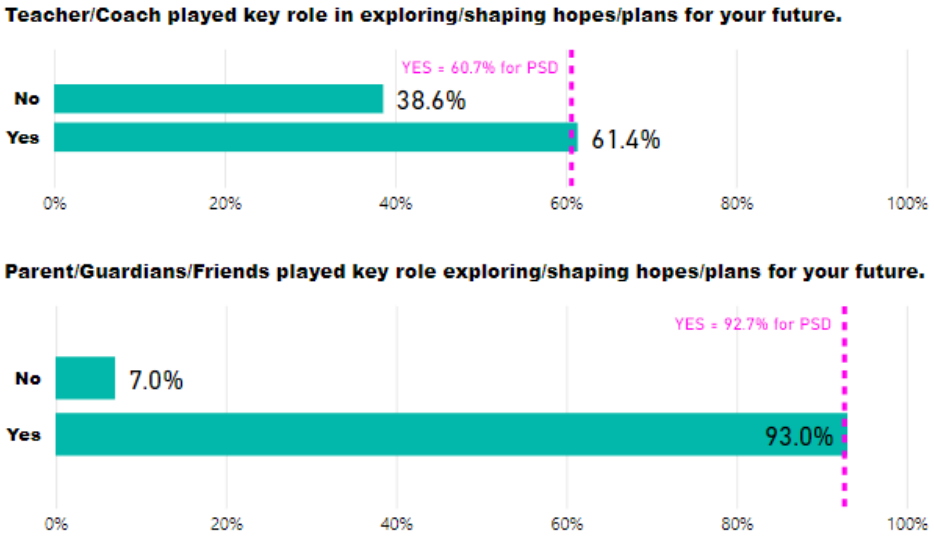
Students supported with an IEP self-report lower levels of connections to adults at school and to peers. Although the pattern is less clear, in a generalized way it is evident that students supported with an IEP also tend to report lower levels of connection to their interests and passions while at school. The patterns in the connections data for students that are homeless (see below) are very similar to the patterns we see above for students supported with an IEP.

Student Connections by Level of Support Category:



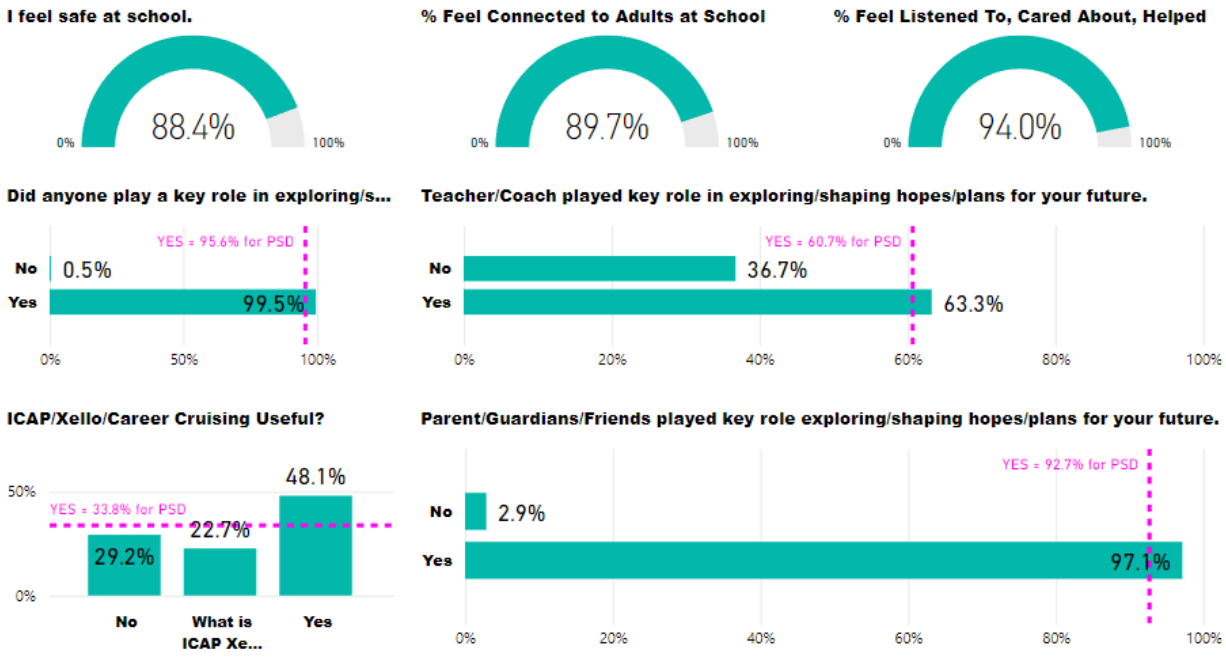
Patterns of student connection are evident by Levels of Support category. There is an overall and persistent pattern of students identified as good candidates for additional support indicating lower levels of self-reported connections associated with school. Students identified as achieving exceptional outcomes, based on histories of very high assessment scores, indicate the highest levels of connection to their school environment. Awareness of these student connection associations/patterns should prompt PSD staff to explore these relative patterns within their specific school environment and PSD to continue investing in, and actively working toward, a PreK-12 system in which all students feel connected to adults, peers, and their interests and passions while at school.

Students self-reported perceived support/interest from adults in exploring and shaping their hopes and plans for their future is much lower in reference to PSD staff when compared to parents, guardians, and friends. Additionally, the overall rate of approximately 2/5 of students responding "No" to the item depicted in the graph to the right is higher than it might be with intentional action. Answering "No" to this item has ranged between approximately 36% to 43% over the past five years (36.7%, 35.8%, 39.5%, 43.2%, 39.3% responded "No" in 2017 to 2021 respectively). How high can a school staff raise the percent of students who respond "Yes" to this item?



The data view below is filtered to only show outcomes for the 9,319 survey respondents grades 6-12 that indicated they <u>did</u> expect to graduate from high school. A slight shift in a favorable direction is evident.

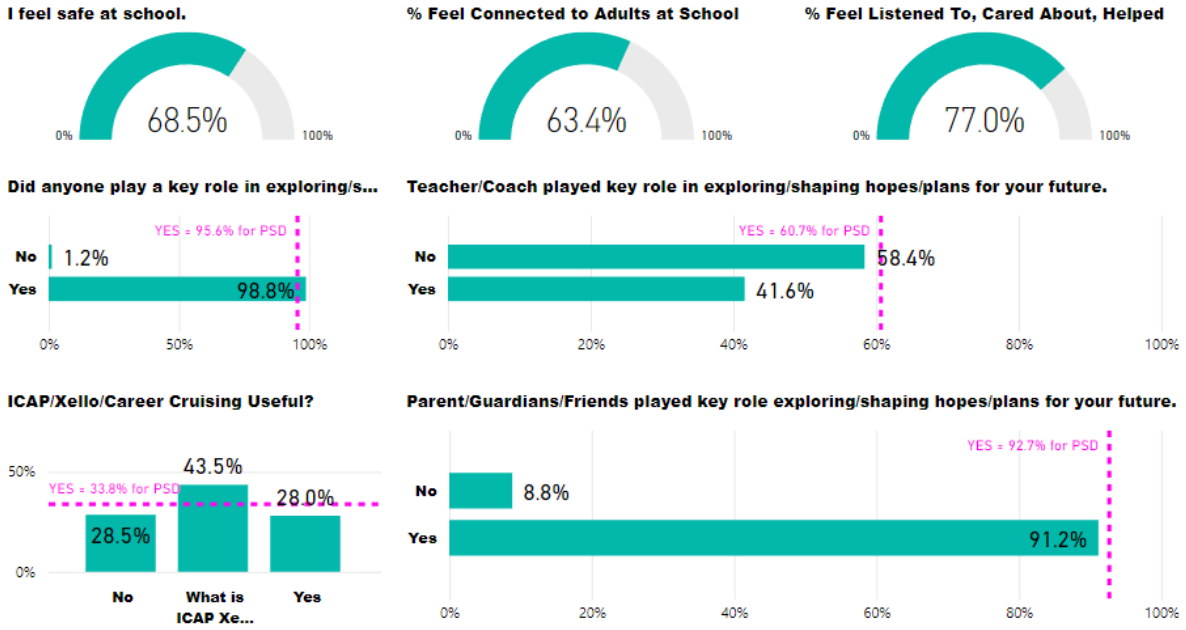
<u>Items of Interest – Students who indicated they EXPECT TO GRADUATE:</u>



The next data view is filtered to those students in grades 6-12 that indicated they are <u>not sure</u> if they will graduate from high school (690 students grades 6-12 in 2022/23, up from 594 students in 2021/22)

indicates that 58.4% of them do not feel that a teacher or coach played a key role in helping them explore their hopes and plans for the future, down slightly from 59.8% in 2021/22. This is a substantively higher percentage than the 36.7% reported by students in 2022/23 who do expect to graduate.

Items of Interest – Students who indicated they are NOT SURE IF THEY WILL GRADUATE:



Students that anticipate graduating, and those that are not sure, both have a high overall "Yes" rates (99.5% and 98.8%) indicating somebody is playing a key role in planning their future. Notice that for students who anticipate graduating, there is only a 2.4% difference between the response for "Did anyone play a role…" (99.5% Yes) and "Did a parent/guardian/friend play a role…" (97.1% Yes). On the other hand, among students indicating the're not sure if they will graduate, there is a much larger 7.6% difference between the response for "Did anyone play a role…" (98.8% Yes) and "Did a parent/guardian/friend play a role…" (91.2% Yes). Teachers/coaches are an important source of support for all students, and each year there exist a subset of students that are unsure of whether they will graduate for whom a teacher/coach is a pivotol source of information and support toward graduating with options.

It is important that staff focus on increasing the number/percentage of students that feel supported in exploring/shaping their plans by intentionally engaging students in conversations about their interests and hopes for their future. Additionally, PSD staff can continue to be a source of information and inspiration connecting our youth with opportunities to explore their interests, both in our classrooms as well as through appropriate community-based opportunities.

If there are systematic differences in the number and types of people actively supporting our students in forming a positive image of their future, we may be able to expand these networks of support. Recall that the Student Connections Survey is focused on providing actionable feedback to school leadership teams so we, as a system, can sustainably improve our service to students and their families.

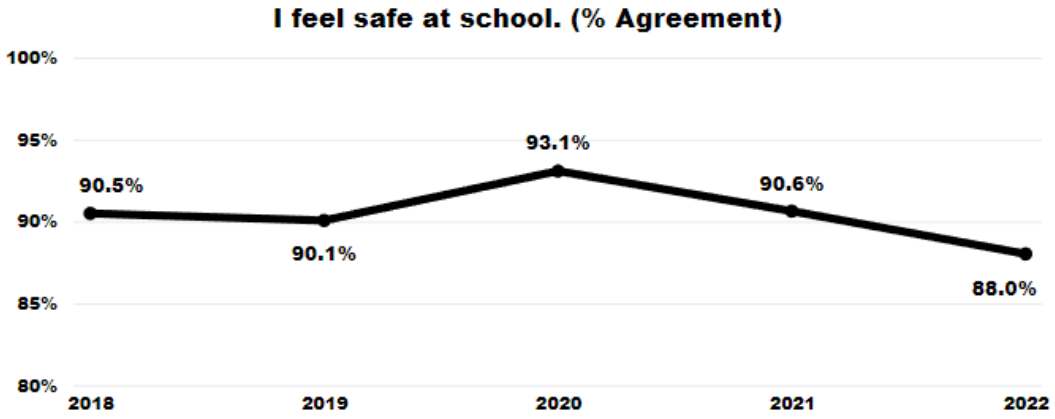
The response to the item “I feel safe at school” shifted from 88.4% for students who expect to graduate to 68.5% for students who reported not being sure if they would graduate. The student connections survey includes a set of questions related to feeling safe at school. Feelings of safety are an impportant state-of-mind that promotes student connections and achievement. When students do not feel safe at school they will be less likely to open up and engage with their peers as well as staff. Clear patterns based on ethnicity are evident. What are the implications of feeling safe for optimizing the student experience; for optimizing learning? Feeling connected to others and feeling safe often go hand-in-hand. Increasing one increases the other.

Drilling in a little deeper to learn more about feelings of safety and acceptance while at school, PSD created a subscale out of the following five items from the Student Connections Survey.

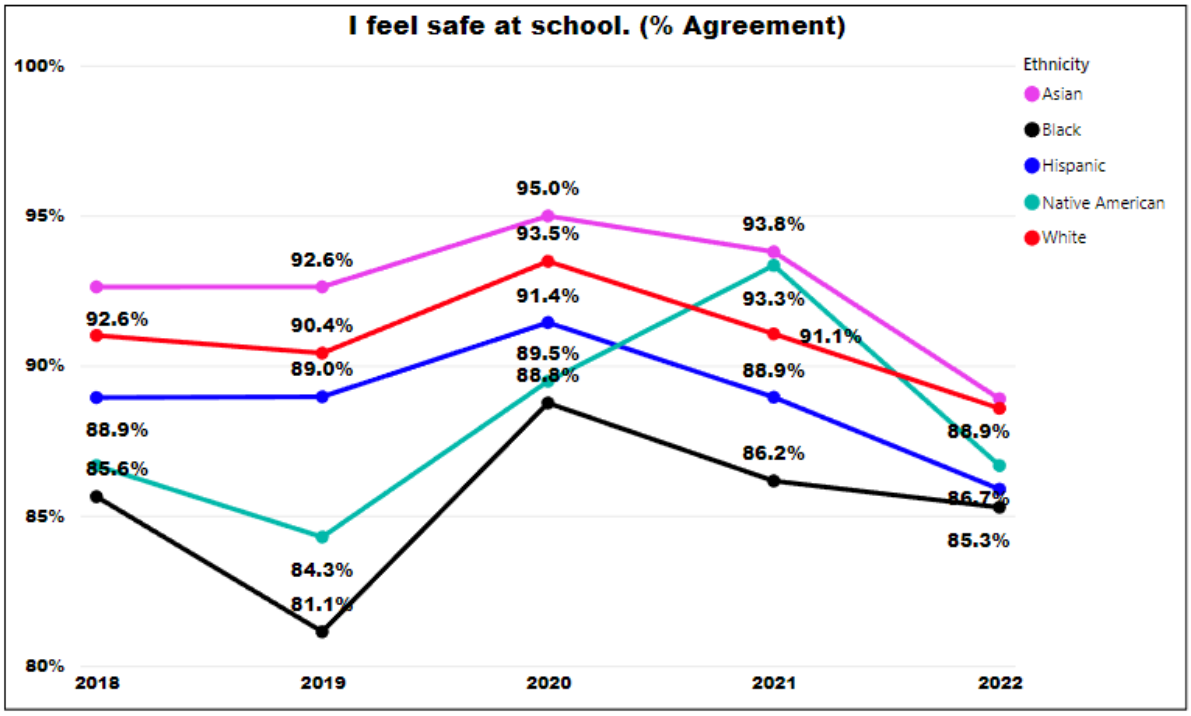
Do you agree with the following statements? When you answer, think about how you feel most of the time.

1) There is an adult at my school I can talk to about things that are bothering me.
2) My teachers and other adults in the school help me if I am having trouble.
3) Overall, do you feel listened to, cared about, and helped by teachers and other adults in the school?
4) In general, students at my school treat me with respect.
5) When students at our school see someone being picked on, they try to stop it.
6) I feel safe at school.

The line graphs below represent data regarding the “Safety Subscale”. It is clear that self-reported feelings of safety have declined slightly over the past three years (93.1% to 88.0%).



The slight declines in self-reported feelings of safety are evident for each of the major race/ethnicity categories (Asian, Black or African American, Hispanic, Native American, and White). It is also clear that there are persistent differences in self reported feelings of safety by ethnicity/race such that Black or African American, Hispanic, and Native American students report feeling less safe than their Asian and White peers.



In the table below yellow shading indicates relatively low scores. Grey Indicates a range of scores centered around the historical average of the subscale composite score (i.e. what is typical for the subscale). Green indicates relatively high scores. The color coding is just a way to help the viewer quickly identify relative highs and low among individual safety subscale items. Item number 5 stands out as most contributing to low levels of self-reported safety. Recall that item number 5 states..."When students at our school see someone being picked on, they try to stop it".

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2022	83.2%	74.4%	14,124
2021	84.9%	65.1%	12,459
2020	86.6%	45.8%	7,766
2019	84.3%	76.5%	14,595
2018	84.5%	79.4%	15,045
Total	84.5%	68.7%	63,989

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2022	83.6%	94.0%	93.0%	85.8%	61.2%	88.0%
2021	82.8%	95.5%	94.0%	88.1%	66.0%	90.6%
2020	81.6%	95.7%	95.2%	92.6%	72.4%	93.1%
2019	83.0%	94.0%	92.9%	87.0%	65.2%	90.1%
2018	83.0%	94.4%	93.2%	87.4%	64.8%	90.5%
Total	82.9%	94.6%	93.5%	87.7%	65.2%	90.2%

Recall that the Healthy Kids Colorado Survey (HKCS) has a bullying subscale for which tabled data was provided earlier in this report. Data from the HKCS indicated that Black or African American students reported significantly higher levels of having been bullyed compared to the overall student population. Additionally the HKCS indicated that Asian, Hispanic, and Black respondents experienced significantly higher levels of being teased regarding their eyhnicity.

The table below contains safety subscale data from the PSD Connections Survey for **Black Students** only. Aside from lower agreement percentages in general, please note the following:

1) Black students feel less certain there is an adult at school they can talk to about things that are bothering them (item #1).
2) Black students are less likely to feel students at school treat them with respect (item #4).
3) Black students are less likely to feel safe at school than the overall student population (item #6).

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2022	80.6%	70.3%	166
2021	80.0%	56.6%	141
2020	82.9%	38.6%	80
2019	79.4%	69.7%	161
2018	80.9%	76.8%	179
Total	80.6%	62.9%	727

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2022	81.1%	95.1%	88.0%	83.6%	57.2%	85.3%
2021	80.9%	96.4%	92.8%	87.2%	58.8%	86.2%
2020	76.6%	94.9%	93.7%	86.3%	64.9%	88.8%
2019	81.4%	92.4%	89.4%	79.6%	61.4%	81.1%
2018	83.3%	96.0%	93.8%	80.2%	56.9%	85.6%
Total	81.2%	95.0%	91.3%	82.9%	59.2%	85.0%

What are the acdemic and social-emotional impacts of feeling more isolated from adults, less respected among peers, and less safe while at school?

Native American Students,

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2022	81.4%	69.3%	61
2021	86.7%	47.4%	45
2020	83.3%	43.3%	39
2019	81.0%	74.0%	71
2018	79.2%	75.2%	76
Total	81.8%	62.1%	292

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2022	77.0%	98.4%	93.2%	78.0%	63.3%	86.7%
2021	79.5%	95.2%	97.7%	93.3%	71.1%	93.3%
2020	73.7%	89.7%	87.2%	92.1%	76.3%	89.5%
2019	80.3%	90.1%	91.5%	82.9%	61.8%	84.3%
2018	69.3%	88.2%	90.8%	86.8%	55.3%	86.7%
Total	75.8%	92.0%	92.0%	85.8%	63.8%	87.5%

Hispanic Students

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2022	82.2%	71.3%	2,734
2021	83.7%	59.9%	2,306
2020	85.3%	34.9%	1,163
2019	83.9%	73.2%	2,651
2018	84.1%	75.8%	2,696
Total	83.6%	63.5%	11,550

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2022	82.3%	93.3%	91.3%	85.5%	64.3%	85.9%
2021	81.6%	95.3%	93.2%	87.4%	67.4%	88.9%
2020	80.7%	96.2%	95.8%	92.3%	74.3%	91.4%
2019	82.2%	94.1%	92.5%	87.0%	67.2%	89.0%
2018	82.7%	94.0%	92.6%	87.8%	66.9%	88.9%
Total	82.0%	94.3%	92.7%	87.4%	67.1%	88.5%

Asian Students

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2022	84.5%	77.5%	382
2021	86.4%	66.1%	330
2020	88.4%	55.0%	262
2019	85.8%	76.7%	427
2018	85.0%	80.7%	452
Total	85.8%	71.7%	1,853

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2022	81.6%	95.7%	94.2%	91.0%	61.6%	88.9%
2021	79.6%	96.4%	95.7%	91.6%	69.4%	93.8%
2020	79.8%	97.3%	95.4%	96.9%	71.8%	95.0%
2019	79.3%	95.8%	94.1%	91.7%	65.9%	92.6%
2018	78.5%	95.8%	93.5%	90.2%	64.3%	92.6%
Total	79.7%	96.1%	94.5%	91.9%	66.1%	92.4%

The 2021/22 Healthy Kids Colorado survey indicated that 89.7 of student respondents indicated feeling safe in PSD schools. The fall 2022 Student Connections Survey provided an estimate of 88.0% (item #6). The 2019/20 Healthy Kids Colorado survey indicated that 93.4% of student respondents indicated feeling safe in PSD schools. The fall 2020 Student Connections Survey provided an estimate of 93.1%. This alignment provides cross-validation for both surveys results and indicates slightly declining self-reporting levels of feeling safe. These data validate the inclusion of safety as an area of focus within the PSD Strategic Plan.

District Ends Conclusions

In summary, the district has adopted four goals that interpret DE 1.0. The interpretations are intended to encompass key outcomes for students throughout their PreK-12 experience in Poudre School District. To focus on continuous improvement, PSD has set targets that while achievable, are rigorous, especially when applied to subgroups of students that have not historically had the same outcomes as the overall population considered collectively. PSD has identified the closing of outcome gaps, while continuing to support all students in academics and extracurricular pursuits, as a priority for many years. More recently and based on in-depth data exploration, PSD has identified early literacy, mental health and belonging, graduating with options, and safety as four priority areas to be rigorously addressed in our Unified Improvement Plan and Strategic Plan.

Achievement and graduation rates by subgroup are often less favorable than the overall student population. Evidence of outcome gaps are evident in student connections data, achievement and growth data, and other outcomes such as graduation rates. To address these outcome and experience gaps PSD is actively implementing systemic improvement strategies that impact policy and practice, while also building the capacity of every individual employee to positively impact students through one-on-one and small-group interactions. Specific improvement action steps currently underway are documented in the district Unified Improvement Plan and the PSD Strategic Plan.

The PSD Analytics Platform directly linked throughout this report provides school leaders and our community partners the ability to explore outcome data in a robust manner. The intention of making such a wealth of de-identified and aggregate data easily available is to promote data-informed leadership among all PSD staff and our community partners. All PSD schools annually engage in site-specific improvement efforts, the availability and explicit public use of the PSD Analytics Platform within the context of this DE 1.0 Monitoring Report is intended to serve as a model of how the Analytics Platform can be used to support continuous improvement efforts districtwide and within specific schools.

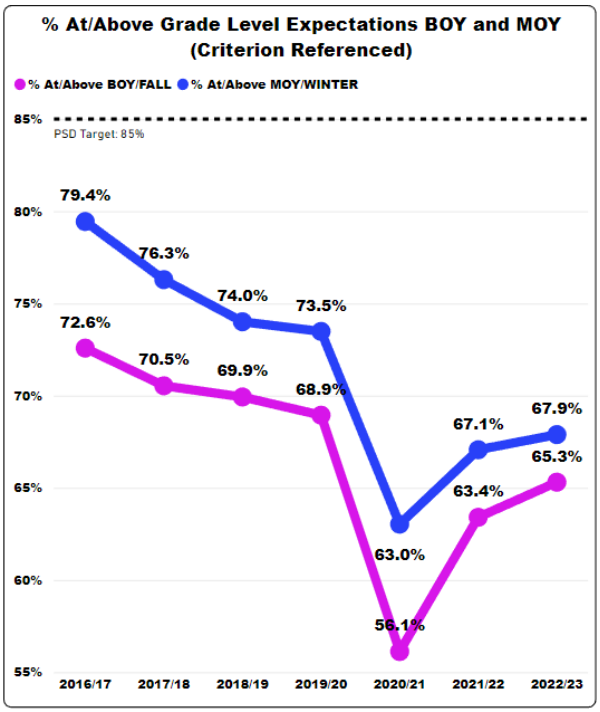
Data and analyses presented throughout this report are designed to help inform our district regarding actions that can be taken and outcomes that can be improved upon. Examples of these data-informed insights are found in the credit accumulation section where we see that “on-track” percentages by grade level, as calculated by PSD and available to staff in real-time through the PSD analytics platform, need to be as high as 90% in grades 9 and 10 for the overall population and for individual subgroups if we are to meet or exceed our graduation rate target.

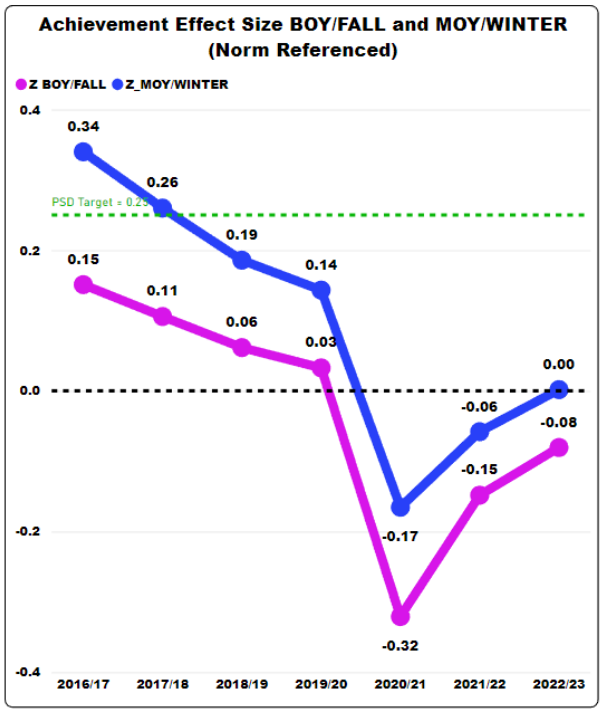
We also learn through the analysis described in this report that students identified as good candidates for additional support in math and in reading typically require a one-year growth effect size of 0.50 and 0.66 respectively to catch-up to the top 2/3 of national peers. This challenging growth outcome can be monitored for individual students as well as groups of students. PSD has evidence that these challenging growth effect size outcomes have been met at some PSD’s schools in recent years, and that the number of PSD schools that met or exceeded these rigorous growth targets for the students that need us most increased dramatically in 2021/22. These catch-up growth targets are challenging but achievable.

Appendix 1: Fall-to-Winter 2022/23 Achievement Gains

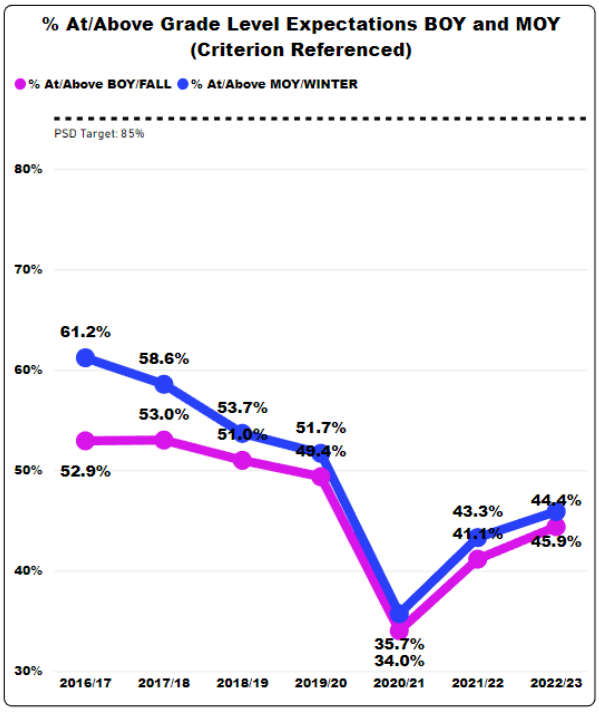
To interact with a data visualization tool that displays the following fall-to-winter achievement data views please click ACHIEVEMENT and GROWTH.

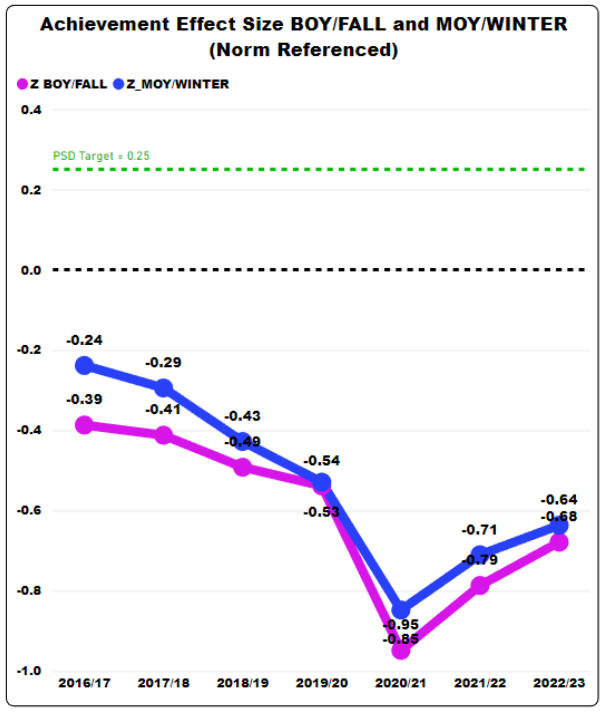
1st-3rd Acadience Matched Scores Analysis: ALL STUDENTS (N=5,275 in 2022/23)



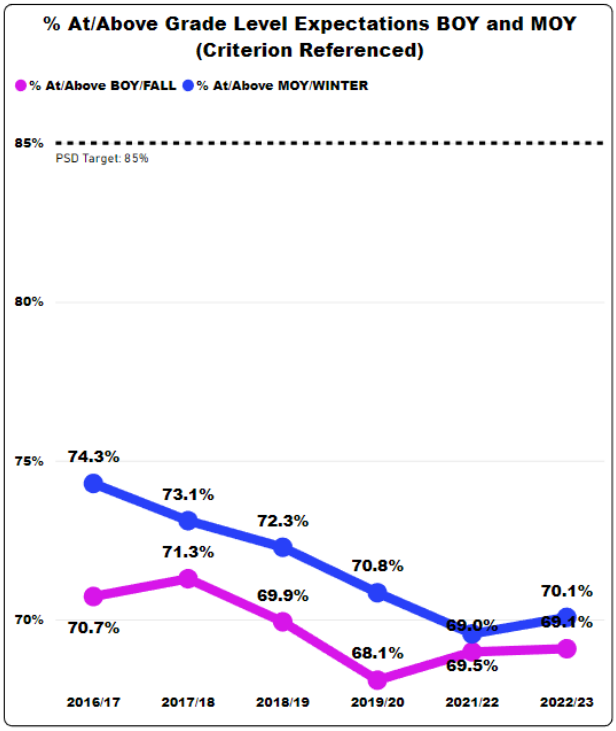


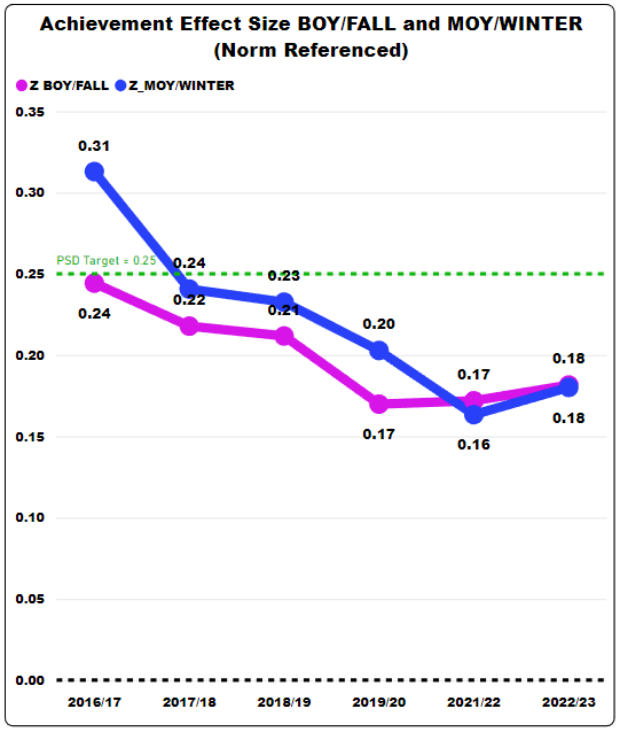
1st-3rd Acadience Matched Scores Analysis: FREE/REDUCED (N=1,501 in 2021/22)



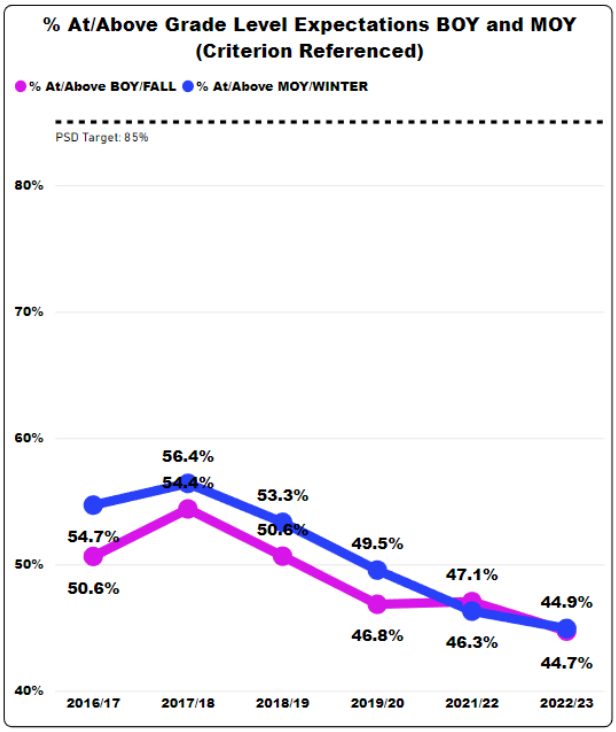


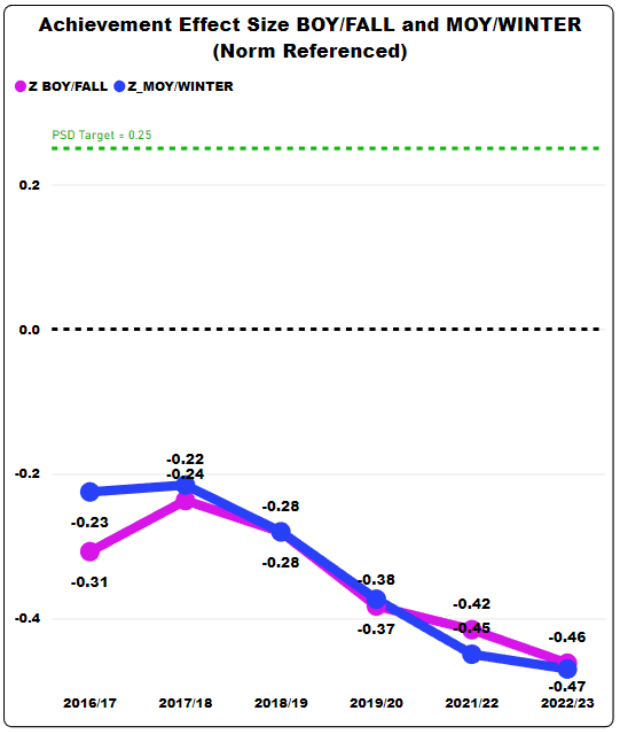
2nd-8th MAP READING Matched Scores Analysis: ALL STUDENTS (N=8,001 in 2022/23)



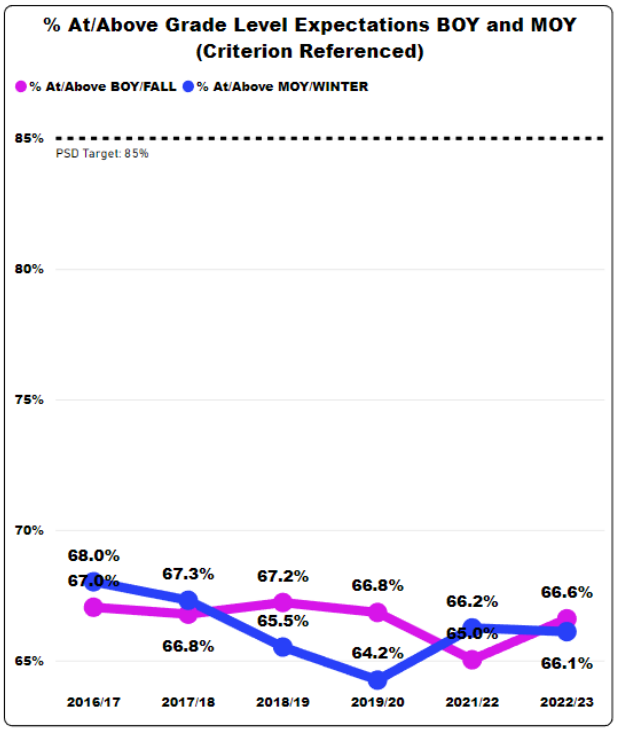


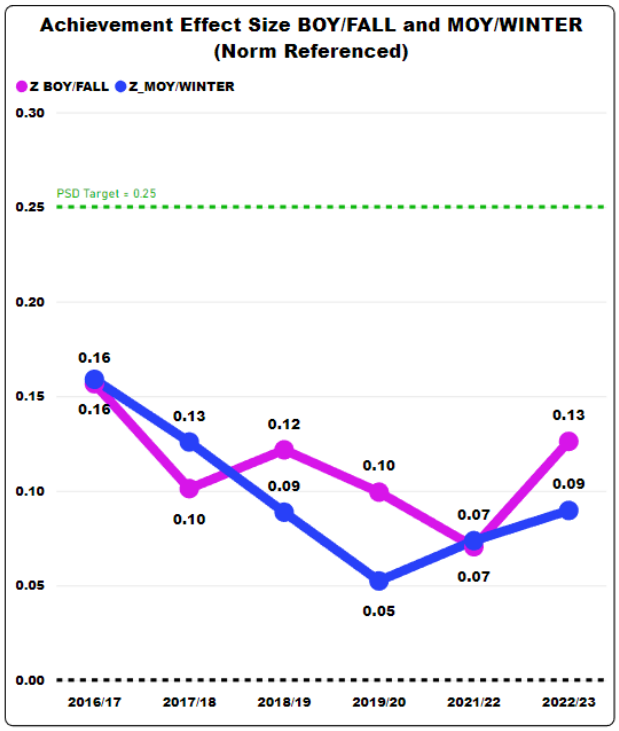
2nd-8th MAP READING Matched Scores Analysis: FREE/REDUCED (N=2,377 in 2022/23)



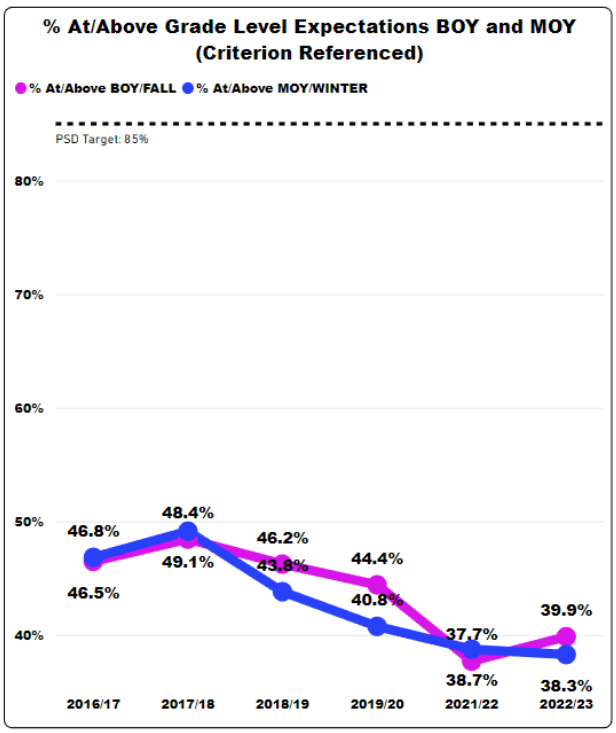


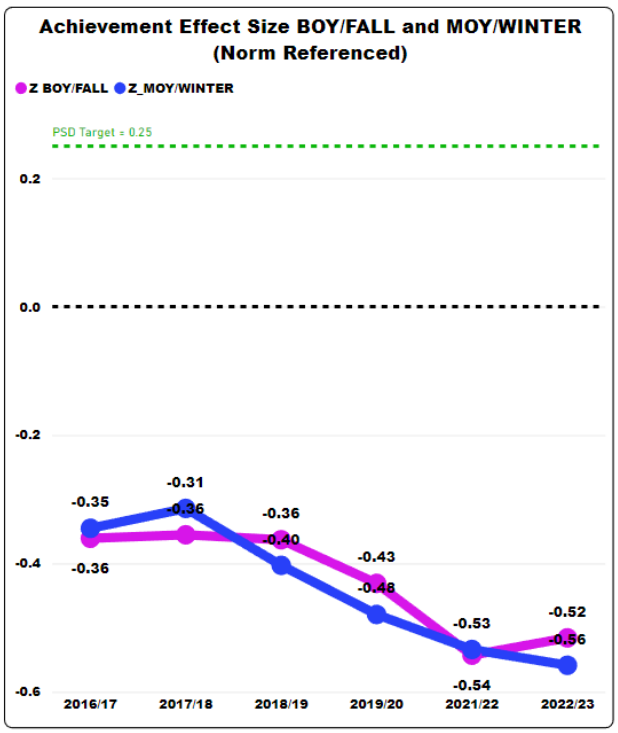
2nd-8th MAP MATH Matched Scores Analysis: ALL STUDENTS (N=8,119 in 2022/23)





2nd-8th MAP MATH Matched Scores Analysis: FREE/REDUCED (N=2,424 in 2022/23)

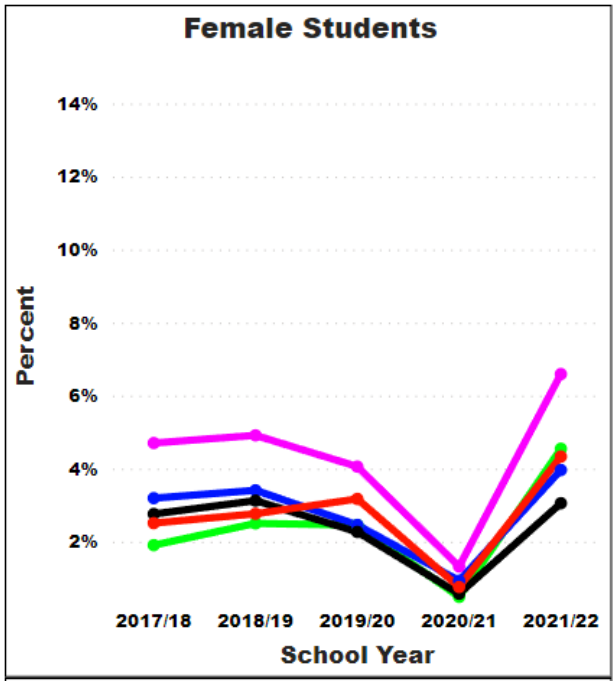




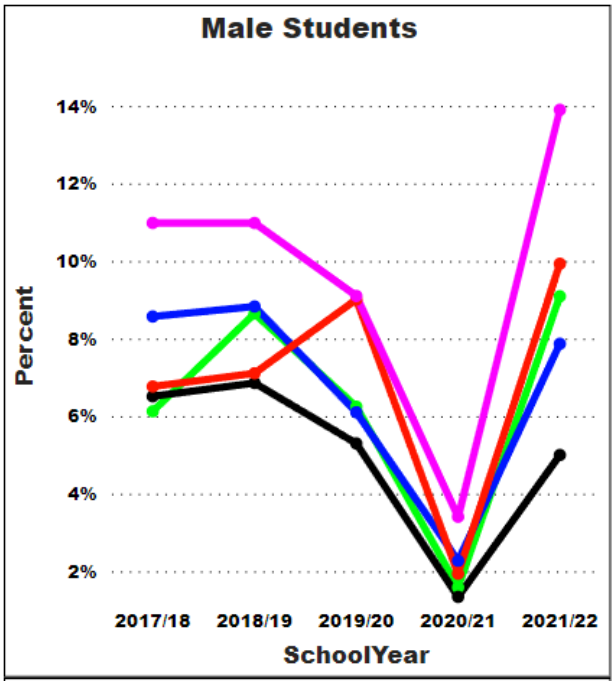
Appendix 2: Discipline Data

Working to eliminate associations between student characteristics (such as ethnicity) and outcomes of interest (such as discipline response or graduation rates) is a priority of PSD. To interact with a PSD discipline data visualization tool that provides access to greater detail regarding PSD discipline data, please click DISCIPLINE RATES and COUNTS. All data displayed are publicly available and can be found at: https://www.cde.state.co.us/cdereval/suspend-expel.

Percentage of Students Disciplined (Based on unduplicated counts):



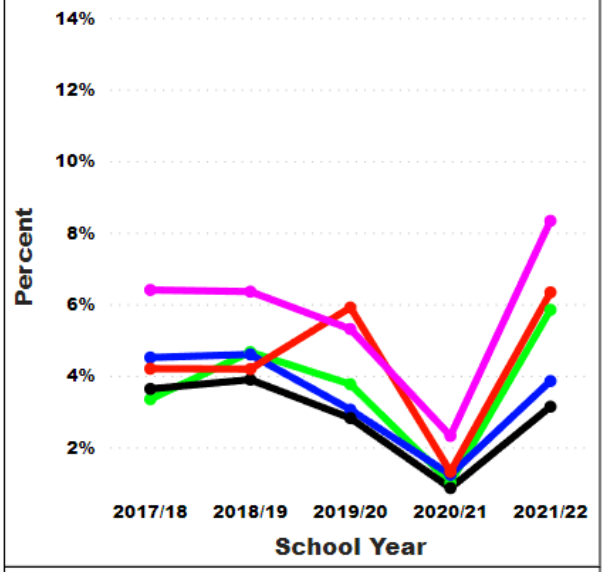
School Year	District	%	Disciplined Count	Population Count
2017/18	Poudre R-1	2.8%	403	14605
2018/19	Poudre R-1	3.1%	463	14814
2019/20	Poudre R-1	2.3%	338	14900
2020/21	Poudre R-1	0.6%	82	14293
2021/22	Poudre R-1	3.1%	446	14603



School Year	%	District	Disciplined Count	Population Count
2017/18	6.5%	Poudre R-1	1004	15414
2018/19	6.9%	Poudre R-1	1073	15649
2019/20	5.3%	Poudre R-1	840	15854
2020/21	1.3%	Poudre R-1	203	15124
2021/22	5.0%	Poudre R-1	767	15338

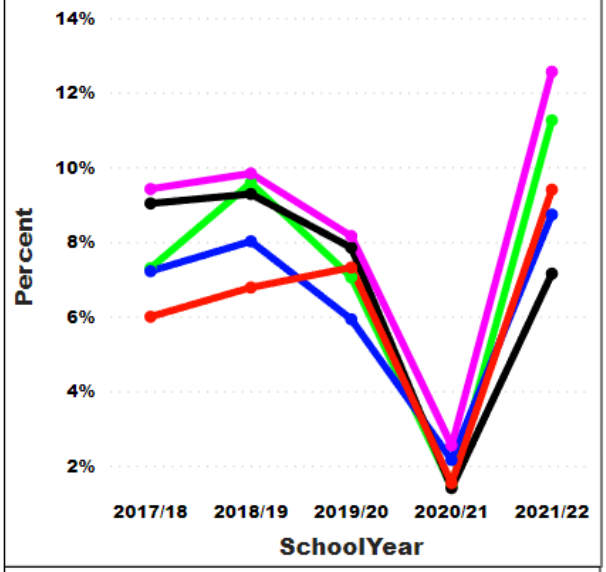
Boulder Valley Cherry Creek Poudre R-1 St. Vrain State Totals

White Students



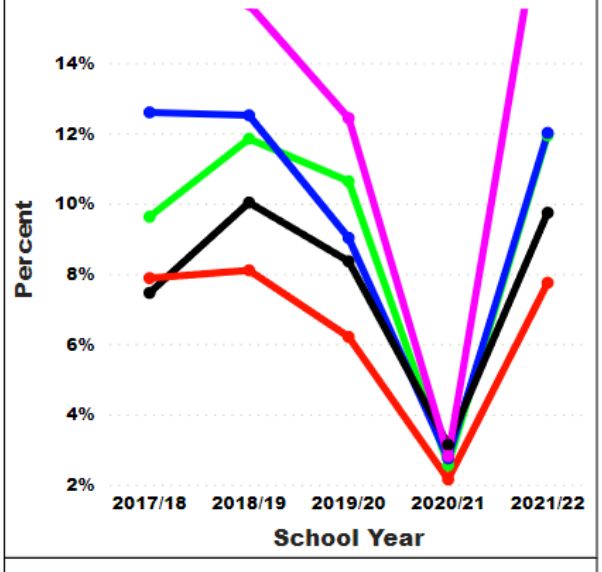
School Year	%	District	Disciplined Count	Population Count
2017/18	3.6%	Poudre R-1	800	22027
2018/19	3.9%	Poudre R-1	866	22255
2019/20	2.8%	Poudre R-1	631	22406
2020/21	0.9%	Poudre R-1	183	21246
2021/22	3.1%	Poudre R-1	674	21496

Hispanic Students



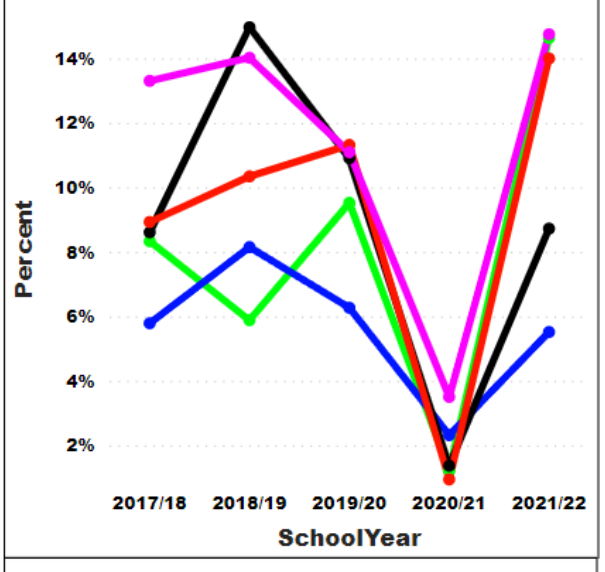
School Year	%	District	Disciplined Count	Population Count
2017/18	9.0%	Poudre R-1	489	5416
2018/19	9.3%	Poudre R-1	518	5581
2019/20	7.8%	Poudre R-1	449	5724
2020/21	1.4%	Poudre R-1	79	5639
2021/22	7.1%	Poudre R-1	418	5849

Black Students

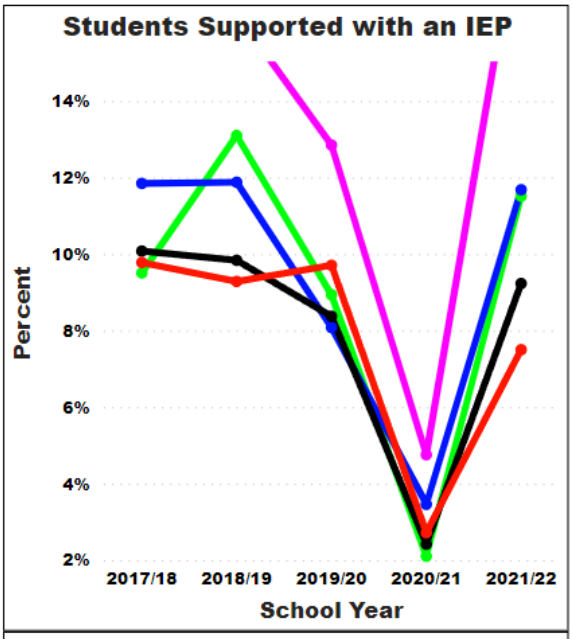


School Year	%	District	Disciplined Count	Population Count
2017/18	7.5%	Poudre R-1	27	362
2018/19	10.0%	Poudre R-1	37	369
2019/20	8.4%	Poudre R-1	30	359
2020/21	3.1%	Poudre R-1	11	351
2021/22	9.7%	Poudre R-1	37	380

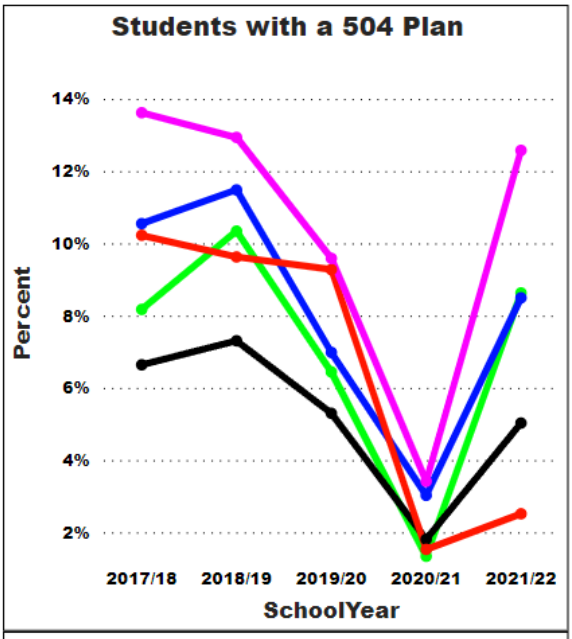
Native American Students



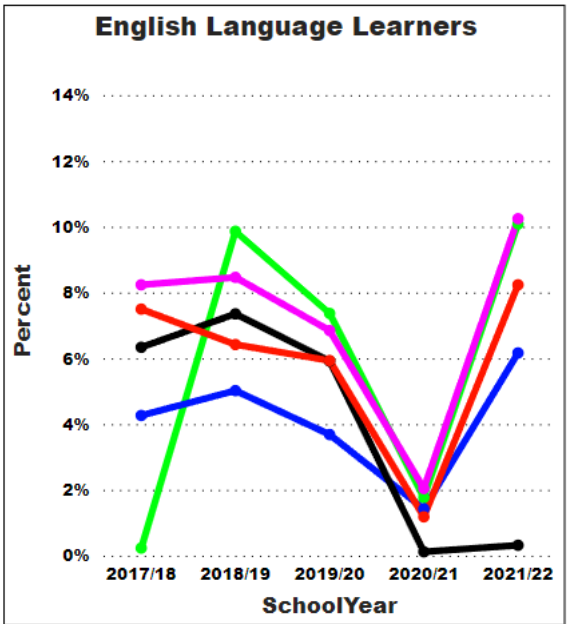
School Year	%	District	Disciplined Count	Population Count
2017/18	8.6%	Poudre R-1	13	151
2018/19	15.0%	Poudre R-1	25	167
2019/20	10.9%	Poudre R-1	18	165
2020/21	1.4%	Poudre R-1	2	146
2021/22	8.7%	Poudre R-1	13	149



School Year	District	%	Disciplined Count	Population Count
2017/18	Poudre R-1	10.1%	255	2530
2018/19	Poudre R-1	9.8%	261	2653
2019/20	Poudre R-1	8.4%	237	2830
2020/21	Poudre R-1	2.4%	64	2646
2021/22	Poudre R-1	9.2%	250	2708



School Year	%	District	Disciplined Count	Population Count
2017/18	6.6%	Poudre R-1	77	1160
2018/19	7.3%	Poudre R-1	91	1246
2019/20	5.3%	Poudre R-1	76	1435
2020/21	1.8%	Poudre R-1	26	1439
2021/22	5.0%	Poudre R-1	77	1532



School Year	%	District	Disciplined Count	Population Count
2017/18	6.3%	Poudre R-1	125	1973
2018/19	7.4%	Poudre R-1	141	1918
2019/20	5.9%	Poudre R-1	112	1893
2020/21	0.1%	Poudre R-1	2	1686
2021/22	0.3%	Poudre R-1	5	1577