District Ends 1.0 Monitoring Report

Prepared for the Poudre School District Board of Education

POUDRE SCHOOL DISTRICT

Dr. Todd Lambert
Interim Superintendent

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Executive Summary

While there are many success stories and indicators of progress, PSD also has opportunities for improvement and this report specifies some of these areas. Based on the extensive data displays and analyses evident in this report, several key findings are highlighted below.

The PSD 4-year graduation rate has increased (up 1.2 percentage points) from 83.2% in 2019 to 84.4% in 2020. The class of 2020 graduation rate is above the statewide graduation rate of 81.9% (up 0.8 percentage units from 2019) and represents the second highest PSD graduation rate of the preceding decade. Statewide, graduation rates have been steadily increasing while PSD has experienced substantial variability over the past five years. The 4-year graduation rate for many subgroups of students in PSD such as Latinx students, students supported with an IEP, and students eligible for free/reduced lunch have been lagging on-time graduation rates for similar subgroups statewide since 2015. ELL graduation rates have been below the states rate since 2017. PSD graduation rate gaps between these same subgroups and their PSD peers are larger than the respective statewide gaps. PSD graduation gaps for Black students have consistently decreased over the past five years. This is a celebration for PSD, but more work is needed to completely close the persistent gaps we see. Comparison district Graduation rates illustrate that the PSD target of ≥85% is attainable, even for subgroups. An analysis of PSD student records indicates student short by 20 credits or less account for the difference between current PSD graduation rates and our target. Math and Language Arts are the two subjects most contributing to students being "off-track".

Achievement, academic growth, and postsecondary experiences/success are high overall for PSD as evidenced by multiple years of stable data prior to COVID-19. Due to disruptions in the state and local assessment systems in the spring of 2020, we do not have the same 2019/20 data streams with which to estimate effectiveness. We do have fall-to-fall NWEA MAP data and Acadience data that can be used to glean insights regarding academic achievement and growth throughout the 2019/20 school year.

PSD grades 3-8 MAP reading z-scores (normative achievement) went up from the fall of 2019 to the fall of 2020. Spring semester 2019/20 learning disruptions due to COVID-19 appear to have had a minimal impact on reading achievement for 3rd-to-8th grade students overall, but there are patterns of lower achievement and bigger impact for important student subgroups. Math achievement remained well above the national norms and yet did go down relative to past cohorts of 3rd-8th grade students. Fall-to-fall math growth declined compared to growth outcomes for prior cohorts of 3rd-8th grade students. Reading growth held steady for the overall student population grades 3-8. Changes in achievement and growth levels from fall 2019 to fall 2020 may be impacted by changes in student subgroup participation rates. While white students and students not eligible for free/reduced lunch had participation rates consistent with prior years, Latinx students were almost twice as likely not to test fall 2020 as fall 2019, free lunch eligible students were 1.5 times less likely to test.

Acadience reading data (Kindergarten-3rd grade) indicates annual reading losses measured by z-score gains (fall-to-fall) were greatest at kindergarten and 1st grade (-0.83σ kindergarten, -0.17σ 1st grade) compared to 2nd and 3rd grades (-0.08σ 2nd grade, 0.02σ 3rd grade). This means that relative to past cohorts of kindergarten students nationwide, PSD's 2019/20 kindergarten class performed 0.83 standard deviation units below the fall 2020 Acadience outcomes we could have expected if COVID-19 had not struck. The negative impact on reading dissipates somewhat as grade levels progress such that PSD's 2019/20 3rd grade class realized a slight normative gain as evidenced by the 0.02 z-score gain. This 3rd grade z-score gain based on the Acadience assessment matches up with a 2 unit increase on the MAP median conditional growth percentile measured for the same 3rd grade class. Within the achievement

and growth patterns described above, PSD continues to see evidence of student subgroups with academic outcomes that lag overall PSD results.

Mobility rates, and disparities between subgroups of students (Latinx, IEP, and Free/Reduced Lunch eligible), all continued to decline in 2019/20 and remain lower than statewide comparable rates. Attendance rates continued to steadily decline in PSD (92.7% down to 92.3%), while statewide rates increased (92.3% to 92.8%) reversing the state's declining pattern over multiple years. The 2019/20 PSD attendance rate is below the state rate for the first time since 2013/14. Unexcused absence rates (truancy) have been increasing in PSD since 2014/15 and continued to rise in 2019/20 (2.0% to 2.1%). The state's truancy rate reversed an eight-year increasing trend by dropping 0.3% (3.0% to 2.7%). The 2019/20 attendance data reported to/by the CDE represents attendance from the start of school to the start of remote-learning for districts due to COVID-19. Elementary students (level with the highest attendance rates) did not hit the PSD attendance target in 2019/20 for a third year in a row. Lower attendance rates are especially prevalent among student groups associated with lower academic performance, lower academic growth, and lower graduation rates.

Student connections feedback from our 5th-12th grade students has provided us with a treasure trove of actionable insight. One of the biggest overall "stories" in the data bridges between the "Foundations for Success" End and the "Connections" End. PSD students identified as candidates for additional support in our Student Insight system, students that self-report they are not sure if they will graduate, and students not involved in extracurricular activities each indicate significantly lower levels of "connectedness" with adults in our schools, with their peers at school, and with their interests while at school.

Enrollment numbers have become a metric of high interest while analyzing data from the 2019/20 school year but leaning on the fall 2020/21 assessment data to investigate fall-to-fall growth. The state reported a decrease in 2020 fall enrollment of 3.3%, while PSD has experienced a 4.4% drop for non-charter schools. These decreases in fall 2020 enrollment are largest at the PreK and kindergarten levels (approximately -25% and -14% respectively). Elementary grades saw an 8-percentage unit enrollment reduction, middle school a 4-percentage unit enrollment reduction while high schools experienced a 3.5-percentage unit increase in enrollment. Rates of reduced enrollment do <u>not</u> appear to be highly associated with ethnicity. These enrollment reductions in the earliest grades may translate into learning loss that PSD will be challenged to address throughout 2021/22 and into the future.

Discipline rate disparities based on race/ethnicity are evident in 2019/20 and in prior years as well. In 2019/20 Latinx students were about 2 times as likely as White counterparts to experience a discipline event and about 2.75 times as likely to be expelled. Black students were about 2.25 times as likely as White counterparts to experience a discipline event and about 2.9 times as likely to be experience an out-of-school suspension. If we control for socio-economic level by exclusion (e.g., conduct parity analysis only for students eligible for free meals) we see that the disparities in discipline rates by ethnicity are much reduced, but not eliminated in most cases. In 2019/20 Latinx students eligible for free meals were about 1.10 times as likely as White counterparts to experience a discipline event and were expelled at the same rate as White students. Black students eligible for free meals were about 1.59 times as likely as White counterparts to experience a discipline event and about 1.85 times as likely to experience an out-of-school suspension. Among students not eligible for free or reduced meal programs, Latinx students are 1.6 times as likely as White students to experience a discipline event, Black students are 1.1 times as likely, and American Indian / Alaskan Native students are 2.3 times as likely. Latinx students not eligible for free/reduced lunch are 1.8 times as likely to be expelled.

Academic opportunity disparities based on race/ethnicity are evident in 2019/20 and in prior years as well. Latinx and Black students are about half as likely as White counterparts to take an Advanced Placement (AP) or International Baccalaureate (IB) classes. Disparities based on ethnicity regarding concurrent enrollment in college level classes taught in a PSD classroom and university classes offered at post-secondary institutions exist but are much weaker than those seen for AP and IB courses. Latinx, Black, and American Indian / Alaskan Native students are each about one-fourth as likely to be identified as "Gifted and Talented" when compared to rates for White students. Controlling for socio-economic status reduces the disparities described above but, in almost all cases, does not eliminate the disparities.

Learning gaps that bridge 2019/20 and 2020/21 have been estimated from a thorough review of fall to winter 2020/21 data. PSD estimates we have 444 PreK students, 417 Kindergarten-2nd grade students, and 283 3rd-8th grade students that were performing in the lower 1/3 of grade level peers nationwide at the beginning of 2020/21 and have slide further behind peers during the fall semester. Approximately 1,686 high school students have credit recovery work to do during the remainder of 2020/21, 355 of which are seniors. These estimates do not include students that are currently supported with a READ Plan. Residual impacts of 2019/20 and 2020/21 learning disruptions and operational challenges are likely to be evident for several years to come. PSD is making every effort to proactively work toward every student's success in meeting the education challenges imposed by COVID-19 and social distancing protocols.

<u>Key Findings Brief Recap:</u>

1) While the overall PSD graduation rate has increased and is near a decade long high, virtually every subgroup of students that have been traditionally underserved continue a multiyear trend that lags PSD overall rates and lags state outcomes for comparable groups. Gaps for Black students have declined over the past five years. Comparison districts are attaining the PSD graduation rate target. An analysis of PSD student records indicates student short by 20 credits or less account for the difference between current PSD graduation rates and our target. Math and Language Arts are the two subjects most contributing to students being "off-track".

2) COVID-19 related learning losses grades 3-8 appear to be most pronounced in math as opposed to reading. Reading learning losses are most pronounced at the PreK-1st grade levels.

3) Mobility rates have continued to decrease, this is true overall and for student subgroups.

4) Attendance rates have continued to decrease, while statewide attendance increased.

5) Student connections continue to illustrate positive correlations with academic outcomes and extra-curricular involvement, as well as negative correlations with discipline events. Black students and lower income students feel less safe in school than the general population.

6) Discipline disparities by ethnicity exist within PSD.

7) Academic opportunity disparities are evident by ethnicity and social-economic level for some opportunities (e.g., AP/IB), while negligible for others (e.g., concurrent enrollment).

8) Learning gaps due to COVID-19 and distance learning will persist into future years and must be actively addressed in current and future academic years by PSD and community partners.

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 2019/20, 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. The NWEA MAP growth data falls into this category, as there are no targets set in relation to NWEA outcomes, but the data are useful in validating student achievement and growth in math and reading.

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.

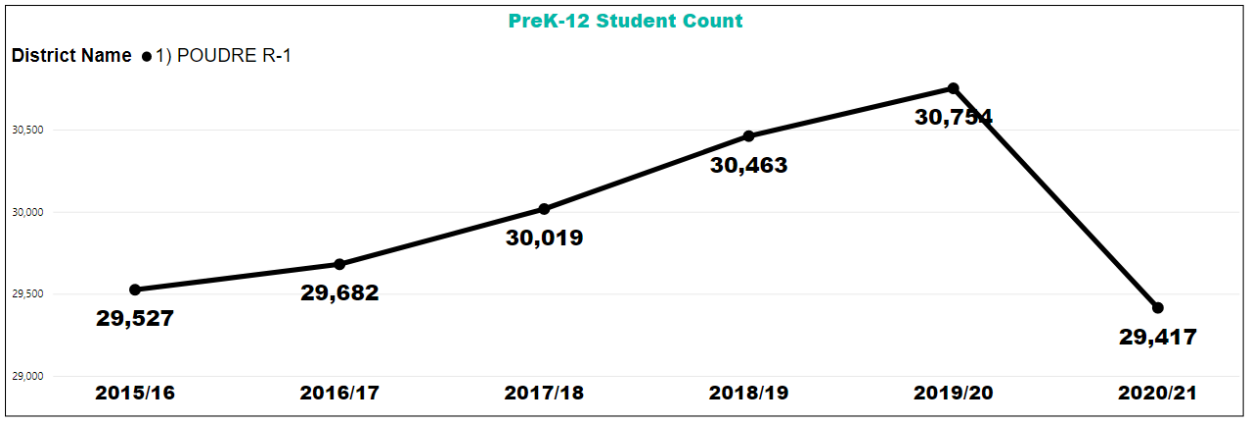
There are multiple hyperlinks included in this report that provide direct access to fully functional data visualizations that are part of the PSD Analytics Platform. Student identifiable information is NOT INCLUDED in these data visualization tools. The analytic tools provided do include drill-down to 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

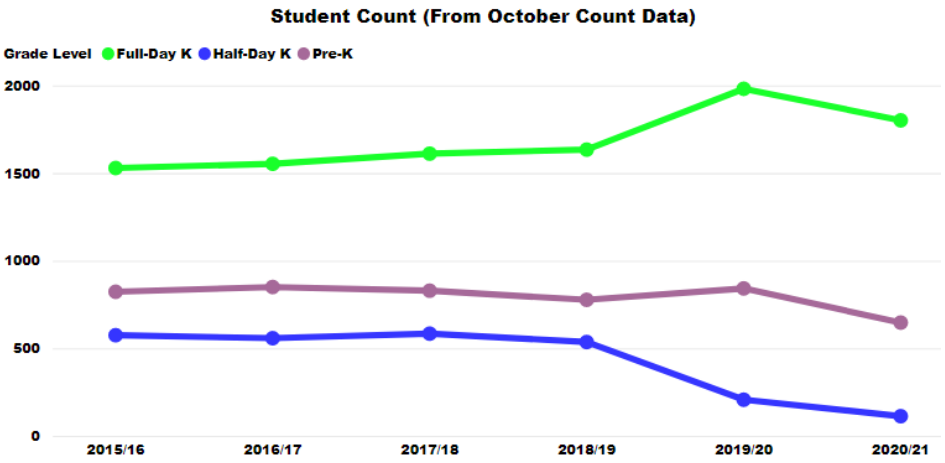
synthesis and interpretation as opposed to just providing tables of outcomes and target attainment statements. The current report will attempt to provide a balanced level of interpretation regarding outcome patterns that appear to reflect systemic causes or associations. This report helps inform the 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. Direct indications of where these two documents intersect will be provided in this DE 1.0 Monitoring Report. Red text will be used to aid readers in quickly identifying these linkages (or "sign-posts") throughout this report. 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 following graphs reflect changes in the PSD community of students over the most current six years. The views below come directly from the Pupil Membership Statewide dashboard developed by PSD and available via the PSD website.

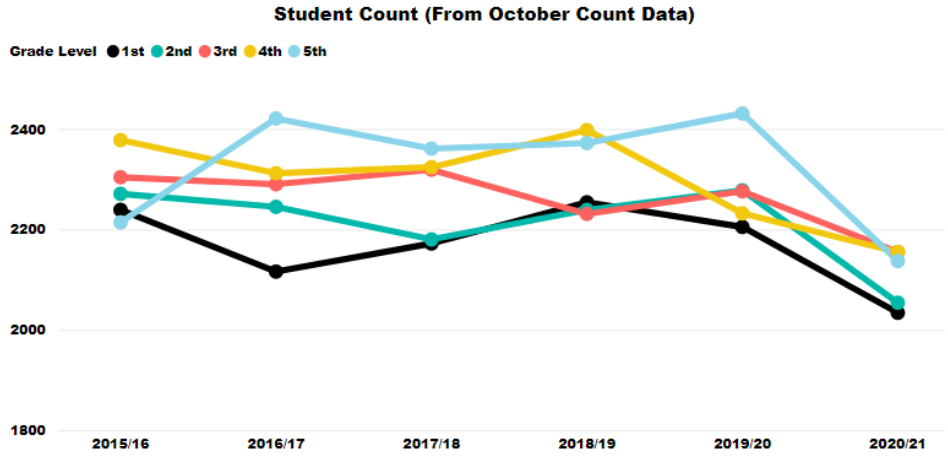


Enrollment numbers have become a metric of high interest while analyzing data from the 2019/20 school year and leaning on the fall 2020/21 assessment data to investigate fall-to-fall growth. The state reported a decrease in 2020 fall enrollment of 3.3%, while PSD has experienced a 4.4% drop for non-charter 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 2019 to fall 2020 enrollment changes are dramatically different by grade level.

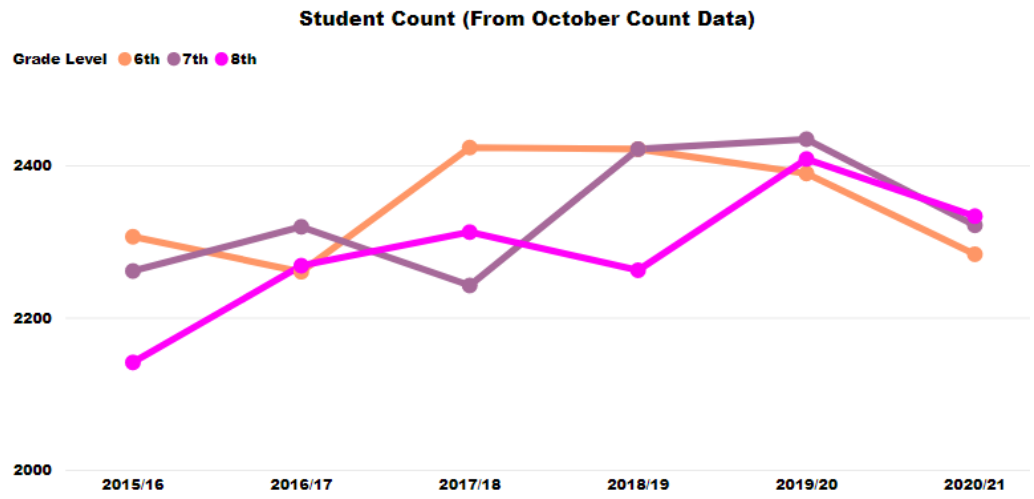
Decreases in fall 2020 enrollment are largest at the PreK and kindergarten levels, followed by enrollment decreases in grades 1-5. Middle school grades showed a more stable enrollment pattern with losses near 4 percentage units, while high school grades increased their enrollment by about 3.5 percentage units. Rates of reduced enrollment within grade levels do not appear to be highly associated with ethnicity. These enrollment reductions in early grades may translate into learning loss that PSD will be challenged to address throughout 2021/22 and into the future.



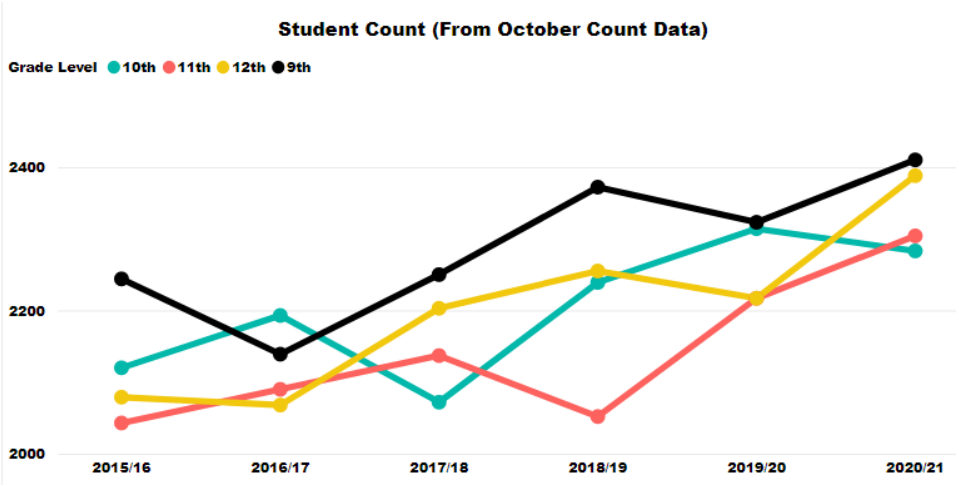
Grade	Count 19/20	Count 20/21	Change 20/21	% Change
Full-Day K	1981	1801	-180.0	-9.1%
Half-Day K	207	113	-94.0	-45.4%
Pre-K	842	647	-195.0	-23.2%
Total	3030	2561	-469.0	-15.5%



Grade	Count 19/20	Count 20/21	Change 20/21	% Change
1st	2205	2034	-171.0	-7.8%
2nd	2278	2054	-224.0	-9.8%
3rd	2276	2155	-121.0	-5.3%
4th	2232	2155	-77.0	-3.4%
5th	2431	2137	-294.0	-12.1%
Total	11422	10535	-887.0	-7.8%



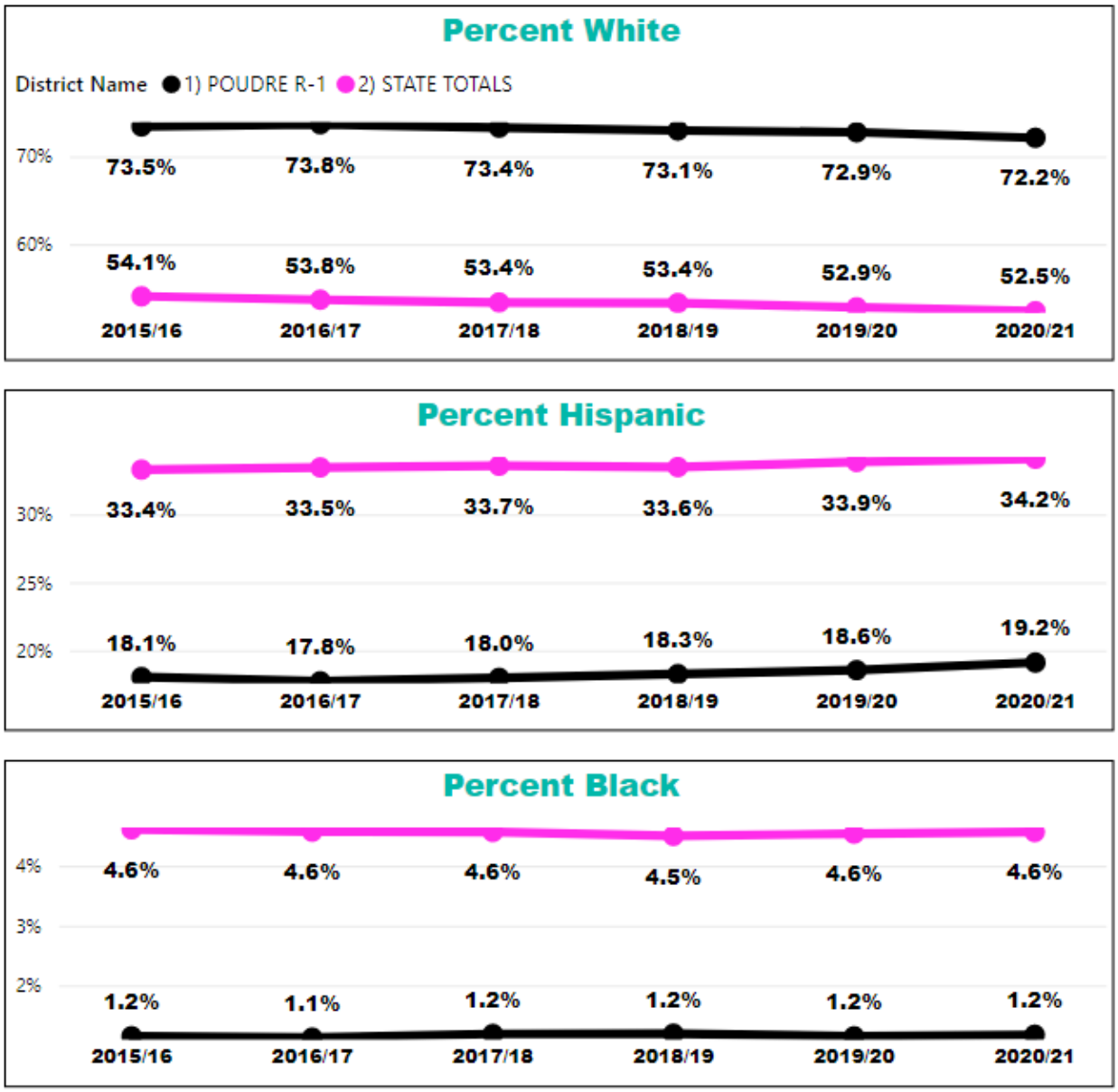
Grade	Count 19/20	Count 20/21	Change 20/21	% Change
6th	2389	2283	-106.0	-4.4%
7th	2434	2321	-113.0	-4.6%
8th	2408	2333	-75.0	-3.1%
Total	7231	6937	-294.0	-4.1%

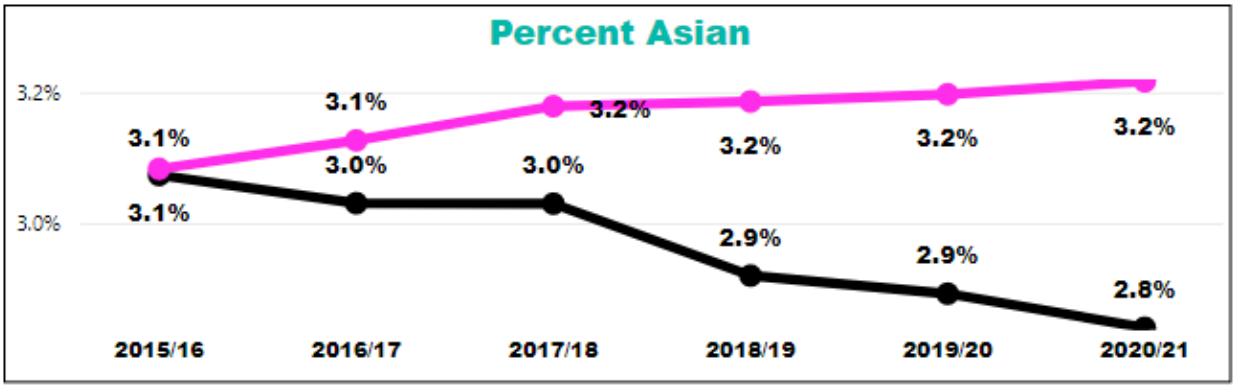


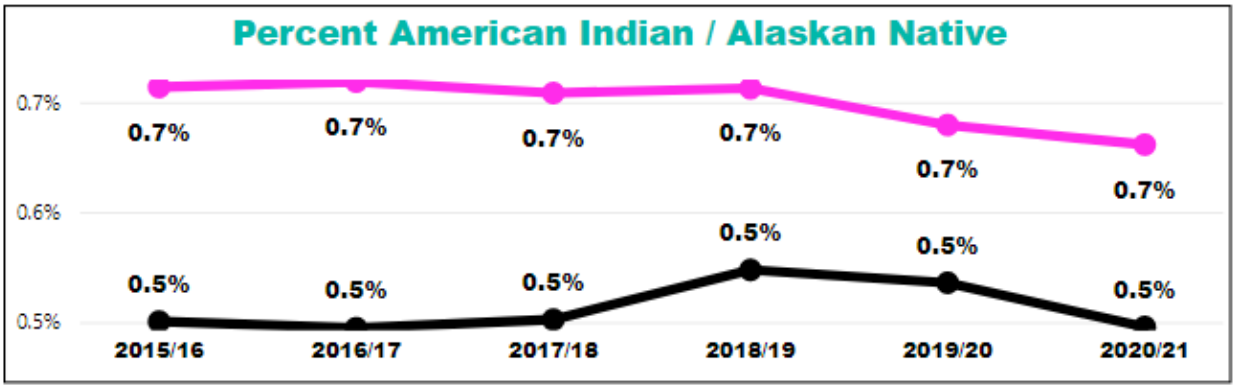
Grade	Count 19/20	Count 20/21	Change 20/21	% Change
10th	2314	2283	-31.0	-1.3%
11th	2217	2304	87.0	3.9%
12th	2217	2388	171.0	7.7%
9th	2323	2410	87.0	3.7%
Total	9071	9385	314.0	3.5%

Enrollment by Student Characteristics (October Count)

Enrollment by race/ethnicity in the district has been relatively stable for the past five years, with students identified as White varying by about 0.9% and Latino population proportions varying by about 0.8% over the past five years. Student subgroups by program type have been very stable with English Language Learner percentages decreasing slightly over time (7.1% to 6.2% over 5 years), the percentage of students served with an IEP increasing slightly (8.1% to 9.2% over 5 years), and students with a 504-plan increasing (3.3% to 4.7%) representing three gradual, but consistent, trends within PSD. Enrollment patterns into fall 2020 generally show a slightly accelerated change in the same direction as the trends had been heading with a few notable exceptions.




Percent Asian
3.2%
3.0%
3.1%
3.1%
3.0%
3.0%
3.2%
3.2%
3.2%
3.2%
3.1%
2.9%
2.9%
2.8%
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21


Percent American Indian / Alaskan Native
0.7%
0.6%
0.5%
0.7%
0.7%
0.7%
0.7%
0.7%
0.7%
0.5%
0.5%
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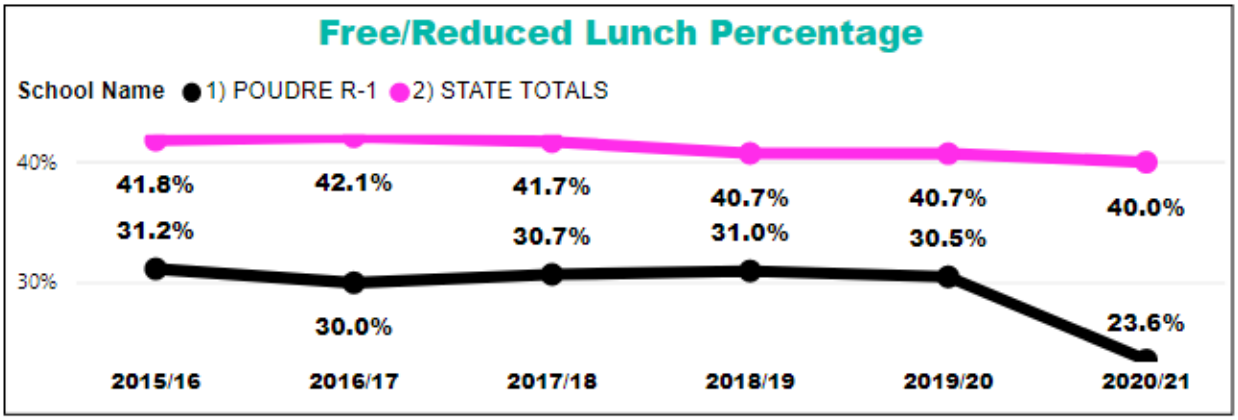
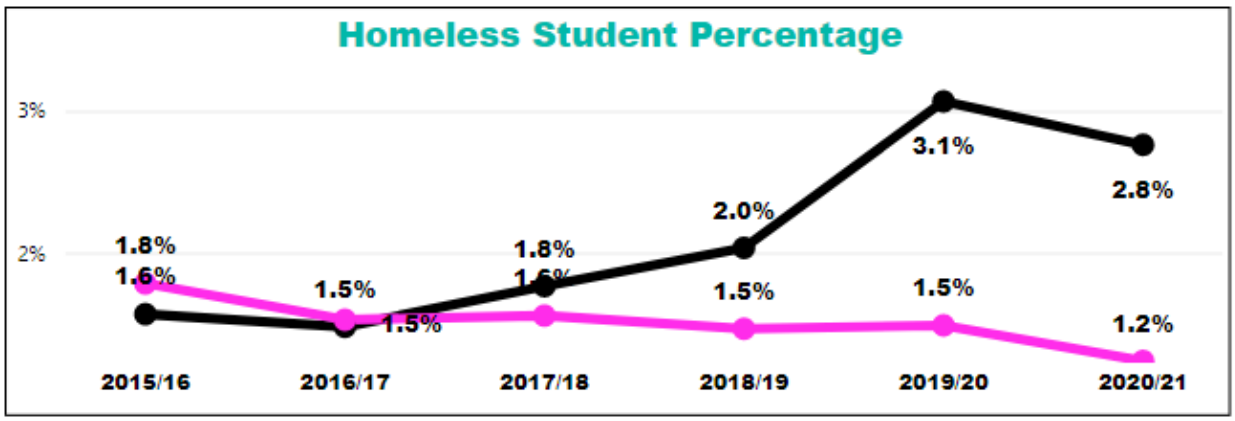
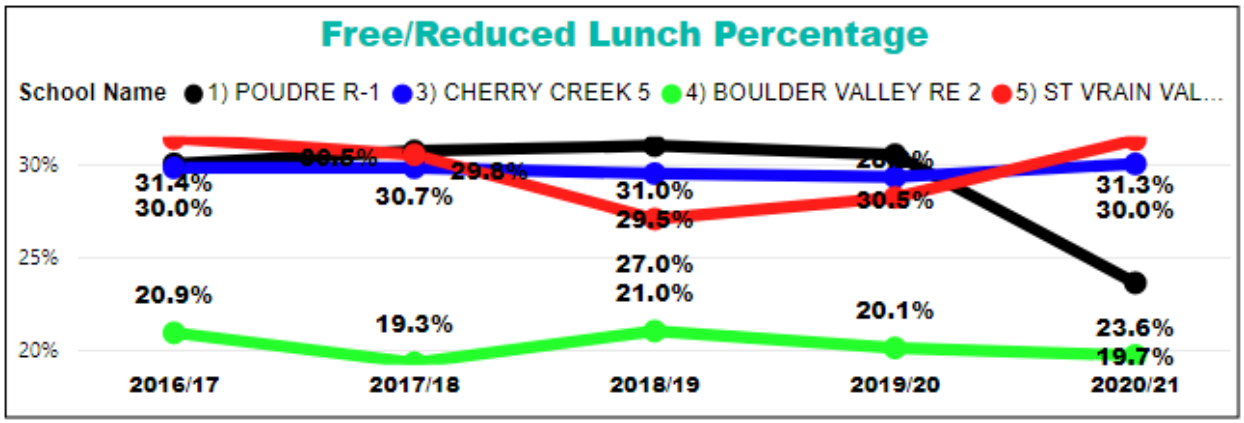
0.5%
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21


Free/Reduced Lunch Percentage
School Name
1) POUDRE R-1
2) STATE TOTALS
40%
30%
41.8%
42.1%
41.7%
40.7%
40.7%
40.0%
31.2%
30.0%
30.7%
31.0%
30.5%
23.6%
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21

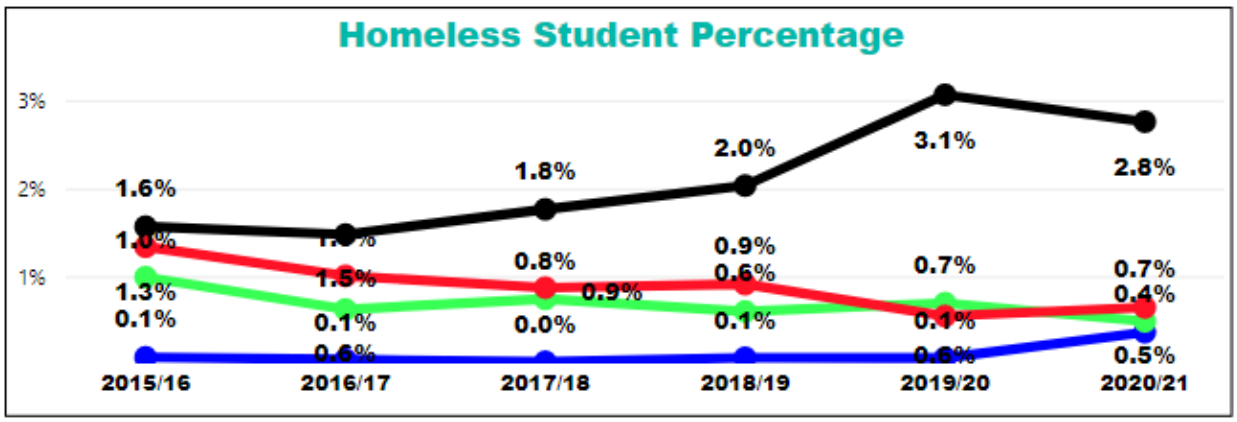

Homeless Student Percentage
3%
2%
1.8%
1.6%
1.5%
1.5%
1.8%
1.5%
2.0%
1.5%
3.1%
1.5%
2.8%
1.2%
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21

The following graphs of student population changes for comparison districts most like PSD are being included to quickly examine if our neighbors are experiencing similar trends. Given that they are not, it should be of interest to PSD to understand what the local dynamics are that contribute to the free/reduced lunch and homeless enrollment patterns.

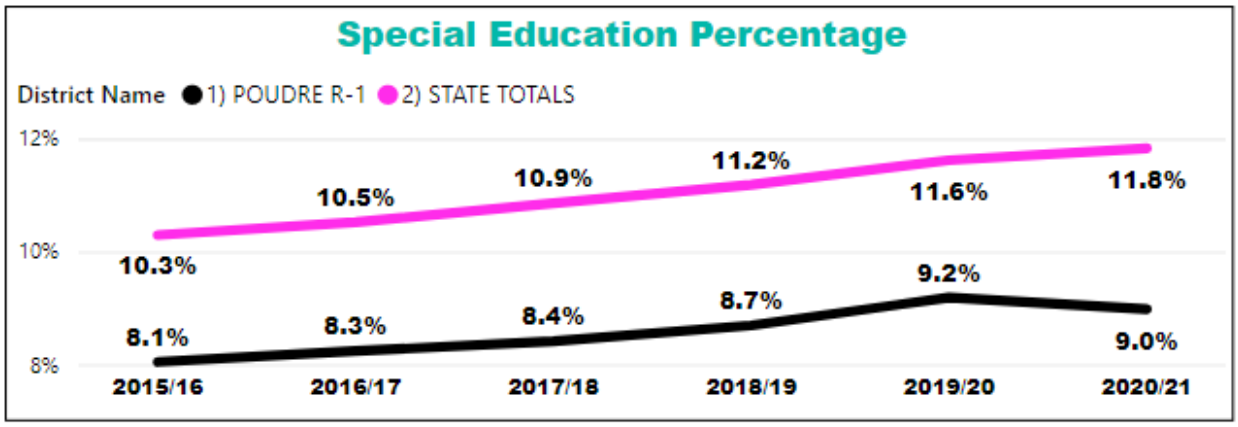
The unusual and dramatic drop in free/reduced lunch rates in PSD are a data anomaly as opposed to a sudden shift in real income levels of households served. In 2020/21 as part of the response to community needs and the challenges of distance learning, free meal options were offered to all students. The 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 eligible for free/reduced meal prices associated with PSD while not seeing similar patterns statewide or among our comparison districts may indicate PSD was somewhat unique in offering our community this level of support during the COVID-19 crises.

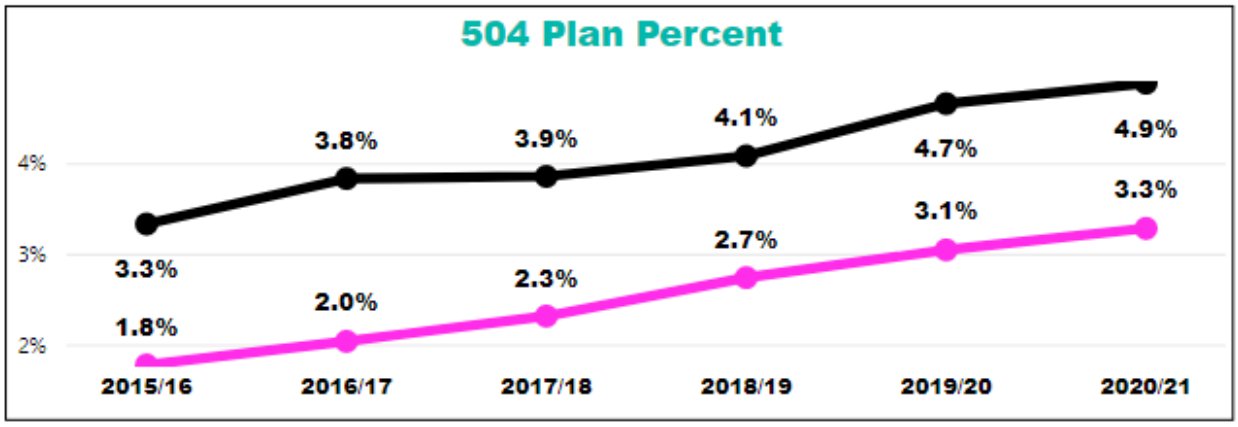


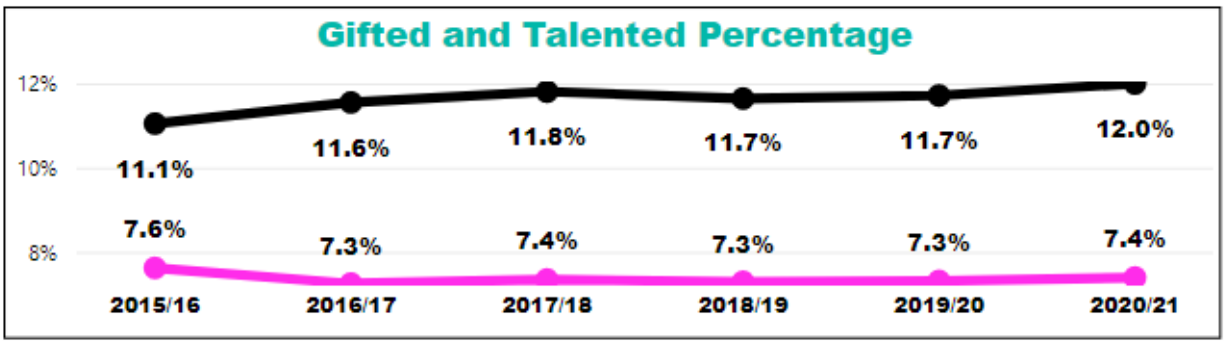
The substantial increase in the percentage of homeless students associated with PSD relative to our past and relative to our comparison districts is currently believed to represent a real change in student living conditions as opposed to a data anomaly or a change in data tracking processes.

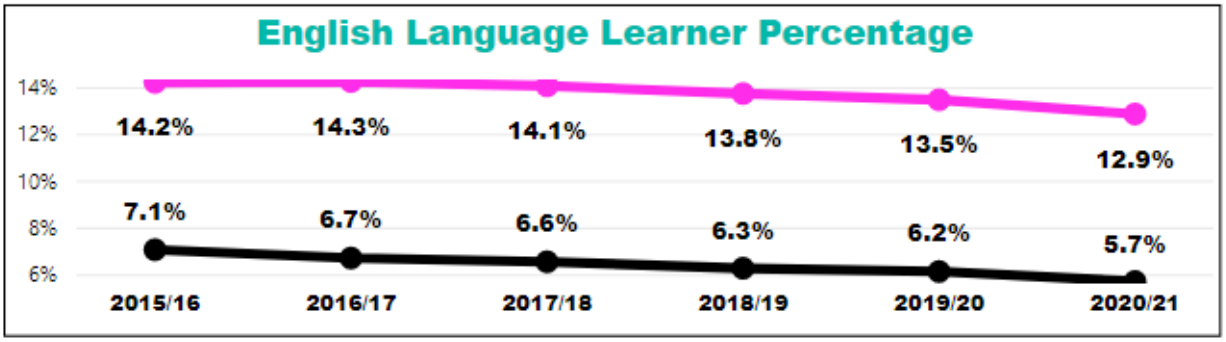


Enrollment by Instructional Programs (October Count)









As we explore our data, identify meaningful patterns, and empower our educational leaders and community partners to act in support of student outcomes and experience; a shifting overall demographic is unlikely to resonate as a root cause for systemic changes in other outcomes of interest. Yet, PSD does recognize that increasing percentages of students supported with 504 plans and supported with Individual Education Plans (IEPs) in 2019/20 does imply that the raw number of students receiving special education services continued growing at a faster pace than the overall population count. In terms of staff and services utilized in support of this important group of students, PSD is continually monitoring and adjusting resources allocated.

The federal and state governments have recently introduced tools to monitor Local Education Agencies (LEA) regarding disproportionate identification by race/ethnicity group within disability type. These efforts by federal and state governments may put downward pressure on the percentage of students identified for IEP supports over the next several years. It is interesting to note that in 2020/21 PSD realized the first year in the past six that did not see an increase in the percentage of students supported with an IEP. The percentage of students supported with a 504 plan continued to increase in 2020/21. To further explore student characteristics over time for PSD schools and all schools and districts statewide, feel free to explore the PSD created Pupil Membership Statewide data visualization report in System Insight.

Summary List of Targets and Alignment to BOE Priorities

1) Attendance (Λ): PSD students will have ≥ 95% attendance rate.

2) School Readiness (Λ): ≥ 85% of PSD preschool students demonstrate school readiness on four key early-language/reading-readiness items and three social-emotional development indicators available via the TS Gold assessment.

3) Early Literacy (Λ): ≥ 85% of PSD K-3 students will meet End-of-Year DIBELS Next benchmarks.

4) Achievement (Λ): PSD effect size ≥ 0.25 for State assessment subject by grade combinations.

5) Academic Growth (Λ): PSD student growth will exceed that of academic peers statewide.

6) Additional Support (Λ, Δ): Growth effect size ≥ 0.20 in additional support subject.

7) Credit Accumulation (Σ): ≥ 85% of 9^{th}-12^{th} grade students will be on track to graduate within 4 years of transition into 9th grade.

8) Completion/Graduation (Σ): 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.

9) Dropout Rate (Σ): < 1% of PSD students will dropout each year.

10) College Readiness (δ): ≥ 85% of PSD students will meet or exceed SAT college readiness benchmarks in Evidence Based Reading and Writing and Mathematics.

11) Concurrent PWR Experience (δ): ≥ 85% of PSD students in grades 11 and 12 will have an AP, IB, Concurrent Enrollment, and/or work-based learning experience each year.

12) AP/IB Performance (δ): PSD performance significantly higher than national outcomes.

13) Postsecondary Outcomes (δ): All rates better than related rates for Colorado.

14) Health and Wellness (Δ): (a) Key Healthy Kids Colorado Survey items directly related to the school environment are more favorable than the state's respective percentages, (b) SEL composite score from the Student Connection Survey exceeds 75% and has increased from the prior year, and (c) ≥ 65% of tested students meet recommended ranges on biometric screenings.

15) Student Connections (Λ, Σ, Δ): Percent agreement ≥ 90% indicating strong connections to school adults, other students, and interests.

**Board Priority Alignment:* Λ= *Achievement Gap*; Σ= *Graduation Rates;* Δ = *Social Emotional Learning;* δ = *Post-Secondary & Workforce Readiness*

2019/20 Target Attainment Summary Table

#	Indicator	Target	2019/20 Outcome	Met	Progress
1	Attendance	≥ 95% attendance rate	92.3%	No	↓
2	School Readiness	≥ 85% of PreK meets EOY benchmarks on 7 TS Gold items	No EOY Data	Unknowable	?
3	Early Literacy	≥ 85% of K-3 meets EOY Acadience benchmarks	No EOY Data	Unknowable	?
4	Achievement	PSD effect size ≥ 0.25 State assessments subject X grade	No EOY Data	Unknowable	?
5	Growth	PSD student growth exceeds academic peers statewide	No EOY Data	Unknowable	?
6	Additional Support	Z-gain ≥ 0.20 (1-Yr Catch-Up Reading = 0.66, Math = 0.50)	No EOY Data	Unknowable	?
7	Credit Accumulation	≥ 85% of 9^{th}-12^{th} grade on track to graduate w/i 4 Years	78%	No	↔
8	Completion/Graduation	≥ 85% of 12^{th} grade graduated w/i 4 Years	84.40%	No	↑
9	Dropout	< 1% dropout each year	0.98%	Yes	↑
10	College Readiness	≥ 85% meet SAT CCR benchmarks EBRW & Math	No EOY Data	Unknowable	?
11	Concurrent PWR Experience	≥ 85% of 11-12th have AP, IB, concurrent enrollment class	90.1%	Yes	↔
12	AP/IB Performance	Performance significantly higher than national outcomes	18/30 Courses	Yes	↔
13	Postsecondary Outcomes	All rates better than related rates for Colorado	All 15 Indicators	Yes	↔
14	Health & Wellness	SEL composite score > 75%; 7 HKCS items > State	82.2% SEL, No HKCS	No	↑
15	Student Connections	% agreement ≥ 90% adults, peers, & interests subscales	92%, 86%, 74%	No	↓

Highlighted Outcomes for 2019/20

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 see the appendices and use provided hyperlinks to the PSD Analytics Platform to explore student outcomes related to school-readiness, attendance, early literacy, achievement, academic growth, credit accumulation, advanced studies, graduation rates, postsecondary outcomes, and health/wellness.

The careful reader of this report will notice the many occurrences of targets greater than or equal to (≥) 85%. A quick discussion of why this specific target has been selected may be helpful in motivating a deeper appreciation of the intended purpose of this Monitoring Report. The 85% target is derived from a careful consideration of a graduation rate that we can then backward map to appropriate measures along the student journey in PSD. In this way we can better align our expectations and student supports to promote progress toward the successful completion of the PreK-12 experience.

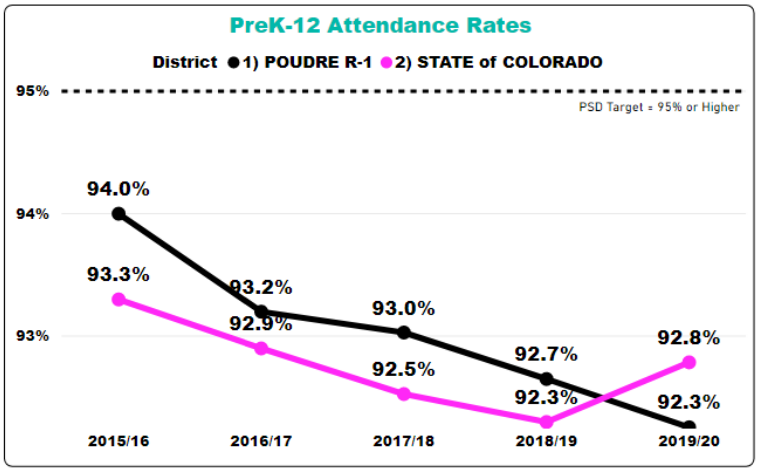
PSD works toward 100% of our students successfully completing their PreK-12 experience. While there is great inherent appeal in this aspirational target, the nature of a Monitoring Report is that key performance indicators are measurable, timely, and able to inform our understanding of the district's relative performance. We don't have access to the percentage of students statewide that successfully complete their PreK-12 experience, unbounded by time. The best proxy that we have access to statewide is the 7-year completion rate. Completion rates include students who attain a GED or non-diploma certificate. The most recent 7-year completion rate lacks the timeliness (reported by the CDE 4 academic years after the graduation date) that a more ideal Monitoring Report measure would have. One solution to the timeliness issue regarding what we want to measure, successful completion of the PreK-12 experience, is to pick an indicator that is related to a true completion rate. The 4-year (or on-time) graduation rate can be used for this purpose. It has the benefit of being the timeliest of the possible graduation rates and rises and falls with the extended rates (5-year, 6-year, and 7-year).

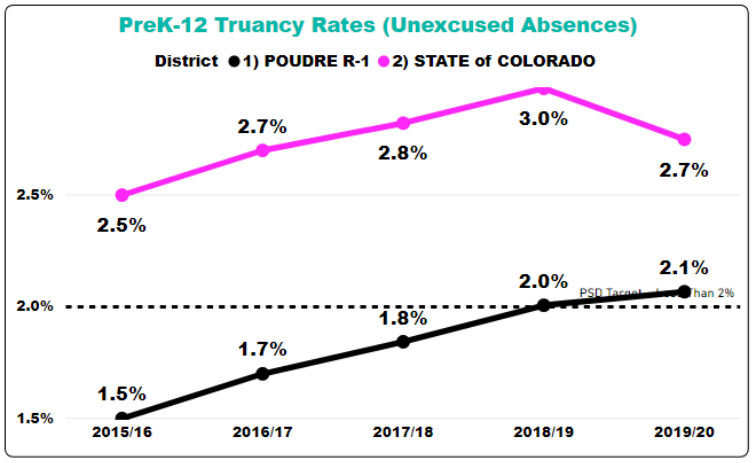
Why an 85% on time graduation rate? PSD has attained that level of outcome in our recent past (Class of 2012 at 86%) and there are multiple other large districts (Saint Vrain, Academy 20, and Douglass County) that have a graduation requirement of 240 credits or more and that have exceeded an 85% graduation rate twice or more in the past several years. It is attainable. For PSD to sustainably meet or exceed 85% on the 4-year graduation rate, it is likely that we will need to increase the graduation rates of one or more subgroups that have historically had lower graduation rates. In this sense, by setting our 4-year graduation rate target at ≥ 85%, PSD is promoting the aspirational goal of closing historic outcome gaps and improving outcomes for all students. When it comes to monitoring the improvement of a key outcome like completion/graduation rates, the timeliness of the 4-year rate is attractive. We will also monitor the extended completion and graduation outcomes to honor our overall goal of 100% of students successfully completing their PreK-12 experience. To interact with a PSD developed graduation rate data visualization tool that provides much greater detail, please click GRADUATION RATES.

1) **Attendance Target:** PSD students will have ≥ 95% attendance rate.
Met Target in 2019/20? No, in 2019/20 PSD had an attendance rate of 92.3%.
Target supported by Action Step 3A – "Transition Strategies" of the 2019/20 PSD UIP.

Attendance rates continued to steadily decline in PSD (92.7% down to 92.3%), while statewide rates increased (92.3% to 92.8%) reversing the state's declining pattern over multiple years. The 2019/20 PSD attendance rate is below the state rate for the first time since 2013/14. Unexcused absence rates (truancy) have been increasing in PSD since 2014/15 and continued to rise in 2019/20 (2.0% to 2.1%). The state's truancy rate reversed an eight-year increasing trend by dropping 0.3% (3.0% to 2.7%). The 2019/20 attendance data reported to/by the CDE represents attendance from the start of school to the start of remote-learning for districts due to COVID-19. Elementary students (level with the highest attendance rates) did not hit the PSD attendance target in 2019/20 for a third year in a row. Lower attendance rates are especially prevalent among student groups associated with lower academic performance, lower academic growth, and lower graduation rates.

To interact with data visualization tools that display mobility/attendance rates please click MOBILITY RATES, and/or ATTENDANCE RATES. Reported attendance data comes from CDE source documents available by clicking here CDE DATA SOURCE.

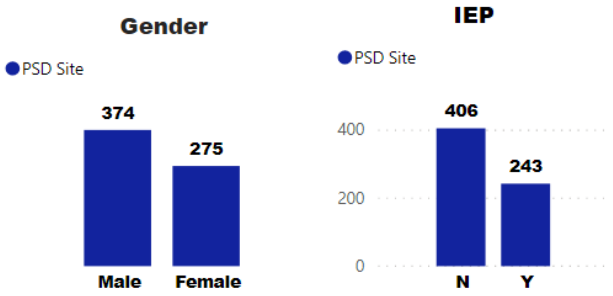


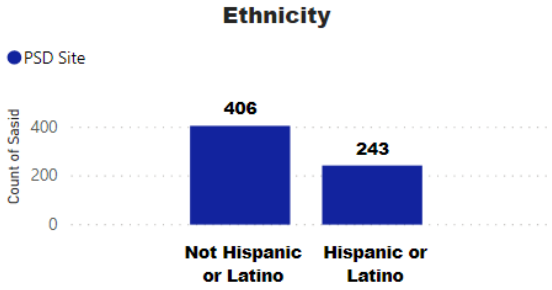


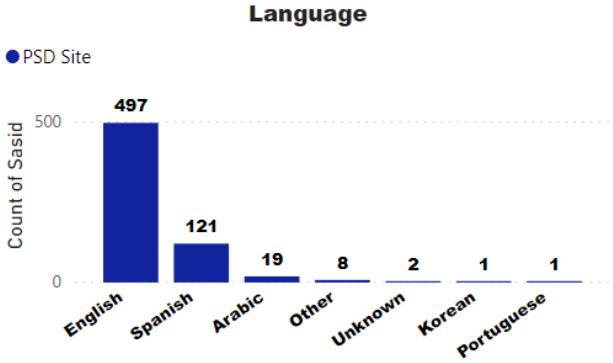
2) **School Readiness Target:** ≥ 85% of PSD preschool students demonstrate school readiness on four key early-language/reading-readiness items and three social-emotional development indicators available via the TS Gold assessment.
Met Target in 2019/20? Spring data not available due to COVID-19
Target supported by Action Step 1C – "Readiness in Early Literacy" of the 2019/20 PSD UIP.

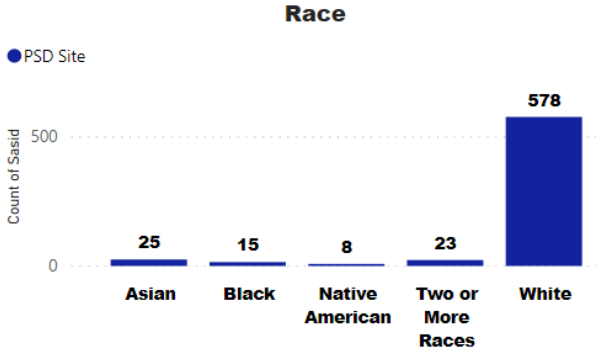
Serving expectant mothers and children from birth to kindergarten, Poudre School District's Early Childhood Education (ECE) Program uses multiple funding sources to provide critical educational services across the District and Larimer County. Services include educational, vision, and hearing screenings, 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.

Although we do not have all the same student demographic data for the PreK population as we have for K-12 students, we do have data on race/ethnicity, economic disadvantage, and IEP status. The following results are only for PSD sites and do not include Bright Horizons West, Teaching Tree, The Family Center, or any other community partner organizations that have collaborated with PSD regarding access to the TS Gold information system or early childhood trainings. Of the 649 Preschool 3 (Green) or Pre-K 4 (Blue) PSD students served in 2019/20 and for whom we have both beginning-of-year and middle-of-year TS Gold information, the following graphs illustrate the distributions of several demographic characteristics.









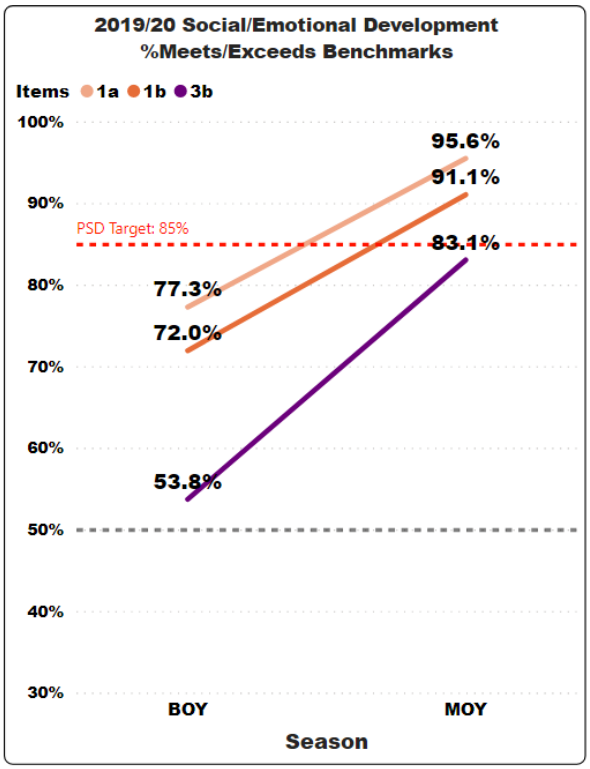
Two key items/indicators (items 8a and 8b) being highlighted below are measuring how well young people listen to and understand increasingly complex language. The specific items being used in this Monitoring Report as indicators are referred to as 8a and 8b in the GOLD assessment. The next two indicators are measuring how well young people use language to express thoughts and needs. The specific items being used in this Monitoring Report as indicators are referred to as 9a and 9b in the GOLD assessment. The final three items/indicators (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 items is considered meeting the age-appropriate levels of school readiness on these objectives. Growth from fall to winter on all seven key items/indicators and the winter (Pre COVID and remote learning) percentage of students meeting the benchmark expectation are illustrated below for 2019/20. Percent gains from fall to winter are substantial. The fall-to-spring gains recognized in both prior years were substantial as well, but those data are not directly comparable to the data available from 2019/20 due to the post-assessment season being different.

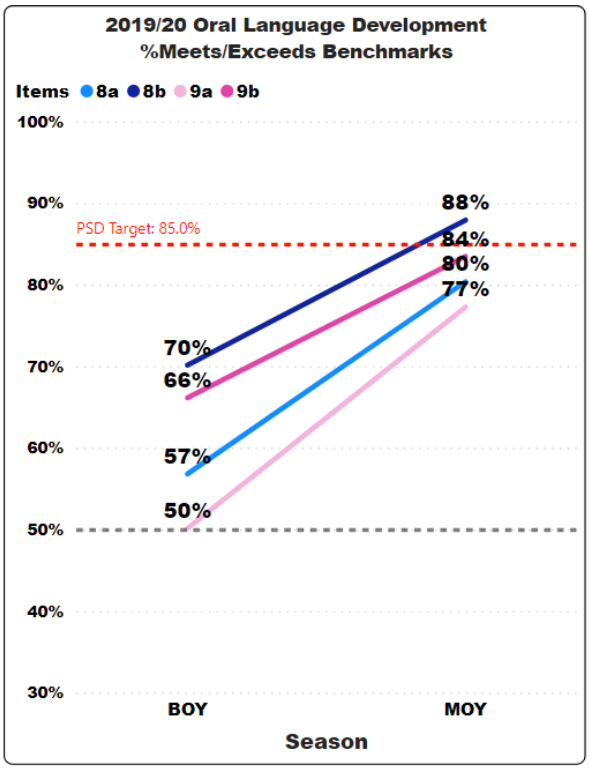
Although spring TS Gold was not administered in 2019/20, based on winter 2019/20 data displayed below we see that the PSD target of 85% students meeting or exceeding benchmark expectations, approximated with winter data, was met for items 1a and 1b by both the Preschool 3 (Green) and the Pre-K 4 (Blue) student groups. The target was also met for Item 8b was meet for Preschool 3 (Green) and items 8a, 8b, and 9a for Pre-K 4 (Blue) students. Items not met for either group are 3b and 9b. For the Preschool 3 (Green) group we can see that the social/emotional items (1a, 1b, and 3a) start and end at higher rates of attainment relative to the oral language development items. This is true for each subgroup of students highlighted in this report (Latinx, IEP, Tuition Paid by Family) as well as for Preschool 3 (Green) students overall. The same pattern is not evident for Pre-K 4 (Blue) student groups.

There is evidence that Latinx and students supported with an IEP have outcomes on pre- and post-measures for the social/emotional indicators (1a, 1b, and 3a) that are very similar to those for the overall population of students tested. For the Preschool 3 (Green) group, it appears the pre-scores are lower on the language development items for both Latinx and IEP student subgroups. The Latinx Preschool 3 (Green) group shows a greater rate of gain from pre- to post-assessment outcomes relative to the overall Preschool 3 (Green) population. For the Latinx Pre-K 4 (Blue) group, the pre-score averages are closer to the averages for the overall population and the post-score averages reflect virtually no substantial differences from the overall K 4 (Blue) population. Additionally, the Latinx K 4 (Blue) post-score averages on the social-emotional set of items is slightly higher than results are for the overall population. Collectively, this may be considered evidence that the Preschool 3 (Green) and Pre-K 4 (Blue) student experience is helping support accelerated growth in oral language development.

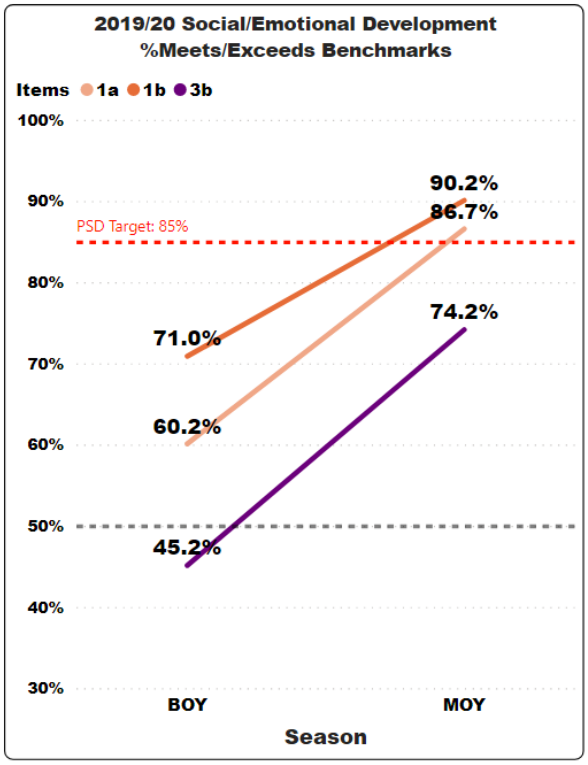
There are patterns that emerge for the group of students supported with an IEP and for students where tuition is paid by their families (i.e., not likely free/reduced lunch eligible). For students supported with an IEP, oral language development averages continue to be below outcomes for the overall population, and the social/emotional development averages show some decline from the Preschool 3 (Green) group to the K 4 (Blue) group. It is also interesting to note that items 9a and 9b switch their relative positions from the Preschool 3 (Green) measures to the Pre-K 4 (Blue) measures for the overall population and foe each subgroup highlighted. The same switching of relative position can also be seen for items 1a and 1b on the social/emotional development set of items.

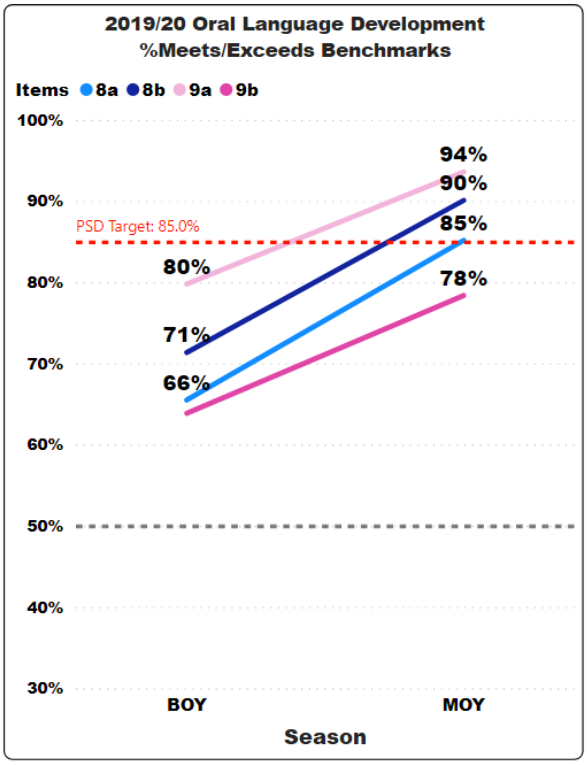
Preschool 3 Class (Green) 225 Students



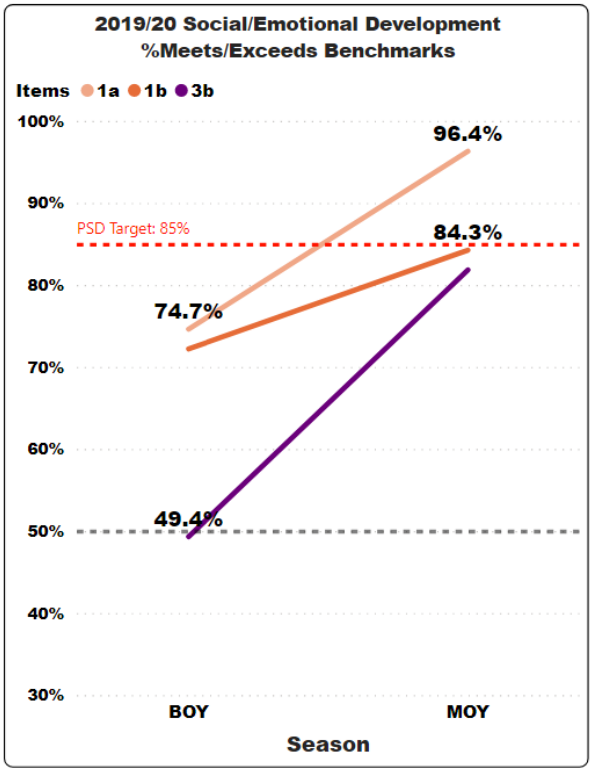


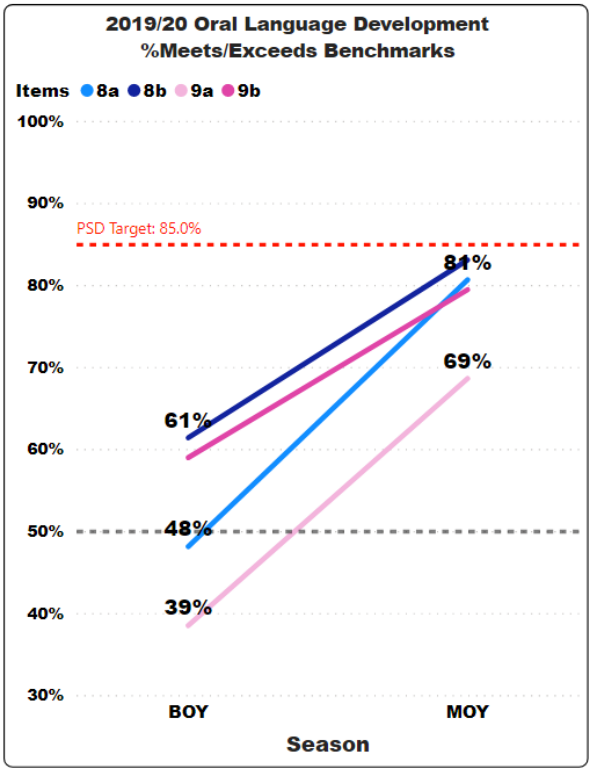
Pre-K 4 (Blue) 427 Students



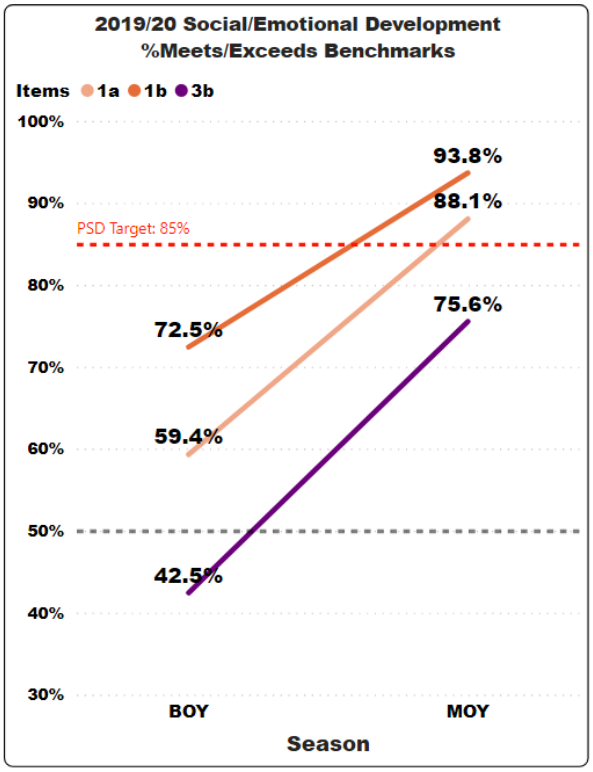


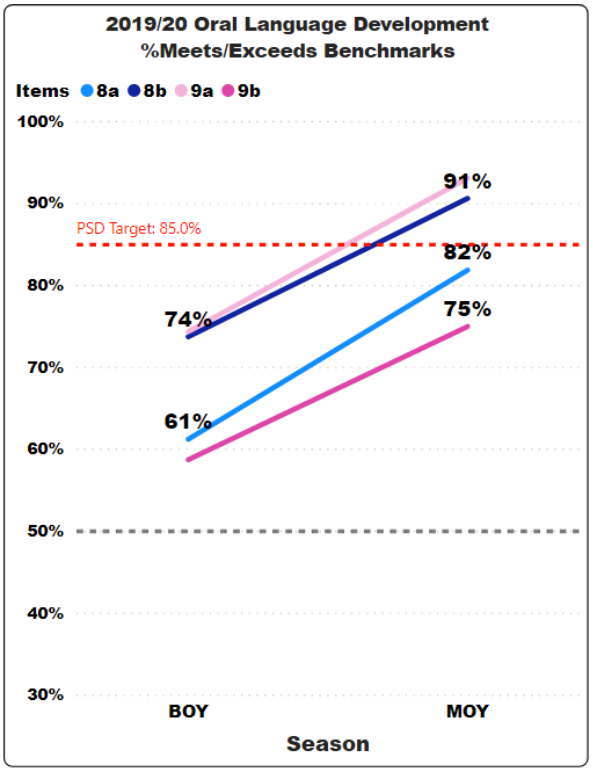
Latinx Preschool 3 Class (Green) 83 Students (36.9% of all students)



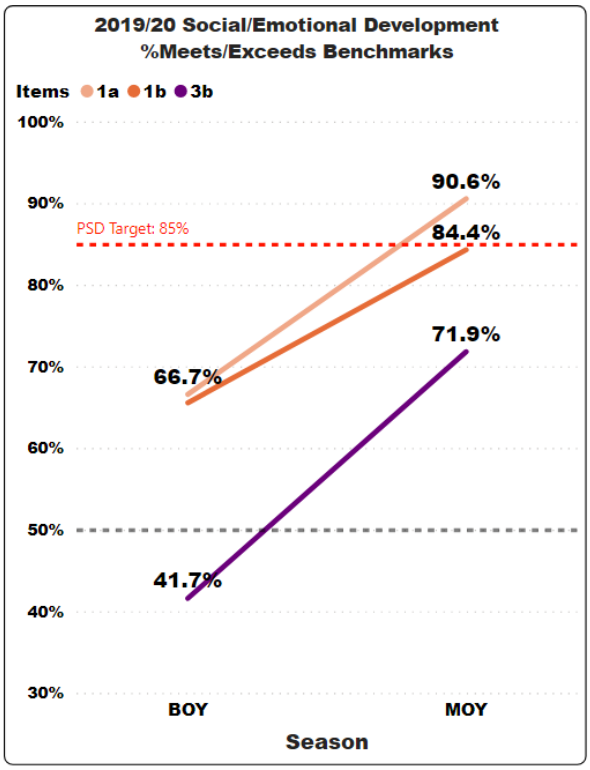


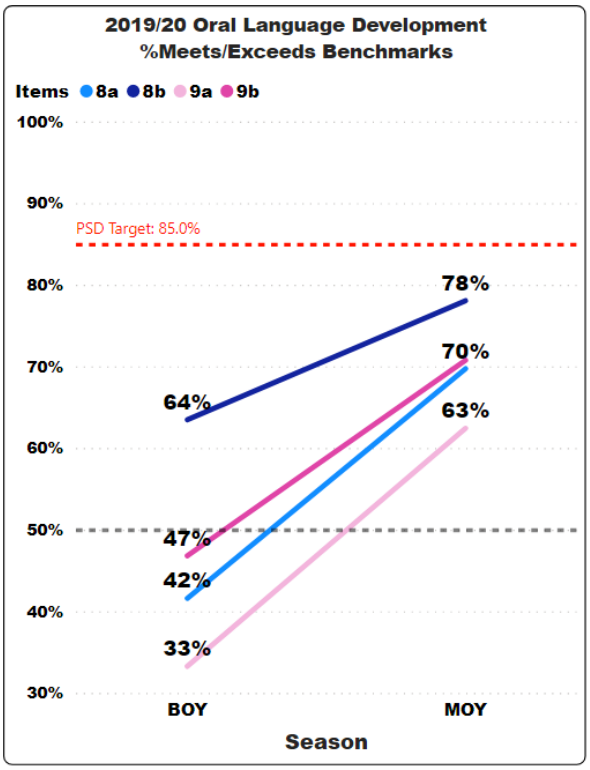
Latinx Pre-K 4 (Blue) 160 Students (37.5% of all students)



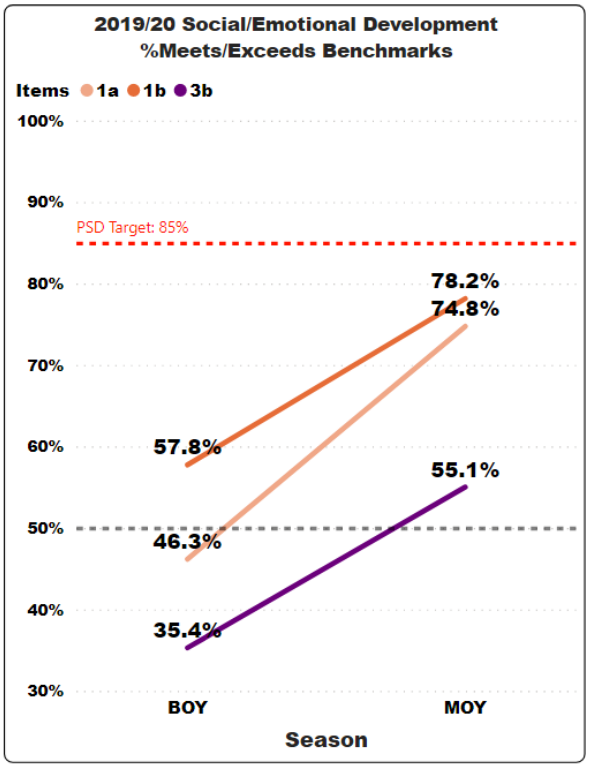


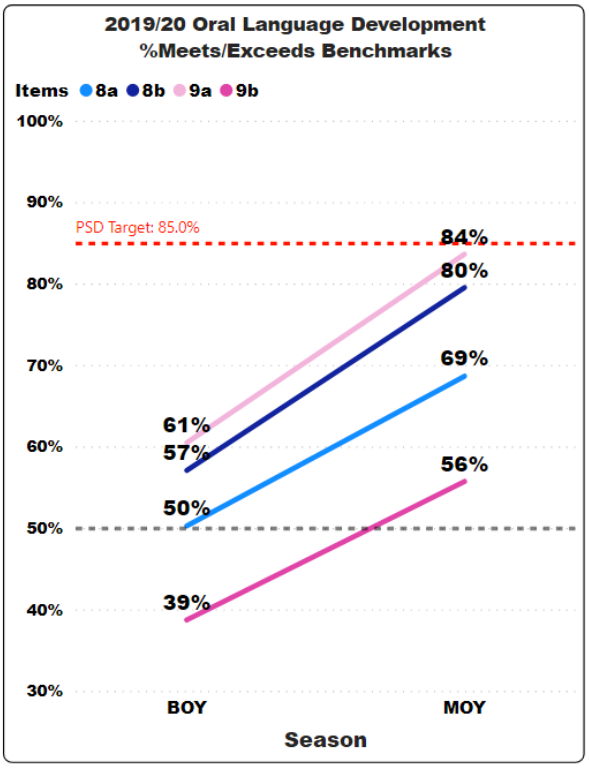
Students Supported with and IEP Preschool 3 Class (Green) 96 Students (42.7% of all students)



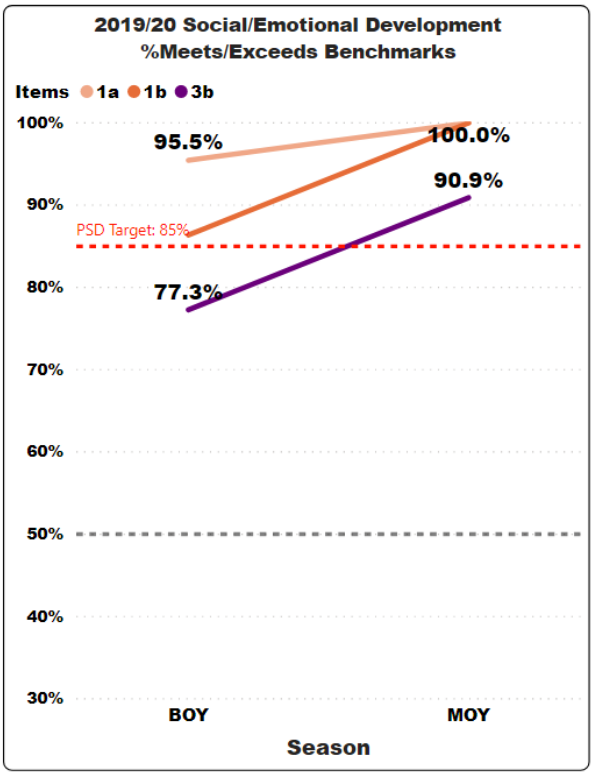


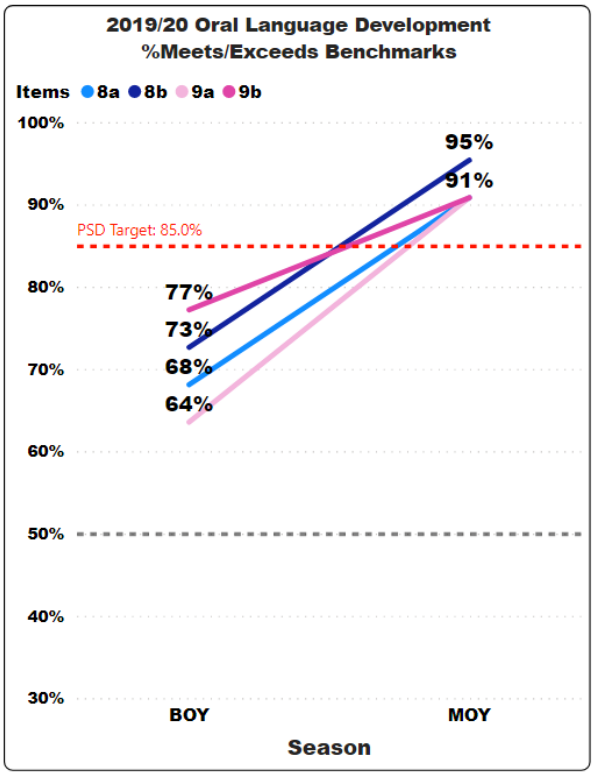
Students Supported with and IEP Pre-K 4 (Blue) 147 Students (34.4% of all students)



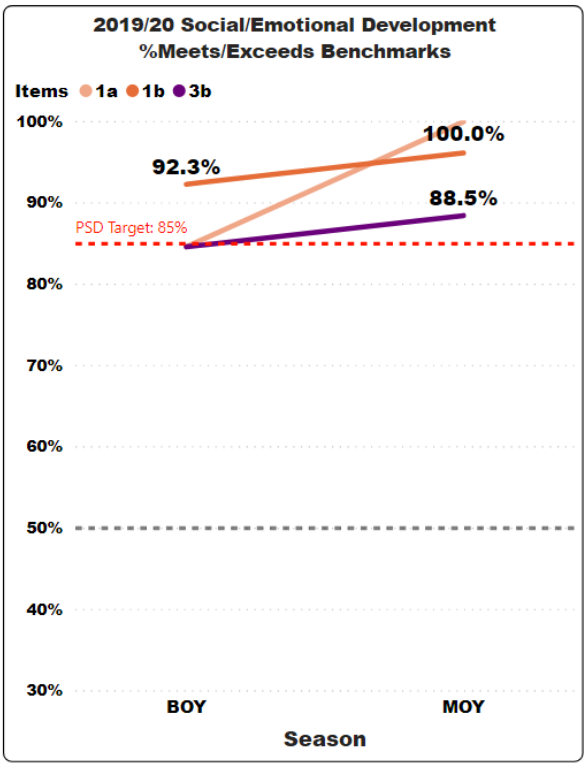


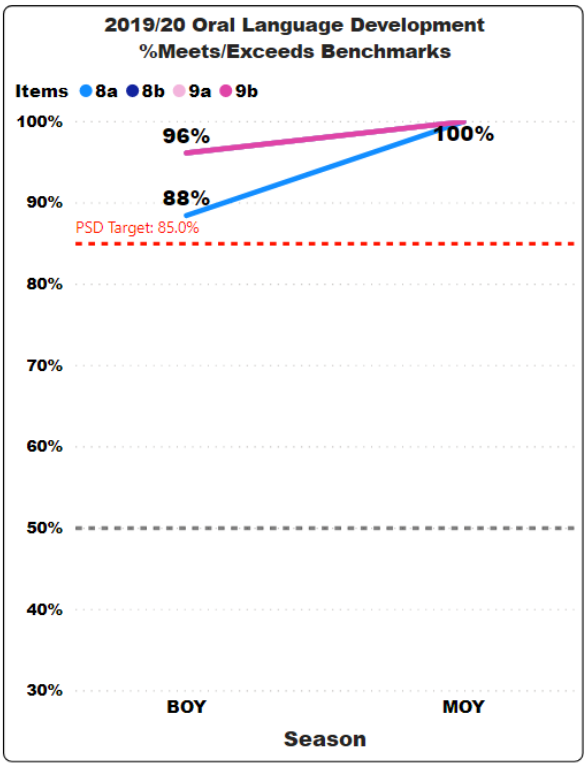
Tuition Paid by Family Preschool 3 Class (Green) 22 Students (5.2% of all students)





Tuition Paid by Family Pre-K 4 (Blue) 26 Students (11.6% of all students)





3) **Early Literacy Target:** ≥ 85% of PSD K-3 students will meet End-of-Year DIBELS Next benchmarks.
Met Target in 2019/20? Not Sure – Data Not Available due to COVID-19.
Target is supported by Action Steps 1A – 1C of the 2019/20 PSD UIP.

Fall 2019 and Fall 2020 Acadience Performance Levels by Grade Level:

Grade 2019/20	Well Below Benchmark	Below Benchmark	At or Above Benchmark	Grand Total
Kinder	315	309	1343	1967
1	532	278	1183	1993
2	400	178	1486	2064
3	410	148	1499	2057
Total	**1657**	**913**	**5511**	**8081**

Grade 2020/21	Well Below Benchmark	Below Benchmark	At or Above Benchmark	Grand Total
Kinder	313	282	1068	1663
1	928	261	606	1795
2	489	166	1215	1870
3	471	186	1291	1948
Total	**2201**	**895**	**4180**	**7276**

Grade 2019/20	Well Below Benchmark	Below Benchmark	At or Above Benchmark	Grand Total
Kinder	16.0%	15.7%	68.3%	100%
1	26.7%	13.9%	59.4%	100%
2	19.4%	8.6%	72.0%	100%
3	19.9%	7.2%	72.9%	100%
Total	**20.5%**	**11.3%**	**68.2%**	**100%**

Grade 2020/21	Well Below Benchmark	Below Benchmark	At or Above Benchmark	Grand Total
Kinder	18.8%	17.0%	64.2%	100%
1	51.7%	14.5%	33.8%	100%
2	26.1%	8.9%	65.0%	100%
3	24.2%	9.5%	66.3%	100%
Total	**30.3%**	**12.3%**	**57.4%**	**100%**

Approximately 68% of PSD kindergarten students were at or above reading benchmarks in the fall of 2019. This group of students generally moved into the first grade in the fall of 2020, and we can that only 33.8% of PSD fall 2020 1st grade students were at or above reading benchmarks. This view of data indicates a substantial reading learning loss in early literacy but is not based on following a true cohort. Notice that there are 1,967 kindergarten students with Acadience scores in the fall of 2019 and only 1,795 1st grade students with Acadience scores associated with fall 2020. Even if the counts just mentioned were closer to one another, the two grade level groups are not made up of the same students tracked fall-to-fall.

The data provided in each table below represents the 5,515 K-3 students that had test scores in three relevant testing occasions (fall 2019, winter 2019/20, and fall 2020) needed to investigate important patterns of early literacy learning during the COVID-19 and distance learning disruptions that occurred. Using a consistent data set regarding student inclusion will allow us to see patterns that are driven by learning differences as opposed to patterns driven in part by a changing student group from analysis to analysis. Note that the third graders in 2019/20 became 4th graders in 2020/21, and Acadience use for 4th grade is reduced to a subgroup of early readers that have shown some challenges in meeting grade level standards. This explains why we see 445 matched scores across these testing occasions for the 2019/20 3rd class in the "Acadience Norm Referenced Performance and Gains" tables below.

Acadience Norm Referenced Performance and Gains:

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	**1633**	**0.16**	**0.03**	**-0.83**	**-0.68**
First Grade (1st)	**1673**	**-0.07**	**0.16**	**-0.17**	**-0.25**
Second Grade (2nd)	**1764**	**0.03**	**0.05**	**-0.08**	**-0.06**
Third Grade (3rd)	**445**	**-1.11**	**0.10**	**0.02**	**-1.10**
Total	**5515**	**-0.06**	**0.08**	**-0.32**	**-0.39**

Poudre School District uses standardized scores (or z-scores) to display and aid interpretation of achievement outcomes for individual students. Z-scores answer the fundamental question of how far to the right or left of the national-norm the student's score is. In other words, z-scores help us understand "how unusual an outcome is" relative to nationwide peers. Positive z-scores indicate an outcome that is greater than average. Negative z-scores indicate an outcome that is less than average. We can subtract z-pre scores from z-post scores to generate a z-gain for each student. This z-gain indicates whether a student has moved forward relative to peers (positive z-gain), slid back relative to peers (negative z-gain), or held their normative position (z-gain of 0).

Acadience reading data (Kindergarten-3rd grade) indicates annual reading losses measured by z-score gains (fall-to-fall) were greatest at kindergarten and 1st grade (-0.83σ kindergarten, -0.17σ 1st grade) compared to later grades. This means that relative to past cohorts of kindergarten students nationwide, PSD's 2019/20 kindergarten class performed 0.83 standard deviation units below the fall 2020 Acadience outcomes we could have expected if COVID-19 had not struck. The negative impact on reading dissipates somewhat as grade levels progress. The 3rd grade z-score gain based on the Acadience assessment (0.02) matches up with a 10-unit fall-to-fall increase on the MAP Median RIT Percentile Rank measured for the same 3rd grade class. Due to the reduced number of 3rd grade students that took fall 2019 and fall 2020 occasions of the BOY Acadience assessments (445 students), it is important to recognize the MAP gains are based on approximately 1,867 3rd grade students.

Note in the table above that PSD K-3 students were making gains relative to nationwide academic peers, as they usually do in PSD, during the fall semester (pre-COVID). This can be seen by the positive z-gains for the Beginning-of-Year to Middle-of-Year that ranged from 0.03 to 0.16 standard deviations. Those z-gains in the fall semester indicate PSD students were moving forward relative to the Acadience national norms. A look at fall-to-fall z-gains indicates that the fall 2019/20 gains were not sufficient to compensate for the loss of learning realized throughout the spring and summer due to COVID-19. As stated earlier, Kindergarten-2nd grade were the hardest hit regarding early literacy learning losses, but all grade levels K-3 begin 2020/21 behind past grade-level cohorts.

The following data tables illustrate a criterion-referenced view of achievement. Once again, we can see that growth that occurred during the fall semester, and yet we begin the 2020/21 school year with COVID-19 learning losses in early literacy. Losses are most pronounced for kindergarten.

Reading Performance Levels (Acadience - Grades Kindergarten – 3rd):

Acadience Criterion Referenced Gains BOY-to-MOY 2019/20

Test Session	Grade 2019/20	Well Below Benchmark	Below Benchmark	At or Above Benchmark	At or Above Benchmark Change
Beginning of Year	K	15.1%	15.9%	69.0%	
	1	25.4%	13.9%	60.7%	
	2	18.2%	8.7%	73.1%	
	3*	67.4%	11.9%	20.7%	
	Total	**23.4%**	**12.7%**	**63.9%**	
Middle of Year	K	9.6%	16.1%	74.3%	5.3%
	1	21.9%	9.7%	68.4%	7.8%
	2	18.3%	5.7%	76.0%	2.9%
	3*	60.5%	13.3%	26.2%	5.5%
	Total	**20.2%**	**10.6%**	**69.2%**	5.3%

Acadience Criterion Referenced Gains BOY 2019/20 to BOY 2020/21

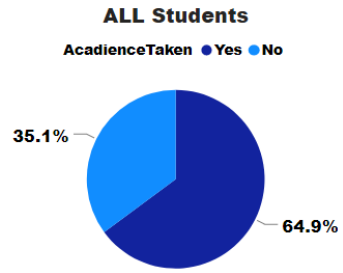
Test Session	Grade 2019/20	Well Below Benchmark	Below Benchmark	At or Above Benchmark	At or Above Benchmark Change
Beginning of Year 2019/20	K	15.1%	15.9%	69.0%	
	1	25.4%	13.9%	60.7%	
	2	18.2%	8.7%	73.1%	
	3*	67.4%	11.9%	20.7%	
	Total	**23.4%**	**12.7%**	**63.9%**	
Beginning of Year 2020/21	K	50.0%	14.6%	35.4%	-33.6%
	1	25.0%	8.7%	66.3%	5.7%
	2	23.6%	9.8%	66.6%	-6.5%
	3*	74.4%	8.5%	17.1%	-3.6%
	Total	**35.9%**	**10.8%**	**53.3%**	-10.6%

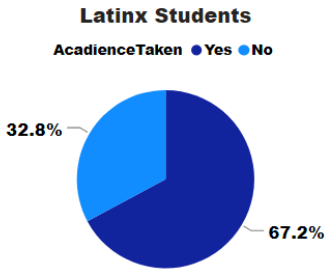
*** Caution…there are only 445 students tested in 3rd grade fall 2019 and fall 2020.**

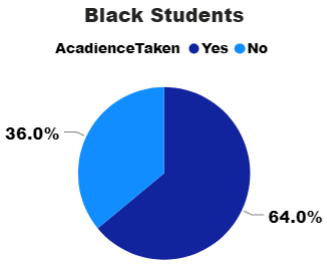
Acadience Criterion Referenced Outcomes - 2019/20 to 2020/21

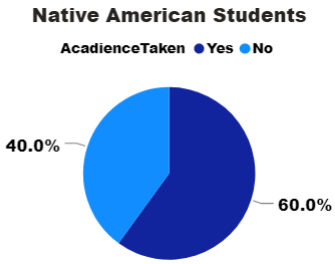
Test Session	Grade 2019/20	Well Below Benchmark	Below Benchmark	At or Above Benchmark	Total
Beginning of Year 2019/20	K	247	259	1127	1633
	1	425	233	1015	1673
	2	321	154	1289	1764
	3*	300	53	92	445
	Total	**1,293**	**699**	**3,523**	**5,515**
Middle of Year 2019/20	K	156	263	1,210	1,629
	1	365	161	1,140	1,666
	2	322	101	1,338	1,761
	3*	268	59	116	443
	Total	**1,111**	**584**	**3,804**	**5,499**
Beginning of Year 2020/21	K	817	238	578	1633
	1	418	145	1110	1673
	2	416	173	1175	1764
	3*	331	38	76	445
	Total	**1,982**	**594**	**2,939**	**5,515**

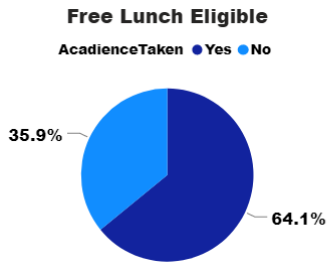
Who tested (the 5,515), and who did not test on both fall assessment occasions?

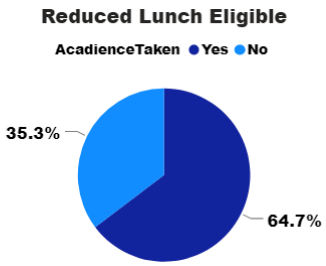


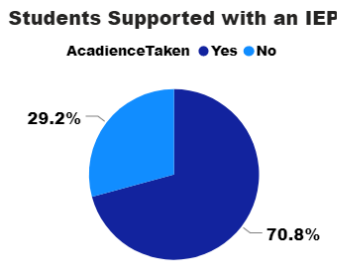


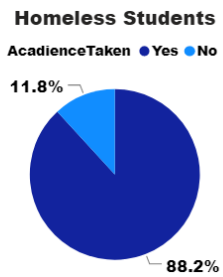


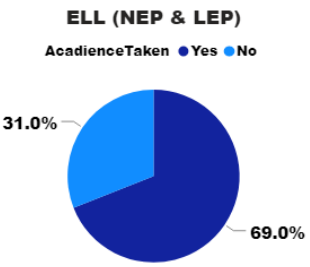


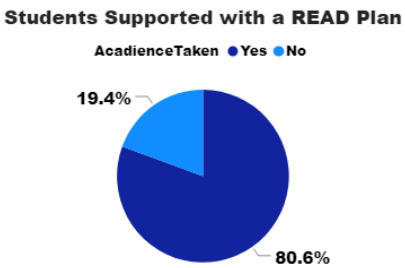












In several cases (homeless students, students supported with an IEP, and students supported with a READ Plan) we can see that important subgroups of students are slightly overrepresented in the 6,500-student group.

PSD continues to see evidence of student subgroups with academic achievement that lags overall PSD results. Disparities within PSD between subgroups in early literacy growth are not strongly evident, even while disparities in achievement levels are clear.

Acadience Norm Referenced Performance and Gains: Latinx Students

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	283	-0.56	0.22	-0.74	-1.30
First Grade (1st)	297	-0.66	0.19	-0.17	-0.83
Second Grade (2nd)	342	-0.67	0.00	-0.09	-0.79
Third Grade (3rd)	161	-1.23	0.06	-0.05	-1.32
Total	**1083**	**-0.72**	**0.12**	**-0.28**	**-1.02**

Acadience Norm Referenced Performance and Gains: Black Students

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	14	-0.32	-0.06	-1.01	-1.40
First Grade (1st)	19	0.03	0.23	0.05	-0.15
Second Grade (2nd)	26	-0.20	0.03	-0.24	-0.44
Third Grade (3rd)	5	-1.56	0.19	-0.04	-1.61
Total	**64**	**-0.26**	**0.08**	**-0.31**	**-0.65**

Acadience Norm Referenced Performance and Gains: Native American Students

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	14	-0.15	0.14	-0.43	-0.58
First Grade (1st)	11	-1.00	0.16	-0.18	-1.18
Second Grade (2nd)	10	-1.03	0.01	-0.03	-1.01
Third Grade (3rd)	1	-2.33	0.00	0.00	-2.33
Total	**36**	**-0.71**	**0.11**	**-0.23**	**-0.93**

Acadience Norm Referenced Performance & Gains: Students Eligible for Free/Reduced Lunch

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	487	-0.52	0.15	-0.74	-1.24
First Grade (1st)	517	-0.62	0.17	-0.20	-0.84
Second Grade (2nd)	536	-0.59	-0.02	-0.11	-0.72
Third Grade (3rd)	244	-1.25	0.07	-0.01	-1.27
Total	**1784**	**-0.67**	**0.09**	**-0.30**	**-0.97**

Acadience Norm Referenced Performance and Gains: Students Supported with an IEP

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	150	-0.85	-0.06	-0.71	-1.53
First Grade (1st)	147	-1.10	0.24	-0.13	-1.25
Second Grade (2nd)	180	-1.19	-0.05	-0.04	-1.24
Third Grade (3rd)	162	-1.63	0.02	0.03	-1.59
Total	**639**	**-1.20**	**0.04**	**-0.20**	**-1.40**

Acadience Norm Referenced Performance and Gains: English Language Learners

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	123	-0.87	0.38	-0.46	-1.33
First Grade (1st)	136	-0.90	0.25	-0.02	-0.91
Second Grade (2nd)	147	-0.96	-0.01	-0.08	-1.07
Third Grade (3rd)	95	-1.42	0.06	-0.04	-1.48
Total	**501**	**-1.01**	**0.17**	**-0.15**	**-1.17**

Acadience Norm Referenced Performance and Gains: Homeless Students

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	55	-1.19	0.41	-0.55	-1.71
First Grade (1st)	55	-1.01	0.05	-0.25	-1.32
Second Grade (2nd)	59	-1.04	0.02	-0.13	-1.14
Third Grade (3rd)	32	-1.46	0.07	-0.06	-1.48
Total	**201**	**-1.14**	**0.14**	**-0.27**	**-1.41**

Acadience Norm Referenced Performance and Gains: Students Supported with a READ Plan

Grade 2019/20	Student Count	Average of Zscore BOY 19/20	Average of Zgain BOY-to-MOY 2019_20	Average of Zgain BOY-to-BOY 19/20-20/21	Average of Zscore BOY 2021
All Kinder	150	-1.47	0.11	-0.37	-1.82
First Grade (1st)	362	-1.26	0.16	-0.22	-1.48
Second Grade (2nd)	386	-1.36	0.02	0.01	-1.35
Third Grade (3rd)	346	-1.37	0.12	0.04	-1.33
Total	**1244**	**-1.34**	**0.10**	**-0.09**	**-1.44**

To explore patterns of PSD achievement and growth based on year-to-year comparable data prior to 2019/20, please click ACHIEVEMENT and GROWTH.

Among the 5,515 students being analyzed above, Latinx students, students eligible for free meals, and Limited English Proficient students are approximately 1.5 times more likely than the overall K-3 student population to not meet fall 2020 grade-level reading expectations. Black students are approximately 1.2 times more likely than the overall K-3 student population to not meet fall 2020 grade-level reading expectations. Each of the risk ratios just mentioned are statistically significant at alpha equal 0.05. The following tables are provided to allow for the convenient calculation of other risk ratios of interest. (risk ratio = % target group / % reference group)

Fall 2020 Acadience Percent NOT Meeting Grade-Level Expectations: By Ethnicity

Ethnicity	Student Count	Count Not Meeting Expectations	Pct NOT Meeting Expectations
Asian	136	35	25.7%
Black	64	36	56.3%
Latinx	1083	746	68.9%
Native American	36	24	66.7%
Pacific Islander	5	3	60.0%
Two or More	209	77	36.8%
White	3982	1,655	41.6%
Total	5515	2,576	46.7%

If we control for free/reduced lunch eligibility by removing eligible students from the following analysis, we see that Latinx students are approximately 1.3 times more likely than the overall K-3 student population to not meet fall 2020 grade-level reading expectations. Black students are approximately 1.4 times more likely than the overall K-3 student population to not meet fall 2020 grade-level reading expectations. These examples seem to indicate that controlling for free/reduced lunch does not eliminate the disproportionality evident based on ethnicity/race.

Fall 2020 Acadience Percent NOT Meeting: By Ethnicity (NO Free/Reduced Lunch)

Ethnicity	Student Count	Count Not Meeting Expectations	Pct NOT Meeting Expectations
Asian	115	27	23.5%
Black	26	13	50.0%
Latinx	275	136	49.5%
Native American	15	9	60.0%
Pacific Islander	2	0	0.0%
Two or More	146	44	30.1%
White	3152	1,148	36.4%
Total	3731	1,377	36.9%

Fall 2020 Acadience Percent NOT Meeting Grade-Level Expectations: ELL

IdeaCurLevel	Student Count	Count Not Meeting Expectations	Pct NOT Meeting Expectations
Limited English Proficient (LEP)	293	199	67.9%
Non English Proficient (NEP)	208	180	86.5%
Not ELL	4877	2,156	44.2%

Fall 2020 Acadience Percent NOT Meeting Grade-Level Expectations: Free/Reduced Meals

FRlunch	Student Count	Count Not Meeting Expectations	Pct NOT Meeting Expectations
1) Free (F)	1485	1,021	68.8%
2) Reduced (R)	299	178	59.5%
3) Not FR	3731	1,377	36.9%
Total	5515	2,576	46.7%

Students supported with an IEP are approximately 1.7 times more likely than the overall K-3 student population to not meet fall 2020 grade-level reading expectations as measured by Acadience.

Fall 2020 Acadience Percent NOT Meeting Grade-Level Expectations: IEP Support

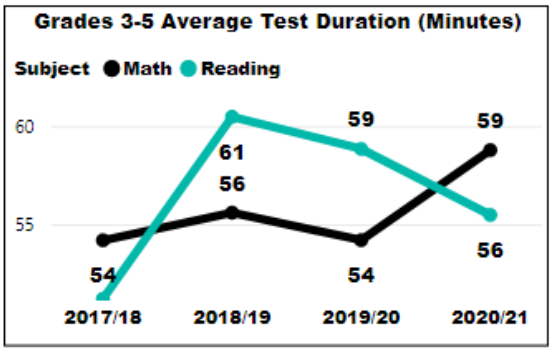
IEP	Student Count	Count Not Meeting Expectations	Pct NOT Meeting Expectations
0	4876	2,050	42.0%
1	639	526	82.3%
Total	5515	2,576	46.7%

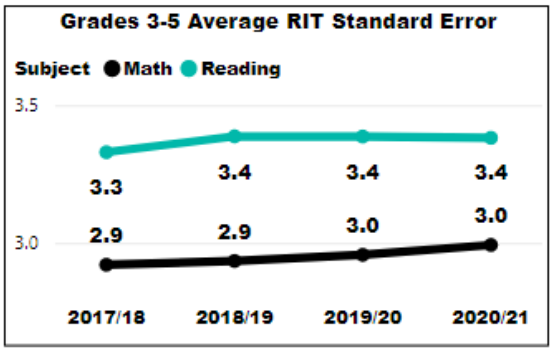
Note: IEP Yes coded as "1", IEP No coded as "0"

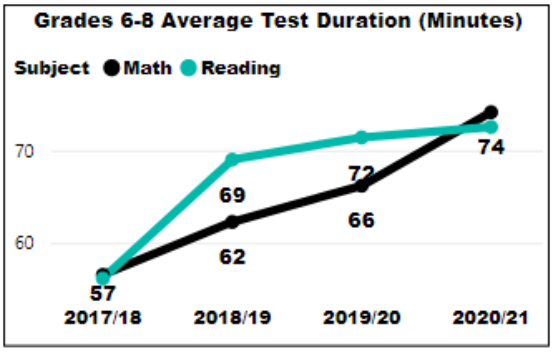
4) **<u>Achievement Target:</u>** PSD effect size ≥ 0.25 for State assessment subject by grade combinations.
<u>Met Target in 2019/20?</u> Not Sure – Data Not Available due to COVID-19
Target supported by Action Steps 1A – 1C of the 2019/20 PSD UIP.

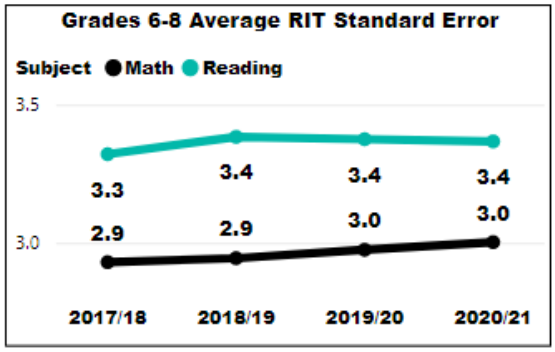
Due to disruptions in the state and local assessment systems in the spring of 2020, we do not have the same 2019/20 data streams with which to estimate effectiveness. We do have fall-to-fall Northwest Evaluation Association (NWEA) MAP data and Acadience data that can be used to glean insights regarding academic achievement and growth throughout the 2019/20 school year. This section of the Monitoring Report will analyze NWEA MAP data as key Acadience data findings were already presented in relation to "Early Literacy" (target 3).

Fall 2020 NWEA MAP testing occurred in a remote setting (as opposed to students taking the assessment while at physical school sites as in years past) so we will also present some findings regarding the comparability of fall 2020 MAP assessment scores with prior years of fall testing occasion scores to establish that the scores themselves appear to be valid measures of learning that align reasonably well with prior fall test occasion score properties. Fall 2020 remote MAP testing did not include 2nd grade students, which have been tested with MAP in the past. All comparison data used from prior fall testing seasons include only 3rd-8th grade students to ensure the analysis is valid. Average test duration and the average standard error associated with student scores are two key metrics that would likely change relative to prior fall testing seasons if the fall 2020 scores were substantively different regarding psychometric properties of NWEA MAP RIT scores produced. For elementary grades 3-5 test duration in average minutes decreased slightly in reading (3 minutes less) and increased in math by 5 minutes. Middle school (grades 6-8) followed an increasing trend in math (66 to 74, increase of 8 minutes) and reading (72 to 73, increase of 1 minute). The average standard errors are very consistent across time and school levels, but not across subjects. Standard error of the measurement (SEM) is an estimate of measurement precision and mathematics is virtually always measured with more precision than reading.

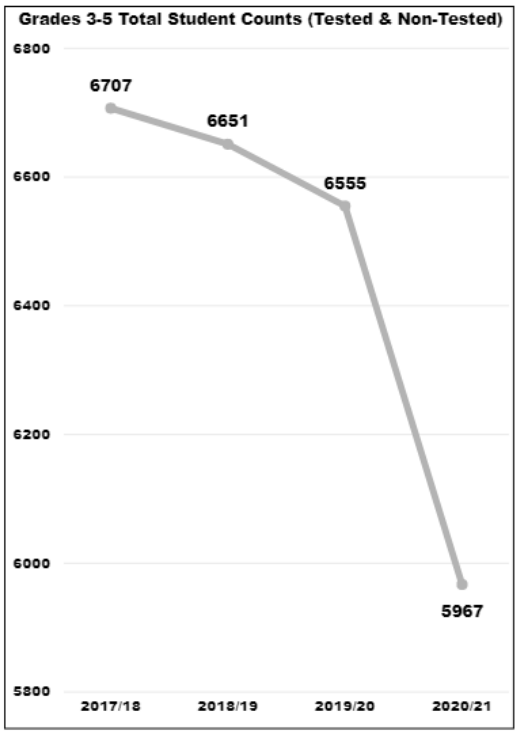


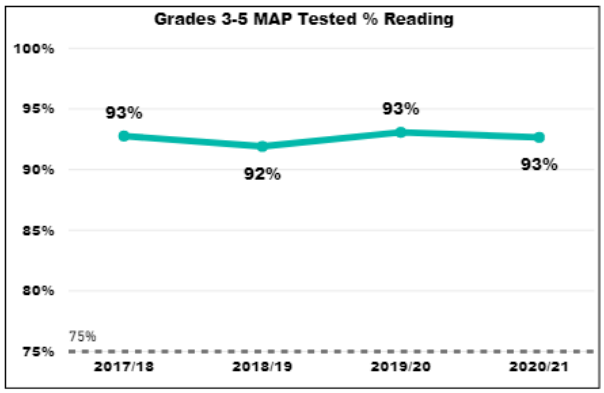


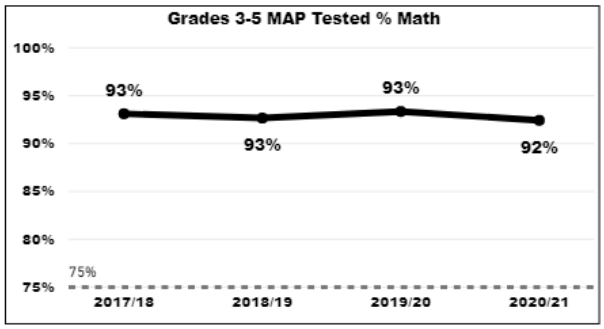


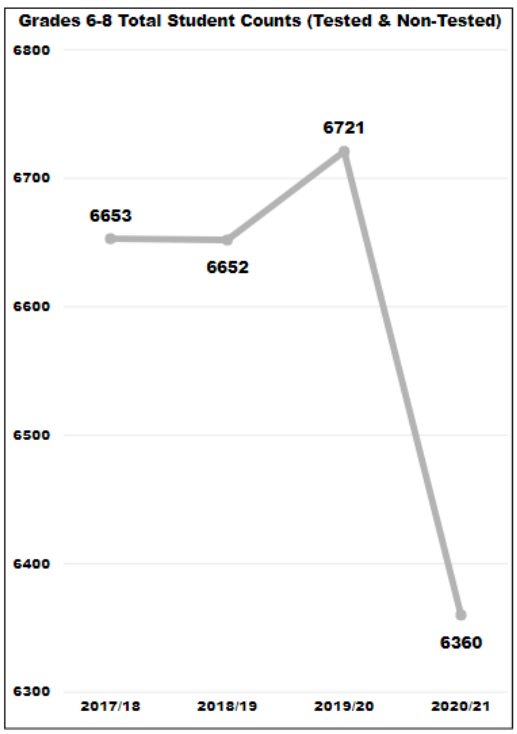


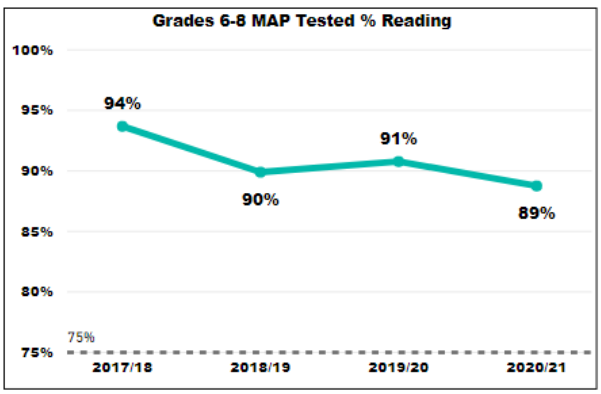
Looking at the percentage of each grade range that tested by subject we see a slight decrease (1 to 2 percentage units) in math and reading at the middle school level and a slight decrease in elementary math. The dramatic drop in fall 2020 enrollment of approximately 400-500 students per level (3-5 or 6-8) reflects the impact of COVID-19 and remote learning disruptions to school enrollment, but do not alter the validity of the MAP scores for those students that did enroll and take the assessments.

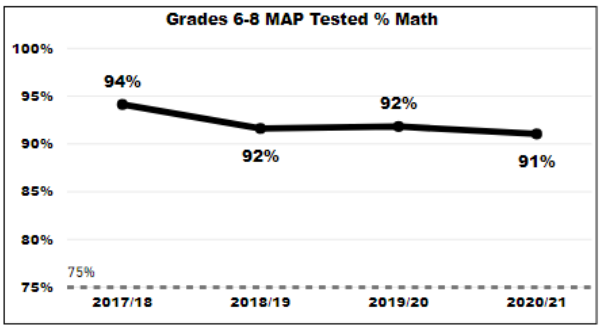




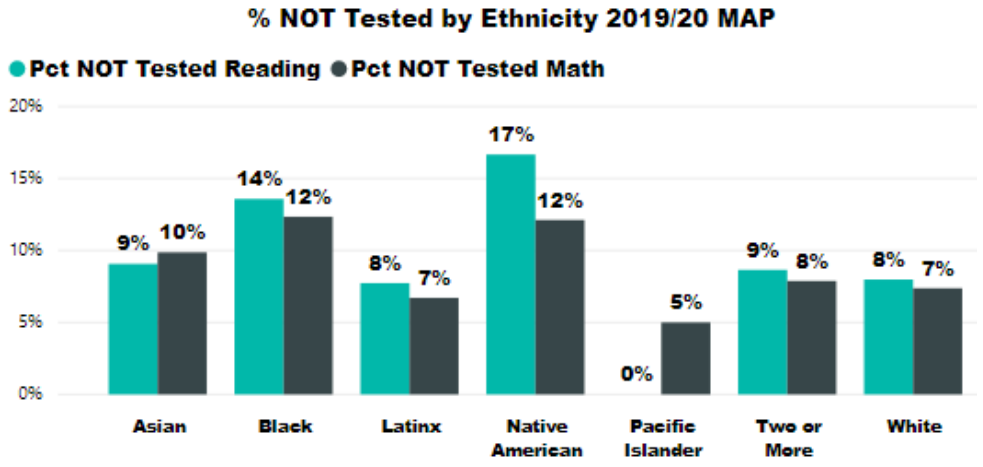


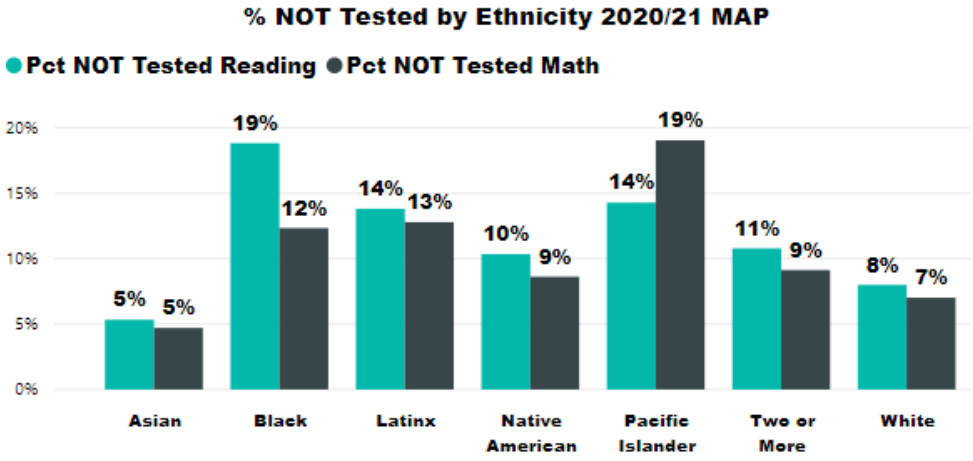


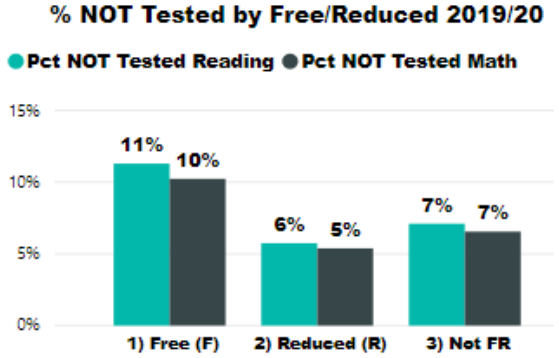


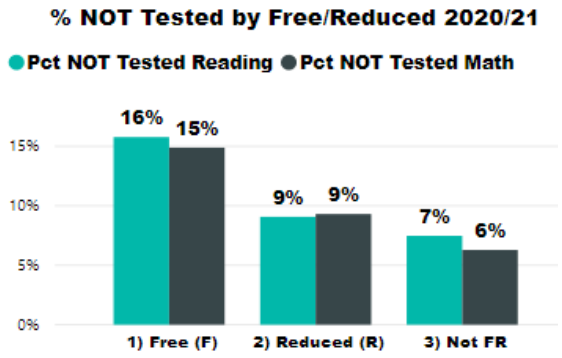


Comparing test participation percentages between the fall of 2019 and the fall of 2020 we see that white students and students not eligible for free/reduced lunch had participation rates consistent with prior years. Latinx students were about twice as likely not to test fall 2020 as fall 2019, free and reduced lunch eligible students were each about 1.5 times less likely to test, and Asian students were about half as likely to test in fall 2020 as fall 2019.









Given the analysis described above, it appears that the Fall 2020 scores are valid for their purpose (standard error of measurement, average duration, participation rates) and can be used to make inferences regarding 2019/20 student learning. Recall that we are looking at Fall 2020 scores as a proxy for the spring of 2020 for which we did not test due to COVID-19. The average z-scores of 0.32 in reading and 0.25 in math are in alignment with what PSD typically sees regarding whole population performance. These average z-scores indicate that the entire PSD score distribution is shifted to the right (or the positive direction) due to continued learning during the COVID-19 challenges. The median RIT percentile rank shows how PSD students score relative to national peers, any result above 50 indicates a similar positive shift in the student achievement distribution relative to national norms.

Fall 2020 MAP Performance - READING

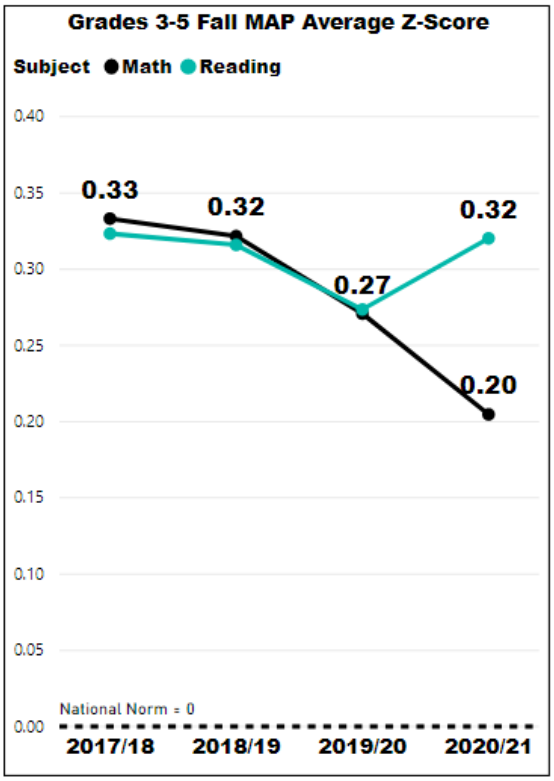
Grade	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	1867	0.31	69	52.04	3.39
4	1842	0.33	69	60.56	3.37
5	1820	0.33	68	63.22	3.36
6	1925	0.34	68	70.47	3.36
7	1893	0.33	66	70.32	3.35
8	1829	0.32	66	71.71	3.36
Total	11176	0.32	68	64.76	3.37

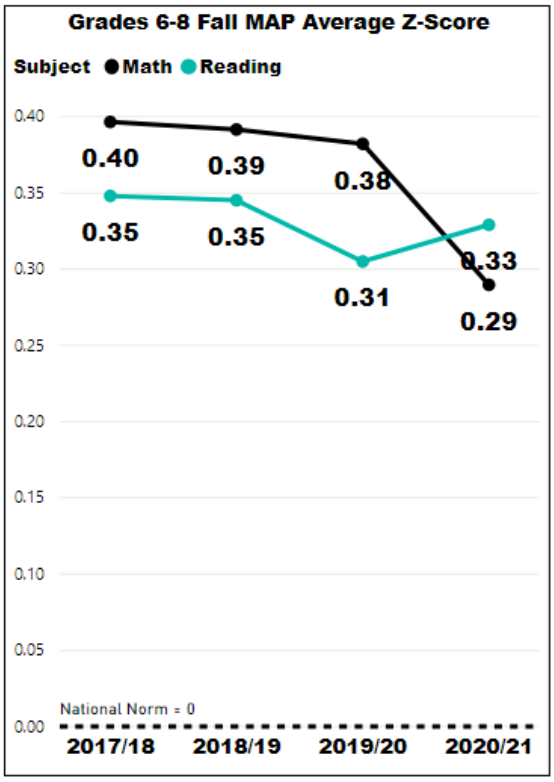
Fall 2020 MAP Performance - MATH

Grade	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	1844	0.19	60	56.06	3.00
4	1835	0.19	59	61.68	2.99
5	1836	0.23	60	65.21	2.99
6	1934	0.17	58	69.50	2.99
7	1902	0.32	63	75.58	3.00
8	1955	0.38	65	79.34	3.04
Total	11306	0.25	61	68.07	3.00

To put the current fall 2020 assessment results in context relative to past PSD fall results, we will inspect some line graphs and see how PSD students have performed on fall assessments over several years.

Fall MAP Average Z-Scores (2020 Norms Used for All Years): All Students





The MAP average z-score (normative achievement) grades 3-8 went up (0.27 to 0.32) in reading and down in math (0.27 to 0.20) from the fall of 2019 to the fall of 2020. A similar pattern exists for grades 6-8 where the average z-score went up (0.31 to 0.33) in reading and down in math (0.38 to 0.29) from fall 2019 to fall 2020. Note that all z-scores being used in this analysis are based on 2020 norms published by NWEA. In other words, the 2017/18, 2018/19, and 2019/20 z-scores are calculated by retroactively calculating z-scores based on 2020 national norms rather than the 2015 norms originally used by NWEA in calculating their percentile ranks. If PSD did not calculate z-scores for all years displayed using a single consistent norm study, changes in performance levels may have been confounded with a change in norms (i.e., any increases or decreases in the fall of 2020 outcomes may have been due in part to a change in norms rather than a change in student performance). Let us look at subgroup performance as well.

Fall 2020 MAP Performance - READING

Ethnicity	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
Asian	302	0.73	82	65.84	3.36
Black	125	-0.06	51	68.17	3.36
Latinx	2115	-0.31	41	64.05	3.38
Native American	52	-0.14	50	63.10	3.37
Pacific Islander	18	0.19	61	61.78	3.36
Two or More	430	0.46	71	63.54	3.37
White	8134	0.48	72	64.93	3.36
Total	11176	0.32	68	64.76	3.37

Fall 2020 MAP Performance - READING

Free/Reduced Meals	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
1) Free (F)	2288	-0.39	39	61.53	3.38
2) Reduced (R)	391	-0.07	52	65.39	3.37
3) Not FR	8497	0.53	73	65.59	3.36
Total	11176	0.32	68	64.76	3.37

Fall 2020 MAP Performance - READING (NO Free/Reduced Meal)

Ethnicity	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
Asian	265	0.81	85	65.33	3.36
Black	76	0.17	63	74.43	3.37
Latinx	889	0.10	59	65.91	3.37
Native American	18	0.52	72	78.72	3.36
Pacific Islander	12	0.69	79	62.83	3.36
Two or More	334	0.63	75	64.66	3.36
White	6903	0.58	74	65.48	3.36
Total	8497	0.53	73	65.59	3.36

Fall 2020 MAP Performance - MATH

Ethnicity	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
Asian	304	0.99	83	74.77	3.05
Black	135	-0.30	38	66.34	3.00
Latinx	2140	-0.37	37	66.67	3.00
Native American	53	-0.29	38	68.30	3.01
Pacific Islander	17	0.17	62	72.29	3.00
Two or More	438	0.32	62	68.31	3.00
White	8219	0.39	66	68.18	3.00
Total	11306	0.25	61	68.07	3.00

Fall 2020 MAP Performance - MATH

Free/Reduced Meals	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
1) Free (F)	2310	-0.46	34	64.34	3.01
2) Reduced (R)	390	-0.15	47	67.42	3.00
3) Not FR	8606	0.46	67	69.09	3.00
Total	11306	0.25	61	68.07	3.00

Fall 2020 MAP Performance - MATH (NO Free/Reduced Meal)

Ethnicity	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
Asian	265	1.11	85	75.97	3.06
Black	77	-0.10	46	65.83	2.98
Latinx	905	0.00	52	68.95	3.00
Native American	21	0.27	62	73.24	2.99
Pacific Islander	12	0.57	77	79.00	2.98
Two or More	339	0.51	66	68.39	3.00
White	6987	0.50	70	68.89	3.00
Total	8606	0.46	67	69.09	3.00

Fall 2020 MAP Performance - READING

IEP	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
IEP	934	-1.06	14	53.71	3.40
No	10242	0.45	70	65.76	3.36
Total	11176	0.32	68	64.76	3.37

Fall 2020 MAP Performance - MATH

IEP	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
IEP	945	-1.03	15	59.93	3.03
No	10361	0.36	65	68.81	3.00
Total	11306	0.25	61	68.07	3.00

Fall 2020 MAP Performance - READING

ELL	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
NEP	56	-1.94	3	46.27	3.49
LEP	345	-1.12	13	50.97	3.39
Total	401	-1.23	11	50.32	3.40

Fall 2020 MAP Performance - MATH

ELL	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
NEP	60	-1.34	9	57.03	3.08
LEP	347	-0.96	16	55.91	3.00
Total	407	-1.02	15	56.07	3.01

Fall 2020 MAP Performance - READING

McKinney (Homeless)	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
McKinney	290	-0.77	26	58.37	3.39
No	10886	0.35	68	64.93	3.37
Total	11176	0.32	68	64.76	3.37

Fall 2020 MAP Performance - MATH

McKinney (Homeless)	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
McKinney	306	-0.71	26	62.74	3.01
No	11000	0.27	63	68.21	3.00
Total	11306	0.25	61	68.07	3.00

Fall 2020 MAP Performance - READING

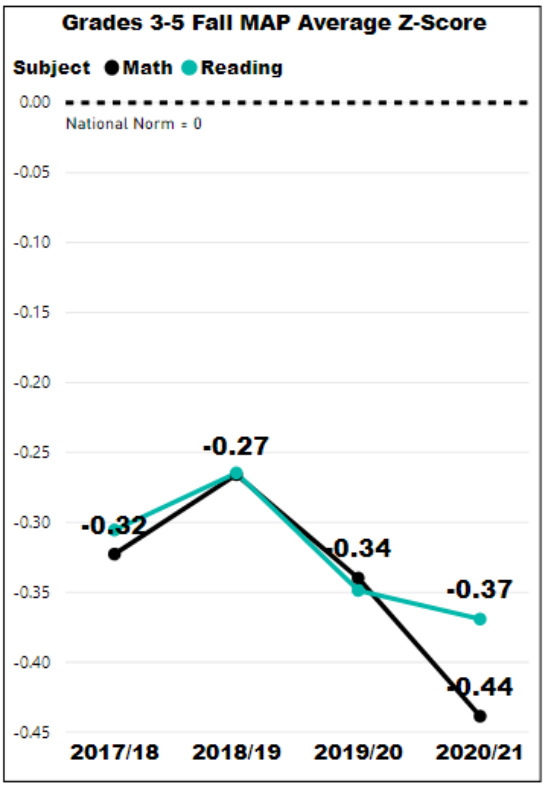
READ Plan	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
No	9778	0.52	72	66.25	3.36
Yes	1398	-1.03	16	54.33	3.40
Total	11176	0.32	68	64.76	3.37

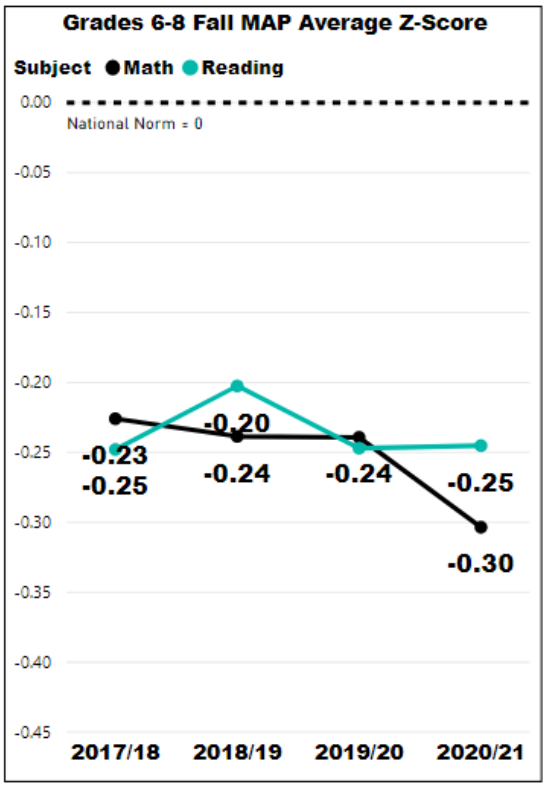
Fall 2020 MAP Performance - MATH

READ Plan	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
No	9934	0.40	65	69.18	3.00
Yes	1372	-0.87	19	59.98	3.02
Total	11306	0.25	61	68.07	3.00

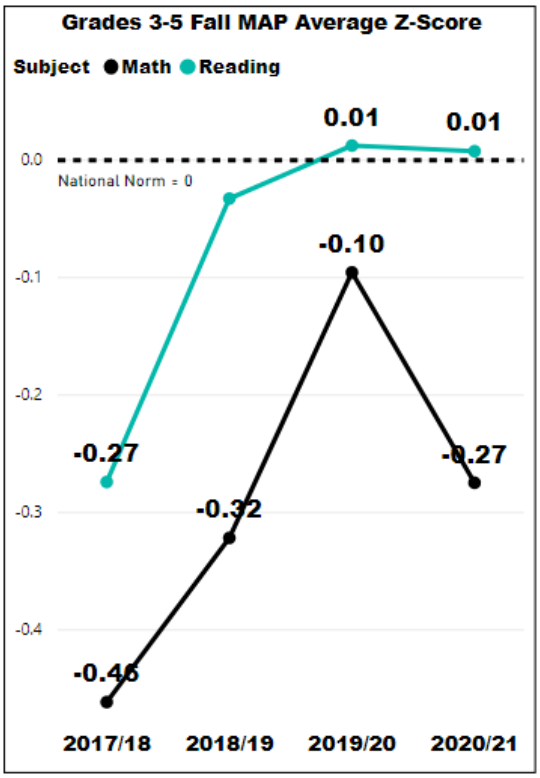
Based on the tabled data above we see continued high levels of achievement overall in reading (z=0.32) and math (z-=0.25). That indicates the traditional 1/3 standard deviation shift to the right of the national norm was evident in grades 3-8 reading. Math achievement was not as strong in the fall of 2020, as we see grades 3-8 were collectively shifted ¼ of a standard deviation unit to the right. Nonetheless, both subject area results indicate achievement levels well above national norms. To put the current fall 2020 assessment results by subgroup in context relative to past PSD fall results, we will inspect some line graphs and see how PSD student subgroups have performed on fall assessments over several years.

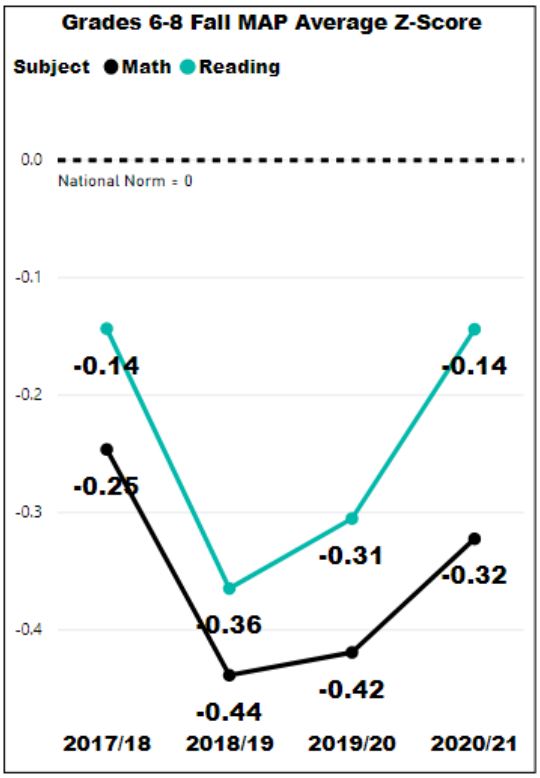
Latinx Students Fall MAP Norm-Referenced Performance:



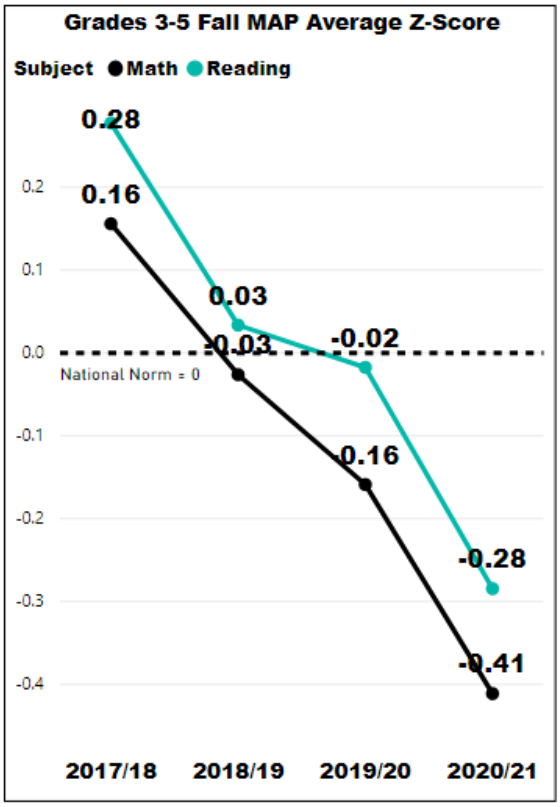


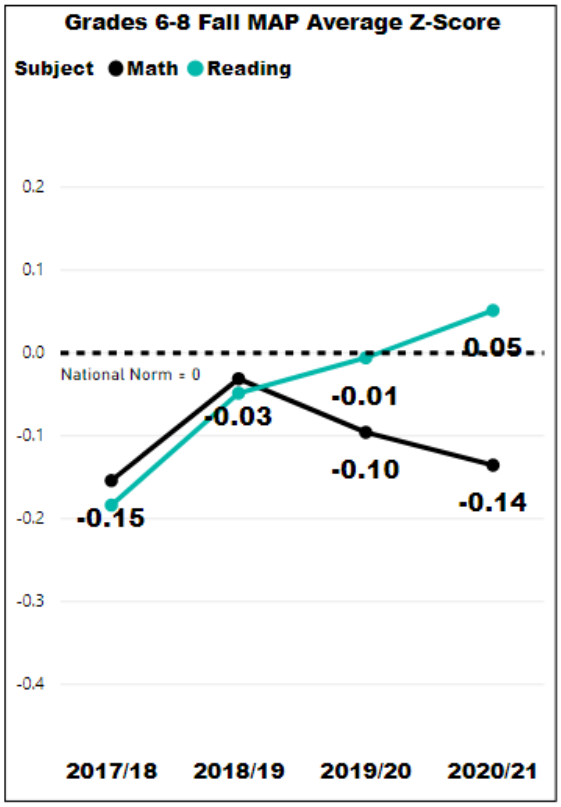
Black Students Fall MAP Norm-Referenced Performance:



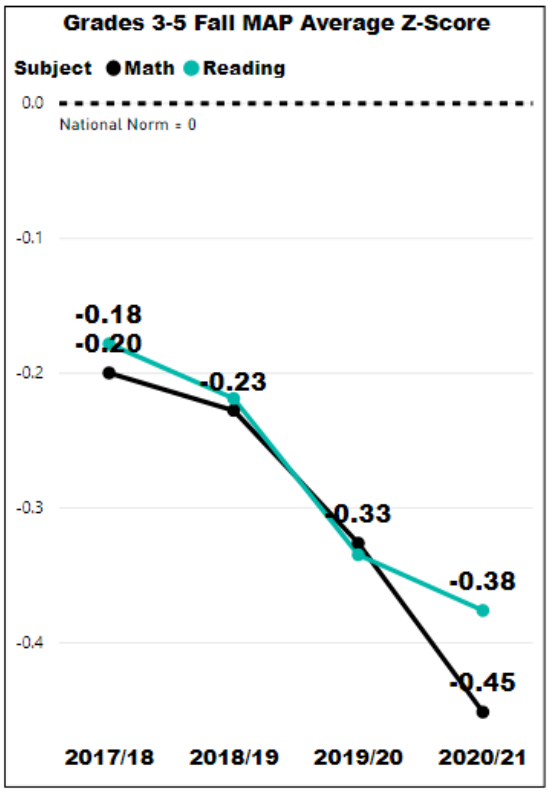


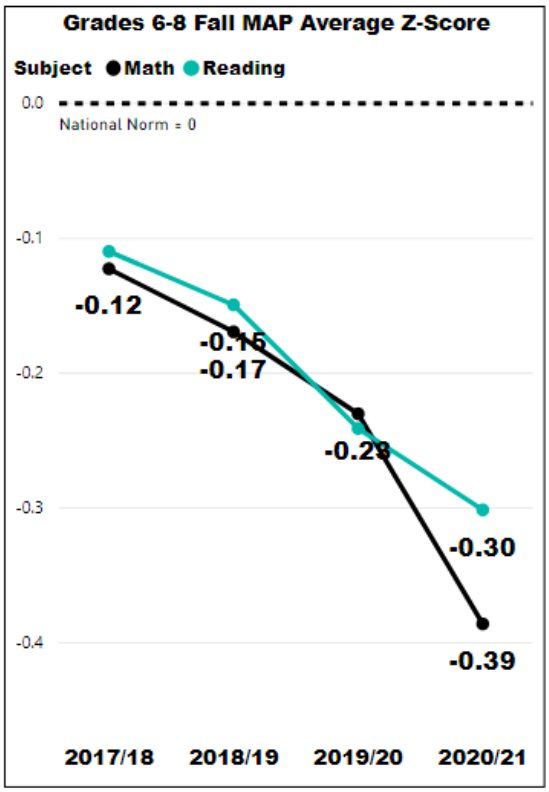
<u>Native American</u> Students Fall MAP Norm-Referenced Performance:



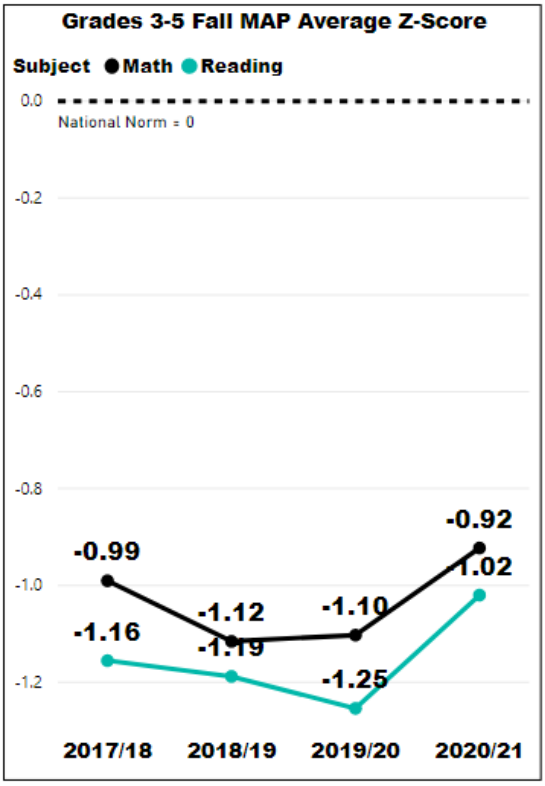


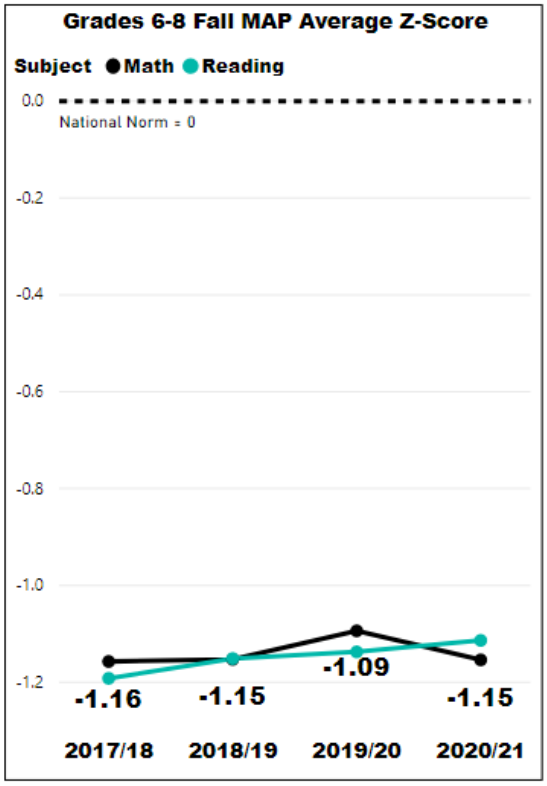
Students Eligible for <u>Free/Reduced Lunch</u> Fall MAP Norm-Referenced Performance:



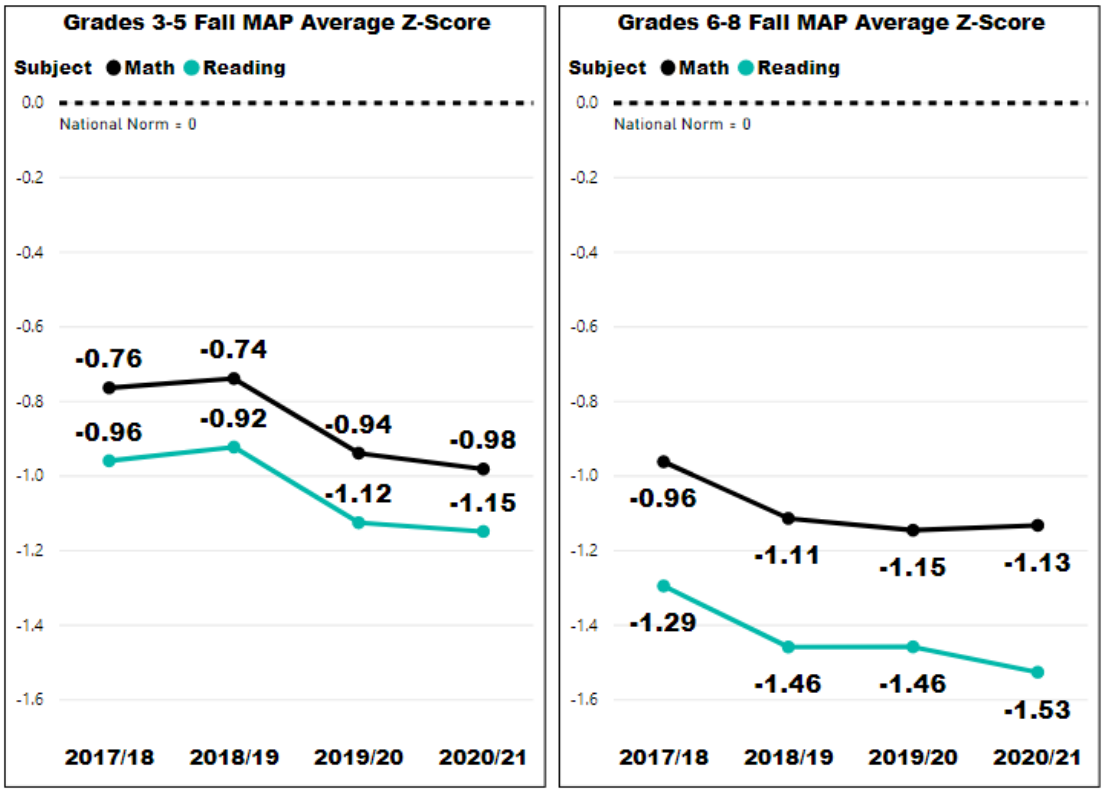


Students <u>Supported with an IEP</u> Fall MAP Fall Norm-Referenced Performance:

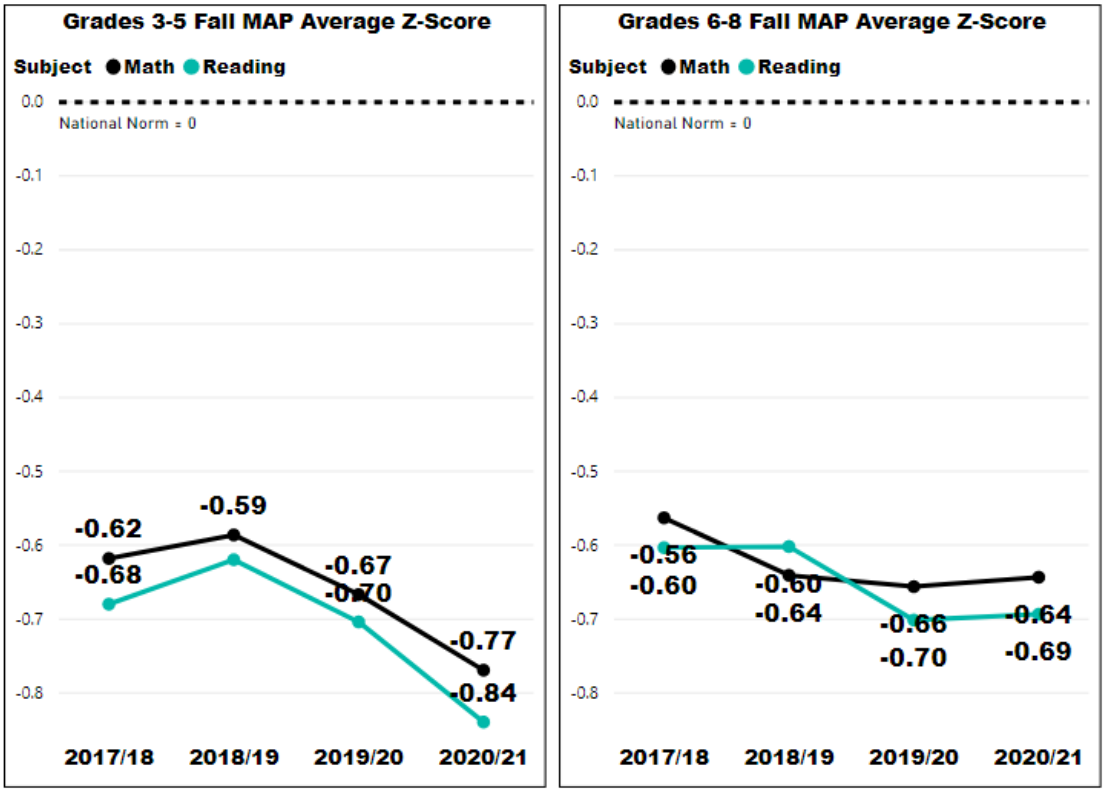




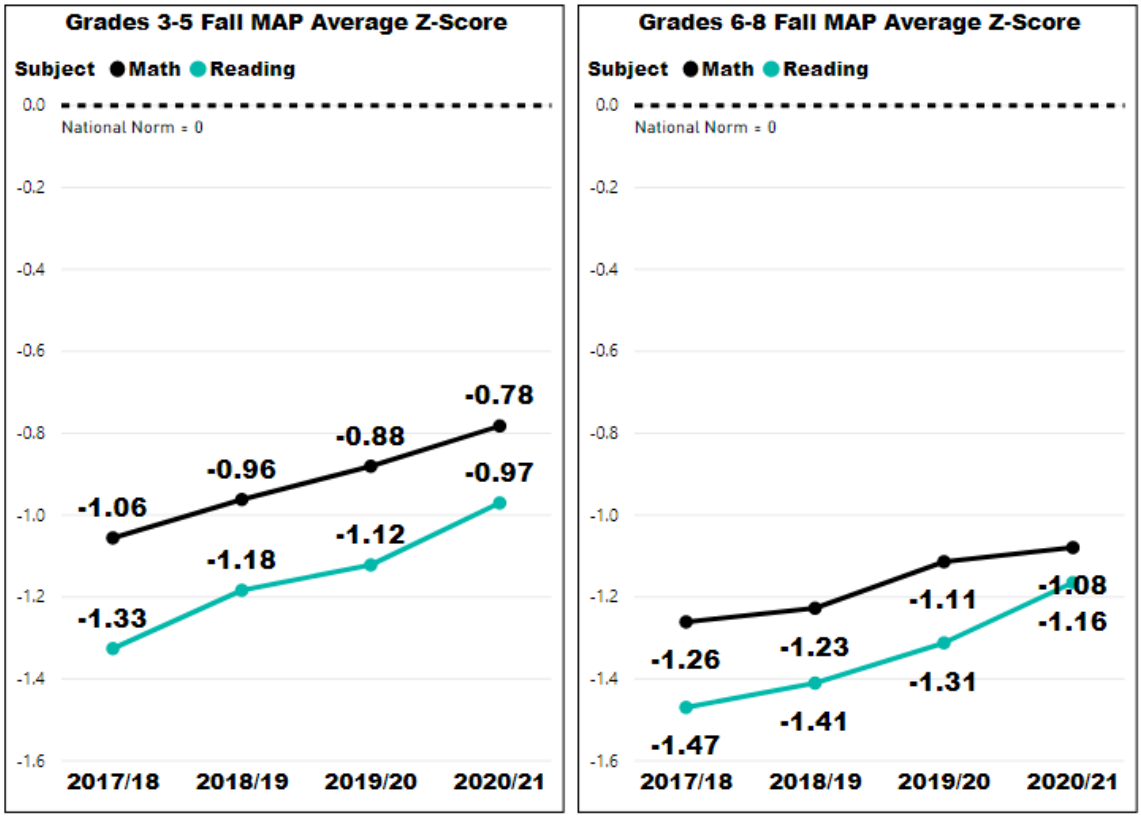
English Language Learners Fall MAP Norm-Referenced Performance:



Homeless Students Fall MAP Norm-Referenced Performance:



Students Supported with a READ Plan Fall MAP Norm-Referenced Performance:



Collectively, the data views provided above indicate that while PSD students have done well overall there are subgroups of students (free/reduced lunch eligible, Latinx, African American, Native American, English language learners, and students supported with an IEP) that are not attaining the same levels of achievement and require PSD staff to be partners in reaching higher levels of academic outcomes.

5) **Academic Growth Target:** PSD student growth will exceed that of academic-peers statewide (students in the same grade level and who have similar prior year achievement scores).
Met Target in 2019/20? Not Sure – Data Not Available due to COVID-19
Target supported by Action Steps 1A – 1C of the 2019/20 PSD UIP.

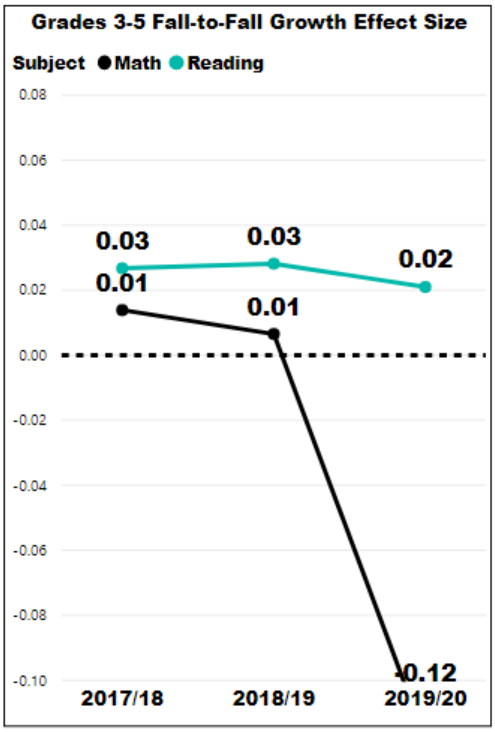
Gain scores calculated as a Z-post score minus a Z-pre score for successive sets of test occasions are referred to as a Zgains. After calculating a Zgain for each individual student, we can average Zgain scores to create a growth effect size metric. The Zgain scores for individual students and the averages of these Zgain scores (growth effect size) are both reported in terms of "standard deviation" units of the underlying assessment scores. This means that a growth effect size of "0" indicates a group of students exactly held their normative position relative to national peers (a year's growth in a year's time). In other words, this group of students grew as much as other students that started at the same assessment score on the pre-test occasion. A negative growth effect size (less than 0) indicates a group of students that have slide further behind their academic peers (students who started the learning cycle at the same initial score). A positive growth effect size (greater than 0) indicates a group of students have surged forward relative to the learning of their academic peers. In 2020, NWEA updated national norms. **For the following analysis, the new 2020 national norms were applied to all data being reported to ensure observed growth is not an artifact of national norms that varied. The fall-2019-to-fall-2020 growth is associated with the student learning that occurred in the 2019/20 school year and is designated 2019/20 in the line graphs and tables.** Due to reduced assessment participation rates at other grade levels, all data displayed represent 3rd – 8th grade students.

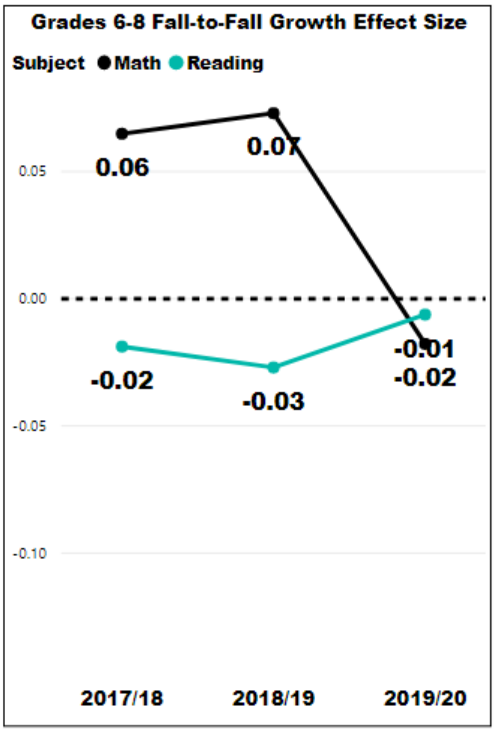
The Zgain column in the tables below contains the average Zgain of the associated student group, and this average Zgain is referred to as the "Growth Effect Size" in the line graphs. In the following tables, growth effect sizes from zero up to 0.20 are shaded green; blue indicates a growth effect size greater than or equal to 0.20. A growth effect size at or below zero is shaded yellow. A growth effect size at or below -0.20 is shaded red. To put the current fall-to-fall growth results in context relative to past results, Growth Effect Size line graphs will illustrate how PSD outcomes have varied.

In 2019/20 grades 3-8, math growth had a larger decline than reading. Reading gains were generally in alignment with prior year outcomes. These statements are true for subgroups of students as well as for the overall student population. These local findings regarding subject specific variance in COVID-19 learning impacts are in alignment with what several national studies have found*. Learning loss in 2019/20 appears to have impacted our youngest readers (PreK-2nd grade) and mathematics across the grade spectrum.

*NWEA "How did COVID impact student learning? The data is in" fall 2020
*Renaissance "How Kids Are Performing" fall 2020

All Students Grades 3-8 Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

Grade 2019/20	Zgain Count	Zgain F-to-F 2020 Norms
3	1594	0.10
4	1606	0.01
5	1680	-0.06
Total	4880	0.02

READING 6th-8th Grades

Grade 2019/20	Zgain Count	Zgain F-to-F 2020 Norms
6	1680	-0.07
7	1609	-0.02
8	765	0.15
Total	4054	-0.01

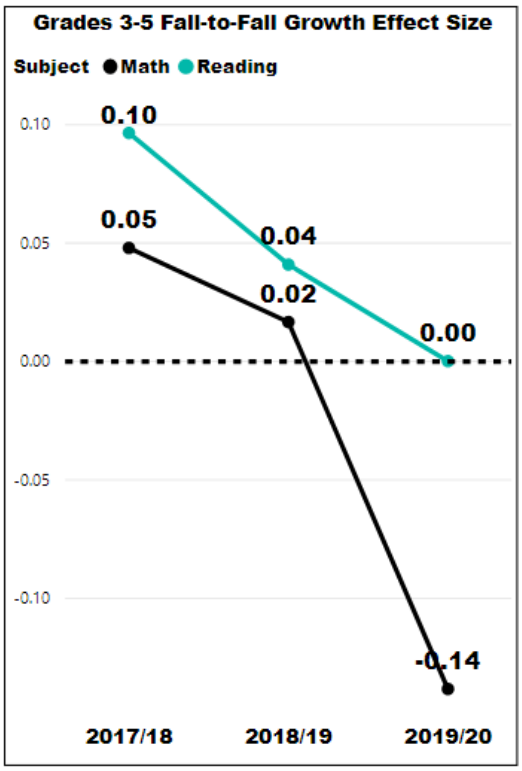
MATH 3rd-5th Grades

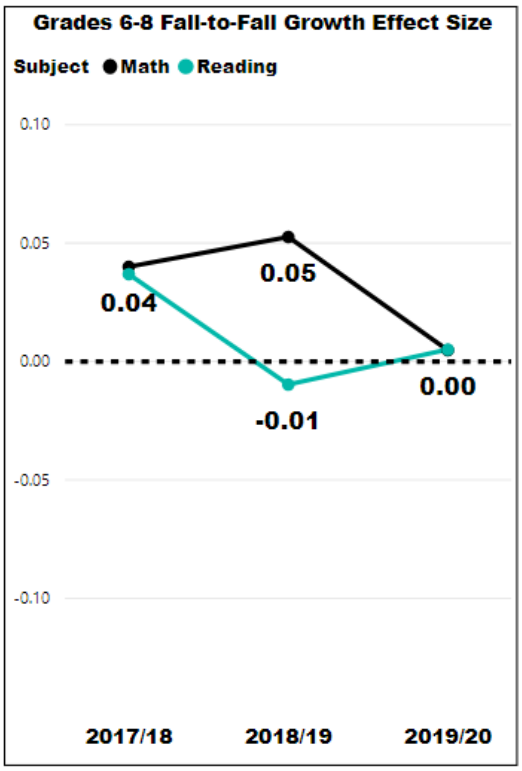
Grade 2019/20	Zgain Count	Zgain F-to-F 2020 Norms
3	1585	-0.03
4	1617	-0.11
5	1685	-0.23
Total	4887	-0.13

MATH 6th-8th Grades

Grade 2019/20	Zgain Count	Zgain F-to-F 2020 Norms
6	1679	-0.05
7	1762	-0.05
8	490	0.19
Total	3931	-0.02

<u>Latinx</u> Students Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Latinx	948	0.00

MATH 3rd-5th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Latinx	959	-0.14

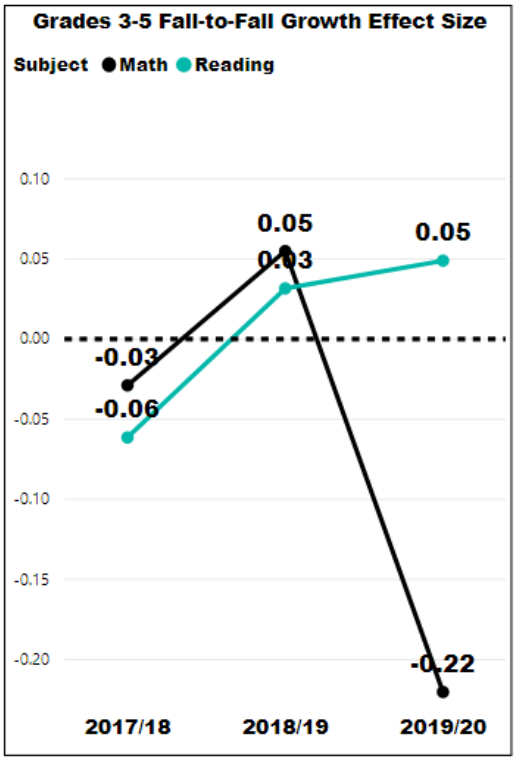
READING 6th-8th Grades

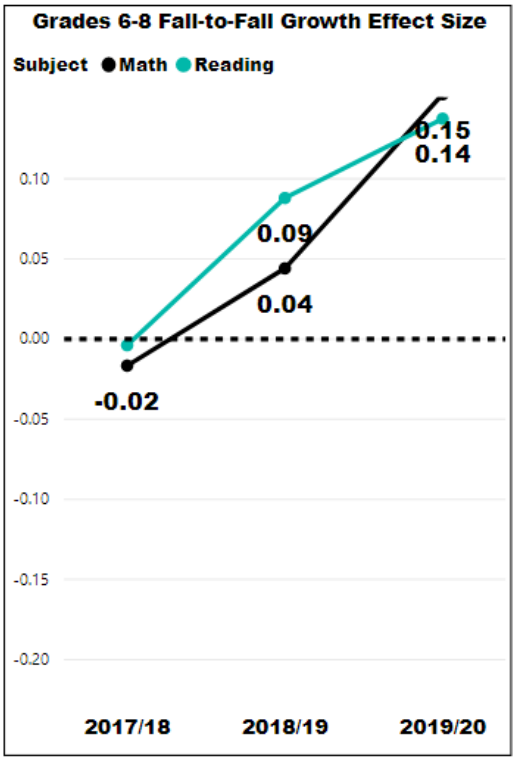
Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Latinx	826	0.01

MATH 6th-8th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Latinx	815	0.00

<u>Black</u> Students Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Black	51	0.05

READING 6th-8th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Black	48	0.14

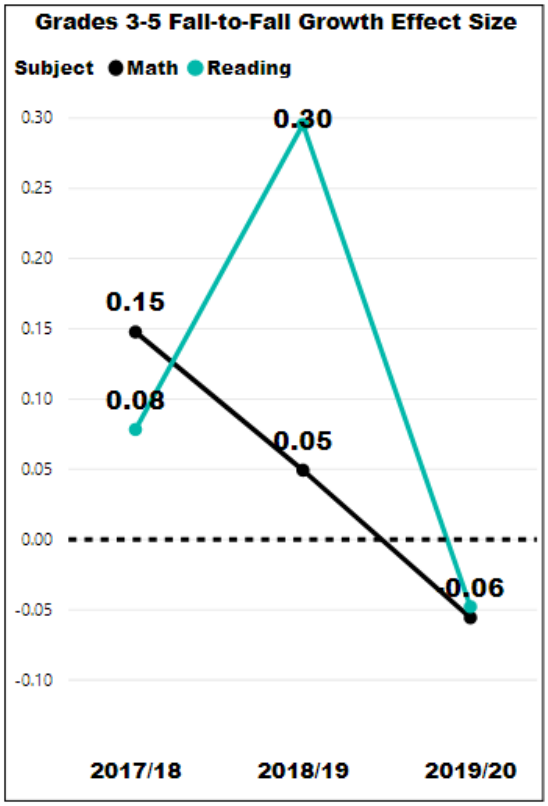
MATH 3rd-5th Grades

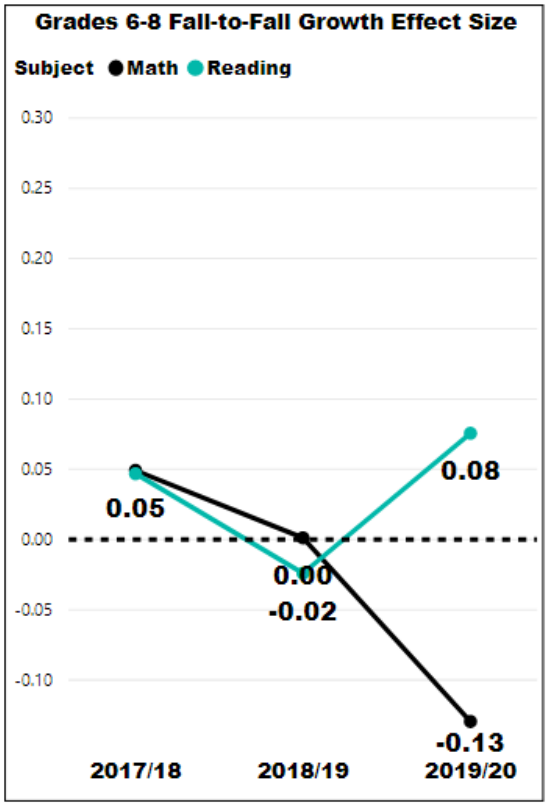
Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Black	53	-0.22

MATH 6th-8th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Black	54	0.15

<u>Native American</u> Students Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Native American	24	-0.05

MATH 3rd-5th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Native American	25	-0.06

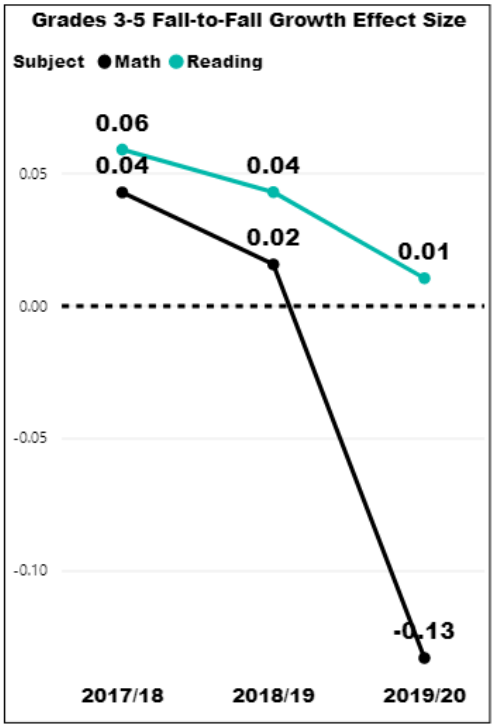
READING 6th-8th Grades

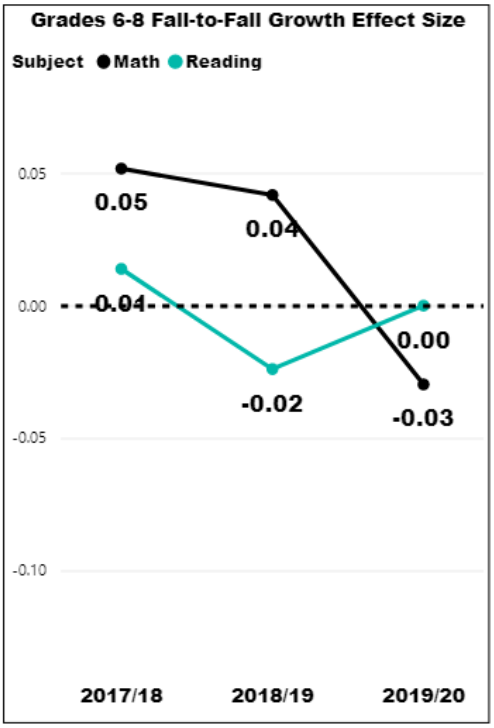
Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Native American	16	0.08

MATH 6th-8th Grades

Ethnicity	Zgain Count	Zgain F-to-F 2020 Norms
Native American	17	-0.13

Students Eligible for Free/Reduced Lunch Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

FRMcode	Zgain Count	Zgain F-to-F 2020 Norms
1) Free (F)	1178	0.00
2) Reduced (R)	319	0.06
3) Not FR	3640	0.03
Total	5137	0.02

MATH 3rd-5th Grades

FRMcode	Zgain Count	Zgain F-to-F 2020 Norms
1) Free (F)	1176	-0.14
2) Reduced (R)	318	-0.11
3) Not FR	3660	-0.11
Total	5154	-0.12

READING 6th-8th Grades

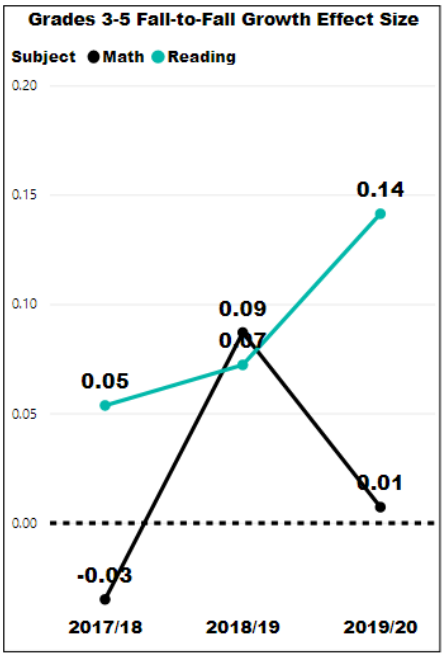
FRMcode	Zgain Count	Zgain F-to-F 2020 Norms
1) Free (F)	946	0.01
2) Reduced (R)	289	-0.03
3) Not FR	3011	-0.01
Total	4246	-0.01

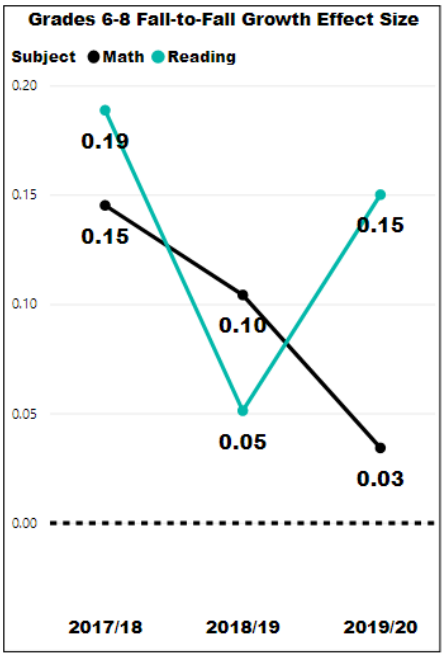
MATH 6th-8th Grades

FRMcode	Zgain Count	Zgain F-to-F 2020 Norms
1) Free (F)	947	-0.03
2) Reduced (R)	276	-0.02
3) Not FR	2906	-0.01
Total	4129	-0.02

Elementary and middle school academic growth in 2019/20 (fall 2019 to fall 2020) dropped dramatically into negative growth effect sizes (gaps widening) for math. Elementary school reading growth effect size outcomes for students eligible for free or reduced meal prices are lower in 2019/20 compared to prior years but did remain positive.

Students <u>Supported with an IEP</u> Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

IEP	Zgain Count	Zgain F-to-F 2020 Norms
IEP	465	0.14
No	4672	0.01
Total	5137	0.02

MATH 3rd-5th Grades

IEP	Zgain Count	Zgain F-to-F 2020 Norms
IEP	466	0.01
No	4688	-0.13
Total	5154	-0.12

READING 6th-8th Grades

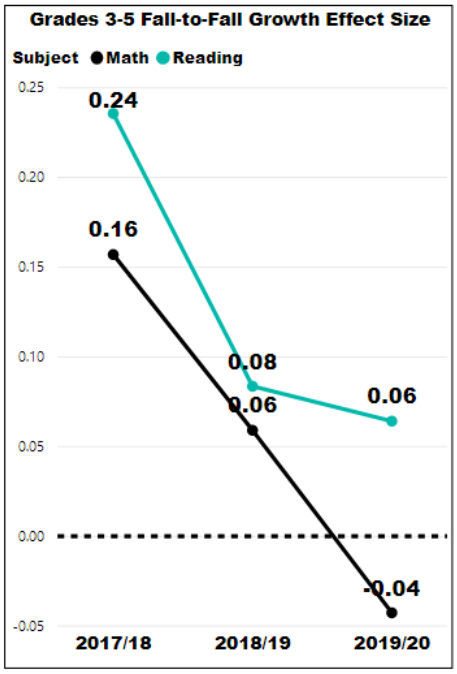
IEP	Zgain Count	Zgain F-to-F 2020 Norms
IEP	313	0.15
No	3933	-0.02
Total	4246	-0.01

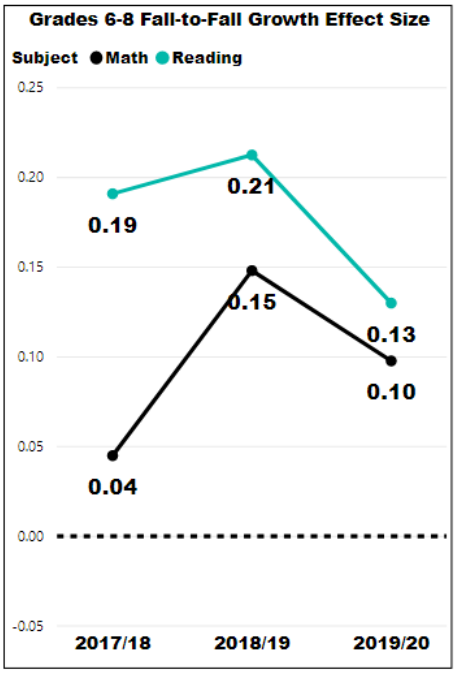
MATH 6th-8th Grades

IEP	Zgain Count	Zgain F-to-F 2020 Norms
IEP	322	0.03
No	3807	-0.02
Total	4129	-0.02

Academic growth in reading for 2019/20 (fall 2019 to fall 2020) is positive and is higher than realized in 2018/19 for students supported with an IEP. Math growth is lower in 2019/20 compared to 2018/19. All growth effect size estimates are positive meaning that student supported with an IEP do appear to be moving forward within the normal curve of national outcomes for grade-level peers. These patterns are true for both the elementary and middle school levels.

<u>English Language Learners</u> Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

ELL	Zgain Count	Zgain F-to-F 2020 Norms
NEP	48	0.14
LEP	251	0.05
Total	299	0.06

READING 6th-8th Grades

ELL	Zgain Count	Zgain F-to-F 2020 Norms
NEP	12	0.45
LEP	46	0.05
Total	58	0.13

MATH 3rd-5th Grades

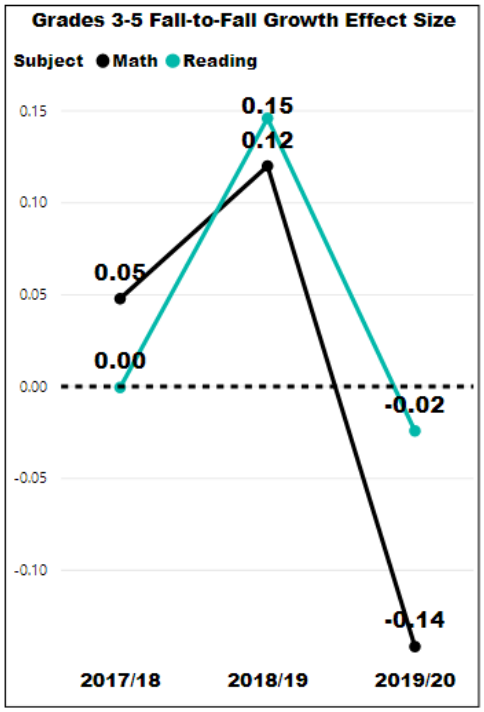
ELL	Zgain Count	Zgain F-to-F 2020 Norms
NEP	55	0.20
LEP	254	-0.09
Total	309	-0.04

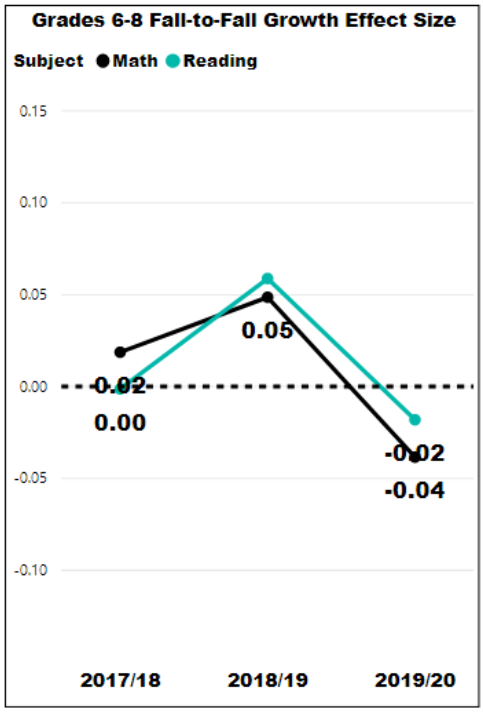
MATH 6th-8th Grades

ELL	Zgain Count	Zgain F-to-F 2020 Norms
NEP	16	0.28
LEP	52	0.04
Total	68	0.10

Elementary academic growth in 2019/20 (fall 2019 to fall 2020) appears to be less than realized in the prior two school years for math and reading, math dropping dramatically to a negative growth effect size (gaps widening). Middle school growth effect size outcomes for Not English Proficient (NEP) and Limited English Proficient (LEP) students remained positive. Middle school 2019/20 growth effect sizes are lower than in 2018/19 for both reading and math.

<u>Homeless</u> Students Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

McKinney	Zgain Count	Zgain F-to-F 2020 Norms
McKinney	136	-0.02
No	5001	0.02
Total	5137	0.02

READING 6th-8th Grades

McKinney	Zgain Count	Zgain F-to-F 2020 Norms
McKinney	125	-0.02
No	4121	-0.01
Total	4246	-0.01

MATH 3rd-5th Grades

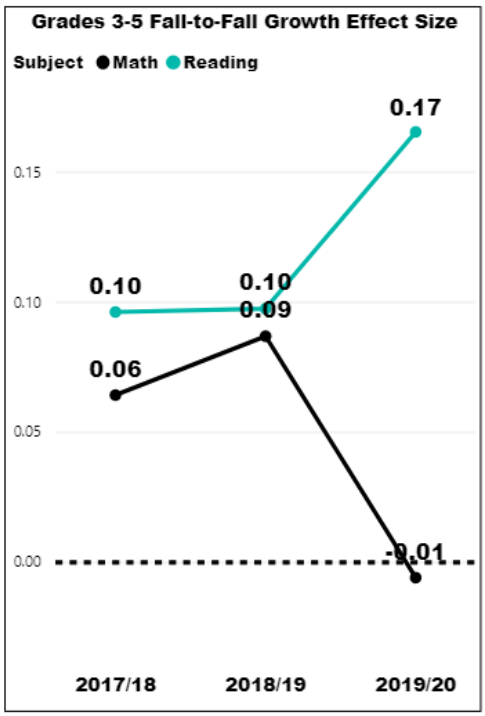
McKinney	Zgain Count	Zgain F-to-F 2020 Norms
McKinney	138	-0.14
No	5016	-0.12
Total	5154	-0.12

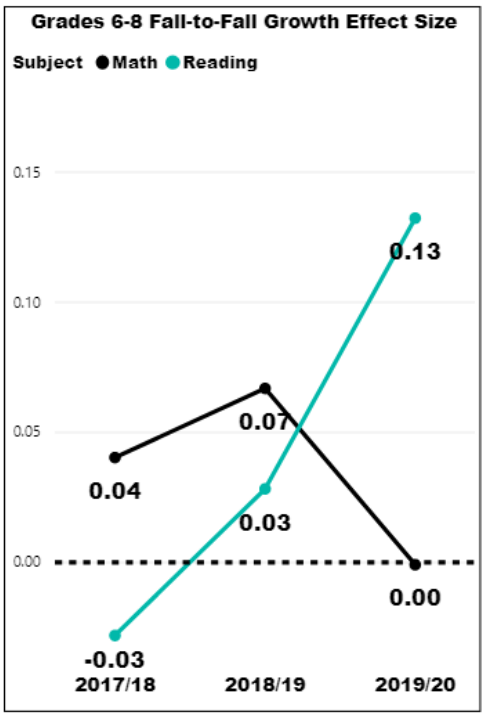
MATH 6th-8th Grades

McKinney	Zgain Count	Zgain F-to-F 2020 Norms
McKinney	126	-0.04
No	4003	-0.02
Total	4129	-0.02

Academic growth in 2019/20 (fall 2019 to fall 2020) appears to be less than realized in the prior two school years for the McKinney Vento student group. All four estimated growth effect sizes for 2019/20 are negative indicating a widening of gaps in 2019/20. These observations are true at elementary and middle school levels and in reading as well as math.

Students <u>Supported with a READ Plan</u> Fall-to-Fall MAP Growth Effect Size:





2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

READplan	Zgain Count	Zgain F-to-F 2020 Norms
Yes	806	0.17
No	4331	-0.01
Total	5137	0.02

MATH 3rd-5th Grades

READplan	Zgain Count	Zgain F-to-F 2020 Norms
Yes	796	-0.01
No	4358	-0.14
Total	5154	-0.12

READING 6th-8th Grades

READplan	Zgain Count	Zgain F-to-F 2020 Norms
Yes	275	0.13
No	3971	-0.02
Total	4246	-0.01

MATH 6th-8th Grades

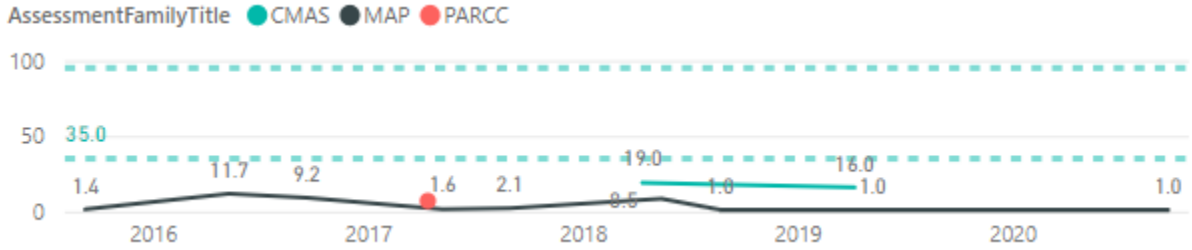
READplan	Zgain Count	Zgain F-to-F 2020 Norms
Yes	268	0.00
No	3861	-0.02
Total	4129	-0.02

Academic growth in reading for 2019/20 (fall 2019 to fall 2020) appears to be higher than realized in the prior two school years for students supported with a READ plan. Math growth is lower in 2019/20 compared to the prior two academic years for students supported with a READ plan. These patterns are true for both the elementary and middle school levels.

6) **<u>Additional Support Target</u>:** Growth effect size ≥ 0.20 in additional support subject.
<u>Met Target in 2019/20?</u> Not Sure – Data Not Available due to COVID-19
Target supported by Action Step 1A – "<u>Data Informed Leadership</u>" of the 2019/20 PSD UIP.

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 our schools' best efforts to help them make gains relative to national and statewide academic peers as they are currently 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:



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. The current year designations are based on a body of evidence from the prior school year. 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 the systematic effectiveness studies of PSD's support systems. This is a critical component of system improvement efforts.

MAP Academic Growth Information for Additional Support:

Over the past three fall MAP test occasions, the Additional Support students (identified using a body of achievement evidence from the prior year) are behind national peers by an average of 1.04 standard deviation units (testing at about the 15th percentile) in reading and 0.86 standard deviation units in math (about the 20th percentile). Given that the achievement criteria to be considered for entry into the Additional Support category is a set of Z-scores below -0.385 (35th percentile), the Aditional Support group of students need to gain about 0.66 or 2/3 of a standard deviation of growth in reading and about 0.51 or ½ of a standard deviation of growth in math to catch up to the national 35th percentile. Given that it is not easier for a student to catch up across multiple years than it is for a student to catch up in the current year (grade level standards continue to rise as students continue to grow), **a reasonable estimate of "catch-up growth" 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.** These are very challenging targets, but they reflect an honest apprisal of the acdemic needs for students that deserve targeted and concentrated leadership efforts to mobilize our system in providing the additional support that is adequate for its purpose.

Fall 2019 MAP Performance - READING (AS & No IEP)

Grade Taken	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	188	-1.14	10	42.39	3.42
4	120	-1.08	11	51.29	3.37
5	111	-0.98	14	59.72	3.38
6	87	-1.00	16	65.38	3.39
7	115	-1.05	17	58.84	3.38
8	158	-1.00	17	64.06	3.40
Total	779	-1.05	14	55.62	3.40

Fall 2019 MAP Performance - MATH (AS & No IEP)

Grade Taken	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	236	-0.93	15	45.11	2.98
4	188	-0.81	17	54.01	2.97
5	170	-0.92	15	57.21	2.94
6	177	-0.76	17	65.77	2.97
7	161	-0.90	16	61.92	3.00
8	213	-0.85	17	57.97	2.98
Total	1145	-0.86	17	56.32	2.97

Fall 2018 MAP Performance - READING (AS & No IEP)

Grade Taken	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	127	-1.05	10	45.10	3.39
4	101	-1.10	11	52.47	3.39
5	82	-0.88	18	60.32	3.41
6	82	-0.87	20	63.56	3.38
7	135	-0.98	16	56.01	3.39
8	111	-0.97	18	60.90	3.39
Total	638	-0.99	15	55.65	3.39

Fall 2018 MAP Performance - MATH (AS & No IEP)

Grade Taken	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	212	-0.77	21	45.59	2.93
4	190	-0.77	17	53.82	2.94
5	139	-0.81	18	58.22	2.93
6	138	-0.79	17	57.59	2.93
7	192	-0.85	16	54.85	2.94
8	155	-0.89	17	56.37	2.94
Total	1026	-0.81	17	53.80	2.93

Fall 2017 MAP Performance - READING (AS & No IEP)

Grade Taken	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	137	-1.28	7	38.30	3.37
4	111	-1.19	10	49.46	3.35
5	94	-1.12	12	47.01	3.34
6	108	-0.89	17	53.15	3.36
7	124	-1.08	14	46.90	3.33
8	129	-0.93	20	46.60	3.35
Total	703	-1.09	12	46.55	3.35

Fall 2017 MAP Performance - MATH (AS & No IEP)

Grade Taken	Test Score Count	Average Z-Score	Median Percentile Rank	Average Test Duration Minutes	Average Standard Error of Measurement
3	238	-0.94	15	43.47	2.93
4	178	-0.98	14	51.85	2.94
5	157	-0.93	15	54.94	2.92
6	178	-0.95	13	51.07	2.93
7	202	-0.81	16	49.91	2.94
8	187	-0.77	20	49.52	2.93
Total	1140	-0.90	16	49.68	2.93

2019/20 Fall-to-Fall MAP Growth Effect Size Detail

READING 3rd-5th Grades

LOSReading	Zgain Count	Zgain F-to-F 2020 Norms
1) Additional Support	638	0.14
2) Team Awareness	1242	0.10
3) Met Targets	2909	-0.04
4) Exceptional Outcomes	91	-0.13
Total	4880	0.02

READING 6th-8th Grades

LOSReading	Zgain Count	Zgain F-to-F 2020 Norms
1) Additional Support	417	0.16
2) Team Awareness	822	0.00
3) Met Targets	2691	-0.03
4) Exceptional Outcomes	124	0.01
Total	4054	-0.01

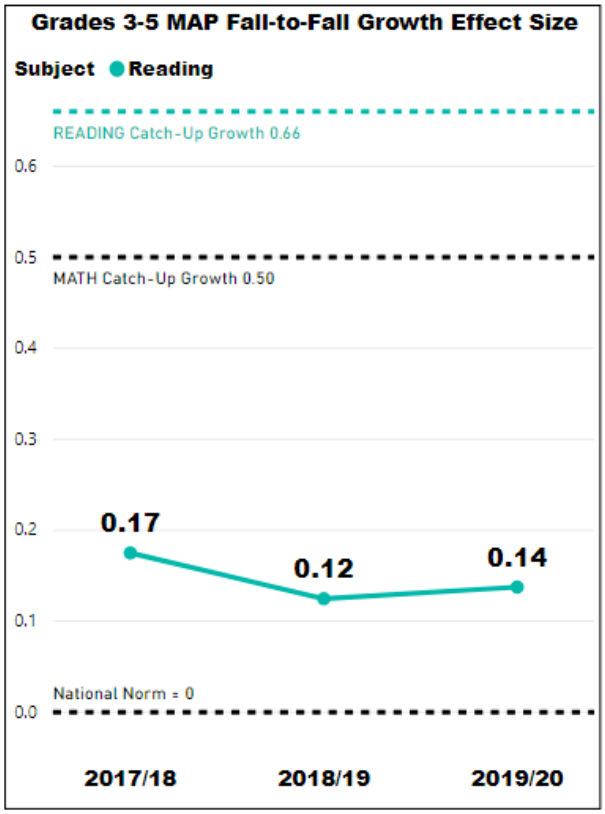
MATH 3rd-5th Grades

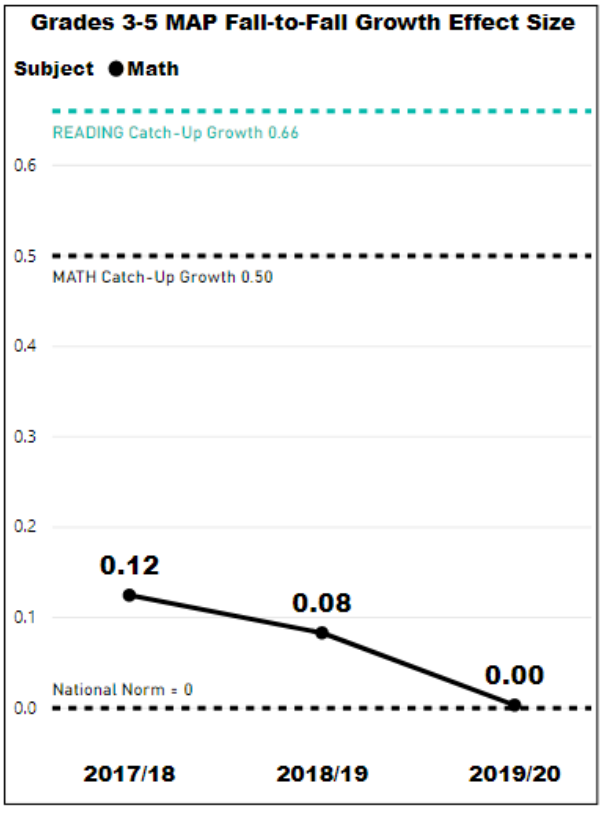
LOSMath	Zgain Count	Zgain F-to-F 2020 Norms
1) Additional Support	771	0.00
2) Team Awareness	935	-0.09
3) Met Targets	3076	-0.17
4) Exceptional Outcomes	105	-0.22
Total	4887	-0.13

MATH 6th-8th Grades

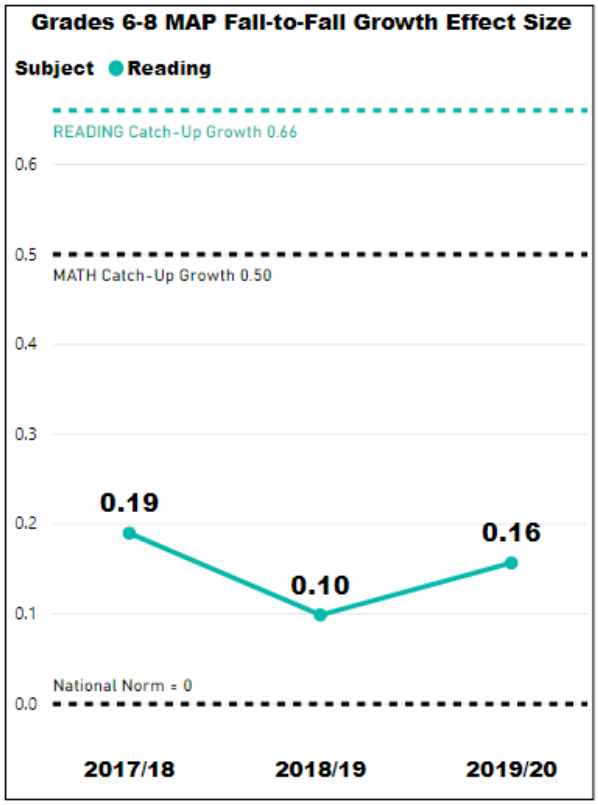
LOSMath	Zgain Count	Zgain F-to-F 2020 Norms
1) Additional Support	576	0.04
2) Team Awareness	668	-0.02
3) Met Targets	2516	-0.03
4) Exceptional Outcomes	171	-0.09
Total	3931	-0.02

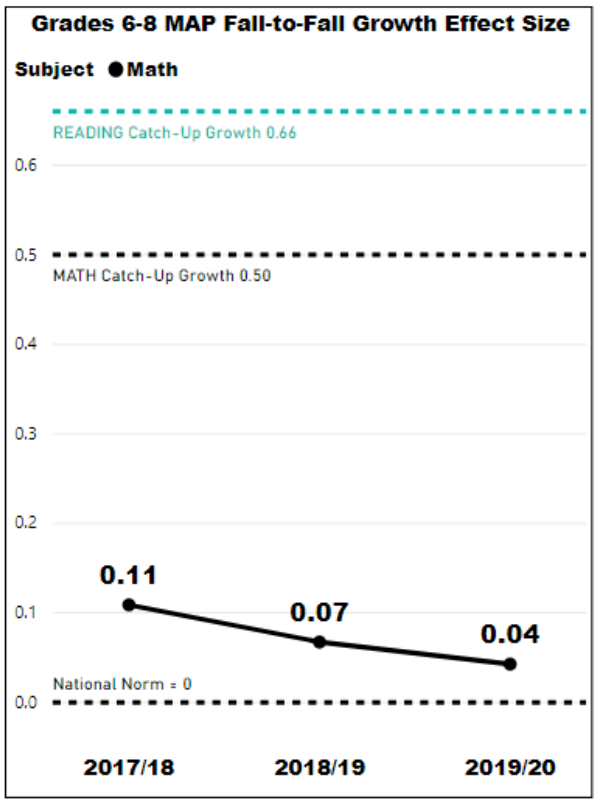
MAP Growth Effect Sizes for Additional Support – Grades 3-5:





MAP Growth Effect Sizes for Additional Support – Grades 6-8:





We can see in the graphs above that while students designated as good candidates for additional support are generally attaining growth effect sizes above national norms for grade-level peers, the growth realized is not adequate to catch students up to the 35th percentile level of achievement. Fall-to-fall math growth appears to have declined over the past three years while reading growth has remained more stable. There are PSD schools that have attained high growth effect sizes with students identified as good candidates for additional support. PSD Global Academy and Zach Elementary met the "catch-up" growth target for their Additional Support groups in math during the 2019/20 school year. Werner Elementary met the catch-up growth target for their Additional Support groups in math during the 2017/18 school year. These accomplishments illustrate that while the one-year catch-up target (growth effect size = 50) for math is very rigorous, it is attainable. Way to go PSD schools!

MAP Growth Effect Sizes for Additional Support – Math 2019/20:

School	Growth Effect Size Additional Support	Zgain Count
PSD Global Academy	0.68	8
Zach Elementary	0.50	9
Bacon Elementary	0.45	32
Bennett Elementary	0.36	27
Dunn Elementary	0.29	14
Werner Elementary	0.23	16
Kruse Elementary	0.22	26

MAP Growth Effect Sizes for Additional Support – Math 2018/19:

School	Growth Effect Size Additional Support	Zgain Count
Werner Elementary	0.34	15
Traut Core Knowledge	0.32	6
CLP Elementary	0.29	42
Bacon Elementary	0.24	33
Zach Elementary	0.22	7
Lopez Elementary	0.22	30

MAP Growth Effect Sizes for Additional Support – Math 2017/18:

School	Growth Effect Size Additional Support	Zgain Count
Werner Elementary	0.53	14
Irish Elementary	0.49	78
Red Feather Elementary	0.41	5
Dunn Elementary	0.28	11
Timnath Elementary	0.27	33
Lesher MS	0.24	90
Eyestone Elementary	0.24	36
Bauder Elementary	0.23	51
CLP Elementary	0.21	37
Bethke Elementary	0.21	14

There are PSD schools that have attained high growth effect sizes with students identified as good candidates for additional support in reading as well. Werner (2017/18) and Bethke (2019/20) exceeded the reading catch-up target for Additional Support student groups (growth effect size target = 0.66). Lopez, Kruse, Bacon, and others had tremendous levels of growth for their Additional Support groups in reading during the past three school years. Note that the analysis of MAP fall-to-fall growth has included only grades 3-8.

MAP Growth Effect Sizes for Additional Support – Reading 2019/20:

School	Growth Effect Size Additional Support	Zgain Count
Bethke Elementary	0.75	11
Lopez Elementary	0.63	10
Kruse Elementary	0.53	19
Bacon Elementary	0.50	18
Traut Core Knowledge	0.47	10
Boltz MS	0.45	76
ODea Elementary	0.39	20
Bennett Elementary	0.35	25
Werner Elementary	0.25	14
Beattie Elementary	0.24	16
Wellington MS	0.21	48
PSD Global Academy	0.21	6
Olander Elementary	0.21	33

MAP Growth Effect Sizes for Additional Support – Reading 2018/19:

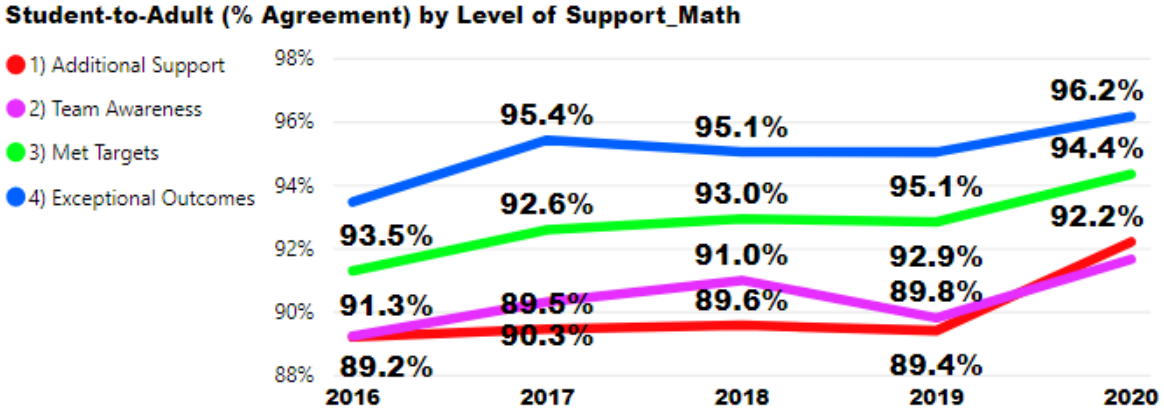
School	Growth Effect Size Additional Support	Zgain Count
Tavelli Elementary	0.56	14
Bethke Elementary	0.45	9
Lopez Elementary	0.43	14
Harris Bilingual	0.31	32
CLP Elementary	0.31	24
Lincoln MS	0.25	141
Irish Elementary	0.25	50
Traut Core Knowledge	0.24	7

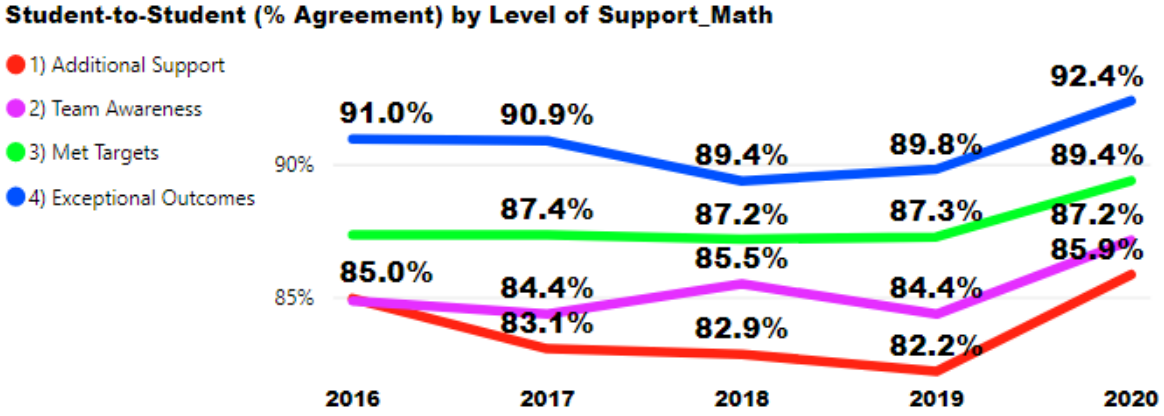
MAP Growth Effect Sizes for Additional Support – Reading 2017/18:

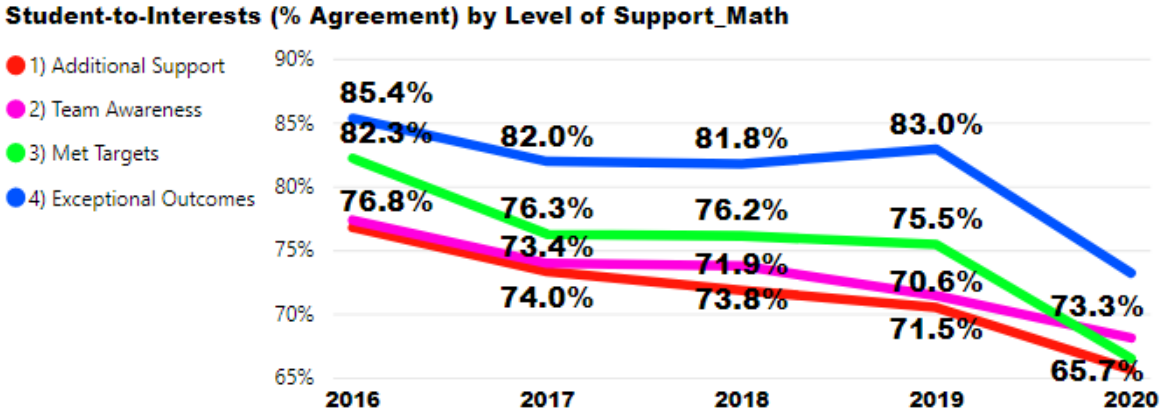
School	Growth Effect Size Additional Support	Zgain Count
Werner Elementary	0.79	7
Harris Bilingual	0.42	24
Cache La Poudre MS	0.41	30
Putnam Elementary	0.40	43
Timnath Elementary	0.34	20
Irish Elementary	0.33	57
Lesher MS	0.28	69
Webber MS	0.27	52
Blevins MS	0.25	60
Linton Elementary	0.24	34
Shepardson Elementary	0.23	15
Bauder Elementary	0.23	40

Connections Information for Additional Support - Math:

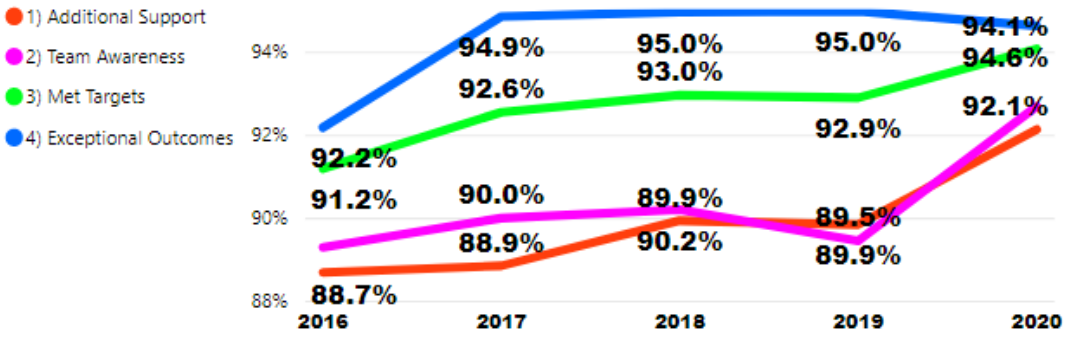
The following associations between Level of Support group and student self-reported feelings of connection are illustrated below and indicate that a statistically significant relationship between connections and academic performance/growth exists. The probability that 5 out of 5 "Exceptional Outcomes" groups have Student-to-Adult percent agreement exceeding the percent agreement from the respective "Additional Support" groups by chance alone is 0.5^5 = 0.03125 (1-tailed Wilcoxon signed-rank test at alpha 0.05 is significant). Furthermore, this pattern exists for each of three subscales and across both subjects (reading & math). Something systematic is at work to create these patterns. Please click ACHIEVEMENT and GROWTH and STUDENT CONNECTIONS to explore related data visualizations.



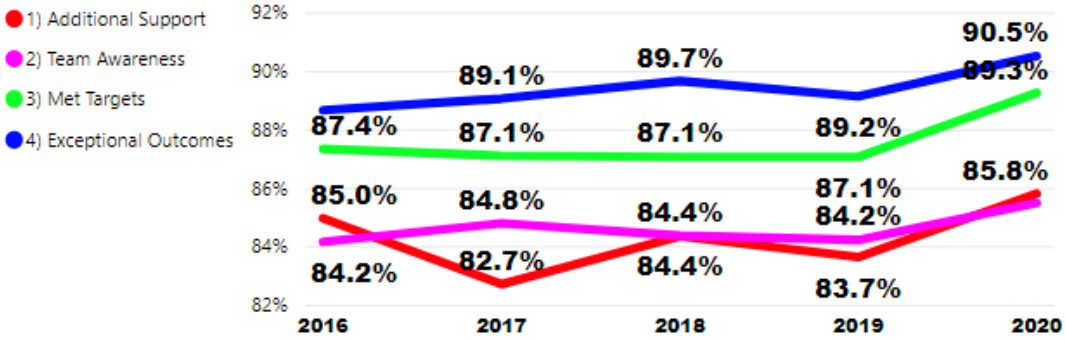




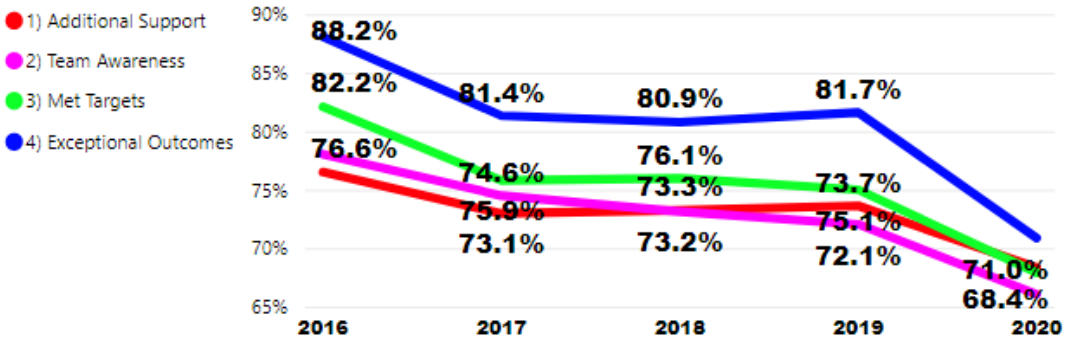
Student-to-Adult (% Agreement) by Level of Support_Reading



Student-to-Student (% Agreement) by Level of Support_Reading

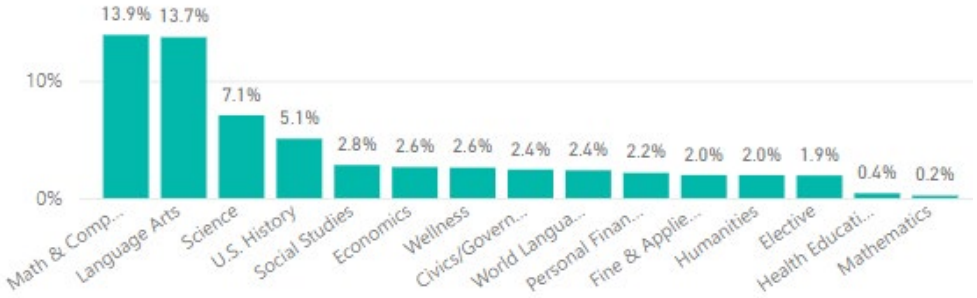


Student-to-Interests (% Agreement) by Level of Support_Reading

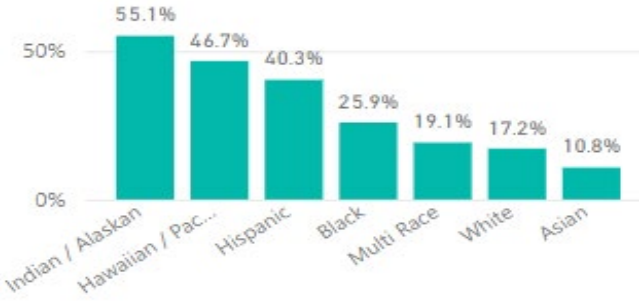


7) **Credit Accumulation Target:** ≥ 85% of 9th-12th grade students will be on track to graduate within 4 years of transition into 9th grade.
Met Target in 2019/20? No, there are 6,815 of 8,732 (or 78%) PSD grades 9-12 students that are on track to graduate (data pulled 2-17-21). This percentage of "on-track to graduate" is up very slightly from this time last year (77.7%) and down slightly from two years ago (79.6% pulled 2-12-19). It appears that PSD has a relatively stable percentage of "on-track" high school students over multiple years. There are persistent patterns in the "on-track" data.
Target supported by Action Step 1C – "Data Informed Leadership" of the 2019/20 PSD UIP.

Percent Below Grade-Level Target by Academic Subject:



Percent Below Grade-Level Target by Ethnicity:



Off-Track & Graduation Rate Projections: All Students

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	284			1964	2248
10	403	94	7	1649	2153
11	474	115	93	1479	2161
12	151	105	191	1723	2170
Grand Total	**1312**	**314**	**291**	**6815**	**8732**

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	12.6%	0.0%	0.0%	87.4%	100.0%	100.0%	100.0%
10	18.7%	4.4%	0.3%	76.6%	100.0%	95.3%	99.7%
11	21.9%	5.3%	4.3%	68.4%	100.0%	90.4%	95.7%
12	7.0%	4.8%	8.8%	79.4%	100.0%	86.4%	91.2%
Grand Total	**15.0%**	**3.6%**	**3.3%**	**78.0%**	**100.0%**		

Off-Track & Graduation Rate Projections: Latinx Students

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	101			333	434
10	150	34	2	234	420
11	155	44	41	189	429
12	41	38	81	261	421
Grand Total	**447**	**116**	**124**	**1017**	**1704**

Ethnicity: Hispanic

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	23.3%	0.0%	0.0%	76.7%	100.0%	100.0%	100.0%
10	35.7%	8.1%	0.5%	55.7%	100.0%	91.4%	99.5%
11	36.1%	10.3%	9.6%	44.1%	100.0%	80.2%	90.4%
12	9.7%	9.0%	19.2%	62.0%	100.0%	71.7%	80.8%
Grand Total	**26.2%**	**6.8%**	**7.3%**	**59.7%**	**100.0%**		

Off-Track & Graduation Rate Projections: Black Students

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	3			29	32
10	7	2		13	22
11	4	2	2	13	21
12	2	2	4	25	33
Grand Total	**16**	**6**	**6**	**80**	**108**

Ethnicity: Black

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	9.4%	0.0%	0.0%	90.6%	100.0%	100.0%	100.0%
10	31.8%	9.1%	0.0%	59.1%	100.0%	90.9%	100.0%
11	19.0%	9.5%	9.5%	61.9%	100.0%	81.0%	90.5%
12	6.1%	6.1%	12.1%	75.8%	100.0%	81.8%	87.9%
Grand Total	**14.8%**	**5.6%**	**5.6%**	**74.1%**	**100.0%**		

Off-Track & Graduation Rate Projections: Native American Students

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	3			7	10
10	5	3		6	14
11	4	2	3	4	13
12		1	6	5	12
Grand Total	**12**	**6**	**9**	**22**	**49**

Ethnicity: Native American

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	30.0%	0.0%	0.0%	70.0%	100.0%	100.0%	100.0%
10	35.7%	21.4%	0.0%	42.9%	100.0%	78.6%	100.0%
11	30.8%	15.4%	23.1%	30.8%	100.0%	61.5%	76.9%
12	0.0%	8.3%	50.0%	41.7%	100.0%	41.7%	50.0%
Grand Total	**24.5%**	**12.2%**	**18.4%**	**44.9%**	**100.0%**		

Off-Track & Graduation Rate Projections: Students Eligible for Free/Reduced Lunch

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	141			432	573
10	178	57	4	287	526
11	173	51	44	198	466
12	51	50	87	283	471
Grand Total	**543**	**158**	**135**	**1200**	**2036**

FRMcode: (Multiple Items)

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	24.6%	0.0%	0.0%	75.4%	100.0%	100.0%	100.0%
10	33.8%	10.8%	0.8%	54.6%	100.0%	88.4%	99.2%
11	37.1%	10.9%	9.4%	42.5%	100.0%	79.6%	90.6%
12	10.8%	10.6%	18.5%	60.1%	100.0%	70.9%	81.5%
Grand Total	**26.7%**	**7.8%**	**6.6%**	**58.9%**	**100.0%**		

Off-Track & Graduation Rate Projections: <u>Students Supported with an IEP</u>

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	50			117	167
10	61	18	2	88	169
11	59	22	12	59	152
12	24	27	56	101	208
Grand Total	**194**	**67**	**70**	**365**	**696**

IEP IEP

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	29.9%	0.0%	0.0%	70.1%	100.0%	100.0%	100.0%
10	36.1%	10.7%	1.2%	52.1%	100.0%	88.2%	98.8%
11	38.8%	14.5%	7.9%	38.8%	100.0%	77.6%	92.1%
12	11.5%	13.0%	26.9%	48.6%	100.0%	60.1%	73.1%
Grand Total	**27.9%**	**9.6%**	**10.1%**	**52.4%**	**100.0%**		

Off-Track & Graduation Rate Projections: <u>ELL Students (NEP & LEP)</u>

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	12			36	48
10	16	6		19	41
11	20	4	3	4	31
12	9	6	2	12	29
Grand Total	**57**	**16**	**5**	**71**	**149**

LangProf (Multiple Items)

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	25.0%	0.0%	0.0%	75.0%	100.0%	100.0%	100.0%
10	39.0%	14.6%	0.0%	46.3%	100.0%	85.4%	100.0%
11	64.5%	12.9%	9.7%	12.9%	100.0%	77.4%	90.3%
12	31.0%	20.7%	6.9%	41.4%	100.0%	72.4%	93.1%
Grand Total	**38.3%**	**10.7%**	**3.4%**	**47.7%**	**100.0%**		

Off-Track & Graduation Rate Projections: <u>Homeless Students</u>

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	26			41	67
10	28	15		18	61
11	31	11	14	13	69
12	16	12	17	26	71
Grand Total	**101**	**38**	**31**	**98**	**268**

McKinney: McKinney

High School Grade	OffTrackCategory: 20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	38.8%	0.0%	0.0%	61.2%	100.0%	100.0%	100.0%
10	45.9%	24.6%	0.0%	29.5%	100.0%	75.4%	100.0%
11	44.9%	15.9%	20.3%	18.8%	100.0%	63.8%	79.7%
12	22.5%	16.9%	23.9%	36.6%	100.0%	59.2%	76.1%
Grand Total	**37.7%**	**14.2%**	**11.6%**	**36.6%**	**100.0%**		

Note that the column to the right side of each display titled “PSD Likely Graduation Rate” is simply the currently “On Track” percentage plus the students that are “Off Track” by 20 credits or less (typically that means 2 classes or less). 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. If PSD can help ensure students that are off-track by 20 credits or less attain those credits, the district graduation rates would meet our on-time target of 85% or better. If PSD were also able to assist students catch up that are currently 21-59 credits off-track, the district on-time graduation rates would be in the range of our comparison districts with the highest graduation rates (Boulder, Cherry Creek, and Saint Vrain).

Let us look at off-track and graduation rate projections for our comprehensive high schools with the highest outcomes. The reason for sharing these views is to: (1) illustrate the highest levels of outcomes currently realized by PSD comprehensive high schools, and (2) to point out that schools consistently exceeding the PSD on-time graduation targets, even for subgroups in some cases, tend to have on-track percentages of about 90% grades 9, 10, and 12. On-track percentages for grade 11 may dip as low as 80% before a school appears to be in danger of falling short of meeting or exceeding the on-time PSD graduation rate target. This observation starts to shine light on the interim metric/target school leaders can use as an early warning system to identify specific cohorts and subgroups likely to be falling below credit accumulation tolerances long before a graduation event occurs at the conclusion of the 12th grade. This analysis is analogous to the Levels of Support system that PSD has put in place to support individual students in math and language arts/reading development based on prior years of achievement and growth information. In other words, this type of data-informed insight is proactive and actionable for future cohorts of PSD students.

Among the four comprehensive high schools and at the time of authoring this report, Rocky Mountain High School and Fossil Ridge High School have the highest percentage of current seniors on-track to graduate with the Class of 2020. For both comprehensive high schools, the percentages substantially exceed the overall PSD percentages, and the following data views are setting the stage for a deeper exploration of historical graduation rates in PSD. We can learn from our systems own experience as well as looking at the experience of comparison districts.

Off-Track & Graduation Rate Projections: <u>All Students Rocky Mountain High School</u>

High School	OffTrackCategory				
Grade	20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	53			511	564
10	65	6		411	482
11	88	12	7	410	517
12	20	9	9	453	491
Grand Total	226	27	16	1785	2054

High School	OffTrackCategory						
Grade	20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	9.4%	0.0%	0.0%	90.6%	100.0%	100.0%	100.0%
10	13.5%	1.2%	0.0%	85.3%	100.0%	98.8%	100.0%
11	17.0%	2.3%	1.4%	79.3%	100.0%	96.3%	98.6%
12	4.1%	1.8%	1.8%	92.3%	100.0%	96.3%	98.2%
Grand Total	11.0%	1.3%	0.8%	86.9%	100.0%		

Off-Track & Graduation Rate Projections: <u>All Students Fossil Ridge High School</u>

High School	OffTrackCategory				
Grade	20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total
9	40			522	562
10	48	6		476	530
11	86	14	2	435	537
12	27	5	15	460	507
Grand Total	201	25	17	1893	2136

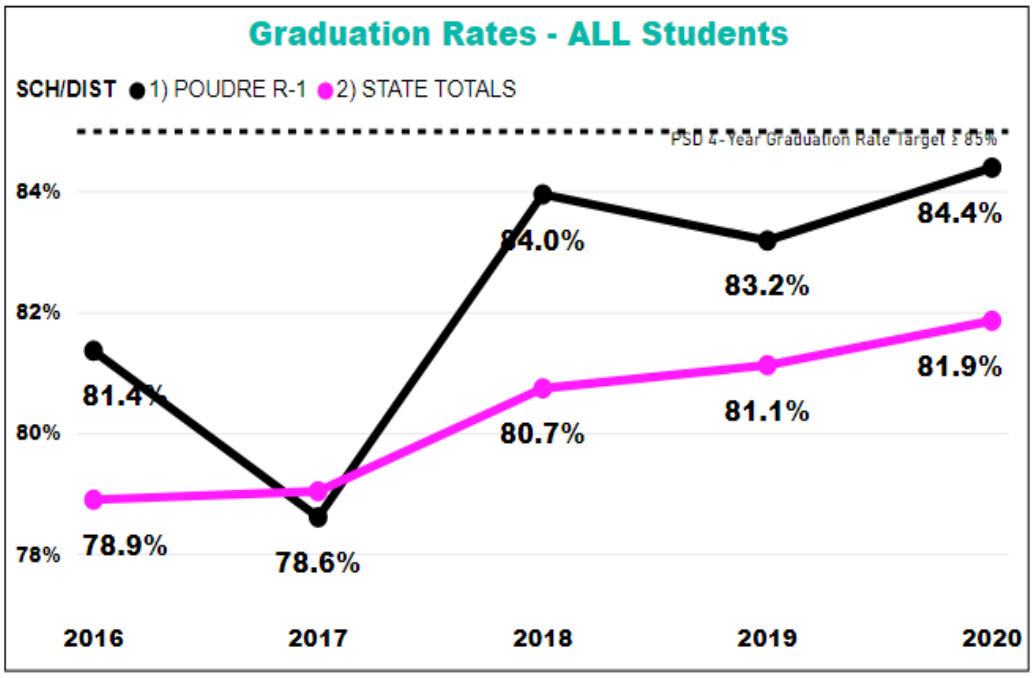
High School	OffTrackCategory						
Grade	20 or Less Credits Off	21 to 49 Off	50+ Off	On Track	Grand Total	PSD Likely Graduation	Likely Rate + (21-49 Off)
9	7.1%	0.0%	0.0%	92.9%	100.0%	100.0%	100.0%
10	9.1%	1.1%	0.0%	89.8%	100.0%	98.9%	100.0%
11	16.0%	2.6%	0.4%	81.0%	100.0%	97.0%	99.6%
12	5.3%	1.0%	3.0%	90.7%	100.0%	96.1%	97.0%
Grand Total	9.4%	1.2%	0.8%	88.6%	100.0%		

8) **Completion/Graduation Target:** 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 2019/20? No, the PSD Class of 2020 had graduation rate 84.4%.
Target supported by Action Step 3B – "Graduation Rates" of the 2019/20 PSD UIP.

The PSD 4-year graduation rate has increased (up 1.2 percentage points) from 83.2% in 2019 to 84.4% in 2020. The class of 2020 graduation rate is above the statewide graduation rate of 81.9% (up 0.8 percentage units from 2019) and represents the second highest PSD graduation rate of the preceding decade. Statewide, graduation rates have been steadily increasing while PSD has experienced substantial variability over the past ten years.

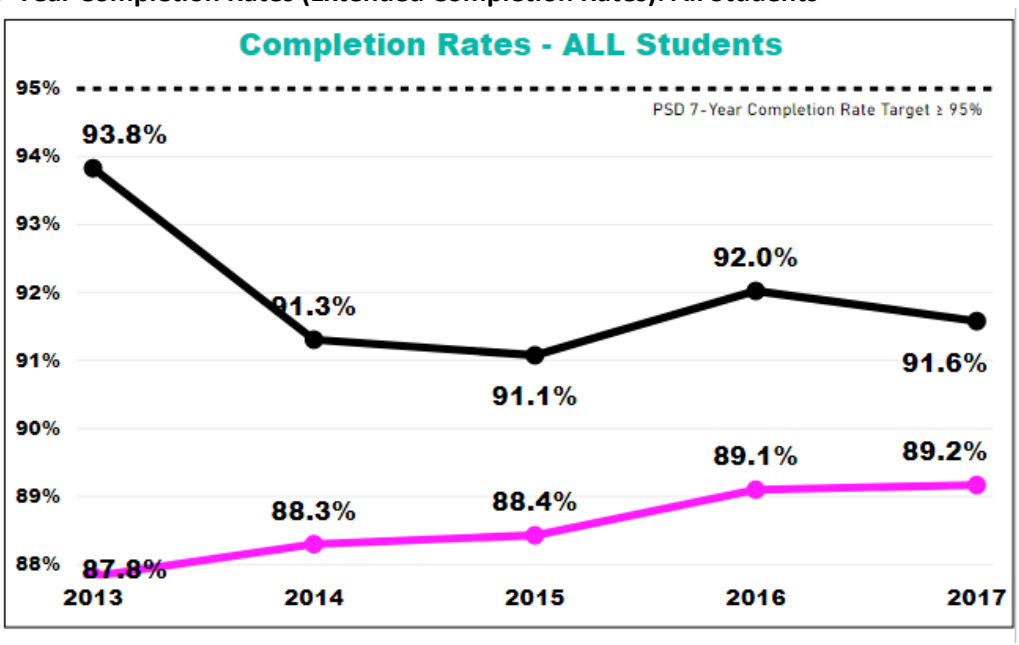
The 4-year graduation rate for many subgroups of students in PSD such as Latinx students, students supported with an IEP, students eligible for free/reduced lunch, and English language learners have been lagging on-time graduation rates for like-subgroups statewide over multiple years. PSD graduation rate gaps between these same subgroups and their PSD peers are larger than the respective statewide gaps and larger than the respective gaps among Colorado districts most like PSD in size and student characteristics. The magnitude of the PSD graduation gaps for Black students have decreased over the past five years. Students supported with an IEP and English language learners have widening graduation gaps over the past five years. 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.

4-Year Graduation Rates (On Time Graduation Rates): All Students

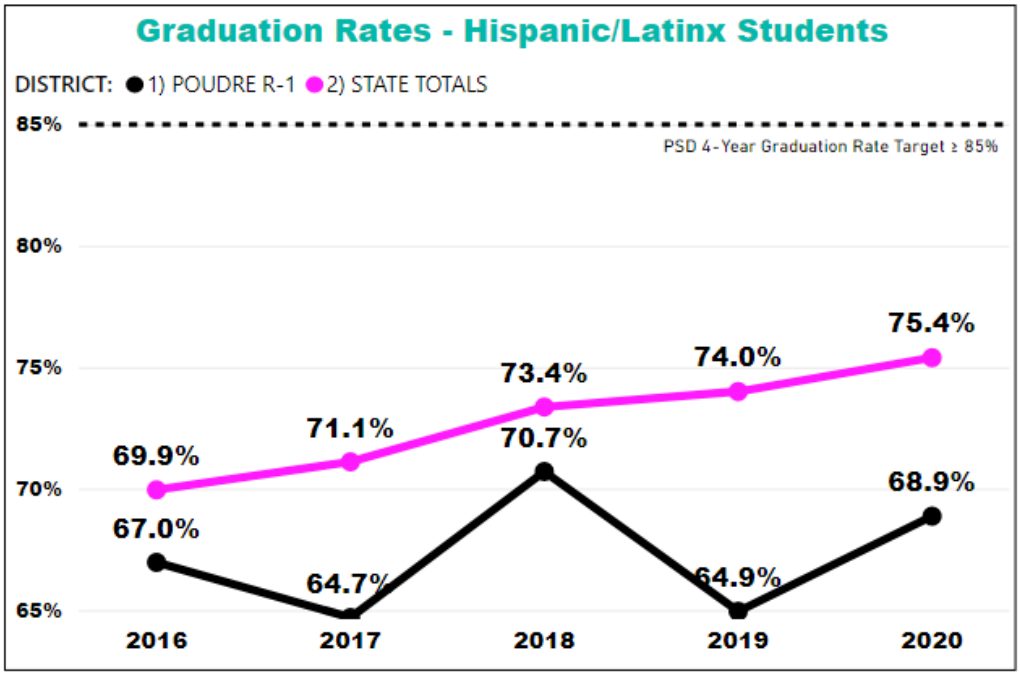


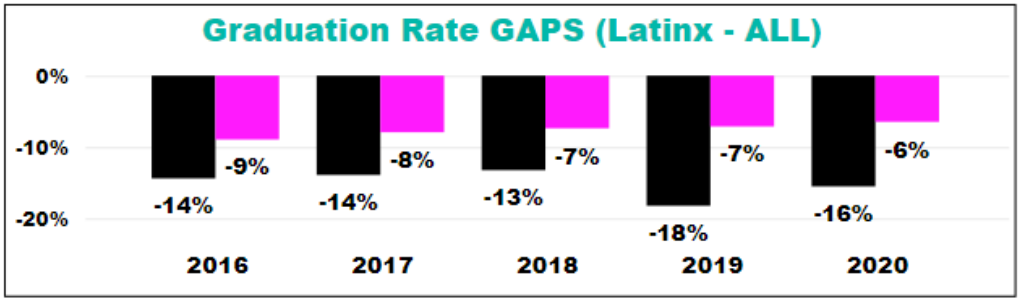
Statewide, graduation rates have been steadily increasing. As of the Class of 2018, ASCENT students are included statewide in the graduation rate numerator. This inclusion will put upward pressure on graduation rates but is not the only reason statewide graduation rates are consistently increasing. PSD can anticipate a positive increase in the 7-year completion rates as of the Class of 2018.

7-Year Completion Rates (Extended Completion Rates): All Students



4-Year Graduation Rates (On Time Graduation Rates): Latinx Students



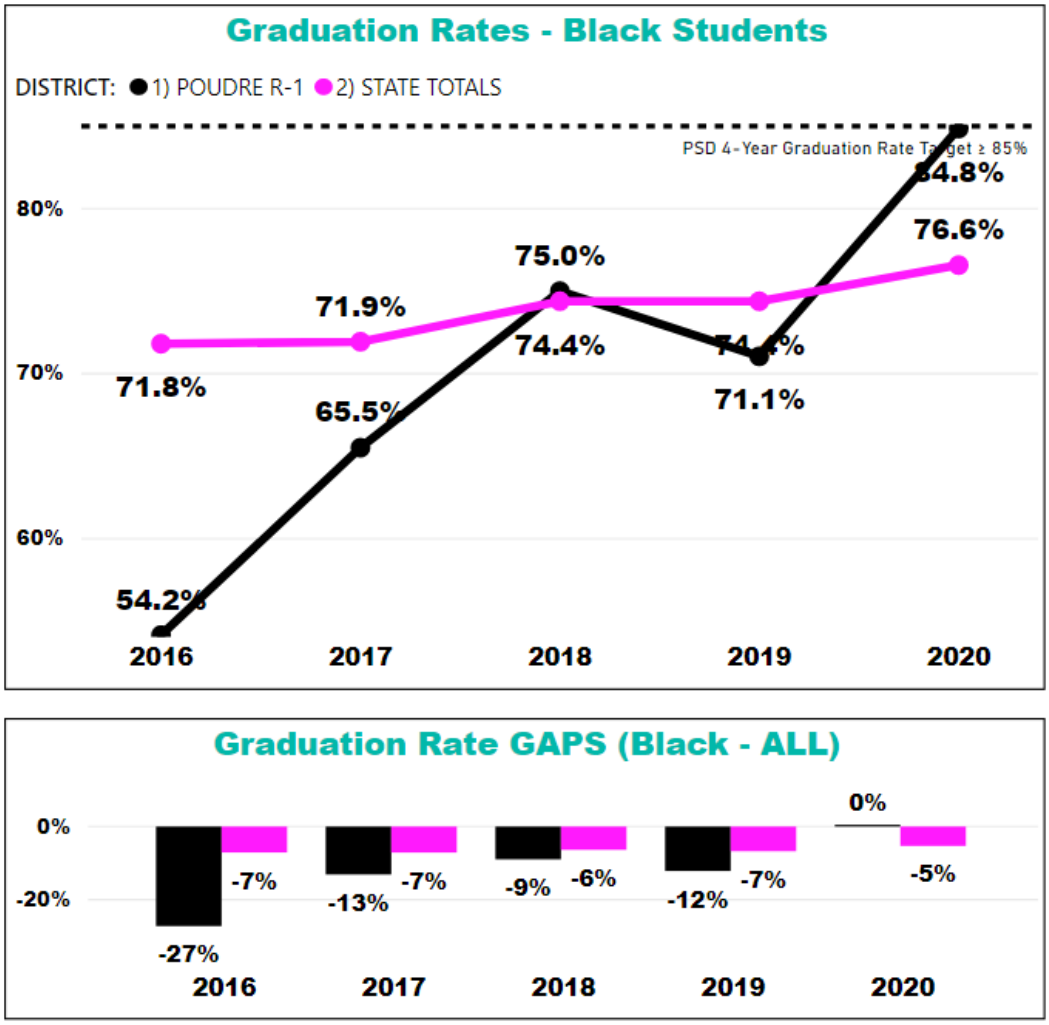


In the top half of the preceding graph, one can see the difference between the PSD 4-year on-time graduation rate for Latinx students and the State's 4-year on-time graduation rate for Latinx students. In the bottom half of the graph above, one can see the difference (disparity) between the PSD 4-year on-time graduation rate for Latinx versus all students in PSD; and the State's corresponding metric. Class of 2020 Latinx students in PSD have a 4-year graduation rate (68.9%) that is approximately 16 percentage units below the overall Class of 2020 PSD graduation rate (84.4%). Latinx students in the Class of 2020 were 2.1 times as likely not to graduate when compared to PSD students overall. That difference is statistically significant.

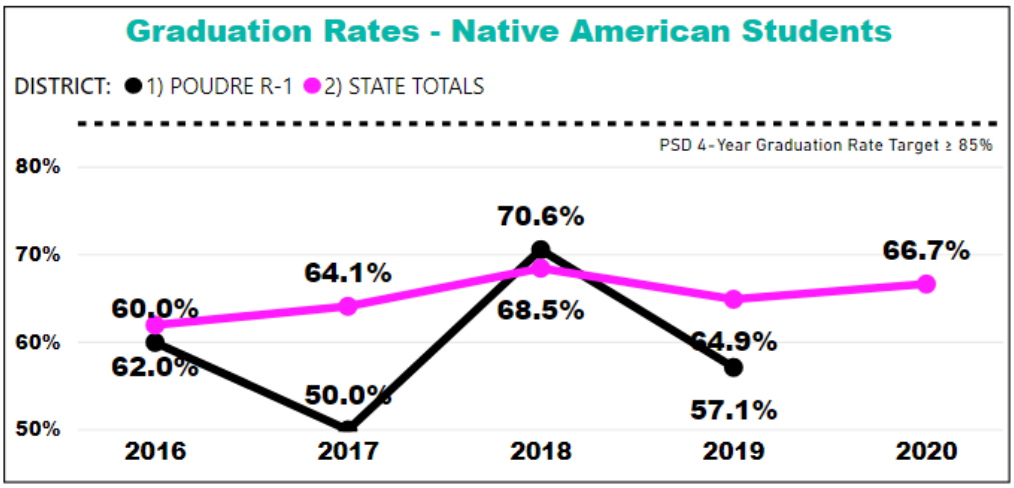
The graph above indicates that the PSD Latinx 4-year graduation rate lags the State and that the disparities between Latinx and all overall graduation rates are larger within PSD than corresponding statewide graduation rate disparities. The magnitude of the PSD Latinx graduation gap has consistently decreased over the past five years.

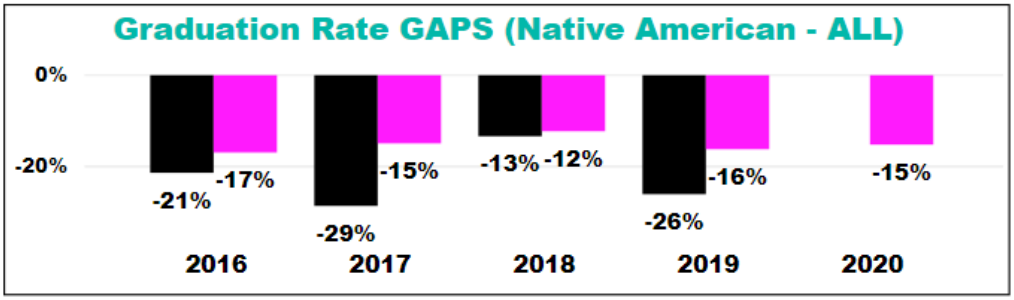
Similar graphs below convey the same information for Black, Native American, Free/Reduced, IEP, and ELL subgroups. We can see below that graduation rates for IEP & ELL subgroups are lagging statewide graduation rates and that both gaps are widening over the past five years.

4-Year Graduation Rates (On Time Graduation Rates): Black Students

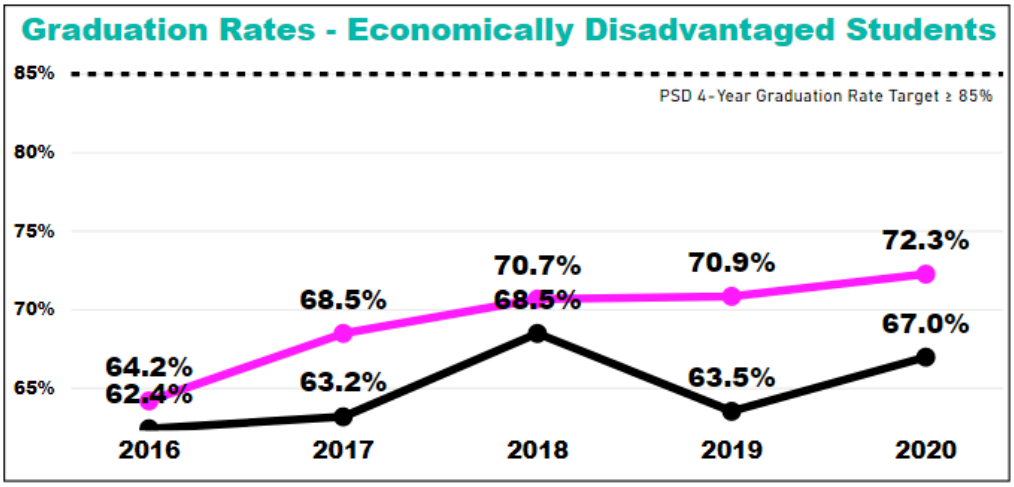


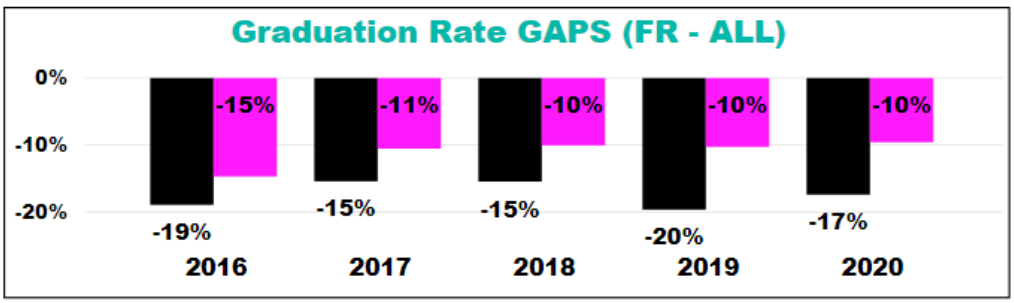
4-Year Graduation Rates (On Time Graduation Rates): Native American Students



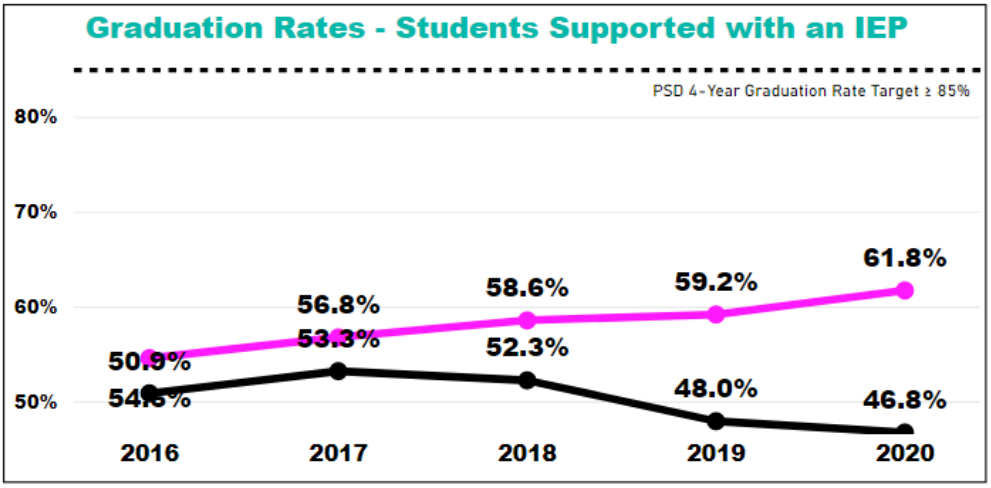


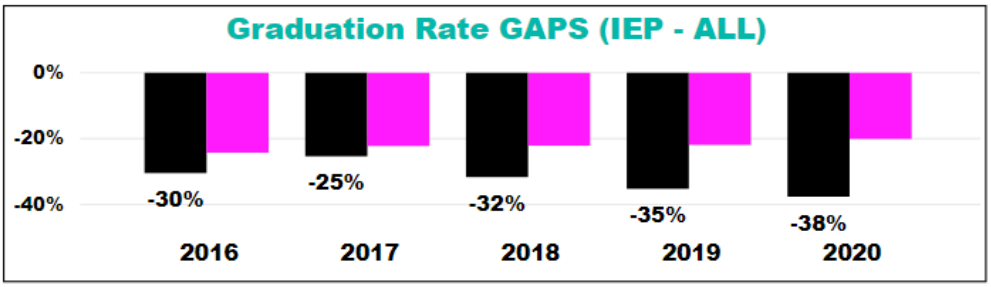
4-Year Graduation Rates (On Time Graduation Rates): Economically Disadvantaged Students



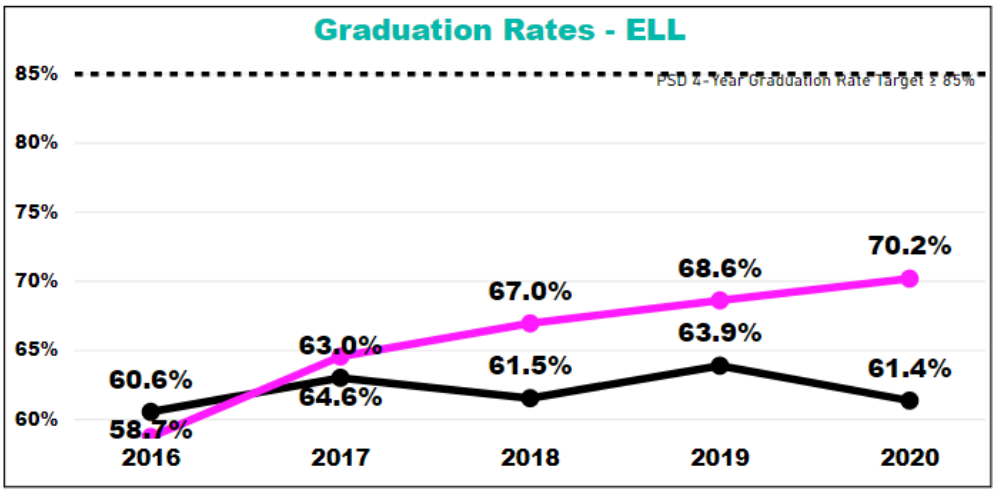


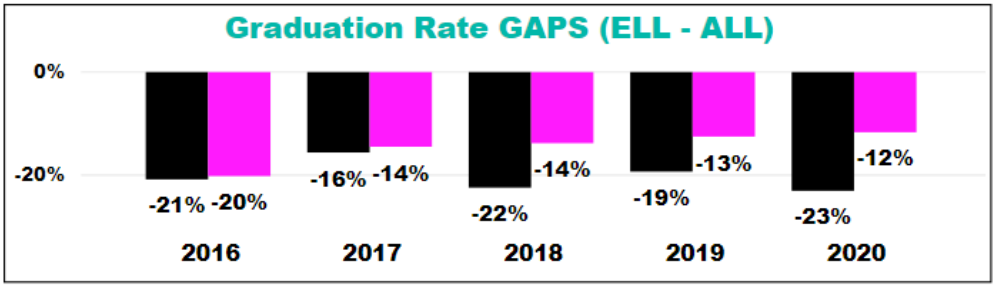
4-Year Graduation Rates (On Time Graduation Rates): Students Supported with an IEP





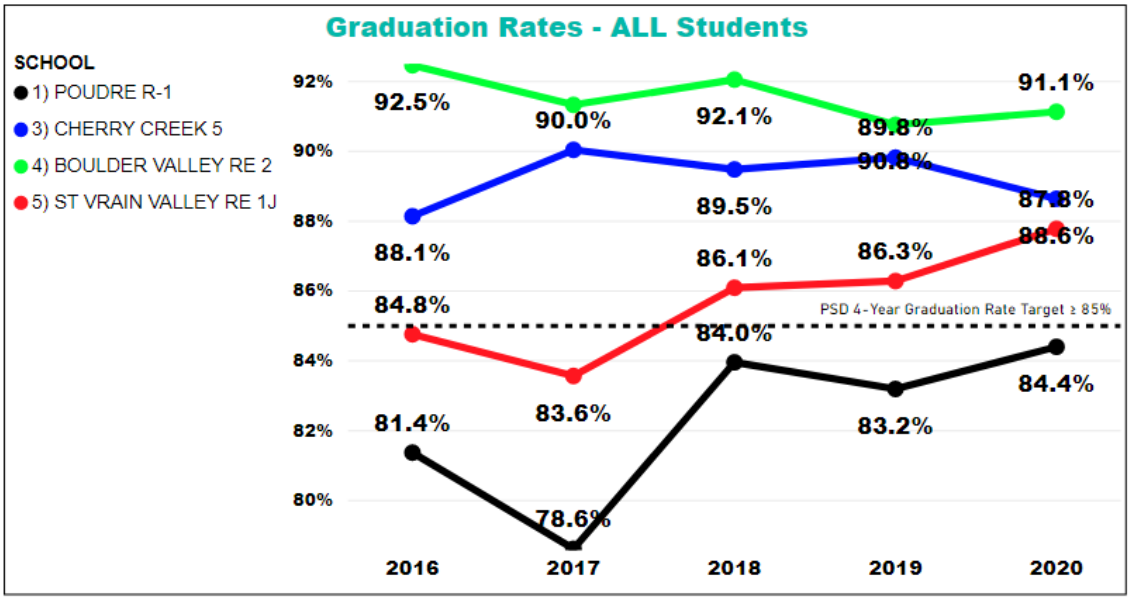
4-Year Graduation Rates (On Time Graduation Rates): ELL Students





A look at outcomes for comparison districts indicates the PSD target is attainable. The following graphs indicate PSD is lagging graduation rates of our closest Colorado comparison districts. This is true for the student population overall and subgroups of students.

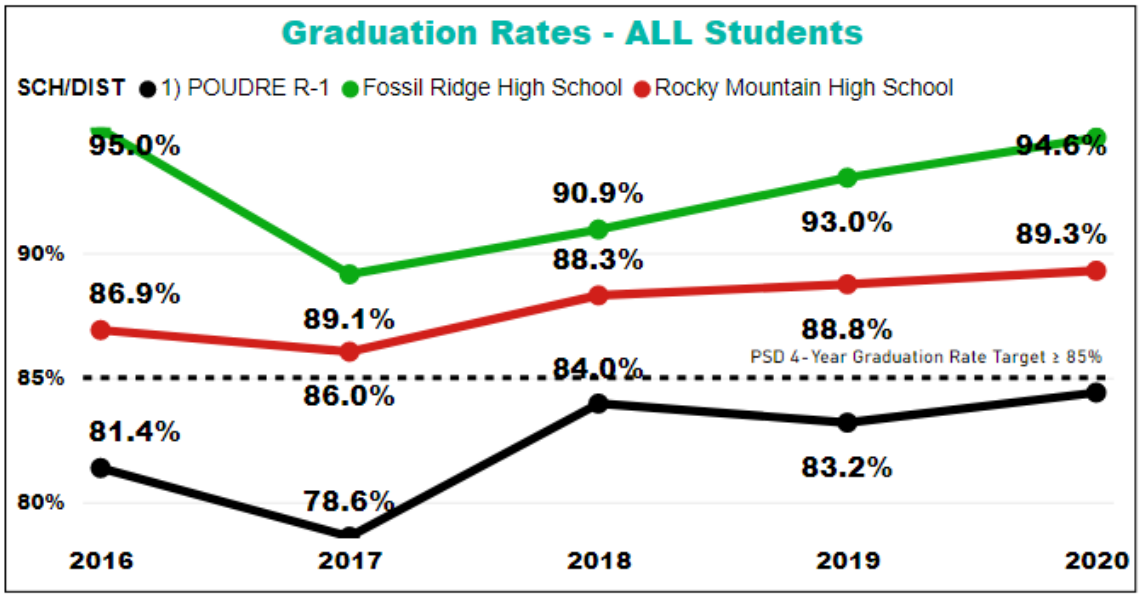
4-Year Graduation Rates (On Time Graduation Rates): All Students



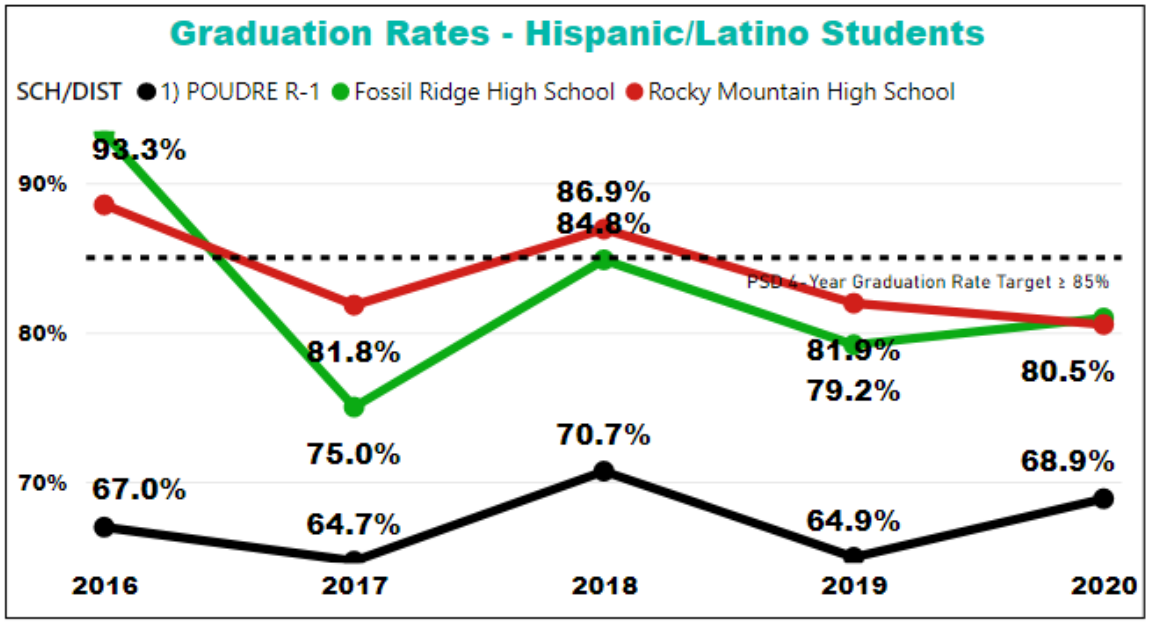
The adjacent table illustrates that PSD 9th-11th grade students out-perform Cherry Creek, Saint Vrain, and the State on the PSAT/SAT state assessments in Evidence Based Reading and Writing (EBRW) and in MATH for each of the most recent 5 years for which state data was collected, yet our graduation rates are lower during this same timeframe. While PSD graduation rates lag comparison districts, student performance does not. In other words, PSD students consistently demonstrate high levels of learning, yet they are not graduating at the same rates as comparison districts. Red cells indicate that a comparison district performed LOWER than PSD on the PSAT/SAT. Green cells performed higher than PSD. Boulder outperformed PSD, while PSD outperformed Cherry Creek and Saint Vrain on the PSAT/SAT…four years in a row.

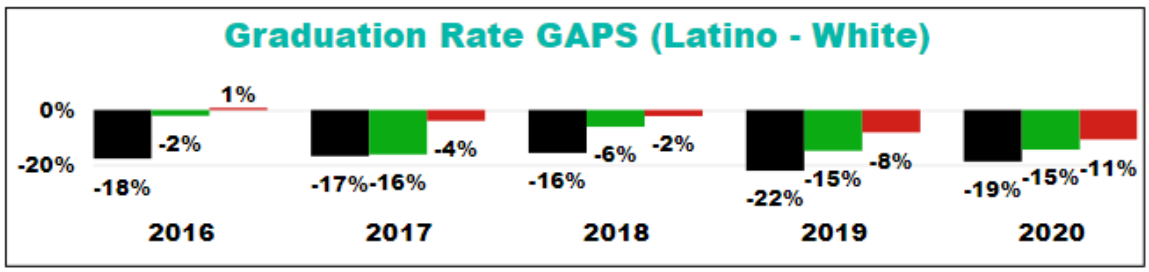
	All Students			
	2016	2017	2018	2019
Mean SS EBRW PSD	519.8	536.0	519.1	516.1
Mean SS EBRW Boulder	535.0	558.1	538.0	535.8
Mean SS EBRW Cherry Creek	500.8	525.2	509.4	505.2
Mean SS EBRW Saint Vrain	482.0	506.1	493.4	488.0
Mean SS EBRW STATE	475.2	495.4	480.7	478.4
Mean SS EBRW Boulder DIFFERENCE	15.2	22.1	18.9	19.7
Mean SS EBRW Cherry Creek DIFFERENCE	-19.0	-10.8	-9.7	-10.9
Mean SS EBRW Saint Vrain DIFFERENCE	-37.8	-29.9	-25.7	-28.1
Mean SS EBRW STATE DIFFERENCE	-44.6	-40.6	-38.4	-37.7
Mean SS MATH PSD	509.0	525.7	508.8	506.0
Mean SS MATH Boulder	520.8	544.8	526.0	527.5
Mean SS MATH Cherry Creek	497.7	515.7	502.6	498.8
Mean SS MATH Saint Vrain	467.2	487.9	474.8	469.9
Mean SS MATH STATE	468.1	483.8	469.3	467.2
Mean SS MATH Boulder DIFFERENCE	11.8	19.1	17.2	21.5
Mean SS MATH Cherry Creek DIFFERENCE	-11.3	-10.0	-6.2	-7.2
Mean SS MATH Saint Vrain DIFFERENCE	-41.8	-37.8	-34.0	-36.1
Mean SS MATH STATE DIFFERENCE	-40.9	-41.9	-39.5	-38.8

A look at outcomes for the two PSD comprehensive high schools with the highest graduation rates also indicate the PSD target is attainable. Fossil Ridge High School (FRHS) and Rocky Mountain High School (RMHS) graduation rates rival the graduation rates of Boulder Valley School District (the highest graduation rates among our comparison districts).

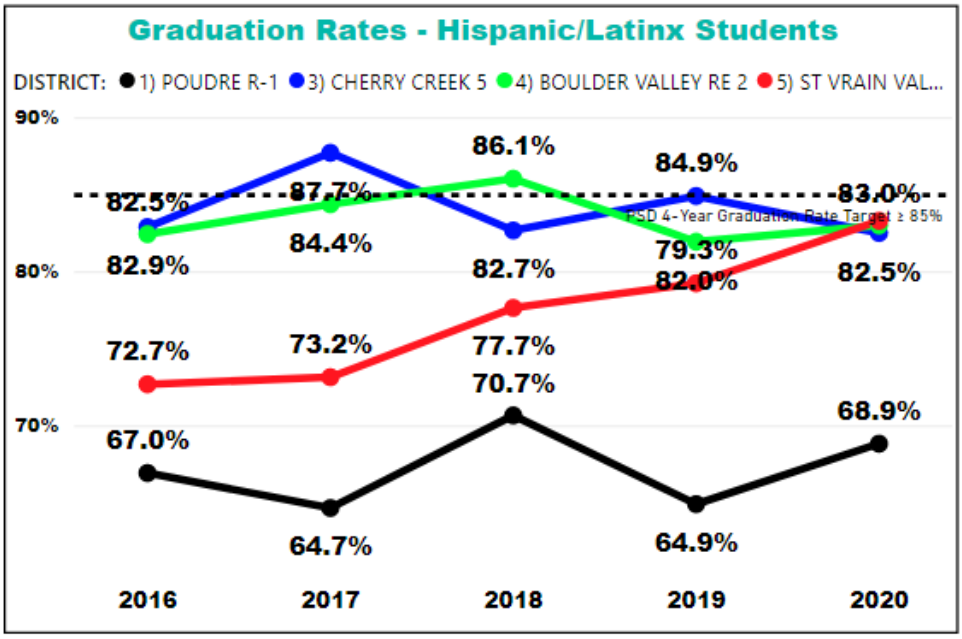


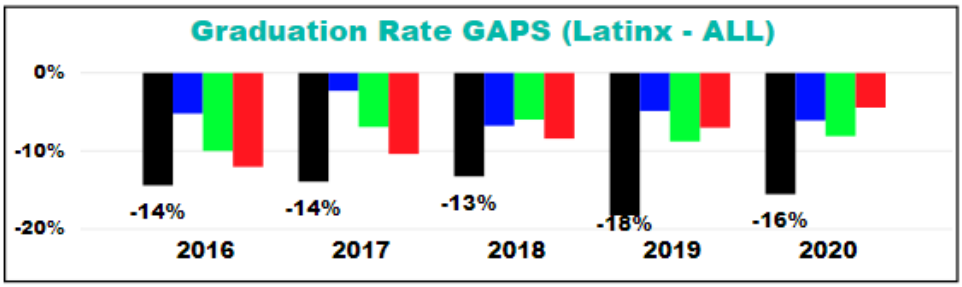
The same is true for Latinx students.





4-Year Graduation Rates (On Time Graduation Rates): Latinx Students



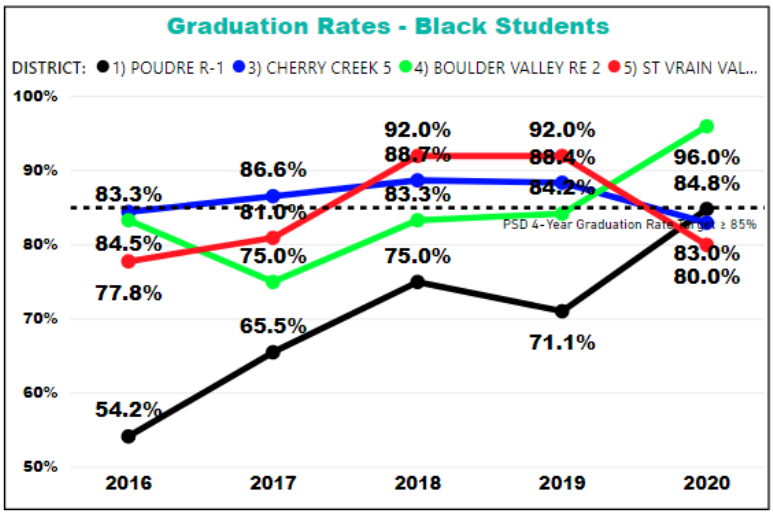


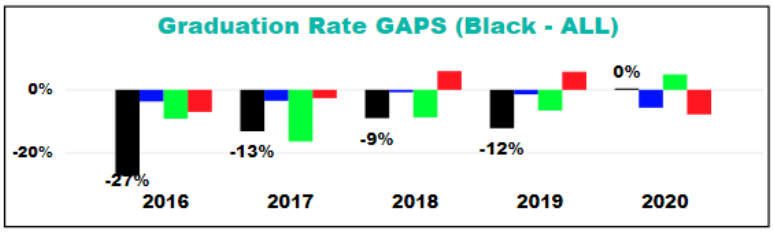
Class of 2020 Latinx students (379 students) were 2 times more likely <u>not to graduate</u> than the overall PSD population and graduated at rates below Latinx students in comparable districts as well as the state overall. This has been a multiple year trend. The annual differences between the Latinx population's graduation outcomes in PSD and the overall PSD population are statistically significant. The adjacent table illustrates that PSD 9th-11th grade Latinx students out-perform Latinx students in Saint Vrain and in the State on the PSAT/SAT state assessments in Evidence Based Reading and Writing (EBRW) and in MATH for each of the most recent 5 years for which state data

	Hispanic			
	2016	2017	2018	2019
Mean SS EBRW PSD	444.2	462.9	450.9	452.4
Mean SS EBRW Boulder	460.5	479.9	459.5	459
Mean SS EBRW Cherry Creek	461	487.4	466.6	462.8
Mean SS EBRW Saint Vrain	421.6	447.5	431.3	425.8
Mean SS EBRW STATE	429.3	448.9	435	433
Mean SS EBRW Boulder DIFFERENCE	16.3	17	8.6	6.6
Mean SS EBRW Cherry Creek DIFFERENCE	16.8	24.5	15.7	10.4
Mean SS EBRW Saint Vrain DIFFERENCE	-22.6	-15.4	-19.6	-26.6
Mean SS EBRW STATE DIFFERENCE	-14.9	-14	-15.9	-19.4
Mean SS MATH PSD	443.2	456.2	441.2	444.1
Mean SS MATH Boulder	453.9	465	449.9	451
Mean SS MATH Cherry Creek	455.4	473.4	458.7	452.7
Mean SS MATH Saint Vrain	418.7	435.9	416.5	409.1
Mean SS MATH STATE	430.4	441.2	426.5	424
Mean SS MATH Boulder DIFFERENCE	10.7	8.8	8.7	6.9
Mean SS MATH Cherry Creek DIFFERENCE	12.2	17.2	17.5	8.6
Mean SS MATH Saint Vrain DIFFERENCE	-24.5	-20.3	-24.7	-35.0
Mean SS MATH STATE DIFFERENCE	-12.8	-15.0	-14.7	-20.1

was collected, yet our graduation rates are lower during this same timeframe.

4-Year Graduation Rates (On Time Graduation Rates): Black Students

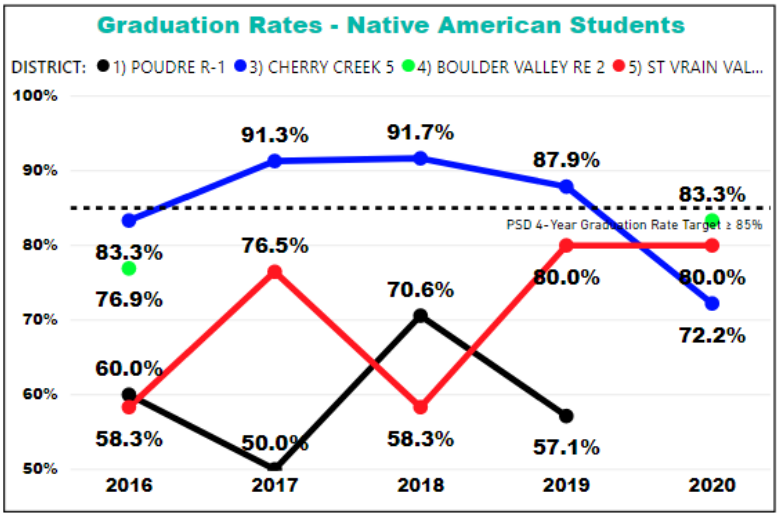


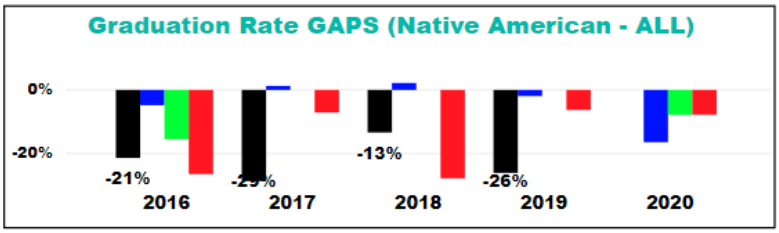


Class of 2020 Black students (33 students) were more likely <u>to graduate</u> than the overall PSD population. There is clear evidence of an improving trend in PSD Black student graduation rates.

	Black			
	2016	2017	2018	2019
Mean SS EBRW PSD		489.5	465	479.6
Mean SS EBRW Boulder		524.8	489.6	477.6
Mean SS EBRW Cherry Creek	445.2	470	451.5	450.5
Mean SS EBRW Saint Vrain	457.7	491.6	481.7	456.1
Mean SS EBRW STATE	427.7	448.7	432.3	432.9
Mean SS EBRW Boulder DIFFERENCE		35.3	24.6	-2
Mean SS EBRW Cherry Creek DIFFERENCE		-19.5	-13.5	-29.1
Mean SS EBRW Saint Vrain DIFFERENCE		2.1	16.7	-23.5
Mean SS EBRW STATE DIFFERENCE		-40.8	-32.7	-46.7
Mean SS MATH PSD		472.6	458.3	454.9
Mean SS MATH Boulder		499.3	471.9	465.8
Mean SS MATH Cherry Creek	445.4	454.6	441.8	440.1
Mean SS MATH Saint Vrain	455.4	449.4	437	440.2
Mean SS MATH STATE	424	434.2	420	421.3
Mean SS MATH Boulder DIFFERENCE		26.7	13.6	10.9
Mean SS MATH Cherry Creek DIFFERENCE		-18.0	-16.5	-14.8
Mean SS MATH Saint Vrain DIFFERENCE		-23.2	-21.3	-14.7
Mean SS MATH STATE DIFFERENCE		-38.4	-38.3	-33.6

4-Year Graduation Rates (On Time Graduation Rates): Native American Students

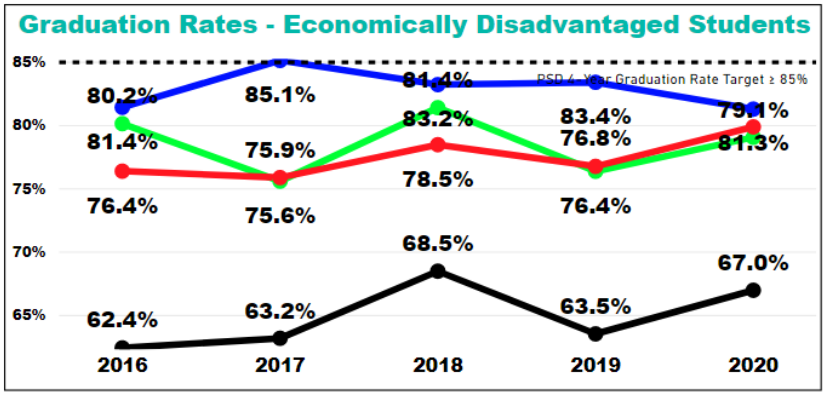


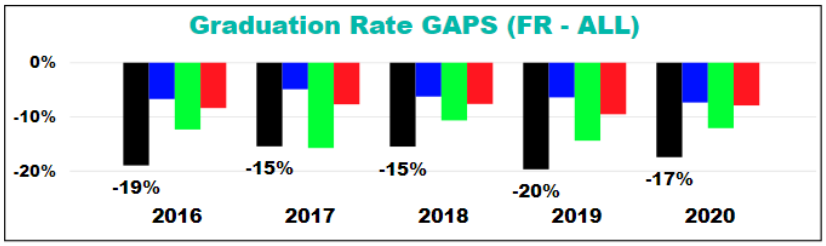


Class of 2019 Native American students (14 students) were 2.6 times more likely <u>not to graduate</u> than the overall PSD population. Class of 2020 data is not displayed due to student counts for this group of students falling below 10.

	Native American			
	2016	2017	2018	2019
Mean SS EBRW PSD		509.8	451	438.3
Mean SS EBRW Boulder			508.4	454.1
Mean SS EBRW Cherry Creek	484.3	508	502.1	488.4
Mean SS EBRW Saint Vrain		455.5	460.4	448.3
Mean SS EBRW STATE	437.9	451.7	434.4	433.4
Mean SS EBRW Boulder DIFFERENCE		-510	57.4	15.8
Mean SS EBRW Cherry Creek DIFFERENCE		-1.8	51.1	50.1
Mean SS EBRW Saint Vrain DIFFERENCE		-54.3	9.4	10
Mean SS EBRW STATE DIFFERENCE		-58.1	-16.6	-4.9
Mean SS MATH PSD		490.9	422.7	407.2
Mean SS MATH Boulder			491.6	460
Mean SS MATH Cherry Creek	475.7	489.6	497.1	478.1
Mean SS MATH Saint Vrain		436	420.5	435.9
Mean SS MATH STATE	433.9	441.6	428.6	419.3
Mean SS MATH Boulder DIFFERENCE		-490.9	68.9	52.8
Mean SS MATH Cherry Creek DIFFERENCE		-1.3	74.4	70.9
Mean SS MATH Saint Vrain DIFFERENCE		-54.9	-2.2	28.7
Mean SS MATH STATE DIFFERENCE		-49.3	5.9	12.1

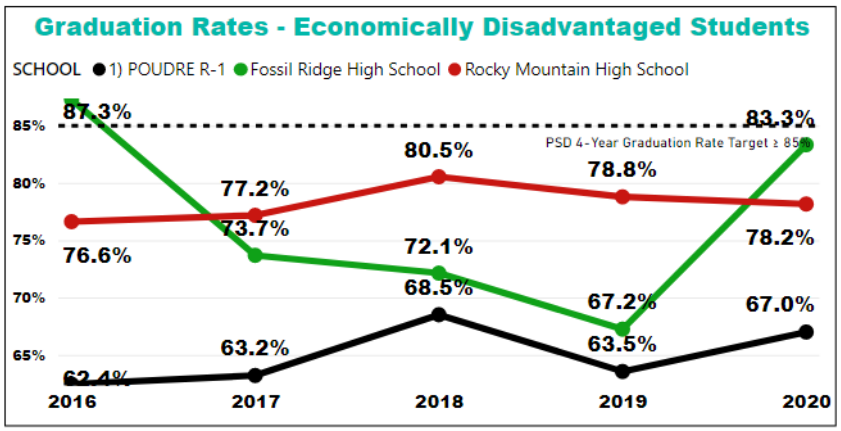
4-Year Graduation Rates (On Time Graduation Rates): Free/Reduced Meal Eligible

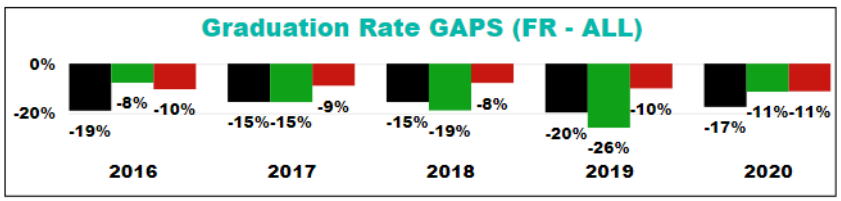




	FRL Eligible			
	2016	2017	2018	2019
Mean SS EBRW PSD	455.7	468.0	449.8	445.6
Mean SS EBRW Boulder	452.8	470.7	452.0	452.2
Mean SS EBRW Cherry Creek	450.4	477.6	450.4	449.8
Mean SS EBRW Saint Vrain	424.2	448.0	429.4	421.9
Mean SS EBRW STATE	427.7	446.7	431.7	429.4
Mean SS EBRW Boulder DIFFERENCE	-2.9	2.7	2.2	6.6
Mean SS EBRW Cherry Creek DIFFERENCE	-5.3	9.6	0.6	4.2
Mean SS EBRW Saint Vrain DIFFERENCE	-31.5	-20.0	-20.4	-23.7
Mean SS EBRW STATE DIFFERENCE	-28.0	-21.3	-18.1	-16.2
Mean SS MATH PSD	445.8	456.9	437.6	436.7
Mean SS MATH Boulder	446.3	456.2	439.4	442.1
Mean SS MATH Cherry Creek	450.8	467.9	444.7	443.6
Mean SS MATH Saint Vrain	418.9	433.9	415.7	407.9
Mean SS MATH STATE	428.0	438.3	422.1	420.3
Mean SS MATH Boulder DIFFERENCE	0.5	-0.7	1.8	5.4
Mean SS MATH Cherry Creek DIFFERENCE	5.0	11.0	7.1	6.9
Mean SS MATH Saint Vrain DIFFERENCE	-26.9	-23.0	-21.9	-28.8
Mean SS MATH STATE DIFFERENCE	-17.8	-18.6	-15.5	-16.4

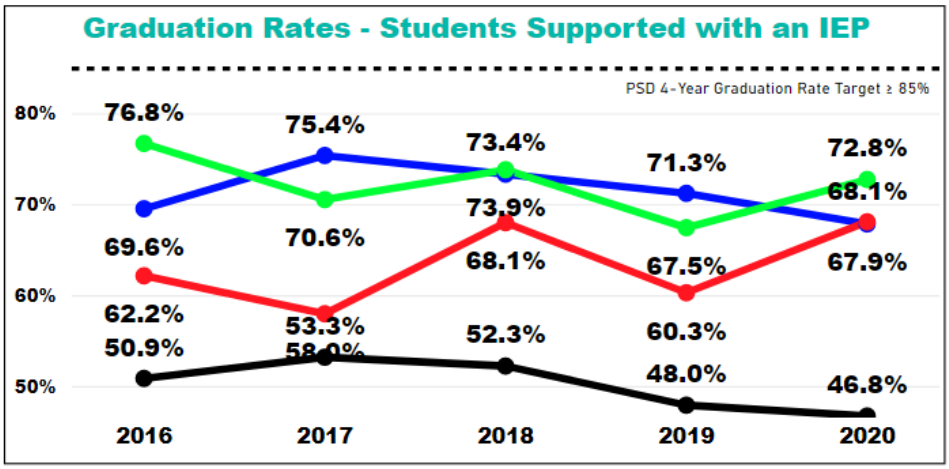
Class of 2020 students eligible for free or reduced meal prices (715 students) were 2.1 times more likely not to graduate than the overall PSD population. While this population of PSD students have a multi-year trend of graduating below state and comparison district graduation rate levels, each cohort of the prior four (2016-2019), outperformed Saint Vrain and statewide comparable subgroups.

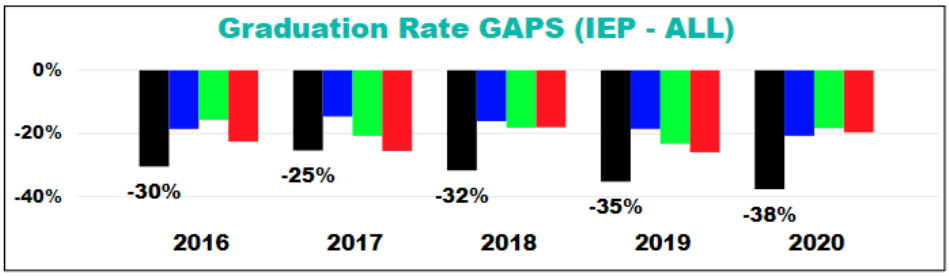




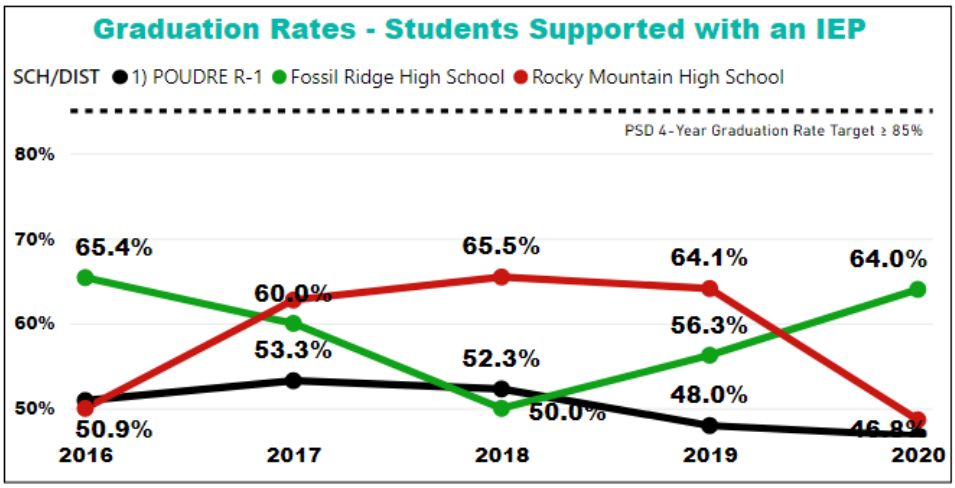
RMHS provides local evidence of the stable attainment of competitive graduation rates for this population. Districts/schools where lower social-economic status is concentrated may face larger challenges in attaining these higher graduation rates. Note that similar 2019/20 levels of free/reduced lunch rates exist in PSD (30.5%), Saint Vrain (28.2%), and Cherry Creek (29.3%). Saint Vrain requires 245 credits to graduate, Cherry Creek requires 220 credits, and PSD requires 240 credits to graduate.

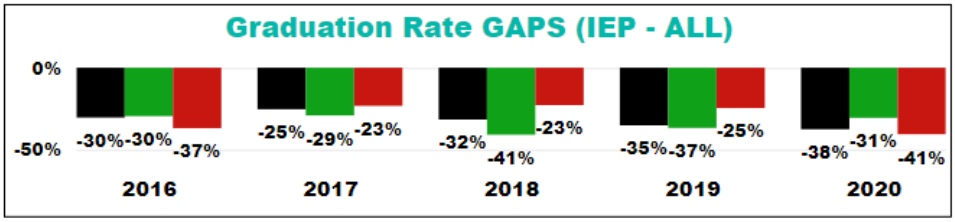
4-Year Graduation Rates (On Time Graduation Rates): Student Supported with an IEP



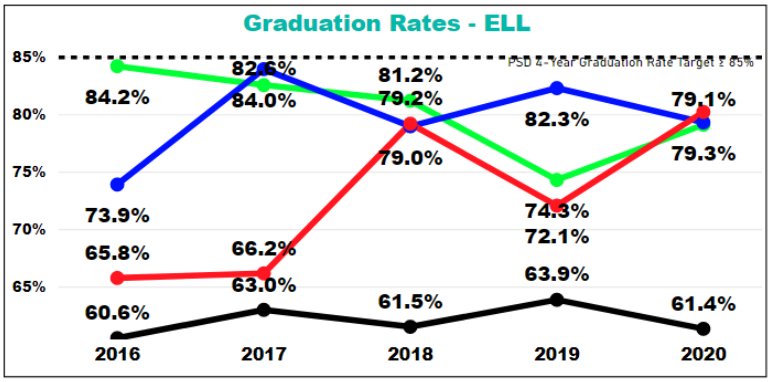


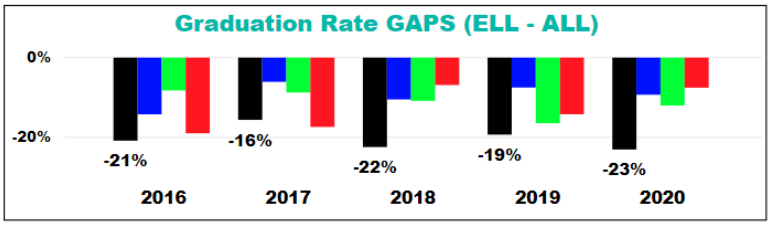
Class of 2020 students supported with an IEP (171 students) were 3.4 times more likely <u>not to graduate</u> than the overall PSD population and graduated at rates below students served with IEPs in comparable districts. This has been a multiple year trend.





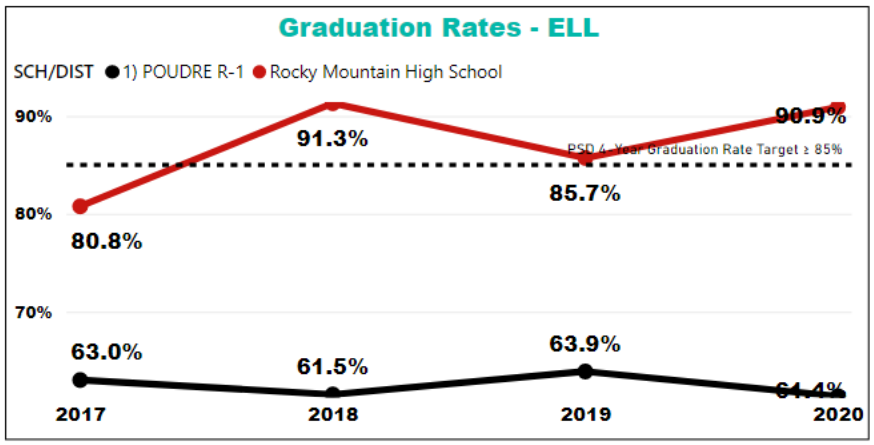
4-Year Graduation Rates (On Time Graduation Rates): ELL Students

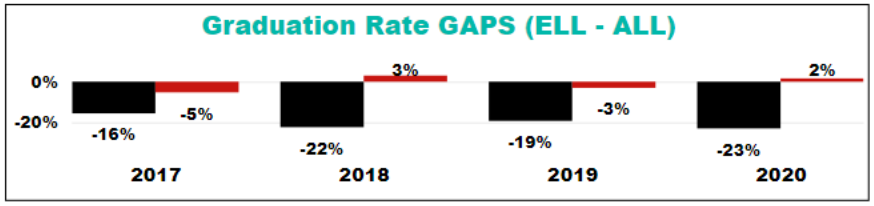




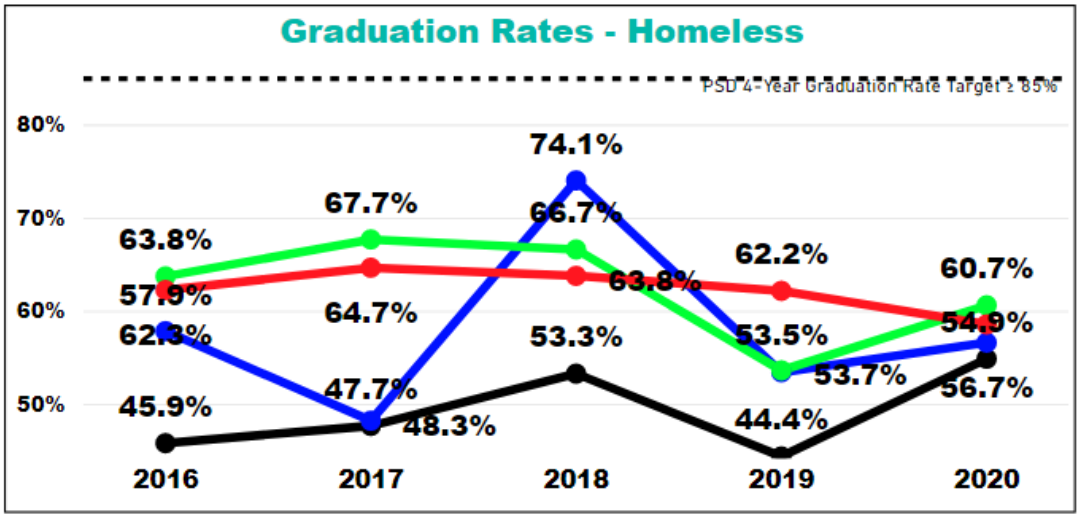
	English Learners			
	2016	2017	2018	2019
Mean SS EBRW PSD	451.1	469.7	405.4	393.9
Mean SS EBRW Boulder	426.7	454.3	412.9	400.9
Mean SS EBRW Cherry Creek	451.7	480.0	403.6	396.0
Mean SS EBRW Saint Vrain	413.5	439.8	394.2	386.1
Mean SS EBRW STATE	417.5	439.3	398.8	392.3
Mean SS EBRW Boulder DIFFERENCE	-24.4	-15.4	7.5	7.0
Mean SS EBRW Cherry Creek DIFFERENCE	0.6	10.3	-1.8	2.1
Mean SS EBRW Saint Vrain DIFFERENCE	-37.6	-29.9	-11.2	-7.8
Mean SS EBRW STATE DIFFERENCE	-33.6	-30.4	-6.6	-1.6
Mean SS MATH PSD	461.4	480.0	411.5	400.7
Mean SS MATH Boulder	430.1	446.2	410.7	405.8
Mean SS MATH Cherry Creek	466.7	485.8	415.7	408.4
Mean SS MATH Saint Vrain	420.2	434.6	386.9	376.8
Mean SS MATH STATE	428.4	439.1	398.6	393.7
Mean SS MATH Boulder DIFFERENCE	-31.3	-33.8	-0.8	5.1
Mean SS MATH Cherry Creek DIFFERENCE	5.3	5.8	4.2	7.7
Mean SS MATH Saint Vrain DIFFERENCE	-41.2	-45.4	-24.6	-23.9
Mean SS MATH STATE DIFFERENCE	-33.0	-40.9	-12.9	-7.0

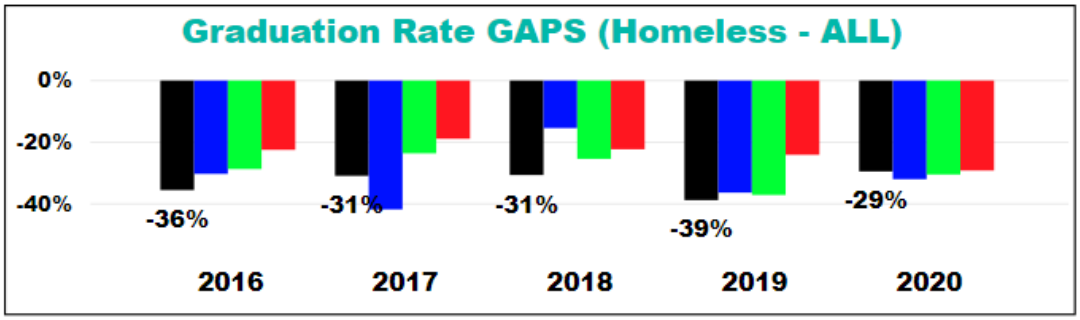
Class of 2020 ELL students (88 students) were 2.5 times more likely <u>not to graduate</u> than the overall PSD population and graduated at rates below ELL students statewide and in comparable districts. This has been a multiple year trend. The annual differences between this population's graduation outcomes in PSD and the overall PSD population are statistically significant. The adjacent table illustrates that PSD 9th-11th grade ELL students out-perform the same subgroup of students in Saint Vrain and in the State on the PSAT/SAT state assessments in Evidence Based Reading and Writing (EBRW) and in MATH for each of the prior four years, yet our graduation rates are lower during this same timeframe. Note that PSD ELL students also outperformed Boulder ELL students in math 3 out of 4 years and 2 out of 4 years in EBRW. RMHS provides local evidence of the stable attainment of competitive graduation rates for this population. In fact, RMHS rates far exceed the best ELL graduation rates of our comparison districts.





4-Year Graduation Rates (On Time Graduation Rates): Homeless Students





Class of 2020 homeless students (162 students) were 2.9 times more likely not to graduate than the overall PSD population and graduated at rates near homeless students in comparable districts. The annual differences between this population's graduation outcomes in PSD and the overall PSD population are statistically significant. Among our very most vulnerable youth, this subgroup of students is included here to build awareness among our community. Note that the size of this subgroup in student count is larger than the ELL population, and very nearly the same size as the integrated services population.

Graduation Requirements of Comparison Districts (updated 1-22-20):

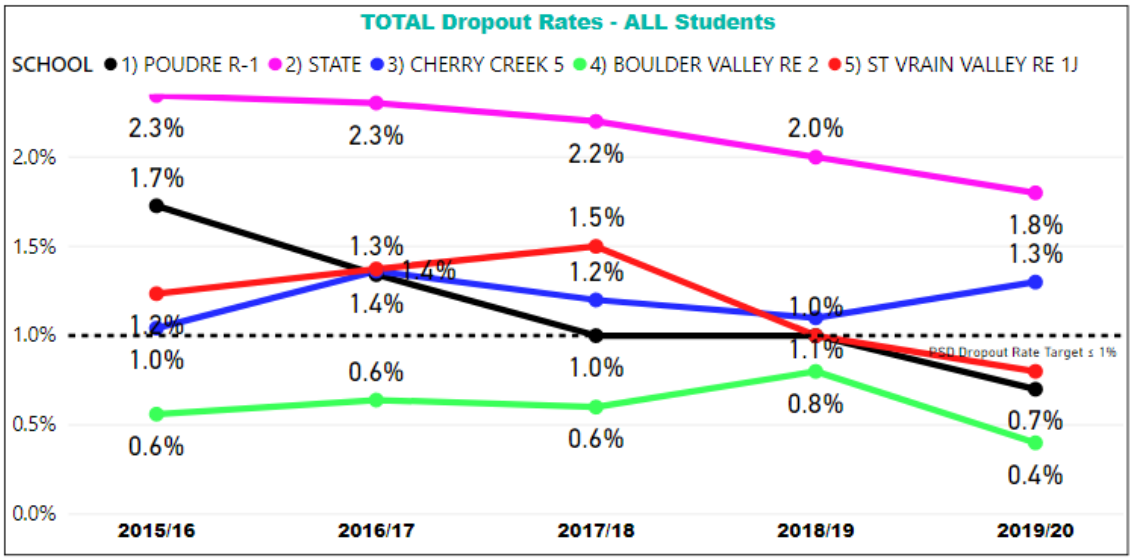
	GRADUATION REQUIREMENTS BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
CONTENT				
Language Arts	40	40	40	40
Mathematics	30	30	20	30
Science	30	30	20	30
Social Studies	25	30	30	30
Humanities	5			
World Language	10		10	
Physical Education	15	20	15	15
Health		5	5	5
Financial Literacy	5			
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
Notes				
Mathematics Requirements	Includes CS with math	Algebra 1	Algebra 1 or higher	
Social Studies Requirements	U.S. History, Government	U.S. Hist, World Studies, & Govt	U.S. History, U.S. Govt., Geography, World History	U.S. History & Civics/Govt.
Notes: * Core Elective (AKA Academic Elective) are additial classes in Eng, Sci, SS, Math	15 Credit Wellness includes PE & Health			
# Required Content Areas	10	8	9	7

Enrollment percentages to establish student population comparability:

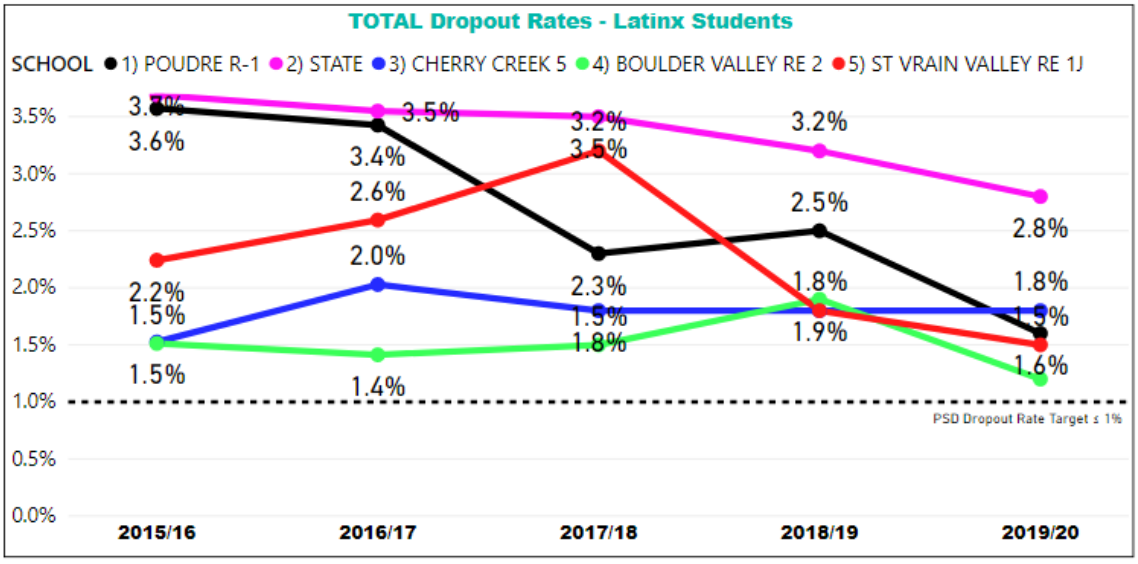
District	K12 Enrollment	FRL %	Minority %	English Learner %
Cherry Creek	56,172	29.3%	49.2%	11.6%
Boulder	31,000	20.1%	32.0%	5.8%
St Vrain	32,855	28.2%	36.8%	4.2%
Poudre	30,754	30.5%	27.1%	6.2%

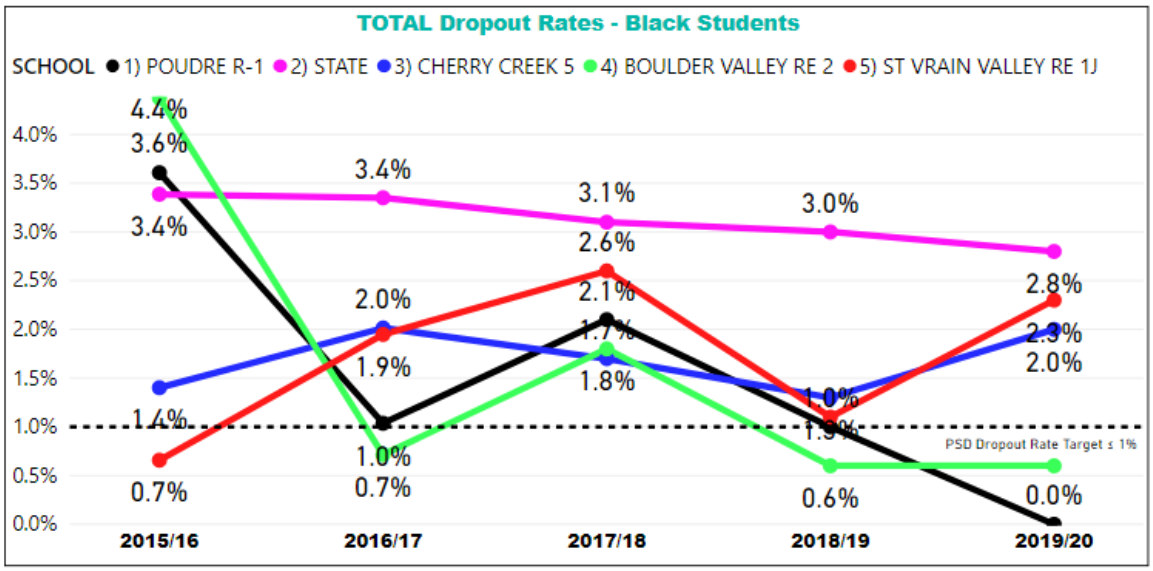
9) **Dropout Rate Target:** Less than 1% of PSD students will dropout.
Met Target in 2019/20? Yes, the PSD dropout rate was 0.7% (102/14,981) in 2019/20.
Target is supported by Action Steps 3A & 3B – "Graduation Rates" of the 2019/20 UIP.

This represents a decrease of 0.28 percentage points from 2018/19 (0.98%) and is approximately 1.0 percentage units below the state's 2019/20 dropout rate (1.8%). By looking at the state and PSD dropout rates across the past five years, it appears that the change from 220 to 240 credits as a graduation requirement (Class of 2015) has had no impact on dropout rates. Dropout rates do vary dramatically by ethnicity, economic status, and other student characteristics. Dropout rates are calculated for grades 6-12 and are NOT equal to (1-graduation rate). Please click DROPOUT RATES to explore related data visualizations.

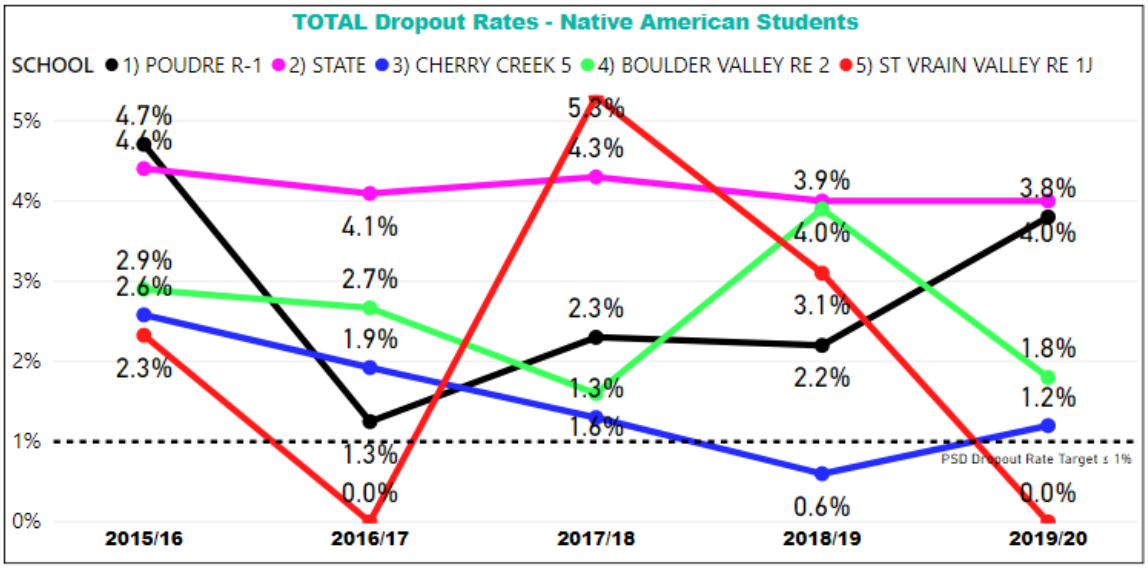


For Latinx students, the PSD dropout rates have declined in recent years, are below statewide rates, similar to comparison districts, and yet are higher than dropout rates for the PSD student population as a whole.



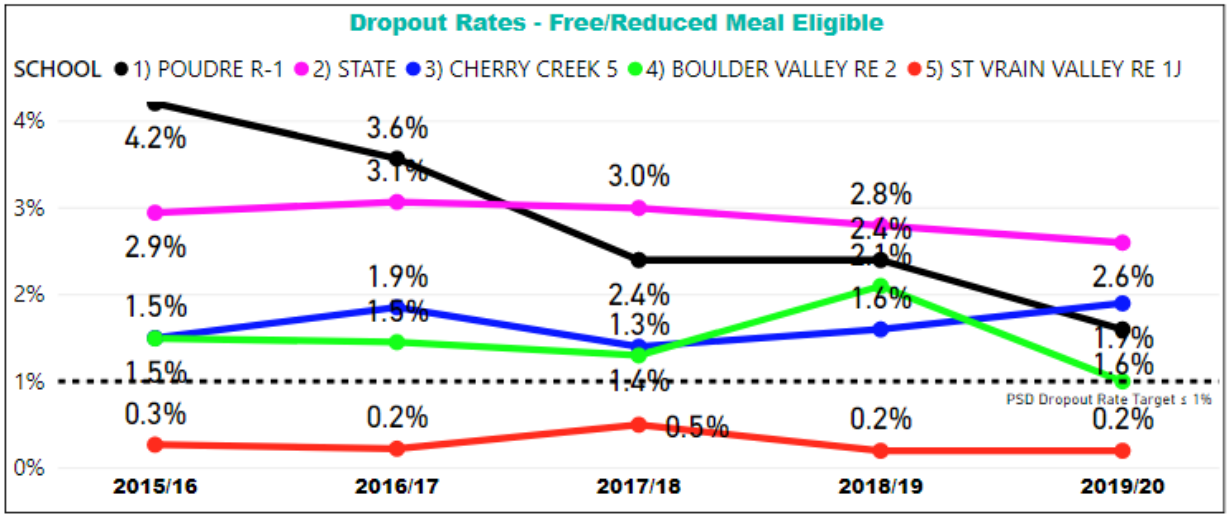


Black student dropout rates have been declining in recent years and are well below the state and are comparison district rates.

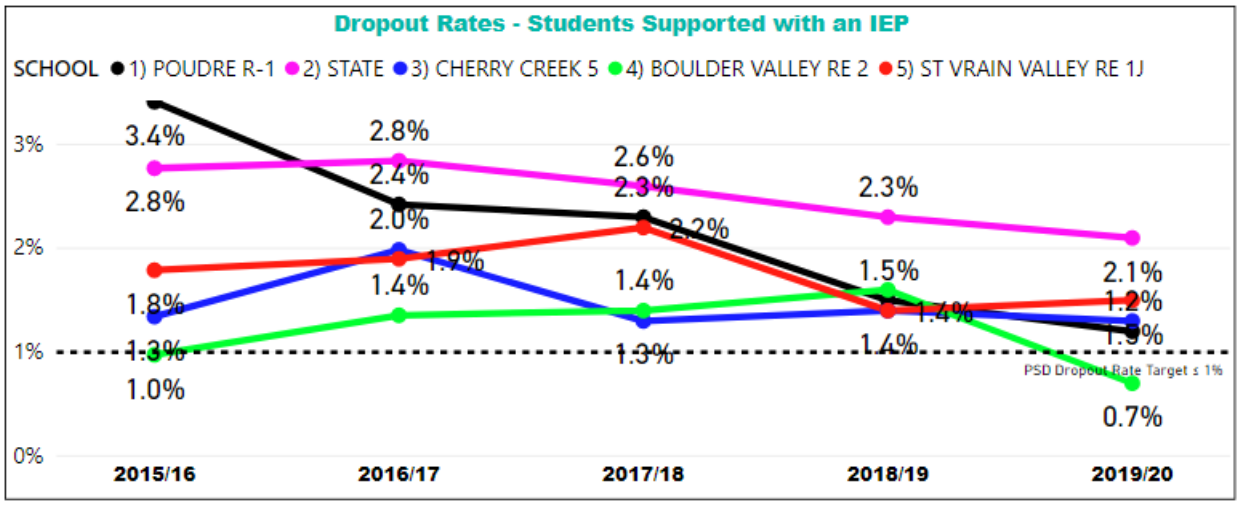


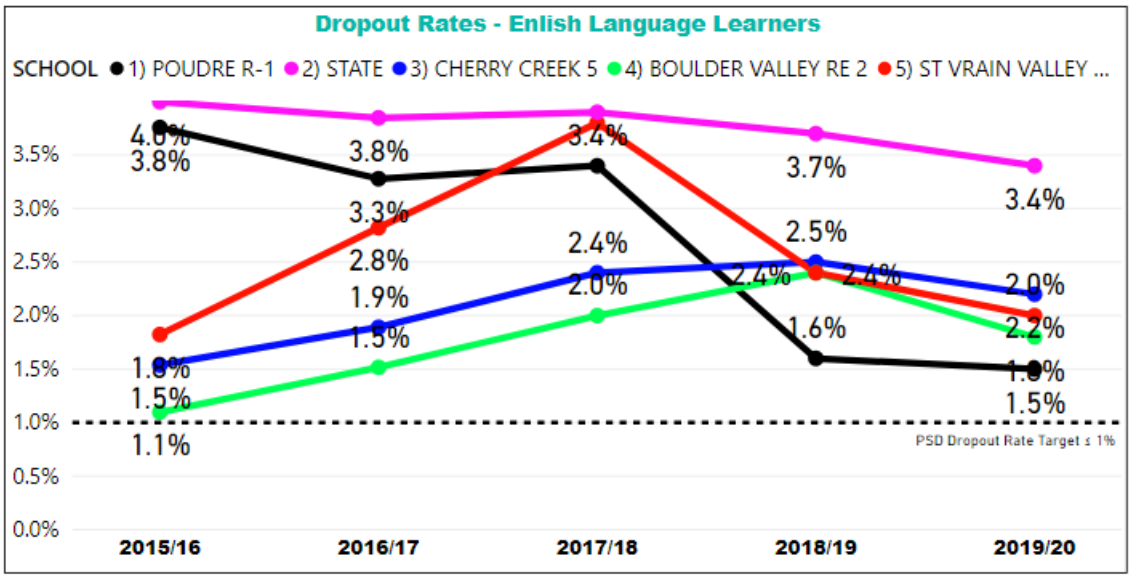
Native American student dropout rates have been increasing in recent years and are negligibly below the state rate, and well above comparison district rates. The number of students going into the Native American dropout rate each year are relatively small compared to other ethnicity groups so we can expect more movement (up and down) in these rates over time, yet the line graph above shows an increasing trend over multiple years. PSD needs to consider this information in the context of other indicators of gap between Native American students and the overall PSD population across several key education outcome indicators. It is likely that support for Native American students geared toward reducing dropout decisions will positively impact graduation rates and achievement/growth outcomes.

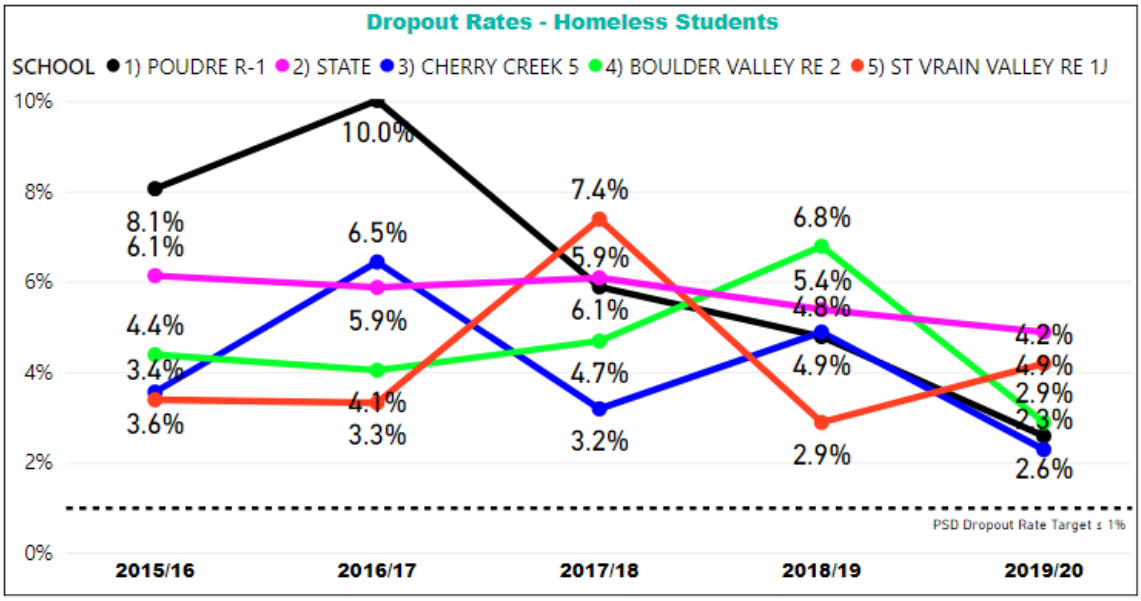
For students eligible for free or reduced meal prices, the PSD dropout rates have declined in recent years and are below statewide rates. As a percentage of the overall PSD population of students, the percentage of students eligible for free or reduced meal prices has remained very stable over the past five years (31.2% in 2015/16 to 30.5% in 2019/20).



For students supported with IEPs, the PSD dropout rates have declined in recent years, are below statewide rates, and are similar to our comparison districts. The overall count of students supported with IEPs has risen in recent years. As a percentage of the overall PSD population of students, the percentage of students supported with IEPs has consistently risen over the past five years (8.1% in 2015/16 to 9.2% in 2019/20).

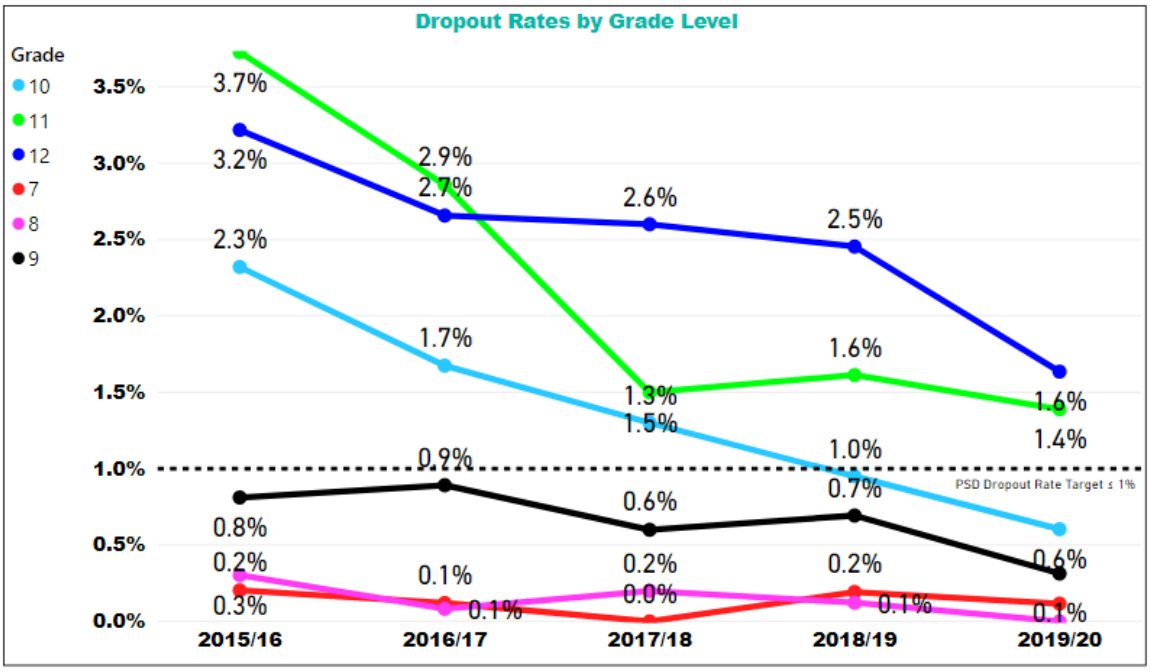




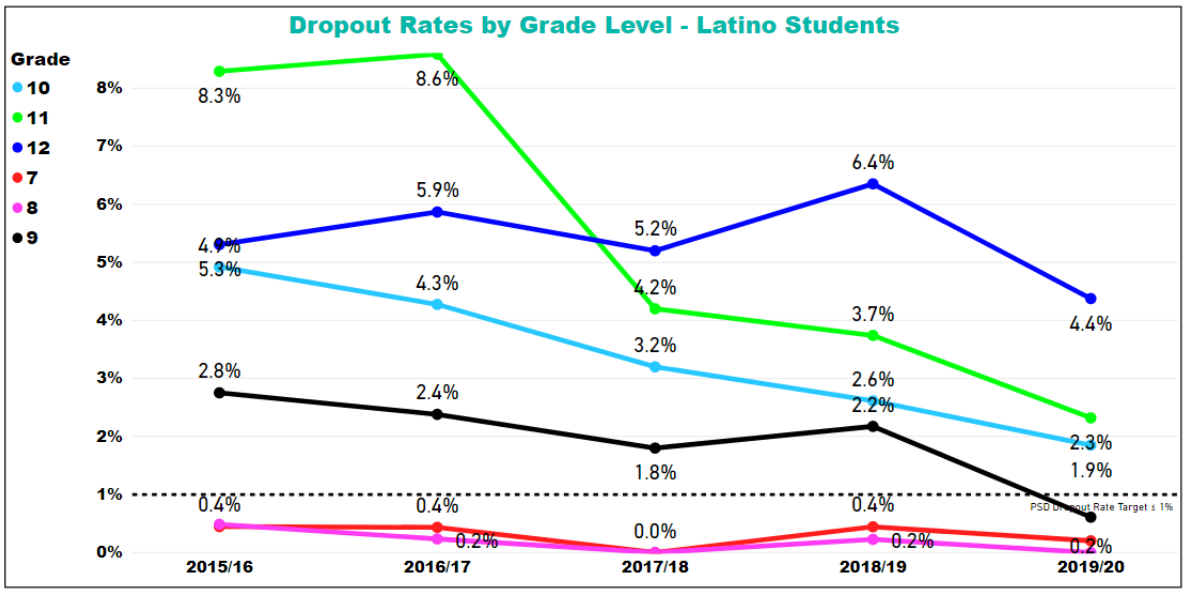


For both English Language Learners and Homeless students, PSD has had a decreasing droupout trend, have rates well below the state overall, and are the lowest among our comparison doistricts as well. PSD has a very committed group of Family Liasons that work hard on behalf of those families that are part of these two subgroups of students. One has to wonder if these positive trends and outcomes are a reflection of that dedicated effort on top of the supports all PSD staff provide. The Family Liason role is a great example of sustained and targeted "Additional Support" in PSD.

One can see increasing rates of dropping out as the grade levels progress from 7th to 12th. In recent years (2015/16 and 2016/17), the PSD dropout rates were higher for 11th grade students than for 12th grade students. This is not true statewide. In 2017/18 the dropout rate by grade level returned to a more typical pattern where dropout rate increases with grade level during the high school years.



Dropout rates are higher for Latinx students than for the overall student population, this is true statewide and in PSD, and the dropout by grade level patterns are very similar for Latinx students.



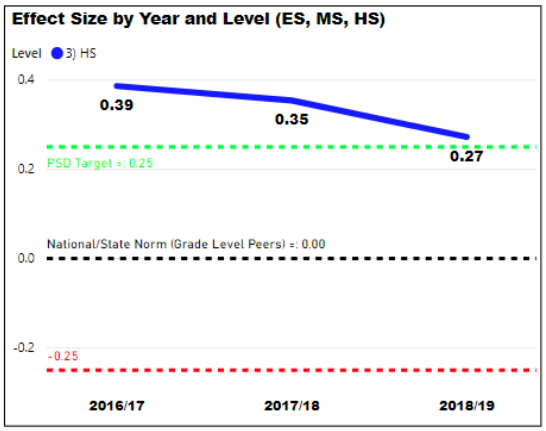
10) **College Readiness Target:** ≥ 85% of PSD students will meet or exceed SAT college readiness benchmarks in Evidence Based Reading and Writing; and in Math.
Met Target in 2019/20? Not Sure – Data Not Available due to COVID-19
Target supported by Action Steps 1A – 1C of the 2019/20 PSD UIP.

In the recent past, PSD did not meet this target. The overall student population has had about 72%-74% of students meeting the SAT Evidence Based Reading and Writing (EBRW) College and Career Readiness (CCR) Benchmarks. Fewer students have historically met the SAT CCR Benchmarks in math (53% spring 2019) when compared to EBRW (72% spring 2019).

While Latinx students were at 44% meeting the EBRW CCR Benchmarks in the spring of 2019, Latinx students not eligible for free/reduced meals or English Language Learners (ELL) exceeded the overall population outcome by 2 percentage units (74% compared to 72%). As in EBRW measures, Latinx students not eligible for free/reduced meals or ELL exceeded the overall population outcome by 4 percentage units (57% compared to 53%). Yet the overall Latinx percentage meeting math CCR benchmarks was 25% in spring 2019. In the spring of 2019, 37% of Black students met CCR Benchmarks in math, 59% in language arts. In the spring of 2019, 100% of Native American students met CCR Benchmarks in math, 40% in language arts. Persistent gaps by ethnicity and by socio-economic levels do exist. Comparing student outcomes to CCR Benchmarks provides a criterion-referenced view of outcomes.

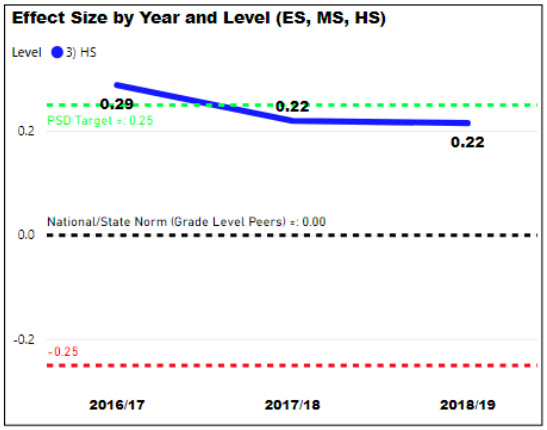
PSD SAT EBRW Effect Size (average z-score): All Students

It is also reasonable to ask how PSD students have been doing compared to other students nationwide. Looking at z-scores rolled up to an effect size metric using averages we see PSD students do exceed national outcomes by the same 1/4 to 1/3 of a standard deviation unit for EBRW, although we can also see that high level of performance has been declining prior to COVID-19. Keep in mind this is relative to national peers, not an expectation some group of adults defined.



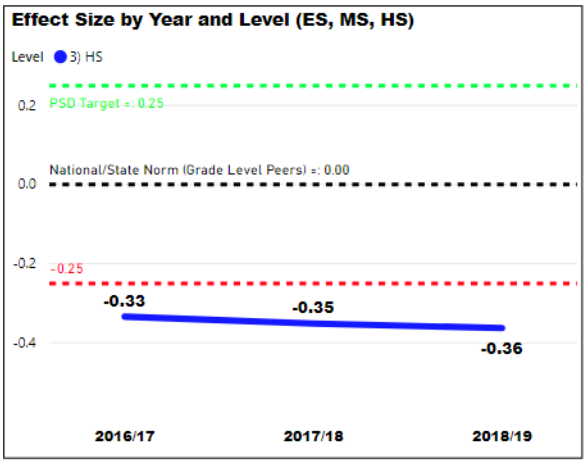
PSD SAT MATH Effect Size (average z-score): All Students

Math outcomes reflect a high level of achievement, yet lower than we see in EBRW and declining slightly in recent years.

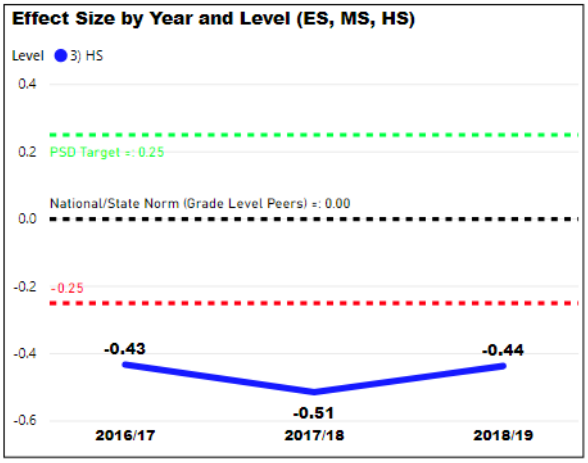


Investigating historical gaps, we see the following compared to ALL students nationally. These are gaps relative to who PSD students will collaborate/compete with in their future careers.

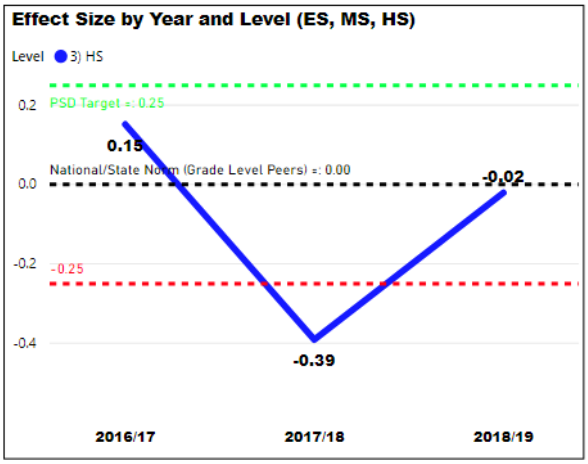
PSD SAT EBRW Effect Size: Latinx



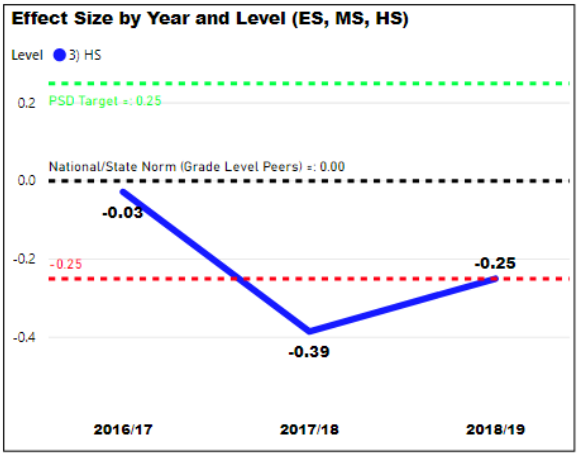
PSD SAT Math Effect Size: Latinx



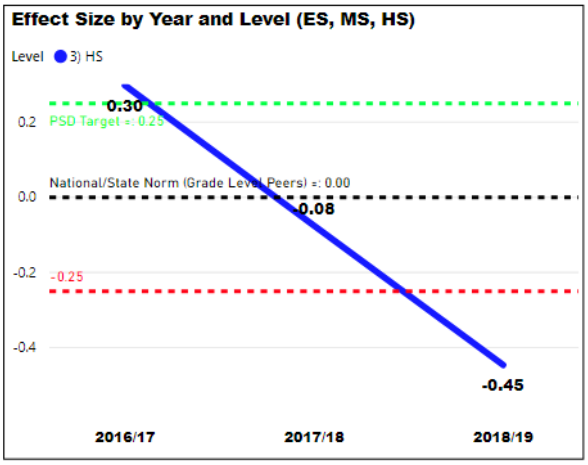
PSD SAT EBRW Effect Size: Black Students



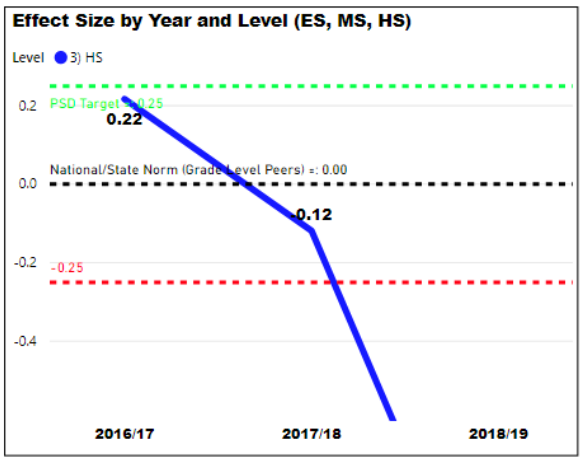
PSD SAT Math Effect Size: Black Students



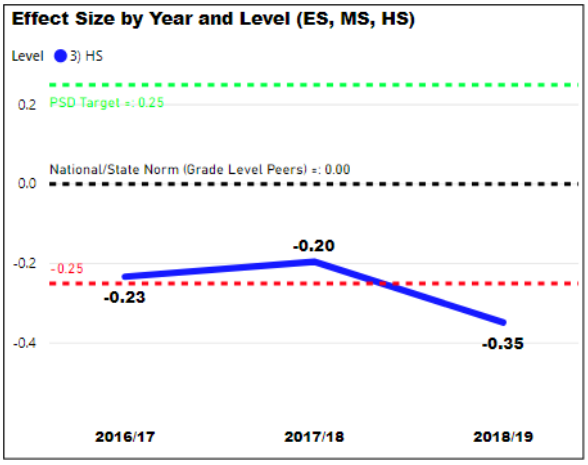
PSD SAT EBRW Effect Size: Native American



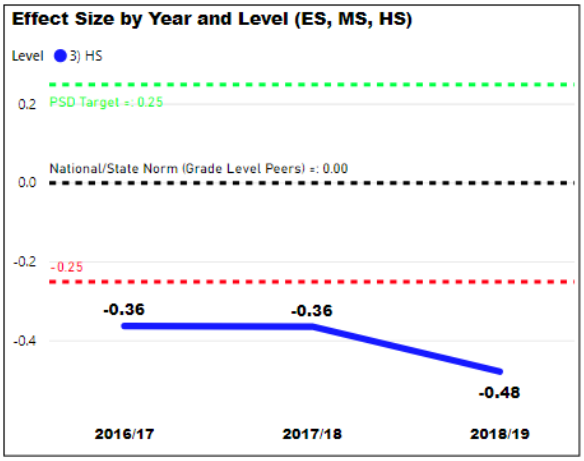
PSD SAT Math Effect Size: Native American



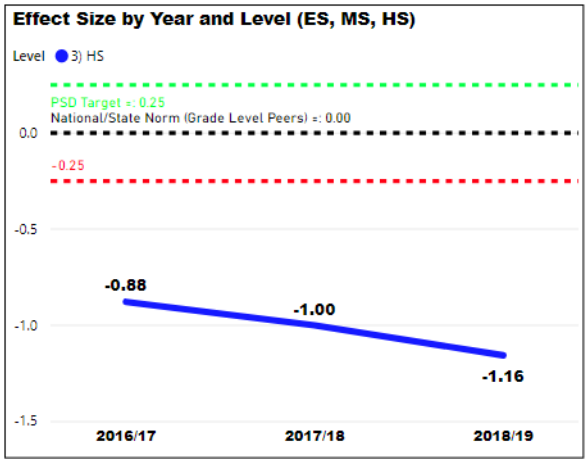
PSD SAT EBRW Effect Size: Free/Reduced



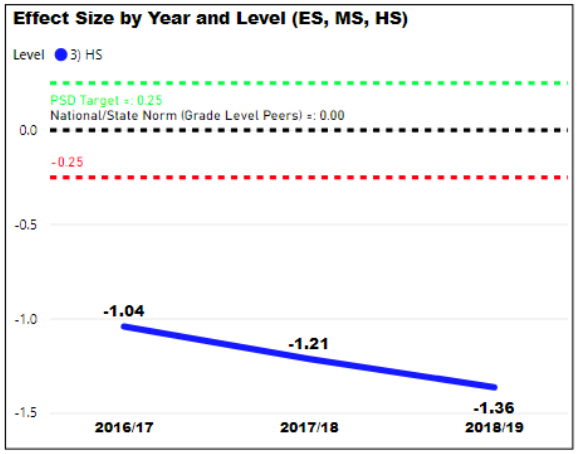
PSD SAT Math Effect Size: Free/Reduced



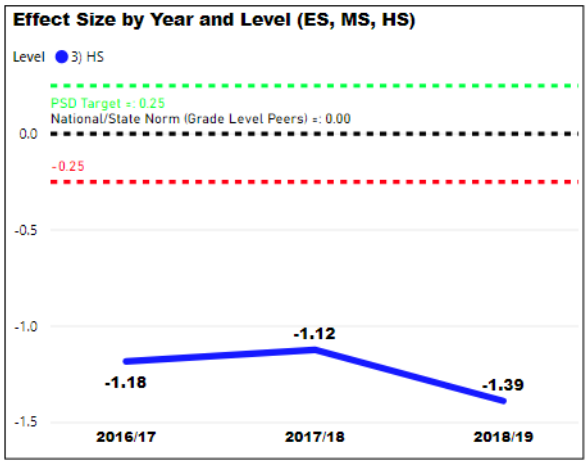
PSD SAT EBRW Effect Size: IEP



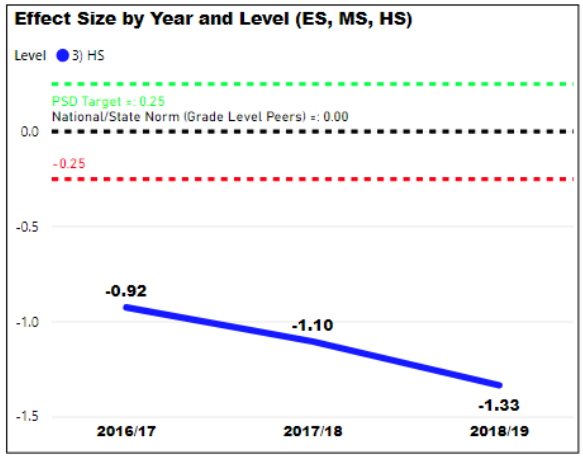
PSD SAT Math Effect Size: IEP



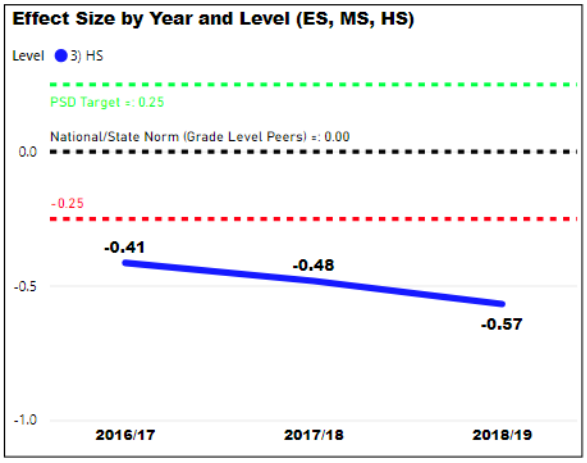
PSD SAT EBRW Effect Size: ELL



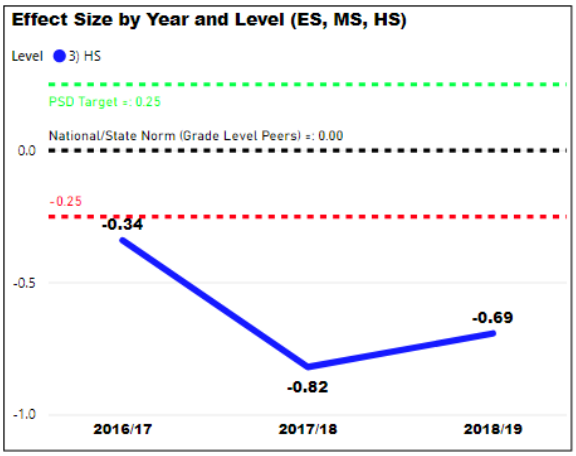
PSD SAT Math Effect Size: ELL



PSD SAT EBRW Effect Size: Homeless Youth



PSD SAT Math Effect Size: Homeless Youth



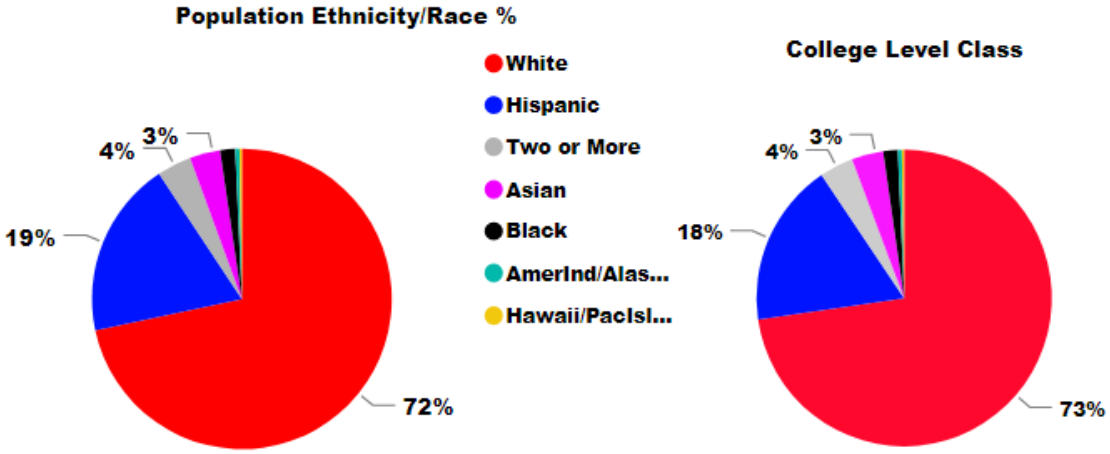
Looking at disproportionality patterns in postsecondary course and concurrent enrollment participation may add a layer of insight to the disproportionalities evident in the SAT data just reviewed above.

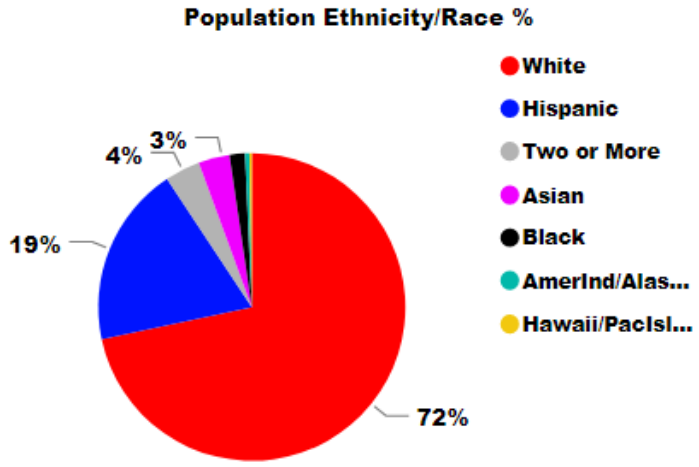
11) **Concurrent PWR Experience:** ≥ 50% of PSD students in grades 11 and 12 will have an Advanced Placement (AP), International Baccalaureate (IB), Concurrent Enrollment, and/or work-based learning experience each year.
Met Target in 2019/20? Yes, 90.1% of PSD juniors and seniors had a Postsecondary Workforce Readiness (PWR) experience.
Target supported by Action Step 4A-4D – "Transition Strategies" of the 2019/20 UIP.

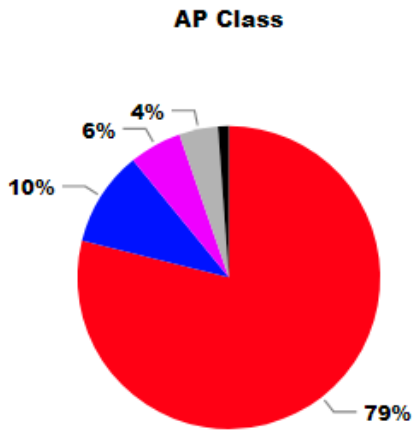
Counting how many juniors or seniors were part of PSD in 2019/20 will depend on the time frame of the data pull. An unduplicated count (no student is counted twice) of 2019/20 juniors and seniors included in the PSD developed "Equity Insight" dashboard, is 4,346. Data included in Equity Insight is based on the "End of Year" snapshot file that is submitted to the CDE for official reporting purposes and should provide a reliable basis from which to determine student count. This count includes 2,163 juniors and 2,183 seniors. Of the 4,346 juniors and seniors, 3,914 took part in an AP (1,665), IB (149), FRCC – AIMS – CSU (830), or a concurrent enrollment class (3,537). Concurrent Enrollment is by far the biggest contributor to these postsecondary student experiences and is distributed among the student population most equitably.

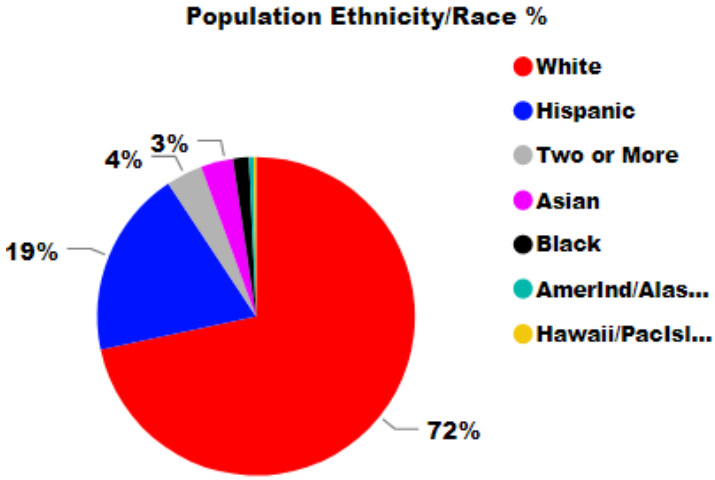
2019/20 Grades 11 and 12 Student Counts:

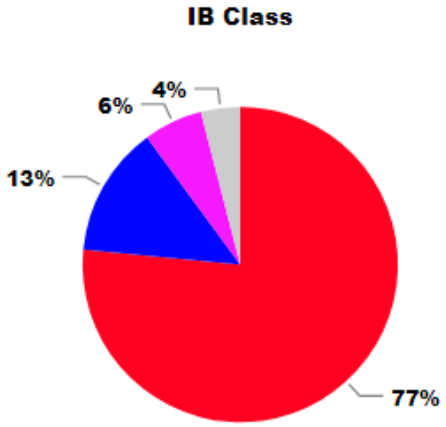
Ethnicity	Count of Students
White	3114
Hispanic	827
Two or More	161
Asian	143
Black	70
Native American	20
Pacific Islander	11
Total	**4346**

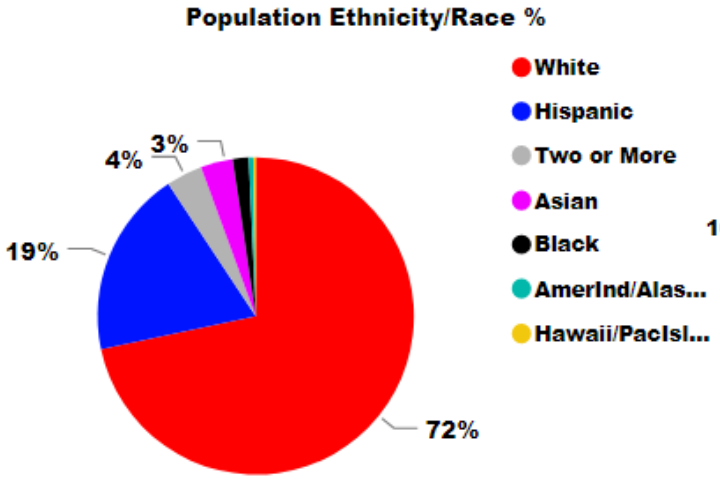


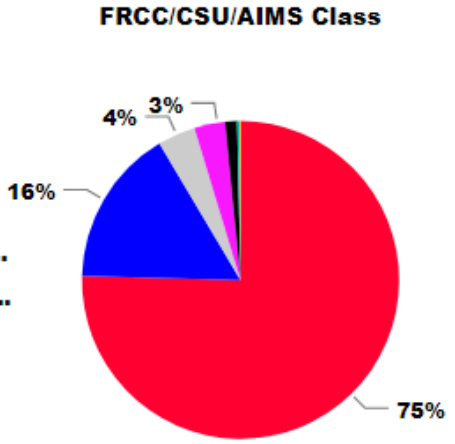

Population Ethnicity/Race %
White
Hispanic
Two or More
Asian
Black
AmerInd/Alas...
Hawaii/PacIsl...
72%
19%
4%
3%

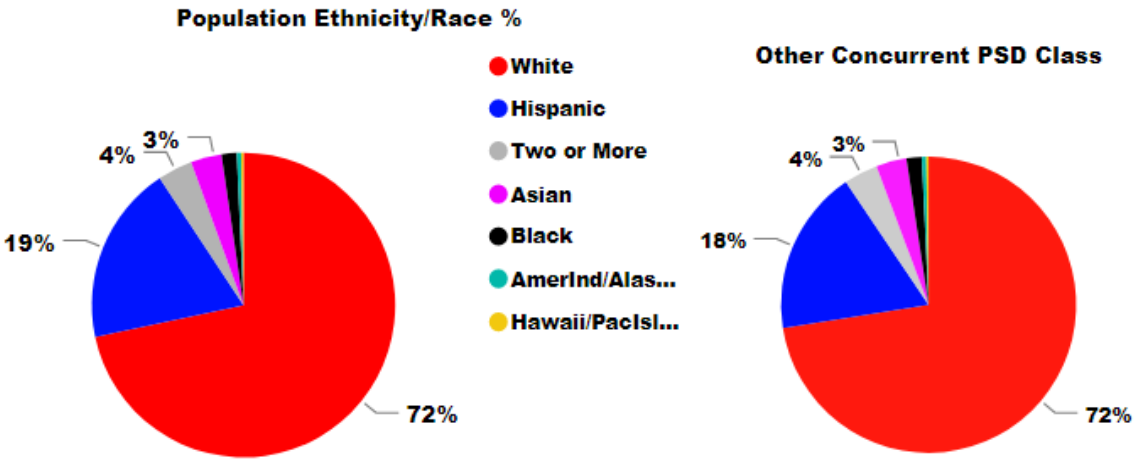

AP Class
79%
10%
6%
4%


Population Ethnicity/Race %
White
Hispanic
Two or More
Asian
Black
AmerInd/Alas...
Hawaii/PacIsl...
72%
19%
4%
3%


IB Class
77%
13%
6%
4%


Population Ethnicity/Race %
White
Hispanic
Two or More
Asian
Black
AmerInd/Alas...
Hawaii/PacIsl...
72%
19%
4%
3%

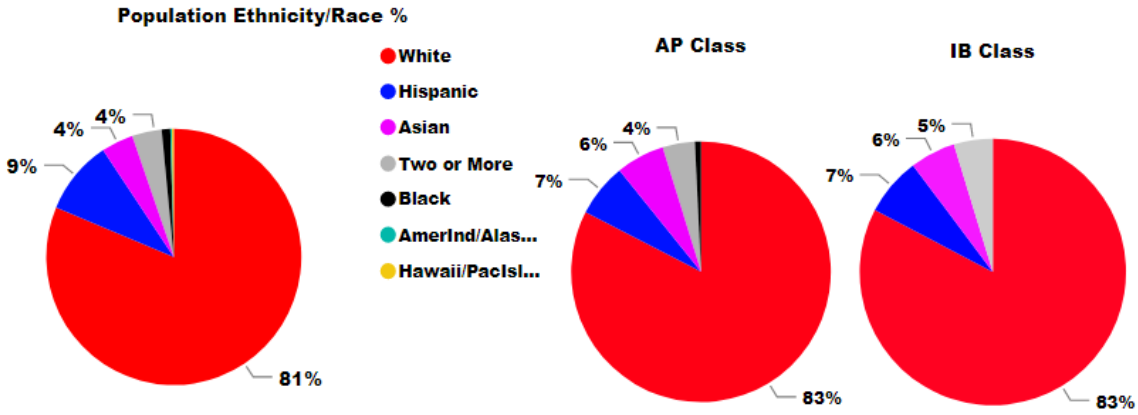

FRCC/CSU/AIMS Class
75%
16%
4%
3%



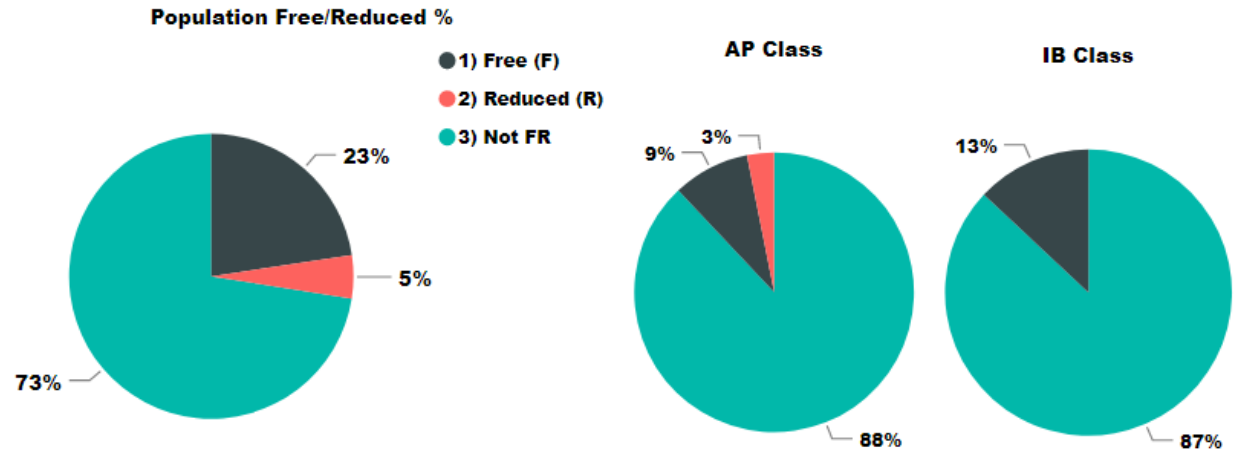
Concurrent Enrollment at 72% is a dramatic increase from reported numbers in prior years (61.8% 2018/19 and 59.0% in 2017/18). This is due to both an increase over time in student participation probably associated with skyrocketing college costs as well as better information capture mechanisms within PSD. The data displayed in all pie graphs comes from the PSD Student Information System. Current-year, and prior-year numbers, do not include students participating in "CU Succeeds", so the actual number and percentage of PSD juniors and seniors engaged in college level course experiences are even higher than the numbers reported here.

The question PSD needs to wrestle with, is why concurrent enrollment and FRCC/AIMS/CSU offerings appear to be more equitably distributed among our student population relative to AP and IB offerings. Answering this question may illuminate additional pathways to postsecondary success for traditionally underserved student populations.

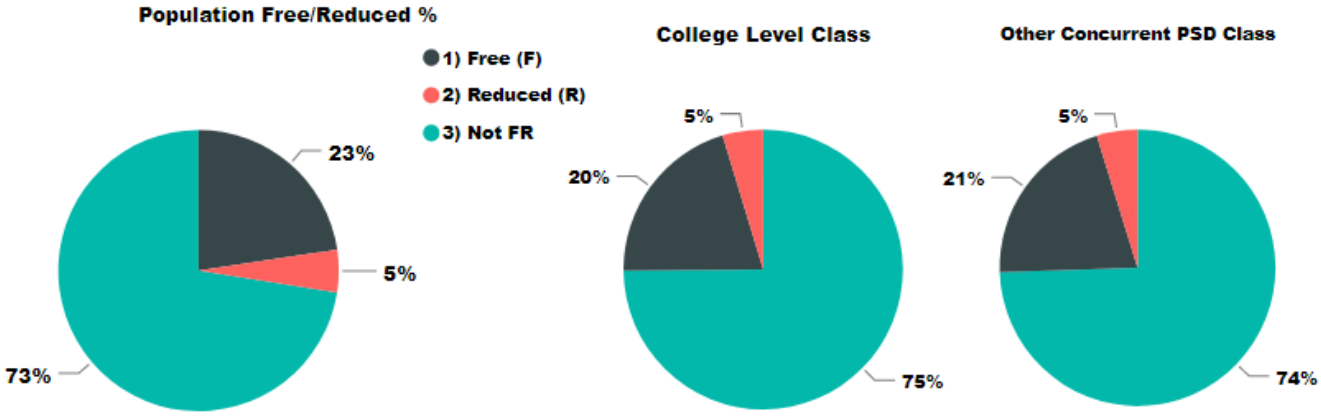
When analyzing course taking behavior for students <u>not</u> eligible for free or reduced meal prices, we see the prior disproportionalities based on ethnicity are greatly reduced.



Looking at disproportionality by socio-economic levels, we see a strong association where students eligible for free lunch are underrepresented in AP and IB courses. Students eligible for reduced lunch are also underrepresented.



Once again, we see that disproportionality based on socio-economic level is much less for concurrent enrollment in PSD classrooms as opposed to AP and IB offerings.

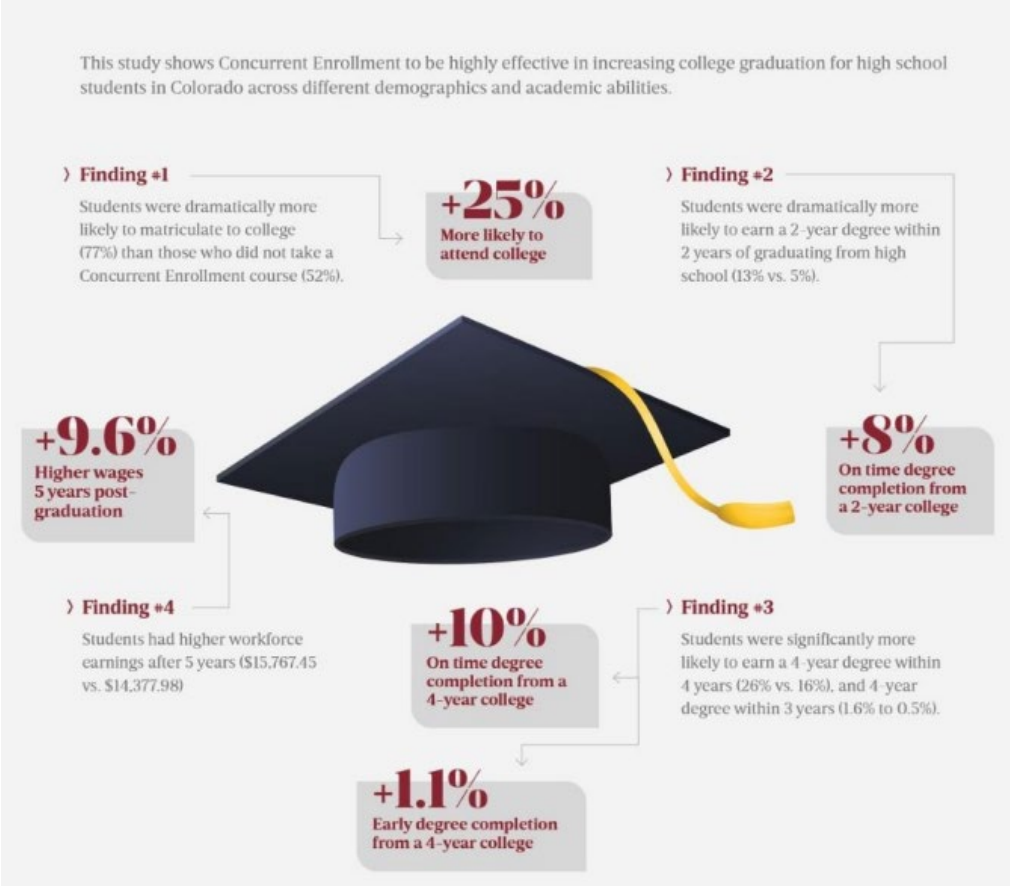


The number of high school graduates enrolled in Concurrent Enrollment in high school as defined by the Concurrent Enrollment Act based on data in the Student Unit Record Data System (SURDS) has increased over several years. SURDS files are the official source of data for public postsecondary education in Colorado.

PSD - Concurrent Enrollment*	
HS Grad Year	% Graduation Class Concurrent Enrollment
2011	14.6%
2012	20.3%
2013	17.8%
2014	19.5%
2015	22.4%
2016	32.8%
2017	38.7%
2018	41.9%
2019	N/A

Colorado - Concurrent Enrollment*	
HS Grad Year	% Graduation Class Concurrent Enrollment
2011	8.1%
2012	14.7%
2013	18.6%
2014	22.0%
2015	25.7%
2016	26.5%
2017	28.7%
2018	30.4%
2019	N/A

The CDHE received a grant in partnership with the University of Colorado Boulder from the U.S. Department of Education's Institute of Education Sciences (IES grant number R305H170049) to study the impact of Concurrent Enrollment on college access and persistence. Controlling for several factors (such as 9th-grade test scores, Free or Reduced Lunch eligibility, race/ethnicity, gender, and English Language Learner status), results show students who attempted one or more Concurrent Enrollment credits in high school were dramatically more likely to matriculate to college within one year following high school graduation. Concurrent enrollment students were significantly more likely to persist from fall-to-fall of their first year in college, earn a 2-year degree within two years of graduating from high school, earn a 4-year degree within four years, and earn a 4-year degree within three years compared to students who did not participate in concurrent enrollment. In addition, Concurrent Enrollment students had higher workforce earnings after five years than those who did not take college courses in high school. Concurrent Enrollment improved the odds of college entrance, success, and earnings by similar amounts regardless of student income, ethnicity, gender, or 9th-grade reading test scores.



More detailed information on this research can be found here:
https://coloradolab.org/wp-content/uploads/2020/09/Concurrent-Enrollment-Policy-Brief.pdf

A full technical report on this research can be found here:
https://coloradolab.org/wp-content/uploads/2020/09/Concurrent-Enrollment-Technical-Report.pdf

12) **<u>AP/IB Performance Target</u>:** AP/IB scores higher than national outcomes. Test statistics by course > 1.65 (indicates student performance significantly higher than national outcomes).
<u>Met Target in 2019/20?</u> Yes, for AP students, PSD AP advanced classes exceeded national norms in 26 out of 30 AP courses offered at two or more comprehensive PSD high schools. Not Sure for IB – Data Not Available due to COVID-19.
Target supported by Action Steps 1A and 1B of the 2019/20 PSD UIP.

Comparisons of our AP Exam outcomes to national outcomes are illustrated below. The column titled "Grand Total" contains the PSD average AP score for comprehensive high schools. Comparisons between PSD averages and the National Means provide evidence that our AP students are performing at high levels on AP exams. PSD conducts a significance test of the difference between the PSD mean and the national population mean. Where the PSD mean is more than 1.65 standard errors greater than the national population mean, statistical significance is indicated for a 1-tailed z-statistic test. This simply indicates that the PSD mean is far enough away from the national mean, given the variability in the underlying scores, that the difference is not likely due to chance alone. Something systematic is probably influencing the outcome. These data do not tell us what that systematic influence is. For the reader that wants to conduct a conservative Bonferroni-type adjustment to control for inflated Type I error due to 30 tests being conducted, compare the test statistic provided below to a critical value of 2.93 as opposed to 1.65. If an AP Statistics aficionado is reading this report, can you explain everything in this paragraph to a classmate? Can you verify/validate my work with the information provided below and your table of standard normal probabilities? Can you conduct the same inference tests for a school's data (provided below)? $100 to the first AP student to provide a satisfactory response…no AP teachers or statistician parents please…just students. 😊

Average of Score Subject	Grand Total	National Mean	AP Standard Deviation	Standard Error of the Mean	Test Statistic	Significant Difference at .05?
2-D Art and Design	3.80	3.49	0.85	0.13	2.31	Yes
3-D Art and Design	3.70	3.18	0.96	0.30	1.71	Yes
Biology	3.47	3.04	1.06	0.13	3.29	Yes*
Calculus AB	3.60	3.07	1.34	0.14	3.75	Yes*
Calculus BC	3.87	3.84	1.25	0.11	0.26	
Chemistry	2.84	2.76	1.26	0.12	0.70	
Comparative Government and Politics	3.88	3.34	1.34	0.32	1.67	Yes
Computer Science A	2.55	3.26	1.4	0.25	-2.83	Yes
Computer Science Principles	3.38	3.09	1.1	0.19	1.47	
Drawing	3.57	3.59	0.9	0.34	-0.05	
English Language and Composition	3.27	2.96	1.2	0.06	5.06	Yes*
English Literature and Composition	3.54	2.84	1.13	0.11	6.52	Yes*
Environmental Science	3.51	2.85	1.35	0.12	5.52	Yes*
French Language and Culture	3.59	3.40	1.07	0.21	0.94	
German Language and Culture	3.55	3.19	1.17	0.26	1.38	
Human Geography	3.21	2.75	1.39	0.07	6.85	Yes*
Macroeconomics	3.48	3.07	1.42	0.20	2.00	Yes
Microeconomics	3.56	3.28	1.4	0.20	1.41	
Music Theory	3.72	3.28	1.29	0.26	1.71	Yes
Physics 1	3.00	2.65	1.25	0.15	2.29	Yes
Physics 2	2.90	3.20	1.09	0.34	-0.87	
Physics C: Electricity and Magnetism	4.67	3.68	1.38	0.56	1.75	Yes
Physics C: Mechanics	4.38	3.87	1.23	0.43	1.16	
Psychology	3.38	3.22	1.4	0.10	1.58	
Spanish Language and Culture	3.78	3.53	1	0.10	2.43	Yes
Spanish Literature and Culture	2.75	3.25	1.1	0.55	-0.91	
Statistics	3.22	2.95	1.34	0.13	2.00	Yes
United States Government and Politics	3.30	2.85	1.34	0.12	3.87	Yes*
United States History	2.98	2.83	1.31	0.08	1.86	Yes
World History: Modern	3.06	2.88	1.18	0.17	1.08	
Grand Total	**3.33**					* Z > 2.93

Blue cells indicate whether the PSD or national average is higher. Green cells indicate which of the four comprehensive high schools had the highest average score in 2019/20 by exam. Only exams with two or more comprehensive high schools participating are included. The second table displays student test taker counts. These are generally smaller than class participation counts. Some AP students forgo the AP exam (e.g., opt for CU Succeeds credit).

Average of Score	School Name				
Subject	Fort Collins High School	Fossil Ridge High School	Rocky Mountain High School	PSD Mean	National Mean
2-D Art and Design	3.67	3.63	4.38	3.80	3.49
3-D Art and Design	4.00	3.33	3.75	3.70	3.18
Biology	3.35	3.53	4.00	3.47	3.04
Calculus AB	2.60	4.00	3.06	3.60	3.07
Calculus BC	3.53	4.60	3.93	3.87	3.84
Chemistry	2.66	3.17	2.65	2.84	2.76
Comparative Government and Politics	3.67		4.40	3.88	3.34
Computer Science A	3.00	5.00	2.16	2.55	3.26
Computer Science Principles		3.58		3.38	3.09
Drawing		3.20	4.50	3.57	3.59
English Language and Composition	3.35	3.32	3.29	3.27	2.96
English Literature and Composition	3.59	3.57	3.85	3.54	2.84
Environmental Science	3.42	3.88	3.60	3.51	2.85
French Language and Culture	3.60	3.92	2.50	3.59	3.40
German Language and Culture	3.17	3.63	4.00	3.55	3.19
Human Geography	3.29	3.51	3.07	3.21	2.75
Macroeconomics	3.69	4.50	2.86	3.48	3.07
Microeconomics	3.50	3.94	3.15	3.56	3.28
Music Theory	3.94	3.33		3.72	3.28
Physics 1		3.24	2.62	3.00	2.65
Physics 2	2.75		3.00	2.90	3.20
Physics C: Electricity and Magnetism	4.33	5.00	5.00	4.67	3.68
Physics C: Mechanics	4.00	5.00	5.00	4.38	3.87
Psychology	3.69	3.27	3.40	3.38	3.22
Spanish Language and Culture	3.42	3.97	3.93	3.78	3.53
Spanish Literature and Culture		2.00		2.75	3.25
Statistics	3.77	3.50	2.28	3.22	2.95
United States Government and Politics	3.20	3.71	2.86	3.30	2.85
United States History	2.93	2.98	3.10	2.98	2.83
World History: Modern	3.21	3.00	2.57	3.06	2.88
PSD Mean	**3.39**	**3.51**	**3.14**	**3.33**	

Count of Score	School Name			
Subject	Fort Collins High School	Fossil Ridge High School	Rocky Mountain High School	PSD Mean
2-D Art and Design	18	8	8	40
3-D Art and Design	3	3	4	10
Biology	26	36	3	66
Calculus AB	15	59	16	90
Calculus BC	38	57	15	129
Chemistry	32	48	34	119
Comparative Government and Politics	12		5	17
Computer Science A	11	1	19	31
Computer Science Principles		24		32
Drawing		5	2	7
English Language and Composition	101	111	103	371
English Literature and Composition	17	49	27	112
Environmental Science	66	34	10	127
French Language and Culture	10	13	4	27
German Language and Culture	6	8	5	20
Human Geography	98	134	148	422
Macroeconomics	32	2	14	48
Microeconomics	20	17	13	50
Music Theory	16	9		25
Physics 1		41	26	67
Physics 2	4		6	10
Physics C: Electricity and Magnetism	3	1	2	6
Physics C: Mechanics	5	1	2	8
Psychology	74	94	5	186
Spanish Language and Culture	24	34	14	95
Spanish Literature and Culture		1		4
Statistics	44	20	18	102
United States Government and Politics	46	45	28	134
United States History	41	136	31	251
World History: Modern	28	16	7	51
PSD Mean	**790**	**1007**	**569**	**2657**

13) **Postsecondary Outcomes Target:** All rates better than related rates for Colorado.
Met Target in 2019/20? Yes. The Class of 2018 is the latest cohort for which the Colorado Department of Higher Education (CDHE) has released postsecondary data. Based on all 15 postsecondary success measures, and for all graduating classes (2009-2018) for which PSD and State data are available, PSD has consistently met this target. Every PSD graduating class from 2009 to 2018 has had lower remediation rates, higher enrollment rates, higher first year GPA, higher average cumulative credit hours in their freshman year, and higher persistence into their second year of college.

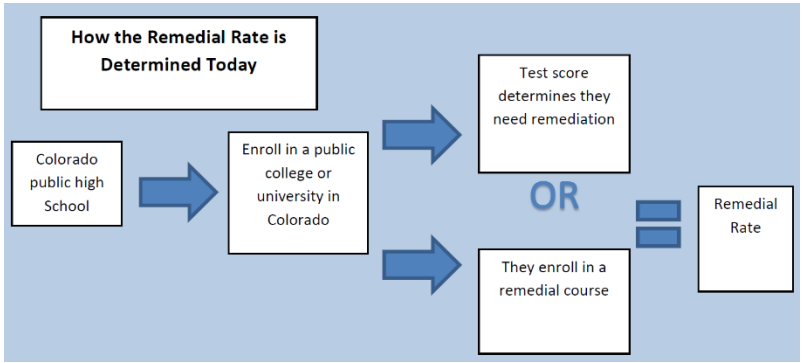
For this section of the Monitoring Report, we will be reporting numbers as they appear in reports produced by the Colorado Department of Higher Education.

Post-Secondary Outcomes - Remediation Rates

Remedial education, also called developmental education, refers to classes intended to bolster the basic skills of new college students, so they are adequately prepared for college-level work. These classes may be non-credit courses and may not be covered by a student's financial aid. These courses are usually offered by a community college. They may be offered by four-year institutions on a cash funded basis.

The remediation rate for PSD students entering Colorado Public Higher Education institutions ranged from 32.1% in 2009 to 13.7% in 2018. Remediation rate calculation methods were revised by the state, effective as of the graduating class of 2012. The rates reported below are retroactively based on the revised methodology, so they are comparable across all years in the tables provided. The Department of Higher Education indicated that the new methods produce numbers that are not comparable to those in previous reports. Rates went up dramatically under the new methodology.

The new method starts with a graduating class and tracks them forward into college. The new method incorporates both students assessed as needing remediation and those enrolled in remedial courses.



The assessments used and the cut scores that determine remediation are as follows.

College-Readiness Assessment Cut Score Table

SKILL AREA	ACT Subscore	SAT Subscore	ACCUPLACER Score
Mathematics	Math: 19	Math 460	Elementary Algebra: 85
Writing	English: 18	Verbal 440	Sentence Skills: 95
Reading	Reading: 17	Verbal 430	Reading Comprehension: 80

The tables below display the PSD and Colorado remediation rate data for past graduating classes. These rates include two and four-year Colorado Public Higher Education institutions.

Post-Secondary Outcomes – Remediation

Poudre School District - Postsecondary Remediation*					
HS Grad Year	Remediation %	Math Count	Math %	Eng Count	Engl %
2009	32.1%	260	26.6%	157	16.1%
2010	28.9%	207	24.2%	112	13.1%
2011	29.6%	199	23.9%	127	15.3%
2012	27.7%	189	22.5%	135	16.1%
2013	24.0%	154	19.1%	92	11.4%
2014	19.3%	120	16.0%	63	8.4%
2015	24.7%	146	20.2%	81	11.2%
2016	20.4%	135	17.5%	57	7.4%
2017	22.2%	121	17.5%	72	10.4%
2018	13.7%	103	12.0%	49	5.7%
2019	NA	NA	NA	NA	NA

Colorado - Postsecondary Remediation*					
HS Grad Year	Remediation %	Math Count	Math %	Eng Count	Engl %
2009	36.9%	7013	31.0%	5016	22.2%
2010	39.5%	7483	33.6%	5301	23.8%
2011	38.2%	7109	32.6%	4903	22.5%
2012	35.6%	5988	29.6%	4205	20.8%
2013	33.2%	5581	27.6%	3796	18.8%
2014	33.8%	5576	29.1%	3444	18.0%
2015	35.0%	6088	30.5%	3926	19.7%
2016	35.9%	6564	30.6%	4297	20.0%
2017	34.8%	6272	29.5%	4116	19.4%
2018	25.9%	4936	22.5%	2759	12.6%
2019	NA	NA	NA	NA	NA

Other post-secondary outcomes that are available via Colorado Department of Higher Education (CDHE) reports include: (1) post-secondary enrollment levels, (2) type of post-secondary enrollment (in-state, out-of-state, 2-year, 4-year), (3) first year GPA, (4) credits earned freshman year, and (5) persistence to enroll in a second year of college. PSD students have more favorable outcomes on all 5 of these measures for all nine cohorts represented in the following data tables. We are focusing on postsecondary outcomes that are associated with a PSD student's first year of college as opposed to degrees earned, as these first-year outcomes seem most strongly associated with the quality of a PreK-12 experience. PSD does exceed the overall state population in percentage of students that are college enrolled while in high school and the percentage that complete a degree within 4 years of graduating.

Considering the SAT outcomes in conjunction with these post-secondary access and success indicators, it appears that PSD graduates are prepared for and successful in their pursuit of post-secondary opportunities. There is also a trend from 2009 through 2017 that indicates more PSD students are enrolling in out-of-state post-secondary options and fewer are enrolling in-state.

The data contained in tables below include in-state and out-of-state college enrollment outcomes gathered by the CDHE from its partnership with the Clearinghouse. Where the acronym SURDS is used, it stands for Student Unit Record Data System. SURDS files are the official source of data for public postsecondary education in Colorado. Where designated in a column heading, SURDS indicate that the data are limited to Colorado postsecondary institutions as opposed to the nation-wide university system.

Post-Secondary Outcomes – Enrollment

Poudre School District - Postsecondary Enrollment					
HS Grad Year	% Total Enrollment	% In-State	% Out-of-State	% 2-Year	% 4-Year
2009	67.1%	53.2%	13.9%	20.5%	46.7%
2010	63.5%	47.1%	16.3%	17.0%	46.5%
2011	63.6%	47.1%	16.5%	17.9%	45.7%
2012	63.2%	45.6%	17.5%	18.2%	45.0%
2013	62.4%	44.5%	18.0%	15.7%	46.8%
2014	60.4%	43.2%	17.2%	15.6%	44.8%
2015	62.8%	44.5%	18.3%	16.5%	46.3%
2016	61.3%	44.2%	17.2%	15.7%	45.6%
2017	60.0%	40.8%	19.2%	15.1%	44.8%
2018	64.6%	45.0%	19.6%	18.3%	46.3%
2019	NA	NA	NA	NA	NA

Colorado - Postsecondary Enrollment					
HS Grad Year	% Total Enrollment	% In-State	% Out-of-State	% 2-Year	% 4-Year
2009	58.8%	47.4%	11.4%	16.5%	42.3%
2010	57.9%	45.9%	12.0%	16.8%	41.1%
2011	57.4%	45.2%	12.2%	16.5%	40.9%
2012	57.0%	44.5%	12.5%	16.0%	41.0%
2013	55.3%	42.9%	12.4%	15.5%	39.7%
2014	55.9%	42.5%	13.4%	14.4%	41.6%
2015	56.5%	43.1%	13.4%	14.2%	42.4%
2016	55.8%	42.8%	13.0%	15.0%	40.9%
2017	56.4%	42.8%	13.6%	15.1%	41.2%
2018	56.6%	42.6%	14.0%	15.5%	41.1%
2019	NA	NA	NA	NA	NA

Post-Secondary Outcomes – First Year GPA and Credit Hours

PSD - First Year Postsecondary Outcomes*		
HS Grad Year	Avg. Cum. GPA	Avg. Cum. Credit Hrs
2009	2.79	29.8
2010	2.8	30.9
2011	2.78	31.2
2012	2.87	31.7
2013	2.94	34.4
2014	2.87	33.8
2015	2.88	32.9
2016	2.95	34.2
2017	2.86	31.8
2018	3.00	37.9
2019	NA	NA

Colorado - First Year Postsecondary Outcomes*		
HS Grad Year	Avg. Cum. GPA	Avg. Cum. Credit Hrs
2009	2.66	28.1
2010	2.66	27.9
2011	2.67	28.3
2012	2.72	28.8
2013	2.76	29.1
2014	2.78	30.0
2015	2.79	29.5
2016	2.78	30.6
2017	2.70	28.7
2018	2.83	32.1
2019	NA	NA

Post-Secondary Outcomes – Persistence into 2nd Year of College

PSD - Persisits Into Year 2*	
HS Grad Year	Overall
2009	83.6%
2010	83.0%
2011	82.7%
2012	82.3%
2013	84.6%
2014	85.0%
2015	85.1%
2016	85.7%
2017	85.4%
2018	NA
2019	N/A

Colorado - Persisits Into Year 2*	
HS Grad Year	Overall
2009	80.3%
2010	79.4%
2011	78.7%
2012	80.4%
2013	80.0%
2014	81.9%
2015	80.1%
2016	79.5%
2017	80.3%
2018	NA
2019	N/A

Post-Secondary Outcomes – Degree Completion

Poudre School District - Postsecondary Completion*				
HS Grad Year	Credential or College Enrolled while in High School	Completed within 2 Years	Completed within 4 Years	Completed within 5 Years
2009	67.1%	4.8%	31.8%	52.6%
2010	63.6%	5.1%	35.3%	56.4%
2011	63.7%	4.6%	35.8%	55.1%
2012	63.3%	8.1%	37.2%	56.7%
2013	62.8%	5.8%	39.9%	60.3%
2014	61.2%	4.6%	41.9%	63.5%
2015	63.8%	6.8%	40.6%	NA
2016	62.5%	5.1%	NA	NA
2017	61.5%	8.9%	NA	NA
2018	66.4%	NA	NA	NA
2019	NA	NA	NA	NA

Colorado - Postsecondary Completion*				
HS Grad Year	Credential or College Enrolled while in High School	Completed within 2 Years	Completed within 4 Years	Completed within 5 Years
2009	58.9%	4.5%	28.3%	45.4%
2010	58.0%	4.5%	29.4%	46.5%
2011	57.5%	4.8%	30.2%	47.2%
2012	57.2%	5.4%	32.6%	50.2%
2013	55.7%	5.9%	33.7%	51.6%
2014	56.6%	5.8%	36.1%	53.8%
2015	57.4%	6.8%	36.9%	NA
2016	56.7%	7.2%	NA	NA
2017	57.4%	8.1%	NA	NA
2018	57.7%	NA	NA	NA
2019	NA	NA	NA	NA

14) **Health and Wellness Target:** Key Healthy Kids Colorado Survey (HKCS) items that are directly related to the school environment are more favorable than the state's respective percentages and the Social Emotional Learning (SEL) composite score from the Student Connection Survey exceeds 75% and has increased from the prior year.
Met Target in 2019/20? No, based on the latest data available at this time which is from the 2019/20 Healthy Kids Colorado Survey. High school self-reported rates of having been in a physical fight in the past 12 months was the same as the state's rates. PSD met the target on the other six of seven items. The Social Emotional Learning (SEL) composite score district wide was 82.2% in fall 2020 (up from 74.5% in 2019/20), meeting our SEL target for the first time in four years of tracking these data.
Target supported by Action Step 2A – "Social Emotional Learning (SEL)" of the 2019/20 PSD UIP.

Academics are not the sole focus in PSD. For years, we've looked at how we can best support our students, so they are physically and mentally healthy, which in turn gives them the best opportunity to learn and grow. PSD will use data from three key sources to monitor student health and wellness outcomes; (1) Healthy Kids Colorado biannual survey, (2) PSD Student Connections Survey, and (3) direct measures of physical well being derived from our partnership with UC Health and the Healthy Hearts program.

The **Healthy Kids Colorado Survey (HKCS)** collects self-reported health information from Colorado public school students every other year. It is administered to students in randomly selected classrooms. The HKCS fall of 2019/20 PSD high school response rate was 40% (1,151 respondents) and the 2017 response rate was 44% (900 respondents). HKCS is supported by Colorado Department of Public Health and Environment (CDPHE), Colorado Department of Education (CDE), and Colorado Department of Human Services (CDHS). Please click Healthy Kids Colorado Survey to find additional information about the survey. Click here for PSD 2019 HKC High School Frequency Report or here for the 2019 HKC Middle School Frequency Report.

There are seven items for high schools that are related to school environments and can be appropriately included in the DE 1.0 Monitoring Report. Outcomes for PSD and the state of Colorado on these seven items are provided below. PSD percentages that met the target (more favorable) are shaded green. Cells are shaded yellow if PSD was less favorable and grey if the percentages were identical.

Healthy Kids Colorado Survey Key Items Related to School

Level	Students who…	PSD 2019	State 2019	PSD 2017	State 2017
High School	Think it's important to go to college/continue education	94.4%	88.9%	92.5% *	89.3%
	Have an adult to go to for help with a serious problem	79.1%	72.7%	79.5% *	73.5%
	Skipped school at least 1 day in last month	21.4%	25.9%	21.0%	22.8%
	Been in a physical fight in past 12 months	19.9%	19.9%	15.9%	18.0%
	Been bullied on school property in past 12 months	16.2%	16.6%	19.4%	18.6%
	Participate in extracurricular activities	75.7%	67.3%	75.9% *	68.2%
	Played on at least one sports team in the past 12 months	64.1%	59.0%	58.0%	60.6%

An asterisk (*) indicates a statistically significant difference between your district and the state for 2017 outcomes.

Also included in this Monitoring report for awareness building (i.e., no targets are set on these outcomes) are four additional key risk behavior questions. The "considered suicide" item response is of particular concern for PSD as this higher self-reported rate coincides with county data indicating high rates of risk in Larimer County.

Healthy Kids Colorado Survey Key Substance Abuse Behaviors and Suicide Risk

Level	Students who...	PSD 2019	State 2019	PSD 2017	State 2017
High School	Used electronic vapor product 1+ days in past 30 days	21.8%	25.9%	30.8% *	27.0%
	Drank alcohol in past 30 days	27.3%	29.6%	29.3%	28.7%
	Used marijuana in past 30 days	17.1%	20.6%	18.6%	19.4%
	Considered suicide in the past 12 months	17.9%	17.5%	14.4% *	17.0%

An asterisk (*) indicates a statistically significant difference between your district and the state for 2017 outcomes.

Monitoring Social Emotional Learning (SEL) composite score outcomes from the Student Connections Survey over the next several years will provide PSD with one metric by which we can monitor the impact of our UIP action steps, and the financial resources targeted toward supporting Social Emotional Learning competencies. In the table below, cells containing "percent agreement" values at or above typical 2017-2019 district outcomes are shaded bright green. Outcomes that fall more than 5 percentage units below this cut-score are shaded yellow. Outcomes of 50% or less are shaded red. This color-shading scheme is provided to improve our ability to quickly see patterns regarding higher and lower outcomes relative to the typical outcomes for the prior three years. The Social Emotional Learning (SEL) composite score district wide was 82.2% in fall 2020 (up from 74.5% in 2019/20), meeting our SEL target for the first time in four years of tracking these data. The SEL outcomes for 2019/20 are the highest we have experienced since the tracking of these data began in 2017/18.

The typical district outcomes (2017-2019) by column are as follows:

SEL Composite Score:	74%
Self-Awareness:	66%
Self-Management:	73%
Relationship Skills:	64%
Social Awareness:	89%
Decision Making:	78%

Percent "Yes" for Overall SEL Composite and by Subscale

Level	SEL Composite	Self Awareness	Self Mgmt.	Relationship	Soc. Awareness	Decision Making	Respondent Count
1) ES	80.8%	67.6%	73.5%	74.2%	91.6%	78.8%	757
2) MS	83.2%	71.2%	78.1%	72.5%	92.2%	81.1%	2306
3) HS	81.4%	69.2%	81.2%	68.2%	94.0%	79.4%	1486
Total	**82.2%**	**70.0%**	**78.3%**	**71.5%**	**92.6%**	**80.1%**	**4549**

The third indicator of student wellness included in this report is the percent of PSD students that participated in Healthy Hearts, a longstanding UC Health and PSD partnership, that had recommended ranges for BMI, blood pressure, and cholesterol. Approximately 57% of the 2,149 students who took advantage of free biometric screenings met the recommended ranges in 2019/20. Past year results have been fairly stable at 59% (n=3,271), 57% (n=3,016), and 59% (n=2,860) for 2018/19, 2017/18, and 2016/17 respectively. PSD will track this direct measure of student health over time to provide an indicator of physical health. Healthy Hearts provides PSD with our best source of student-level physical health data combined with proactive in-class health education support. Breaking the barrier of 60%, with a target of 65% may be reasonable.

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 2019/20 school year. Many indicators of preparation for college and workforce success are available in the Foundations for Success section (AP/IB/PWR outcomes, SAT outcomes, Postsecondary outcomes, SEL outcomes, etc.)

Using robots, elementary students dip into the world of computer science

The robots blinked, buzzed, and twirled as they zipped around the hardwood floor of the Timnath Elementary School gym. Groups of excited first and fourth graders stood nearby, huddled over glowing iPads as they coded the spherical robots' next move.

This lively morning activity might have seemed like it was all fun and games, but these students were practicing deep problem solving, coding skills and teamwork as they coded their Dash robots to complete various tasks. To complete their assignment, students had to get their robots to travel around the gym, light up and change colors, record the sound of their voice, and more.

For the past few months, these first- and fourth-grade classes have been working together on these types of projects. For the younger students, it is a chance to stretch their computer science abilities. For the fourth graders, it is a chance to test their knowledge and leadership skills as they coach their younger peers.

"When working together, students have to communicate productively to gain success," teacher Heather Shubin said. "I also hope that students would be more willing to get involved with computer science opportunities like coding in the future."

First grade student Nevaeh was excited for the final activity of the day: A robot dance off. She had coded her robot to do "lots of spins." Nevaeh said she preferred coding on the robots to coding on a computer because it was more active and fun.

High school geography class tells powerful stories about school's vibrant migrant community

Fort Collins High School teacher Nick Baltzell knows that in 20 years, his students likely will not remember that they memorized statistics about global migration. But, he hopes, they might remember hearing and sharing powerful stories about their school's own vibrant migrant community.

That's why he created Humans of FCHS, a robust project that combines his class's curriculum with photography, interviewing and storytelling. The result is a beautifully curated Instagram account full of striking portraits of Collins students who have immigrated to the U.S. for various reasons. Each photo is accompanied by a quote from the student pictured. Some of the quotes are somber, others excited and optimistic. All of them are deeply personal.

"What I want students to remember about migration is that it's about humans with reasons to go to certain places in the world," Baltzell said.

During the project, world geography students interview FCHS students who have immigrated to the U.S. The students ask questions based on what they are learning in class. They prepare for the interviews by researching migration patterns in the countries where the interview subjects were originally from. The students also write reflections after the interview, and Baltzell said that based on what students have to say, he knows the experience is often very powerful and can even be life changing.

Rebekah, a sophomore in the class, interviewed a student from Mexico, and said the project helped her understand migration on a deeper level. "It's very different doing research and just reading an article than to do an interview with a person who's actually had that experience," she said. Gunnar, another student in the class, said he interviewed a student from Togo and got to learn about a beautiful country that he now wants to visit.

For these students, the project was a chance to gain a much deeper understanding of migration through the personal stories of FCHS students who generously shared their own experiences.

"This opportunity to hear many different stories and experiences helped me broaden my worldview," Rebekah said. "It helped me understand."

Middle school strives toward environmental stewardship and student-centered learning

On one of the last days of her summer break, Fossil Ridge High School junior Kylie Becker was hard at work at Kinard Middle School, her former stomping grounds. The former Kinard Mustang didn't have to be there, alongside teachers and other students turning soil next to the school's west wall, but she wanted to be. That's because she, like many current and former Kinard students, felt a deep connection to the project she came back to support – the creation of an Outdoor Learning Center for all Kinard students.

The project, led by the student leadership class Kinard CARES, has been in the works for years. The vision is grand: Create an outdoor classroom complete with a vegetable garden, composting station, benches and fountain. The hope is to create both a community center for the school as well as a space for innovative learning connected to the school's values of environmental stewardship and student-centered learning.

The process of creating the Outdoor Learning Center is as important as the end result, Assistant Principal Chris Bergmann, who leads the Kinard CARES program, said. As different classes have taken on various aspects of the projects, they've studied blueprints, worked on grants and done the hard physical work of enacting those plans.

"We want to create authentic learning experiences that relate to civic engagement," Bergmann said. "The world needs more creative problem solvers."

He hopes the class teaches students about legacy building, and the importance of working toward something that you might not benefit directly from. Many of the students who worked on the project have since gone on to high school and even college, he said. But many of them, like Kylie, continue to come back to help because they've taken this lesson to heart.

This year, the Outdoor Learning Center will be open for classes to use for the first time. But it's far from complete. Students this year, and next year, and the year after that, will continue to envision ways to innovate and improve it.

But then again, that's kind of the point.

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 following exemplars will 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 2018/19 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.

The PSD Family Engagement Survey is provided to all PSD families K-12 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?* In 2018/19 approximately 86% of respondents indicated the answer was "Yes" for either some or all children.

Polaris students present water quality research findings to local leaders

To the naked eye, the dozens of small laboratory bottles full of lake and river water looked unremarkable.

But when Polaris Expeditionary Learning School students put these carefully gathered Northern Colorado water samples under the microscope, they found something worth noting: Microplastics. Lots of them.

"I had no idea about this before we did the project," Polaris junior Nora said. "Neither did my parents or my peers. Our biggest takeaway is that we want more people to be aware of it."

As part of their science curriculum, these students gathered samples from lakes and rivers across the region and then tested them for microplastics, tiny shards of degraded plastic that can come from many sources including cosmetics, clothing, fishing equipment and more. When they conducted testing, the students found that 90.6 percent of samples contained at least one microplastic.

Teacher Sarah Bayer said the project, and the research that preceded it, gave students an opportunity to take a topic that has been in the news and study how it affects their community.

“It’s local, and it’s tangible,” she said. “You don’t need advanced science and equipment to do this.”

The students followed careful protocols to ensure the validity of their findings. They didn’t wear synthetic clothing when collecting samples, they were careful to seal the bottles immediately and limit any potential contaminants.

Zoya, a senior, said it was interesting to see what the microplastics looked like from place to place as the students tried to better understand the presence of plastics in local water.

“A lot of microplastics can be bright colors, but there are also a lot of clear and translucent ones,” she said. “For example, Horsetooth Reservoir had a lot of clear microplastics, which could be from boats, fishing lures and sunscreens.”

The students shared their findings to local, regional, and state leaders. Their work to spread the word included a presentation to Fort Collins’ City Council members, and recently heard that the city plans to conduct further research on this topic.

“We want to raise awareness and make people realize it’s not just affecting oceans,” Senior Skyler said.

School resource officer (SRO) needed a new part for her radio so students built one for her

When the base of School Resource Officer Megan Savage's radio broke, the easy solution would have been to simply purchase a new one.

But the creative problem solvers at Preston Middle School had a better idea.

Preston Media Specialist Tracey Winey decided to use this as an opportunity to challenge her students to create something themselves, hone their skills and do something kind for their school resource officer. So, she invited students to come to the school's media and design a radio base that they could make using the school's 3D printer.

Using a collection of software tools known as Tinkercard, many Preston students put their design and engineering skills to work as they developed radio bases to replace the broken one that Officer Savage had. As they perfected their designs, Winey worked with students to resize and modify the different prototypes to try to get one that would work perfectly.

"Ultimately, Kylie's design worked the best," Winey said of the seventh-grade student who designed the final version of the radio base. "She hadn't worked a ton in Tinkercard, but she wanted to help Officer Savage."

Designing the radio base was a unique challenge for Kyle, but she said she likes helping.

"Also, Officer Savage is awesome!" she said.

Preston students win National Science Bowl®

The National Science Bowl® (NSB) brings together thousands of middle and high school students from across the country to compete in a fast-paced, question-and-answer format where they solve technical problems and answer questions on a range of science disciplines including biology, chemistry, Earth and space science, physics, and math. Preston

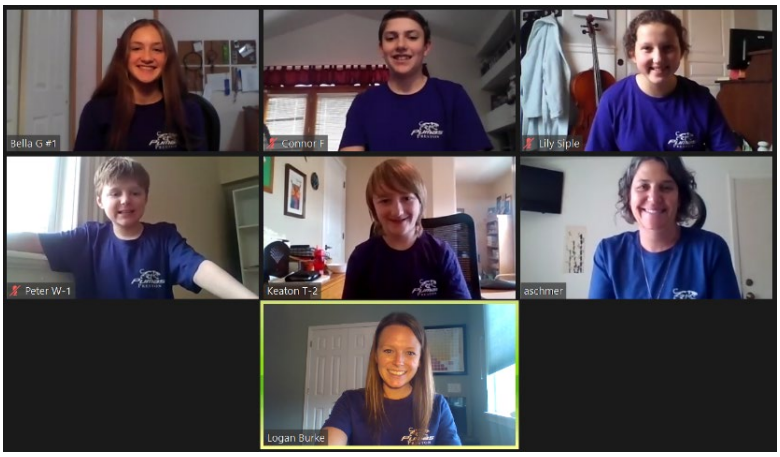
Bottom left: Logan Bowers, Top Left: Colin Magelky, Top Middle: Jackson Dryg, Top Right: Quentin Perez-Wahl, Bottom Right: Kary Fang

Coach Logan Burke says: "This team's dedication, hard work, and support of one another was truly astounding. This is a well-deserved accomplishment, and I am so proud to be their coach!"

"I am so proud of the team. They have been flexible, resilient, and motivated. They have had to do a lot of learning on their own. They are a very fun group of students that have Science as their No. 1 passion," said Amy Schmer, principal of Preston Middle School.

Undaunted by COVID-19, Preston Middle School students continue their tradition of greatness and win their qualifying regional competition for the 2020/21 National Science Bowl® (NSB) and will once again compete in the NSB National Finals this spring.

Coach Burke shares that despite all the time these students have spent on computers throughout the regular demands of distance-learning, this group has dedicated additional hours each week to practice virtually for Science Bowl. They have had such a positive attitude and we have had so much fun learning together. We will continue to practice and get ready for our National competition!



Top left: Bella Grove, Top middle: Connor Folkman, Top Right: Lily Siple, Middle Left: Peter Walton, Middle Middle: Keaton Thomas, Middle Right: Principal Amy Schmer, Bottom: Coach Logan Burke

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.

2019-20 Achievements

U.S. Military Academy Appointments and ROTC Scholarships

- **Kane Menezes, Fort Collins High School - US Naval Academy**
- **Joseph Kinerson, Rocky Mountain High School - US Air Force Academy**
- **Brice Garner, Rocky Mountain High School - US Merchant Marines Academy**
- **Samantha Nagel, Rocky Mountain High School - National Naval ROTC Scholarship**

National Merit Scholar Program
National Merit Scholars score in the top 1% academically. This list includes National Merit Scholar Finalists: National Merit Scholars are selected from the finalists group. It is updated as high schools notify us of students selected.

- **Mia Anderson, Compass Community Collaborative School**
- **Henry Cafaro, Fort Collins High School**
- **Ryan Mantey, Ridgeview Classical School**
- **Marcus Becker, Rocky Mountain High School**
- **Renata Orsi, Rocky Mountain High School**
- **Katherine DeMaret, 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.

- **Naaman Rivera, Fossil Ridge High School**
- **Nicolas Kulisheck-Lopez, Poudre High School**
- **Sophia Geary, Rocky Mountain High School**
- **Jackson Hicks, Rocky Mountain High School**
- **Joseph Kinerson, Rocky Mountain High School**
- **Karla Pineda Velez, Rocky Mountain High School**
- **Christian Saavedra, 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.

- **Teagan Janssen, Fort Collins High School**
- **Garrit Wilson, Rocky Mountain High School**
- **Jeremiah (JJ) Woollenweber, Rocky Mountain High School**

Outstanding Accomplishments

- **2020 Colorado Music Educators Association conference:** Outstanding PSD music groups selected to perform at CMEA (this is considered a state honor equivalent to winning a state athletic championship):
    - Fossil Ridge HS Vox Femina Choir
    - Fossil Ridge HS Wind Symphony
    - Boltz Middle School Jazz Band
    - Kinard Core Knowledge Middle School Symphonic Band
    - Poudre HS Birdland Jazz Combo
    - Rocky Mountain HS Symphony Orchestra
    - Traut Core Knowledge School Traut Chimes Choir

- **2020 National Music for All Festival**: Outstanding PSD music groups selected to perform at this national festival:
    - Fort Collins HS Symphony Orchestra
    - Lesher Middle School Advanced Chamber Orchestra

- **PSD 2020 Spelling Bee winner:** Wolfgang Jeckel, Ridgeview Classical Schools

- **2020 Rocky Mountain Environmental Challenge** - Blevins Middle School students took first place with their proposed community awareness event to encourage students and their families to create family emergency plans.
    - *The RMEC is an annual competition sponsored by Earth Force and FEMA that combines project-based learning with the latest research in STEM education. Student teams from schools across the state submit a project that applies real-life solutions to local natural hazard risks in their community.*

- **2020 National Science Bowl Middle School Champions:** Preston Middle School
    - *This national competition, sponsored by the U.S. Department of Energy, was held virtually for the first time.*

2019-20 Athletic Awards

Winter Sports

Wrestling: Hudson Cropp – Fort Collins HS 152 lb wrestling state champion

Girls swimming:

- 200-yard IM swim champion – Lucy Bell, Fossil Ridge
- 100-yard Free swim champion – Lucy Bell, Fossil Ridge
- 100-yard backstroke champion – Renee Gillilan, Fossil Ridge
- 100-yard backstoke champion – Renee Gillilan, Fossil Ridge
- 200-yard medley relay champion – Fossil Ridge High School
- 400-yard Free relay champion – Fossil Ridge High School

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.

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 5th-12th grade PSD students during October and November of 2020. 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.

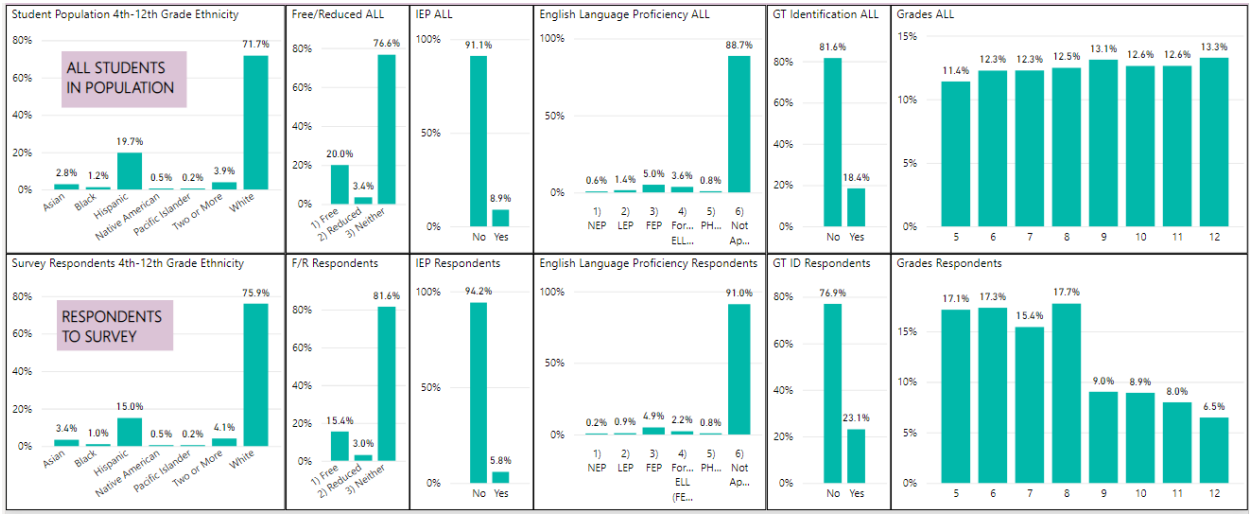
Students' responses to the Connections Survey are intended to help PSD staff learn more about students' academic and social connections within school. Connections are the result of feeling understood, cared about, supported, and valued. Feeling connected to others helps us to be motivated toward a positive 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 student-to-future connections. During the second and third annual administrations of the Student Connections Survey, Social Emotional Learning (SEL) subscale items were included. Prior to the second administration of this survey PSD had added a couple of additional open-ended items regarding graduation expectations for 6th-12th grade respondents and interests and passions for all grade levels. Due to the Student-to-Interests subscale change from 2016 to 2017, results for this subscale are displayed for 2017-2020 only. The Student-to-Interests subscale data is comparable across 2017-2020. All other Connection Survey data is comparable across all five years**.**

Individual student responses do not become part of a student's educational record. Prior to 2020/21 there are two areas on the 6th-12th grade version of the survey where we ask students if we can share their responses with PSD staff. Other than those two areas on the secondary-level survey, individual student responses are not reported out (confidentiality is maintained). As of the 2020/21 version of the 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 included multiple-choice and open-ended (free response) items. Demographic questions were not needed as the survey was 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 or going to the address below using your web browser. A complete copy of the Secondary (Middle School and High School) version of the survey can be accessed by clicking SECONDARY CONNECTIONS SURVEY.

In 2020/21 PSD 5th-12th students experienced a combination of in-person and distance learning environments and the survey was delivered online at-home starting October 30, 2020. The 2020/21 response rates vary dramatically by school and were lower at each level. (68.9% elementary, down from 92.0%; 62.6% middle school, down from 91.3%; and 28.8% high school, down from 62.2%). 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 histogram). Representativeness graphs for past school years look very similar to the 2020/21 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 three years of the Student Connections Survey, simply click STUDENT CONNECTIONS to access a data visualization tool developed to support use of the resulting information 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, and this new 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.

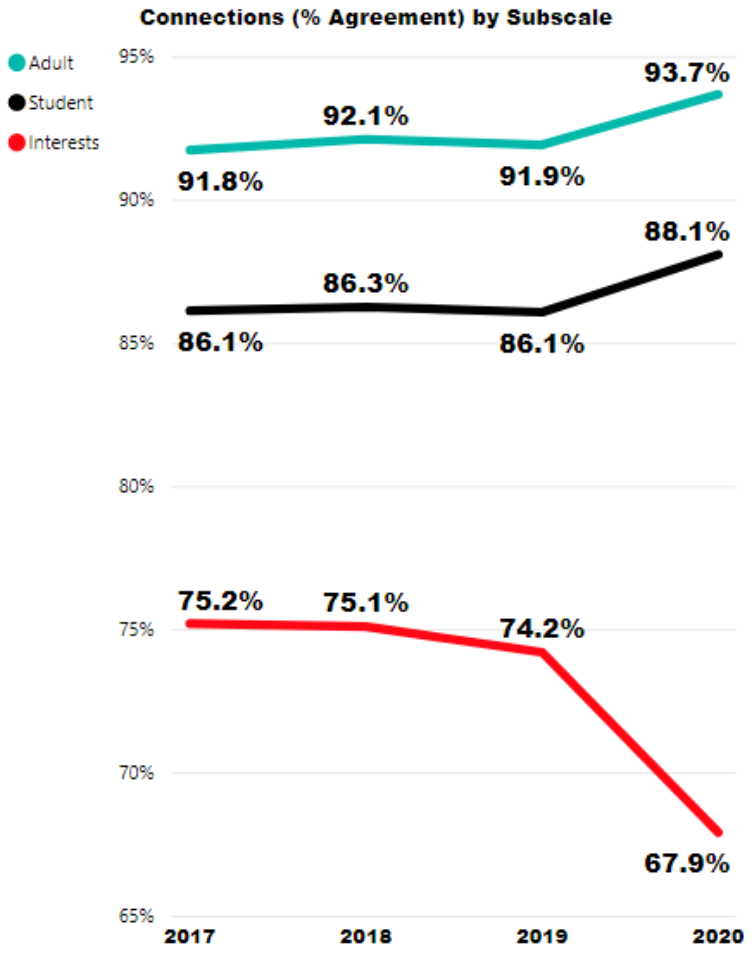
4) **Integrate New Insights into Your School Improvement Efforts**
   Leadership should consider whether any of the actionable insights gained should give rise to development of specific action steps within their Unified Improvement Plan. Alternatively, there may be simple and immediate responses to 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.

Student Connections Target: Percent agreement ≥ 90% indicating strong connections to school adults, other students, and interests.
Met Target in 2019/20? No, the target is not hit for all three subscales. Note that the target is hit for the Student-to-Adult Connections subscale each year.
Target supported by Action Step 1A, 2A, 3A, 4A, 4B4C, and 4D 2019/20 UIP.

Although the PSD connections target is evaluated relative to the 2019/20 school year outcomes (displayed in the graph below), the Student Connections section of this report includes fall 2020 outcomes as well as the fall of 2019. 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.

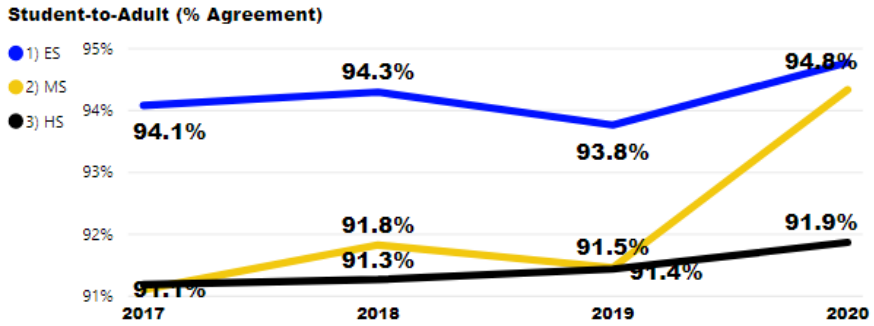
It is clear from evaluating multiple years of connections data across the three main subscales that students consistently self-report the highest levels of connection to adults at school, followed by peer connections, and then interests/passions. Patterns in the Student Connections and Social-Emotional 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.

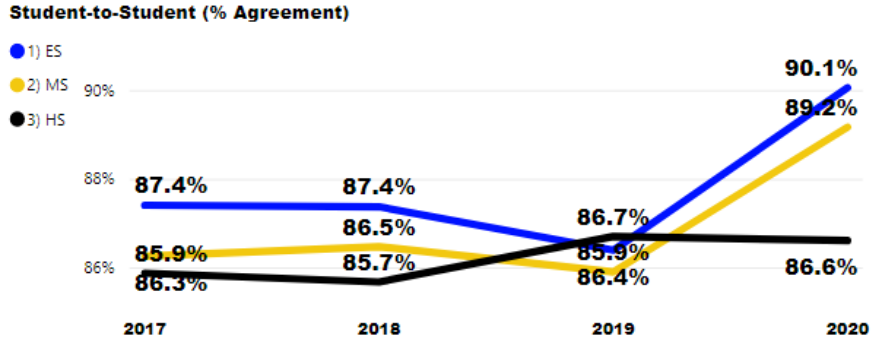


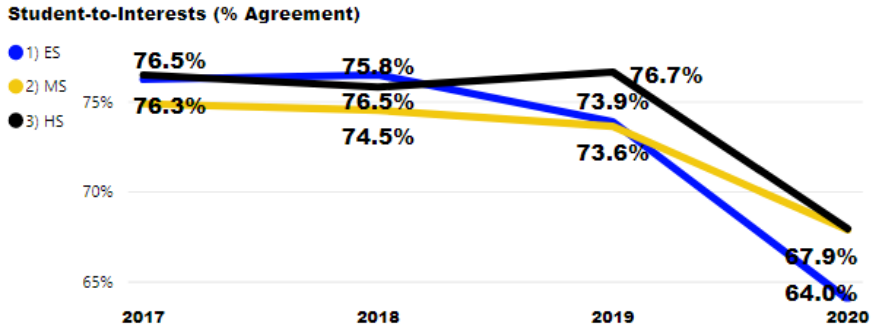
Overall levels of self-reported connection are fairly high district wide, and yet we see useful patterns across the levels of PSD, across the subscales, and among student characteristics. The following are just a few selected outcomes to demonstrate the types of insights that PSD has gained from the 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):

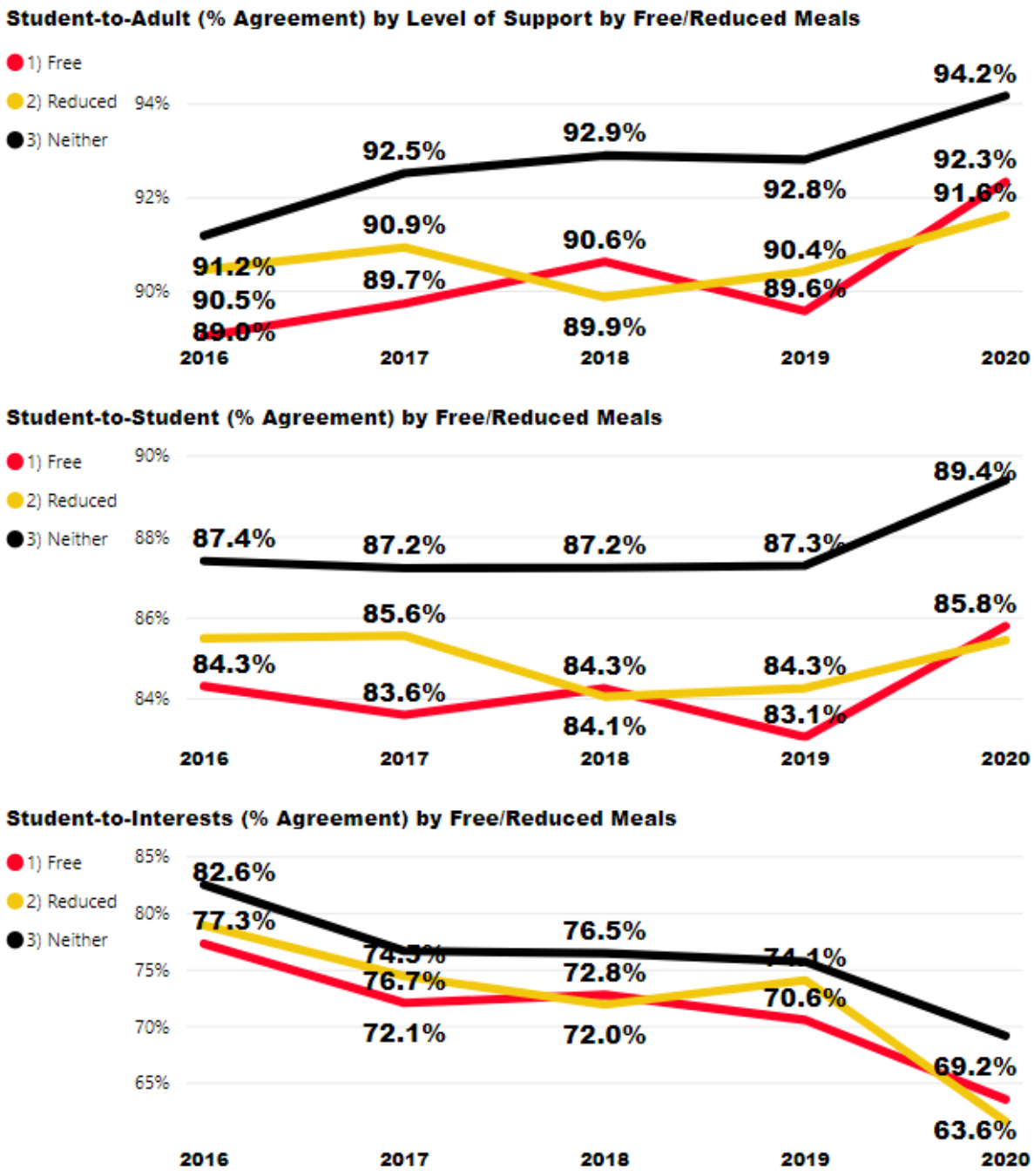






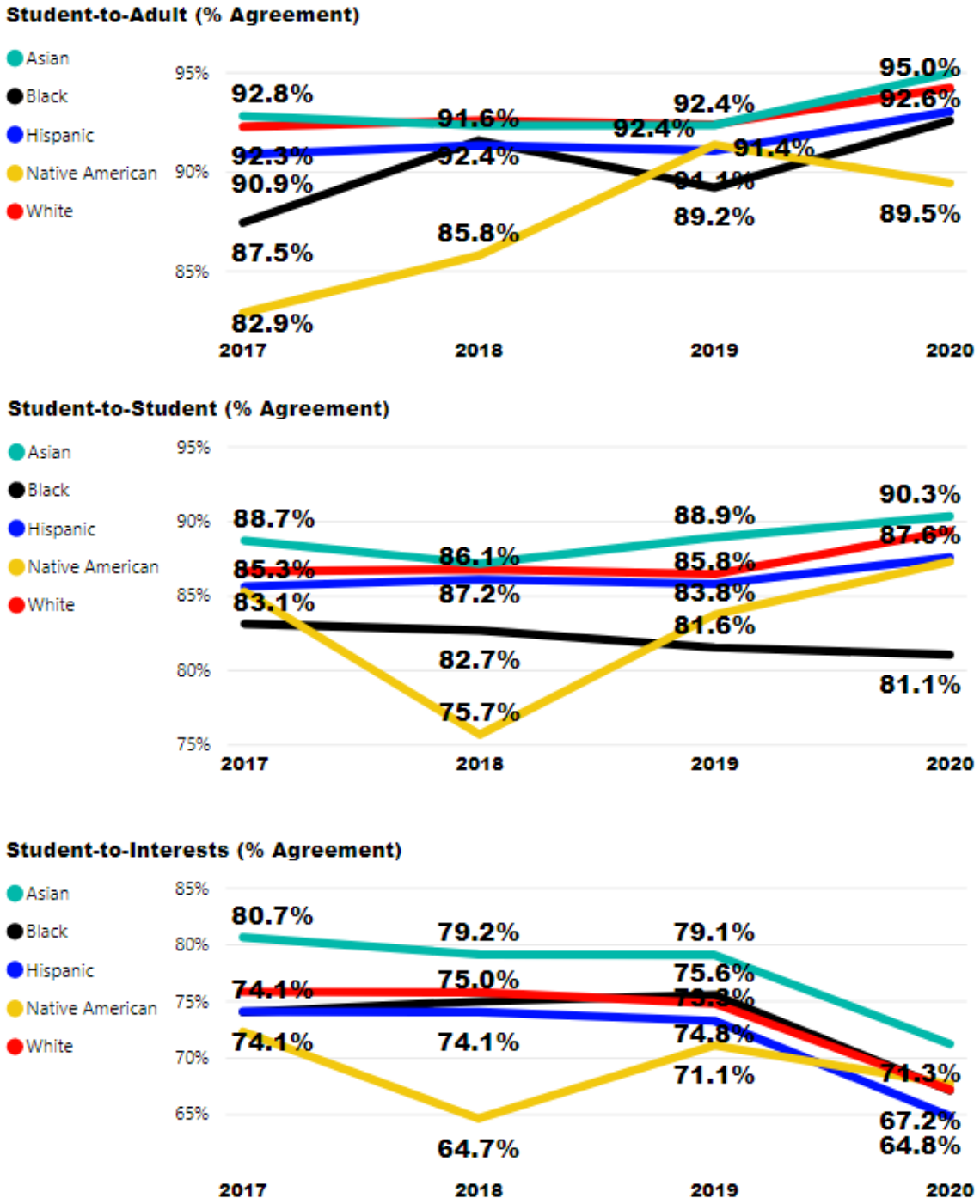
There is no way, within the DE 1.0 Monitoring Report, to adequately represent the tremendous leadership value that a data set such as that produced by the Student Connections Survey generates, especially now that we have five successive years of information and can see change (or lack thereof) over time. 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 within the survey itself. The data visualization tool that is part of the PSD Analytics Platform is an efficient way to report out on the 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.

Student Connections by Free/Reduced Meals:



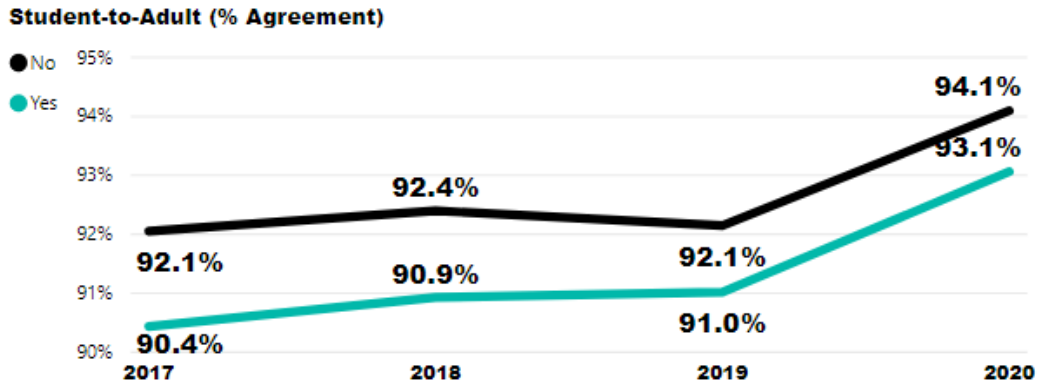
Patterns of student connection are evident based on student socio-economic levels with students eligible for free meals showing lower levels of self-reported connections to adults, peers, and interests while at school. Although PSD staff may not be able to directly intervene on a family's economic realities, 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 likely improve many other outcomes for impacted students.

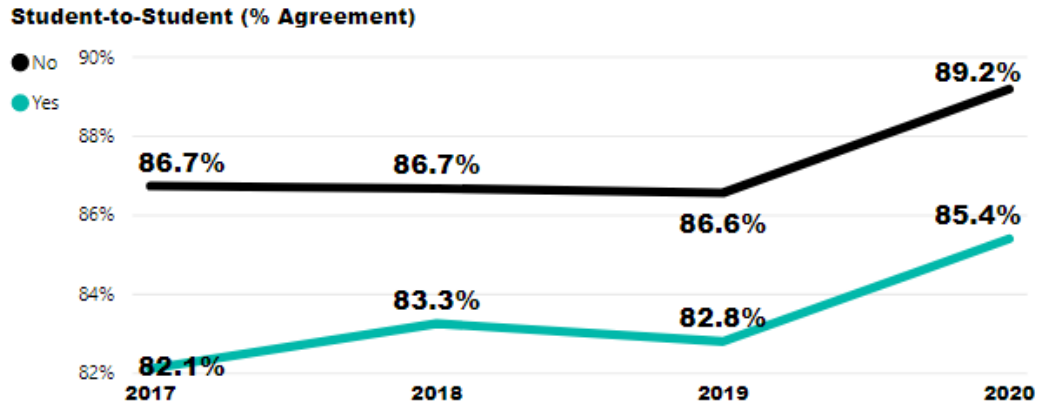
Student Connections by Ethnicity:

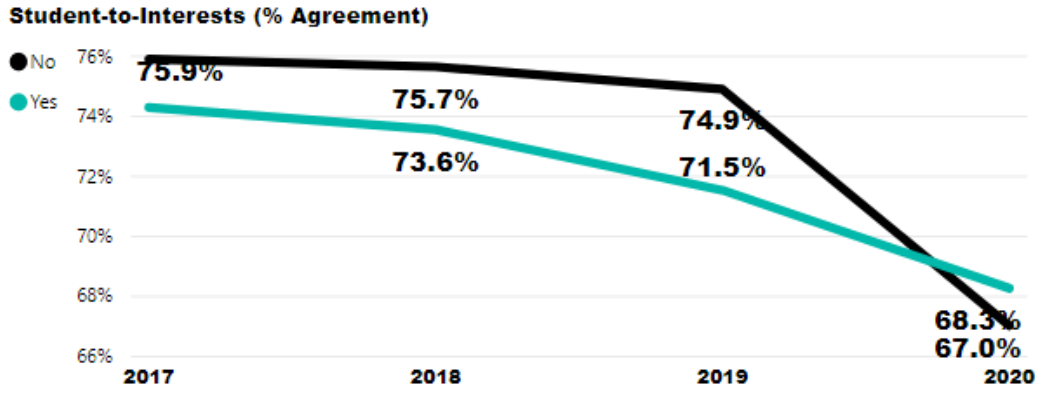


Patterns of student connection are evident based on student ethnicity with Black students showing lower levels of self-reported connections to adults at school and peers. Awareness of these student connection associations/patterns may prompt PSD staff to explore these relative patterns within their specific school environment.

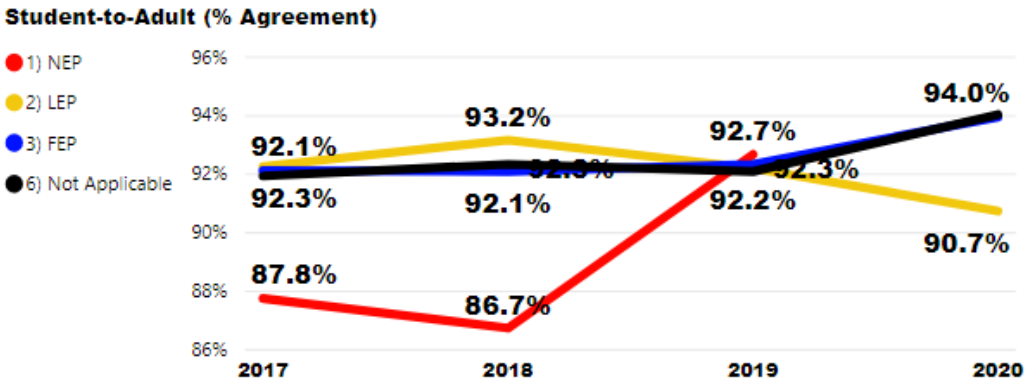
Student Connections by IEP Support:

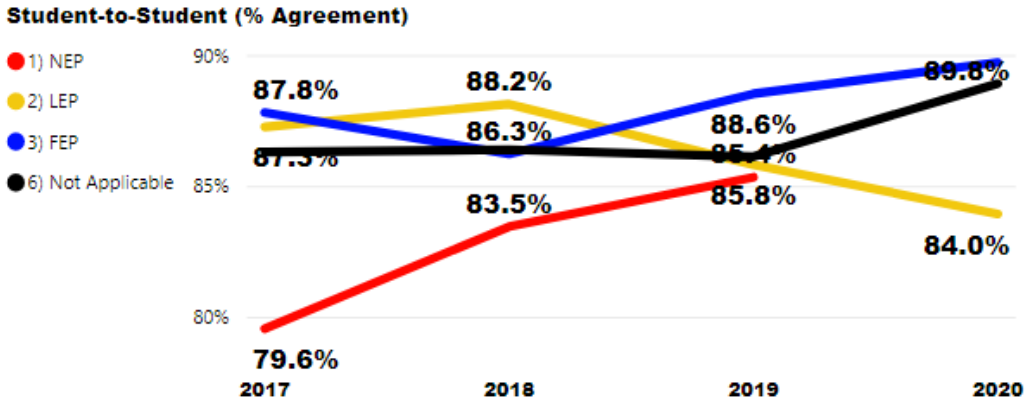


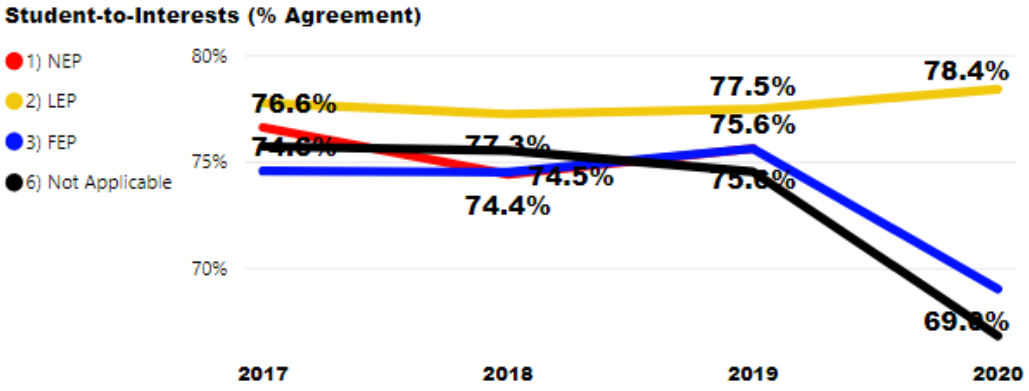




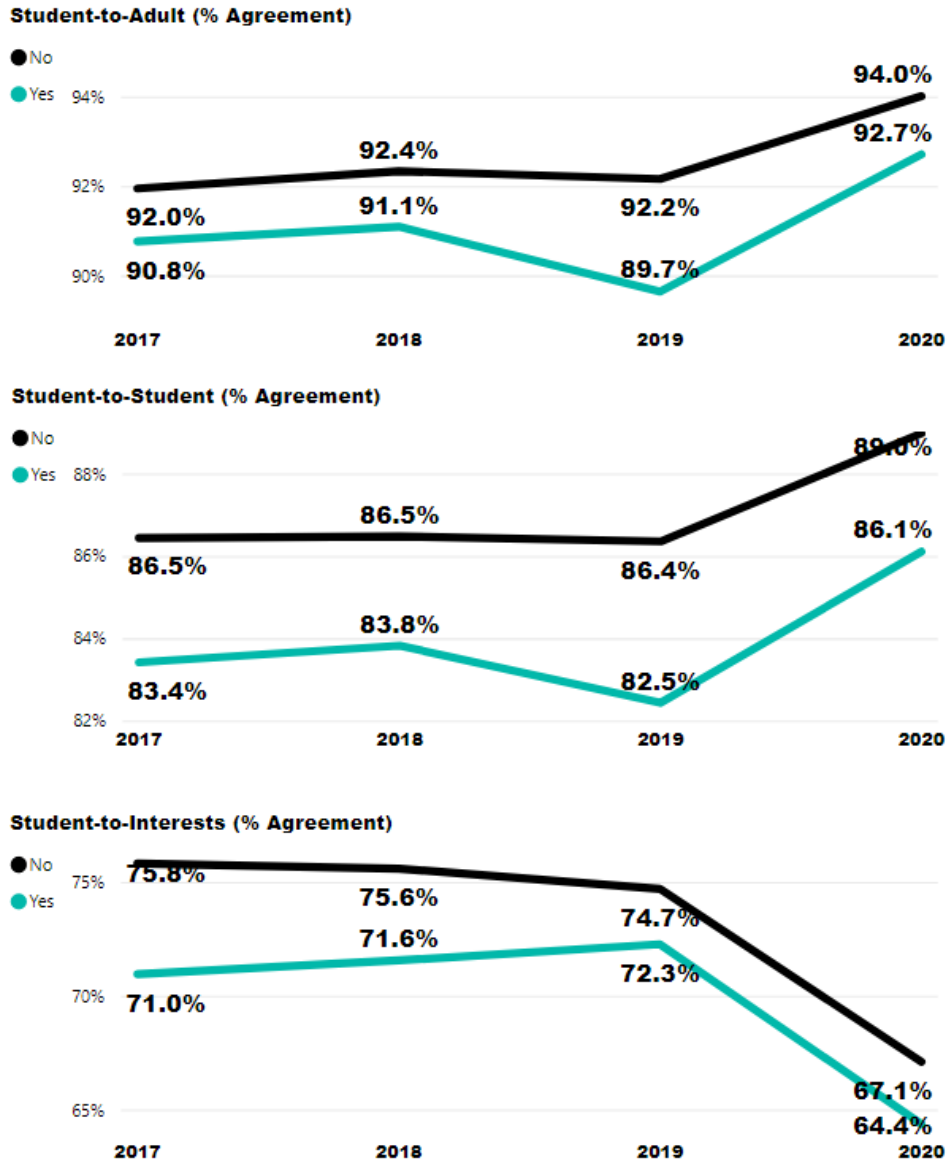
Student Connections by ELL Support:



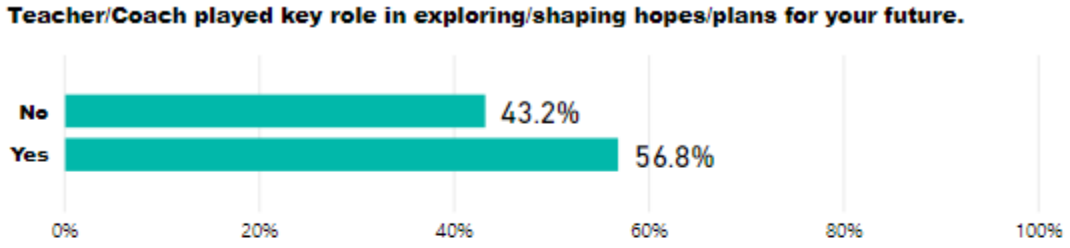


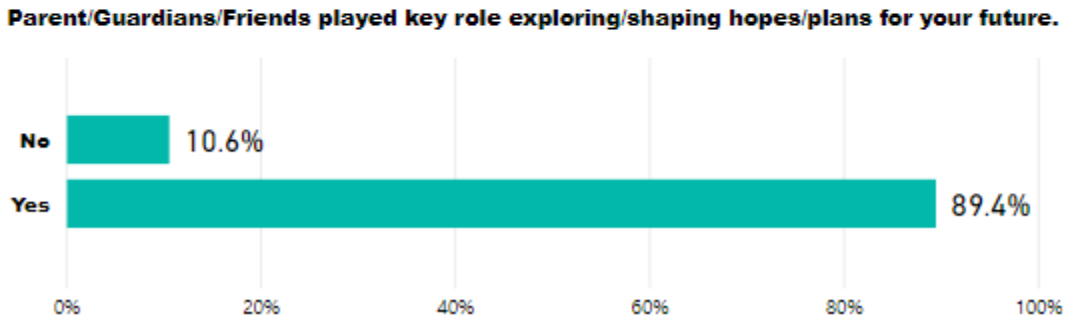


Student Connections by Homelessness Support:



Students self reported perceived support/interest from adults in exploring and shaping students 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 below is higher than it might be with intentional action. This item has been trending the wrong direction over the past five years (34.8% “No” 2016 to 43.2% 2020).





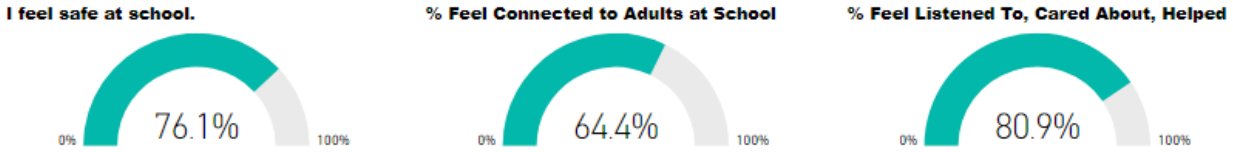
The indication “Yes” regarding staff involvement has decreased to it’s lowest rate (56.8%) in five years. Likewise, the response for parent/guardian support is at a five year low (89.4%) as well. This outcome seems to suggest that it is important that staff focus on increasing the number/percentage of 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 for connecting our youth with opportunities to explore their interests, both in our classrooms as well as through appropriate connections to community opportunities.

The idea behind these measures is deceptively simple. If there are systematic differences in the number and types of people actively supporting our students in forming a positive image of their future possibilities, 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.

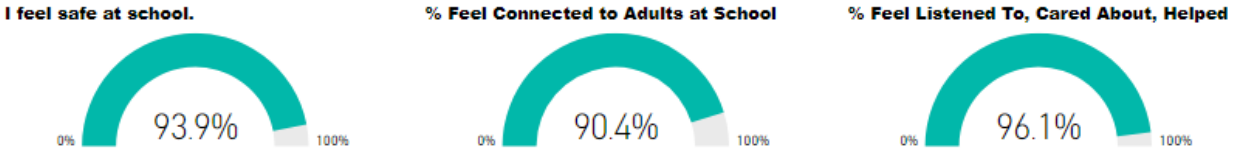
PSD can explore patterns within the approximately 2/5 of students that did not indicate either a Teacher/Coach or Counselor as playing a key role in this fundamental process related to a fullfilling educational experience. The data visualization tool that is part of the PSD Analytics Platform allows staff (and community partners) to explore many nuanced questions regarding where this form of student connection is strongest and weakest by simply using appropriate filter combinations. For example, the outcome on this set of items filtered to those students in grades 6-12 that indicated they are not sure if they will graduate from high school (406 students in 2020/21) indicates that 67.2% 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. This is a substantively higher percentage than 43.2%. The gaps are much smaller for Latinx students (49.1% not feeling supported) and Black students (46.3% not feeling supported), while a reverse gap appears for Native American students (35.9% not feeling supported, so lower than PSD overall).

For the 406 students indicating they are not sure about graduating, their response to other key items on the Student Connections Survey varied significantly from the responses of the remainder of the student population. Lets look at feelings of safety, connections to adults at school, and feeling listend to.

Grade 6-12 students indicating they do NOT expect to graduate from high school:



Grade 6-12 students indicating they do expect to graduate from high school:



Here is an example of what excellent PSD building administrators do with the Connections data and how outstanding PSD staff respond in support of optimal student experiences and success. These are the people that take actionable information/data and improve student experiences and outcomes.

Hey Craig,

Thank you for sending this out. There was one kid of mine on the list that surprised me. I checked in with her and we had an amazing conversation about her doubts and fears, and put some things in place to help her. I'm so glad we have the survey because in this case it really helped a kid.

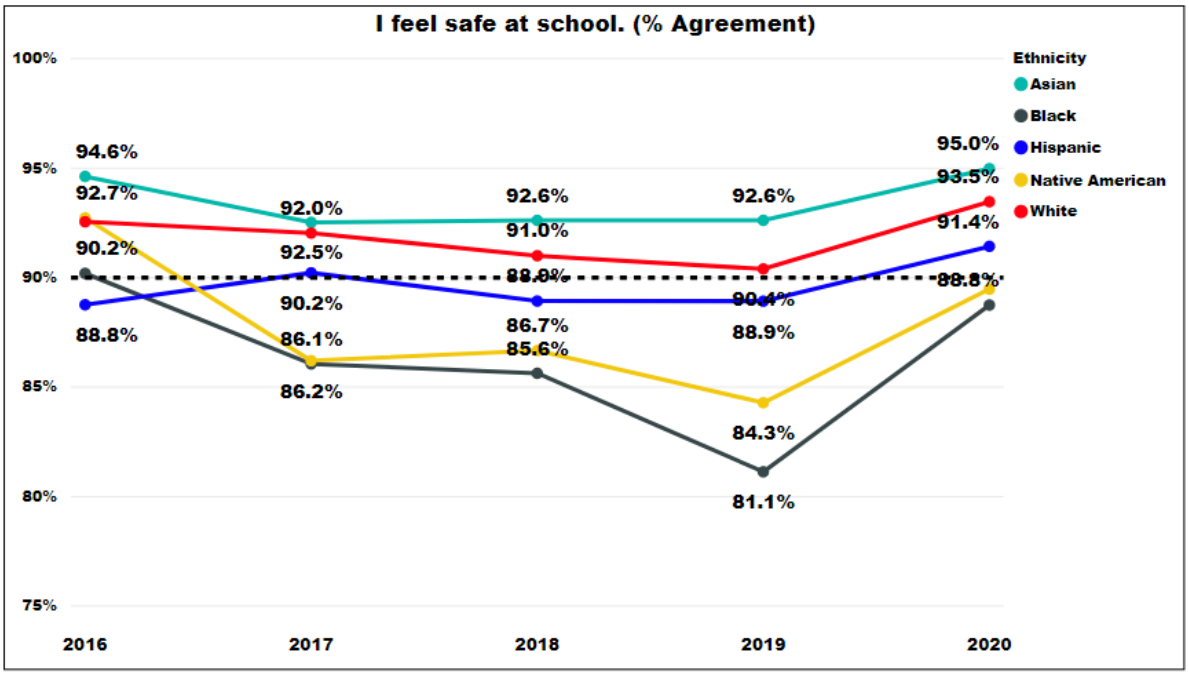
Mark Reedy

School Counselor
Rocky Mountain High School
970-488-7019
Fax: 970-488-7034

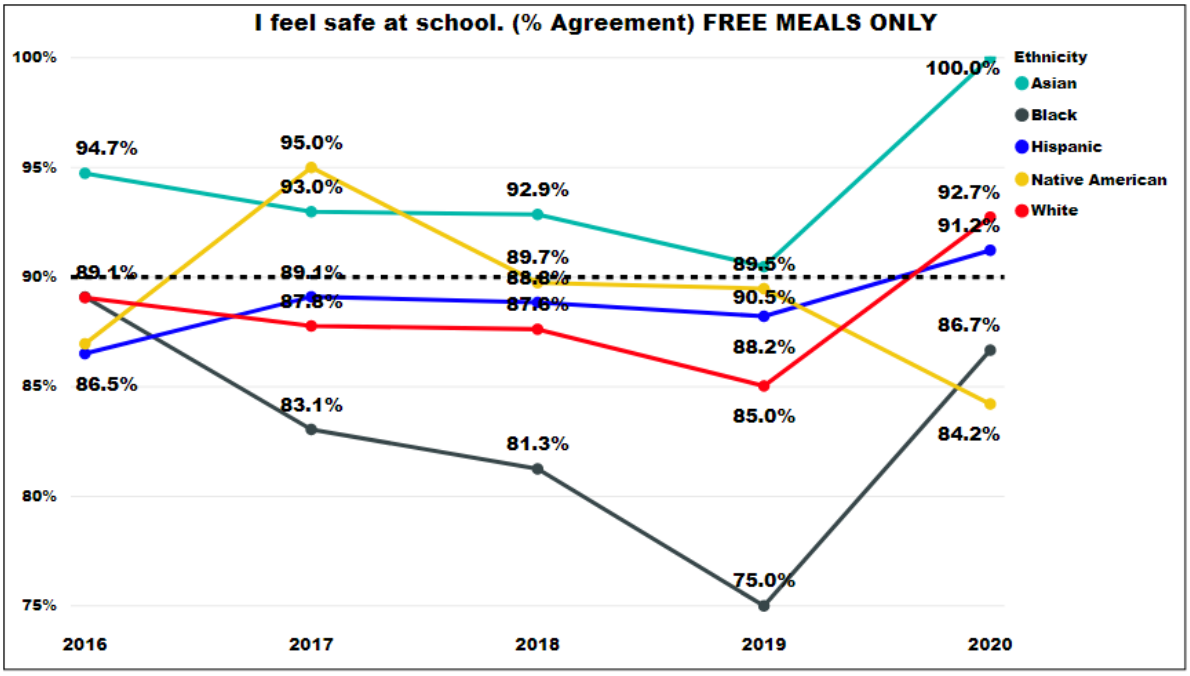
From: Woodall, Craig - RMH <cwoodall@psdschools.org>
Sent: Thursday, December 5, 2019 11:25 AM
To: Takahashi, Susan - RMH <stakahas@psdschools.org>; Reedy, Mark - RMH <mreedy@psdschools.org>; Mogorit, Patty - RMH <pmogorit@psdschools.org>; Tate, Justin - RMH <jtate@psdschools.org>; Weis, Kimberly - RMH <kweis@psdschools.org>; Wagner, Melissa - BLE <melissaw@psdschools.org>; Madden, Kelley - RMH <kmadden@psdschools.org>; Bruell, Timothy - RMH <tbruell@psdschools.org>; Bennett, Karen - RMH <bennett@psdschools.org>; Nickel, Tyler - RMH <tylert@psdschools.org>; Terry, Shawn - RMH <sterry@psdschools.org>; Stapleton, Russell - RMH <rstaplet@psdschools.org>; Ruffner, Michael - RMH <mruffner@psdschools.org>
Subject: Concerned about graduation

Here is the list of students that mentioned on the Connections survey that they are unsure if they will graduate and also checked that they are willing to be contacted about their concerns. Some of these are students you have undoubtedly met with many times and are aware, but some may be surprises.
Will you please look through this list and reach out to your students that have indicated this concern.
Thanks,

The student connections survey asks students seveal questions related to feeling safe at school. Feelings of safety are an impportant state-of-mind that promotes student connections. 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 and socio-econoomic status are evident. Why are SES and safety associated in a school setting? What are the implications 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.



Among students eligible for free meals we see the following.



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.

This is what we see from the full population of students regarding the "Safety Subscale". Yelow indicates lower 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 higher scores. The color coding is just a way to help the viewer quickly identify relative highs and lows.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2020	86.6%	45.8%	16953
2019	84.3%	76.3%	19157
2018	84.5%	79.4%	18962
2017	84.2%	75.0%	19028
2016	84.7%	70.7%	18704
Total	84.7%	70.0%	92804

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 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%	90.0%
2018	83.0%	94.4%	93.2%	87.4%	64.8%	90.5%
2017	82.7%	93.9%	92.3%	86.7%	65.3%	91.7%
2016	82.6%	94.4%	93.2%	88.4%	66.8%	91.9%
Total	82.7%	94.4%	93.2%	88.0%	66.3%	91.2%

This is what we see when analyzing only data for **Black Students**. 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
2020	82.9%	38.6%	207
2019	79.4%	69.4%	232
2018	80.9%	76.8%	233
2017	79.0%	69.7%	241
2016	80.5%	68.2%	239
Total	80.3%	65.2%	1152

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
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%
2017	77.4%	92.6%	88.8%	82.9%	60.2%	86.1%
2016	82.2%	93.6%	93.2%	84.8%	57.1%	90.2%
Total	80.6%	93.8%	91.6%	82.3%	59.5%	86.0%

What are the acdemic and social-emotional impacts of feeling more isolated from adults, less respected among peers, and less safe while at school? Its not good, and may be one of the root causes for other outcome gaps our society is so eager to measure and discuss while rarely actually impacting in a positive manner. I think this safety data may be shining a light on an important dynamic given that we are serious about closing gaps, supporting success, and ensuring a positive student experience for every one of our young people. There is no legitamite reason why students feeling they have adults to connect with at school should vary by any factor whatsoever…ever. We can work to change this, just as we have successfully decreased the Latinx and Black student graduation gaps over the past five years. These successes are how PSD demonstrates our greatness.

For **Native American Students**, we see the following. Much of the commentary above applies here also.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2020	83.3%	43.3%	90
2019	81.0%	74.0%	96
2018	79.2%	75.2%	101
2017	76.8%	62.1%	95
2016	84.2%	59.4%	96
Total	80.6%	63.2%	478

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
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%
2017	74.6%	89.7%	81.4%	77.2%	57.6%	86.2%
2016	84.2%	93.0%	91.1%	83.9%	69.1%	92.7%
Total	76.3%	90.0%	88.7%	84.2%	62.5%	87.5%

The outcomes for our **Latinx Students** are slightly lower than the overall PSD population.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2020	85.3%	34.9%	3336
2019	83.9%	72.9%	3650
2018	84.1%	75.8%	3556
2017	83.8%	70.1%	3488
2016	83.1%	64.6%	3382
Total	83.9%	64.0%	17412

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2020	80.7%	96.2%	95.8%	92.3%	74.3%	91.4%
2019	82.2%	94.1%	92.5%	87.0%	67.2%	88.9%
2018	82.7%	94.0%	92.6%	87.8%	66.9%	88.9%
2017	81.7%	94.1%	91.7%	86.0%	67.5%	90.2%
2016	82.3%	93.7%	91.8%	87.9%	68.2%	88.8%
Total	82.1%	94.2%	92.6%	87.7%	68.1%	89.4%

Students **eligible for free meals** also report feeling less likely to be treated with respect by peers.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2020	84.8%	35.4%	3389
2019	81.8%	72.1%	4276
2018	82.9%	75.6%	4482
2017	82.2%	69.2%	4523
2016	82.3%	64.8%	4369
Total	82.5%	64.8%	21039

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2020	79.8%	95.1%	95.1%	90.0%	74.1%	91.6%
2019	82.1%	92.6%	90.2%	83.1%	64.8%	86.6%
2018	82.5%	93.4%	91.4%	84.1%	66.0%	87.9%
2017	82.1%	93.3%	89.5%	82.2%	66.9%	88.5%
2016	81.8%	93.1%	91.4%	84.6%	67.7%	87.9%
Total	81.9%	93.3%	91.0%	84.0%	67.0%	88.0%

Healthy Kids Colorado % Students that Feel Safe at School: 93.4%

2019 HEALTHY KIDS COLORADO SURVEY RESULTS

POUDRE R-1

Number of Responses: 517

Table 174. Percentage of students who feel safe at school

		Percentage (%)*	95% Confidence Interval
	Total	93.4	(89.4 - 97.3)
Sex	Female	93.6	(88.5 - 98.7)
	Male	93.8	(91.5 - 96.1)
Grade	9th	96.6	(92.5 - 100.0)
	10th	91.9	(88.0 - 95.8)
	11th	93.3	(85.6 - 100.0)
	12th	91.9	(86.8 - 97.0)
Race/Ethnicity	Hispanic	83.1	(70.4 - 95.7)
	White	95.5	(94.2 - 96.7)
	Black/African American	.	(. - .)
	Asian	.	(. - .)
	American Indian/Alaska Native	.	(. - .)
	Native Hawaiian/Other Pacific Islander	.	(. - .)
	Multi-racial	98.7	(95.6 - 100.0)
Sexual Orientation	Heterosexual (Straight)	95.0	(90.0 - 100.0)
	Gay/Lesbian/Bisexual	80.3	(71.3 - 89.3)
	Not Sure	.	(. - .)

* : All estimates are weighted to reflect the student enrollment for the school or district. For more information about weighting please refer to the introduction to this report.

. : Data are suppressed to ensure confidentiality when the number of students responding is fewer than 30 and/or the number of students responding YES is fewer than 3, 0%, or 100%, as indicated by a period (.). All percentages are rounded to the nearest tenth.

HEALTHY KIDS COLORADO SURVEY

www.healthykidscolo.org

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It is incredible that the 2019/20 Healthy Kids Colorado survey on the identical item regarding students feeling safe in PSD schools is 93.4% while the fall 2020 Studenbt Connections Survey provided an estimate of 93.1% (item #6). This alignment provides cross-validation for both surveys results.
The Healthy Kids Colorado survey data also validates that Latinx students feel less safe (83.1% compared to 93.4%) and adds some insight regarding Gay/Lesbian/Bisexual students which is a group PSD does not have adequate information for in our student information systems.

It appears that this important subgroup of students (Gay/Lesbian/Bisexual) feel less safe (80.3%) than the overall population (93.4%) or the Latinx population (83.1%). Although we have no way of providing deeper insight based on data we do not currently collect, one can only imagine that feelings of safety for the Gay/Lesbian/Homosexual population may be even lower within specific socio-economic by ethnicity subgroup combinations. I make that observation based on the patterns we see above from the Student Connections data. Although our data is very thin in the area of feelings of safety while in school for different sexual orientations and gender identities, based on the data we do have one must assume PSD staff and our students will benefit from awareness, conversation, and practices that explicitly address the safety concerns/needs of the Gay/Lesbian/Homosexual student community. Open and informed conversation is probably the most important foundational step toward a more inclusive, vibrant, and safe school environment. Again, this is how PSD expresses its greatness.

Interpretations and Findings

Combining the summary of outcomes related to specific Ends identified above, with the additional data displays and auxiliary information provided in the appendices and data visualization tools included in this report, the following interpretations of important patterns are offered for the reader's consideration. This is not meant to be a comprehensive listing of insights gained, but rather highlights some of the key findings and relationships across the entire body of evidence that this report represents.

While COVID-19 and distance learning disrupted learning environments, modes of instruction, and almost all State and local largescale assessments, it did not stop student learning. PSD Staff, community partners, and PSD families worked long additional hours to support students. PSD did not return to in-class instruction following Spring Break of 2020, we entered a distance-learning/teaching world on March 23rd, 2020 and we learned to function in that world through the remainder of the 2019/20 school year. When students began their summer break, PSD staff at every level immediately ramped up to continue supporting families with basic needs including food and housing security while also preparing for the upcoming school year that we all knew would be something none of us had ever experienced in our careers. During the 3rd quarter of 2019/20 we learned to leverage Microsoft Teams and zoom meetings, pushing IT infrastructure and staff to their limits with community wide efforts to collaborate and harness resources for our youth. Instruction continued, professional development was delivered in real-time 24/7, connectivity and devices were deployed, and safety nets were strained. The list of people who deserve public recognition is too long to delve into here, but the old phrase "it takes a village" has never been more evident. This is the environment in which PSD carried out its mission during the last quarter of 2019/20 and led forward into 2020/21.

While COVID-10 impacted everything in 2019/20, there is very little evidence to suggest that shifting demographics are key factors in explaining changes in attendance or graduation rates prior to 2020/21. All PSD student characteristic proportions have remained very stable over the past five years leading up to and including 2019/20. The big COVID-19 impacts on student enrollment will be a factor when we evaluate 2020/21 and beyond.

The overall on-time PSD graduation rate of 84.4% is the second highest PSD graduation rate in a decade. Graduation rates seem to have stabilized somewhat over the past three years. The Class of 2018 at 84% followed by 83.2% for the Class of 2019, and then 84.4% for the Class of 2020 signals a process that is becoming more stable. Excessive variability in any process outcome often indicates a lack of consistency regarding systematic implementation of policies/practices, or at least one key factor, if not several, that are not effectively addressed in the policies/practices.

Special populations of students such as Latinx students, students eligible for free or reduced lunch prices, students supported with an IEP, and English language learners continue experiencing lower graduation rates than their PSD peers and lower graduation rates than their like-peers statewide. For each of these student populations, statewide graduation rates have increased over the past five years. Graduation rate gaps between PSD and the state for these student groups appear to be widening rather than narrowing. PSD dropout rates have declined slightly to be about 0.5% in 2019/20. PSD dropout rates for subgroups mentioned above are all declining and lower than rates for like-peers statewide yet remain higher than for the overall PSD student population.

High schools with the lowest graduation rates have the highest mobility rates. Higher instances of student mobility and lower levels of school attendance are factors that work against attaining high levels of academic outcomes. Over multiple years of local data, these same two factors have been associated

with lower levels of self-reported feelings of connection with adults at school, peers at school, and connections to interests and passions while at school. Although these relationships may seem obvious to the average community member and PSD educator, PSD now has longitudinal measures of these important student success factors within our student population and can see patterns that can be leveraged in support of student success. It appears that attendance rates are declining locally, even at the elementary level, while the same was not true statewide in 2019/20. Mobility rates continued to decline statewide and in PSD for 2019/20, and these changes are not due to a change in the calculation methodology from the prior year. These declines in mobility are evident for students overall, students eligible for free or reduced lunch prices, Latino students, and students supported with an IEP. Statewide and local declines in mobility rates have become multiple year trends.

PSD students continue to have high levels of overall academic achievement. The z-score methodology indicates that PSD students demonstrate measurably higher performance than grade level academic peers nationally. Evidence from the TS GOLD, Acadience, NWEA MAP, AP exams, and post-secondary outcomes for PSD graduates all support the claim that PSD students achieve at high levels and continue to have positive, post-PSD, academic outcomes. Traditionally, based on the State assessment system we can clearly see PSD's consistently high performance is evident overall and by subgroups when compared to like subgroups statewide. Given the disruptions to state assessment systems in the spring of 2020, we are not able to provide the same level of analysis regarding PSD subgroup performance relative to like subgroups statewide. The one exception to subgroup performance consistently exceeding like peers statewide over multiple years are the outcomes for students supported with an IEP. Important to note is that evidence of achievement gaps within PSD are very clear for multiple subgroups and these gaps are what district and community partners must attend to regardless of our historical evidence that subgroups outperform like-peers statewide.

In 2019/20 grades 3-8, math growth had a larger decline than reading. For the overall population of students, reading gains were generally in alignment with prior year outcomes. Evidence of larger negative impacts on math growth as opposed to reading growth is generally evident for subgroups of students as well as for the overall student population. These local findings regarding subject specific variance in COVID-19 learning impacts are in alignment with what several national studies have found. Learning loss in 2019/20 appears to have impacted our youngest readers (PreK-2nd grade) and mathematics across the grade spectrum. Academic growth gaps between subgroups and PSD overall are apparent and largely align with the traditional achievement gaps discussed above.

While comparing successive years of student connections data we see very stable outcomes in each of the three main subscales with slight declines in 2019/20 followed by more dramatic shifts in 2020/21. The student-to-interests subscale composite score shows a substantial drop in 2020/21 while the student-to-adult and student-to-peers show a slight increase in composite score. These patterns are evident across levels (elementary, middle, high) and within subgroups. We also see clear differences in self-reported levels of student connections across student groups. These clear patterns that have sustained across multiple years of gathering connections data reinforces the validity and leadership value of the information students are providing. Student subgroups with the lowest levels of past academic performance self-report the lowest levels of feeling connected at school.

PSD has evidence of persistent performance and outcome gaps for subgroups of students. The outcome gaps being referred to show up to one degree or another across virtually all indicators for which we have set targets. Evidence of these gaps have been a persistent theme in PSD's District Performance Frameworks going back to the first year (2007/08) as well as all DE 1.0 Monitoring Reports.

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 performed as high as our general population. PSD has identified the closing of the outcome gaps, while continuing to support all students in academics and extracurricular pursuits, as a priority for many years. The data elements being gathered and reported through this Monitoring Report, and other district systems such as the Analytics Platform, are intended to help our educators, administrators, and community partners engage in systematic efforts toward optimal student experiences.

There is evidence throughout this Monitoring Report that PSD continues to have high levels of student achievement for the overall population of students we serve. There are also areas that can be improved upon and the data presented in this report are designed to help inform our district regarding these areas. 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 have evidence that other large districts in Colorado and several of our local comprehensive high schools have been able to consistently meet these graduation rate targets. We 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 is a rigorous growth target that can be monitored for individual students as well as groups of students. PSD has evidence that these challenging growth effect size targets have been met at some PSD's schools in recent years. These catch-up growth targets are challenging but achievable.

Overall graduation rates, and graduation rates for subgroups of students, demand the attention of PSD administration. This report has demonstrated that PSD graduation rate targets have been consistently met by comparison districts within Colorado and by several of PSD's comprehensive high schools. Student experiences, achievement, and graduation rates for subgroups lag the overall student population outcomes. Evidence of outcome gaps are abundant in PSD discipline data, academic and extracurricular opportunity data, student connections and safety data, as well as achievement and growth data. All these different indicators move together in predictable ways, and these patterns lead one to believe that impacting the PreK-12 PSD student experience will simultaneously improve multiple indicators of student success. PSD must seek out and act on systemic improvement opportunities that lend themselves to leadership action through policy and practice, while also building the capacity of every individual employee to positively impact students through one-on-one and small-group interactions.

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.

Appendix 1: MAP Achievement/Academic Growth Pre COVID

NWEA Measures of Academic Progress (MAP)

Although no targets are set based on Northwest Evaluation Association (NWEA) growth metrics, student growth is displayed for reading, math, and science based on MAP scores from the fall to the spring of a given academic year. PSD reviews NWEA data to validate the growth being reflected in state assessment scores.

Growth data are expressed using the same growth effect size utilized above for the state assessment system. MAP tests for reading and math are widely taken in the fall and spring by grades 2 through 8. It is reasonable that PSD has utilized the fall to spring tests to provide meaningful measures of academic growth over a single academic year. The analysis of fall to spring scores is more consistent with measuring academic gains attributable to classroom experiences since changes incurred during the summer months are not reflected. Furthermore, the growth of 2nd grade students can be included in the analysis of fall to spring scores since both a pre and post measure are available, which is not the case with fall-to-fall or spring-to-spring analyses. The only down-side to this approach is that the time span being measured is not consistent with the spring-to-spring approach being used in the generation of state assessment growth data.

Use of "z-scores" and "effect size" to measure how unusual PSD results are

Regarding accountability uses of state assessment results, the state of Colorado has shifted the focus from the "percent of students at specific performance levels" to the mean (or average) assessment scale score. This change in focus is something that PSD can leverage as we have been using "standardized scores" (i.e., z-scores) within both our "Levels of Support" data visualization tool (provides support to teachers and teams of teachers at the individual-student and groups-of-students levels) and our statistical methodology for finding evidence of effectiveness within our teacher evaluation system.

As mentioned earlier in this report, PSD uses standardized scores (or z-scores) to display and aid interpretation of achievement outcomes for individual students. Z-scores answer the fundamental question of how far to the right or left of a statewide-norm the outcome of a single student is. This indicates how unusually high or low a student outcome is in a probabilistic sense. In other words, z-scores help us understand "how unusual an outcome is" relative to statewide, nationwide, or international peers. Z-scores can be translated into percentile ranks under the assumption of a known probability distribution (most often normal in educational settings) of the underlying scores. One advantage of using z-scores is that taking averages leads to a meaningful and defensible interpretation for groups of students.

Taking the average for a set of z-scores results in what is traditionally called an "effect size." So, where z-scores are useful in understanding the meaning of individual scores, effect sizes help us understand the meaning of a group of scores. The effect size we are calculating, and interpreting, is a measure of how far the PSD student mean has moved up or down relative to a norming group. This normative approach to understanding both achievement and growth has many advantages when the goal is to identify real strengths and real areas of concern. The many different standard setting practices that assessment vendors use to set performance level expectations can lead to confusion among educators regarding an apparent lack of alignment between assessment programs. The use of z-scores and effect sizes eliminates this issue as all measures are converted to a single "unit of unusualness" which can be consistently interpreted across different assessment systems.

The use of z-scores and, related effect sizes, within the context of the Monitoring Report, Levels of Support, and the system we use to identify "Evidence of Effectiveness" as part of the PSD educator evaluation system provides an opportunity to connect uses of these informative metrics across different components of the accountability and support systems we rely on. Uniformity in the metrics being used and making connections between the different support systems PSD uses will inform our efforts to develop the potential of all students.

For the Monitor Report, a primary goal of analyzing achievement data is to identify true relative strengths and weaknesses across different groupings of students, academic subjects, professional practices. Providing these insights in the presence of changes in the assessments being used locally and statewide over time can be challenging. Recall that standard scores, or z-scores, tell us how far a student's score falls to the right (+) or the left (-) of the average outcome of the reference group. The distance right or left of average is given in terms of the "unusualness" metric called a standard deviation unit. There are various ways to interpret z-scores, but for our purpose of highlighting real outcomes that are unusually low, unusually high, or changing over time; the two methods we will focus on include a visual inspection via histograms representing the full distribution of scores from all PSD students, and the average z-score which results in the Glass' Delta Effect Size. The effect size being referenced here is widely used and interpreted in educational research settings.

As a visual guide, effect sizes that are small and positive (0.25 to 0.49) are shaded green, medium to large and positive (0.5 up) are shaded blue, small and negative (down to -0.25) are shaded yellow, and larger negative effect sizes (-0.25 down) are shaded red. This shading convention is used throughout the achievement effect size displays in this Monitoring Report. This convention is based on widely accepted interpretation guidelines put forth by Jacob Cohen (Statistical Power Analysis for the Behavioral Sciences, 2nd Edition) and an investigation of PSD's typical effect sizes that are evident across multiple years, assessments, and groups of students.

Finally, PSD is focusing on the outcomes of our students who are not enrolled in charter schools. The displays below reflect outcomes of non-charter PSD students. This decision is made as PSD administration does not exercise the same level of oversight for charter school outcomes (Ridgeview Classical, Liberty Common, Fort Collins Montessori, and Mountain Sage, Compass) as it does for the many non-charter schools in PSD. N-counts that fall far below 2,00 for a PSD grade level indicate caution when interpreting results. N-counts can drop due to participation rates (a student choice), testing design (a state decision as with Social Studies sampling design), or technical issues (such as excluding twice accelerated math students in 7th grade Algebra I, 8th grade Geometry, 9th grade Algebra 2). As N-count diminishes, so does interpretability of results.

For Zgain (average across all students of z post-score – z pre-score) metrics displayed below, yellow and red cells indicate areas where PSD growth was below that of academic peers statewide. Green and blue cells indicate areas where PSD growth was greater than that of academic peers statewide. The Zgain metric is also referred to as a growth effect size. A growth effect size greater than or equal to zero is shaded green. Blue indicates a growth effect size greater than or equal to 0.20. A growth effect size at or below zero is shaded yellow. A growth effect size at or below -0.20 is shaded red.

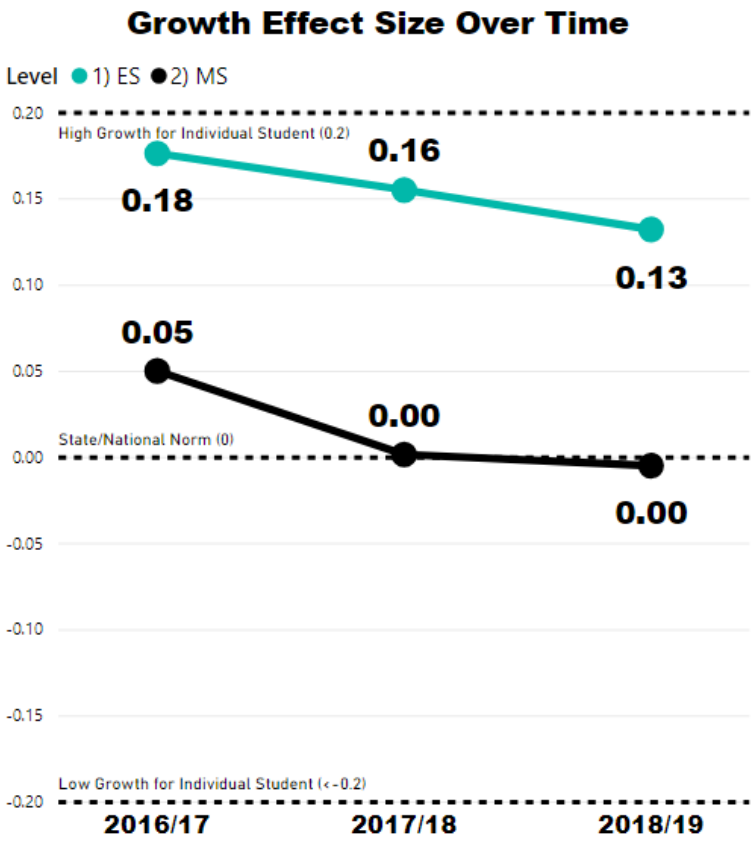
MAP Student Growth Effect Size for PSD – Reading

Year by Level	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
1) ES	0.18	7911	0.16	7841	0.13	7808
2) MS	0.05	5755	0.00	5869	0.00	5739

Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
2	0.23	1922	0.24	1859	0.25	1885
3	0.21	1955	0.17	1997	0.16	1887
4	0.16	1967	0.10	1971	0.11	2028
5	0.11	2067	0.11	2014	0.01	2008
6	0.01	1894	-0.01	2070	-0.08	1975
7	0.08	1964	0.00	1890	0.03	1972
8	0.06	1897	0.02	1909	0.03	1792

Year by Ethnicity	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
Asian	0.16	383	0.10	393	0.11	378
Black ...	0.13	150	0.11	141	0.06	149
Hispanic	0.11	2454	0.09	2521	0.04	2538
White	0.12	10110	0.09	10065	0.08	9875

Year by FR Lunch	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
1) Free (F)	0.14	3350	0.11	3167	0.05	3542
2) Reduced (R)	0.15	1123	0.08	1935	0.07	944
3) Not FR	0.11	9193	0.08	8608	0.08	9061



The 0.25 average z-score gain for 2nd grade PSD students in reading during 2018/19, means that the PSD spring test outcomes were shifted to the right an additional 0.25 standard deviation units beyond the gains of national peers. One standard deviation unit for nationwide 2nd grade reading for the spring MAP test is 15.21 RIT units (a RIT unit is just NWEA's name for their scale score unit). Multiplying 0.25 times 15.21 gives us the number of additional RIT units gained by the average PSD 2nd grade student in reading, or 3.8 RIT units. Given that the average gain in RIT units from the fall to the spring test occasions is 14 RIT units (188.7-174.7), we can see that 3.8 additional RIT units of gain, is equal to an additional 0.27 (3.8/14) of the expected gain in RIT units from fall to spring. Assuming a linear relationship between days of instruction and units of RIT score gain and using a rough estimate of 180 days of instruction as a national average for a school year, **PSD 2nd grade readers are gaining approximately the same effect as 49 additional days of instruction.** This is just an estimate, and converting the other tabled effect size values into average additional days of instruction equivalents requires similar calculations based on the 2015 NWEA Measures of Academic Progress Normative Data, page 3 tabled values.

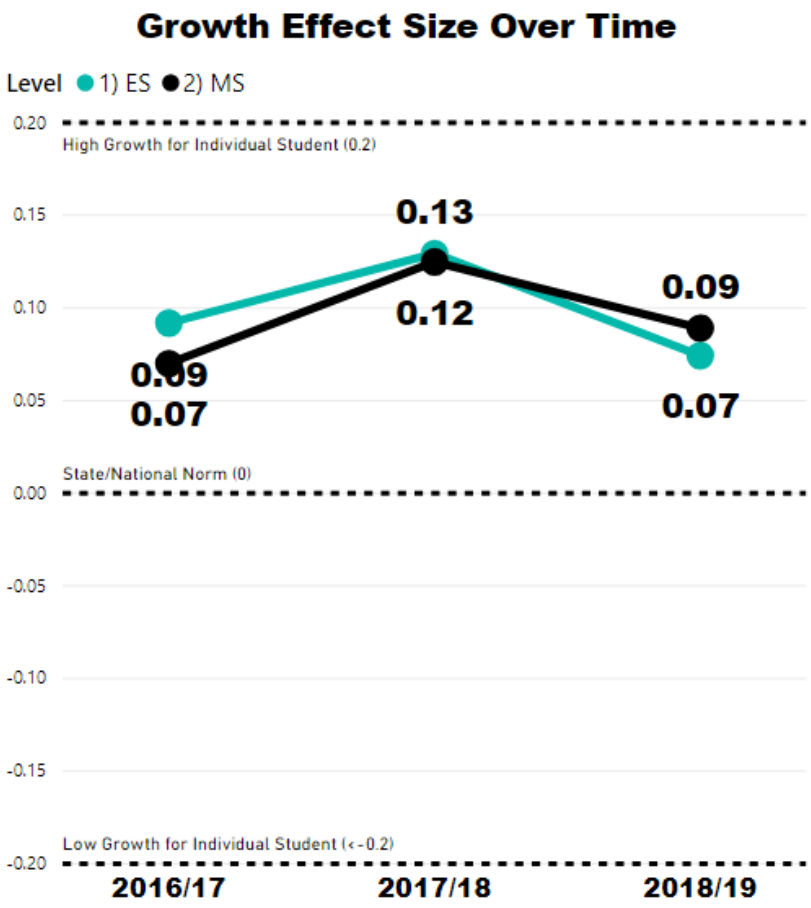
MAP Student Growth Effect Size for PSD – Math

Year by Level	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
1) ES	0.09	7959	0.13	7869	0.07	7888
2) MS	0.07	5843	0.12	5895	0.09	5868

Year by Grade	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
2	0.11	1933	0.13	1853	0.07	1907
3	0.11	1959	0.11	1999	0.10	1904
4	0.11	1985	0.16	1992	0.08	2045
5	0.04	2082	0.12	2025	0.04	2032
6	0.04	1910	0.12	2045	0.10	2023
7	0.08	2006	0.15	1913	0.08	2026
8	0.08	1927	0.11	1937	0.10	1819

Year by Ethnicity	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
Asian	0.06	378	0.18	394	0.13	381
Black ...	0.04	148	0.06	143	0.02	151
Hispanic	0.04	2522	0.09	2559	0.04	2584
White	0.10	10178	0.14	10081	0.09	10026

Year by FR Lunch	2016/17 Zgain	2016/17 Data Points	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points
1) Free (F)	0.07	3440	0.10	3184	0.03	3642
2) Reduced (R)	0.10	1135	0.13	1953	0.08	965
3) Not FR	0.09	9227	0.14	8627	0.10	9149



Appendix 2: Discipline and Opportunity Disparities

Poudre School District developed a data visualization tool called “Equity Insight” during the 2020/21 school year. All data illustrated below come from the PSD student information system and Equity Insight. Aggregate information/views from the Colorado Department of Education (CDE), the PSD student information system, and Equity Insight are being shared with the public to ensure PSD is transparent with our opportunity, support, and discipline data. Of special interest are discipline data views by ethnicity.

Working to eliminate associations between student characteristics (such as ethnicity) and outcomes of interest (such as discipline response or graduation rates) requires a system to investigate and address current associations in a systematic manner. Two methods used to visualize/describe disproportionalities in PSD data are called “parity displays” and “risk ratios”. Equity can be defined/indicated as "parity in outcomes". Investigating the proportional representation of student groups within outcomes of interest produces indicators of equity that do not require direct comparisons of a target group (e.g., Latinx) to a reference group (e.g., White). Parity of outcomes are displayed using pie graphs.

A risk ratio can be interpreted as "the number of times more likely a target population is to experience an event compared to a reference population". The reference population can be a specific subgroup (often selected as the majority group) or the reference group can be “all students”, or “all other students”.

Example Risk Ratio = (Latinx Discipline Count/Latinx Count) / (White Discipline Count/White Count)

Risk ratios and parity displays are calculated using unduplicated student counts within a school year. This means that individual students are counted at most once within any specific risk ratio or parity display. The following table provides overall student counts and percentages by ethnicity for 2019/20 Equity Insight data. To interact with a PSD discipline data visualization tool that provides greater detail, please click EQUITY INSIGHT.

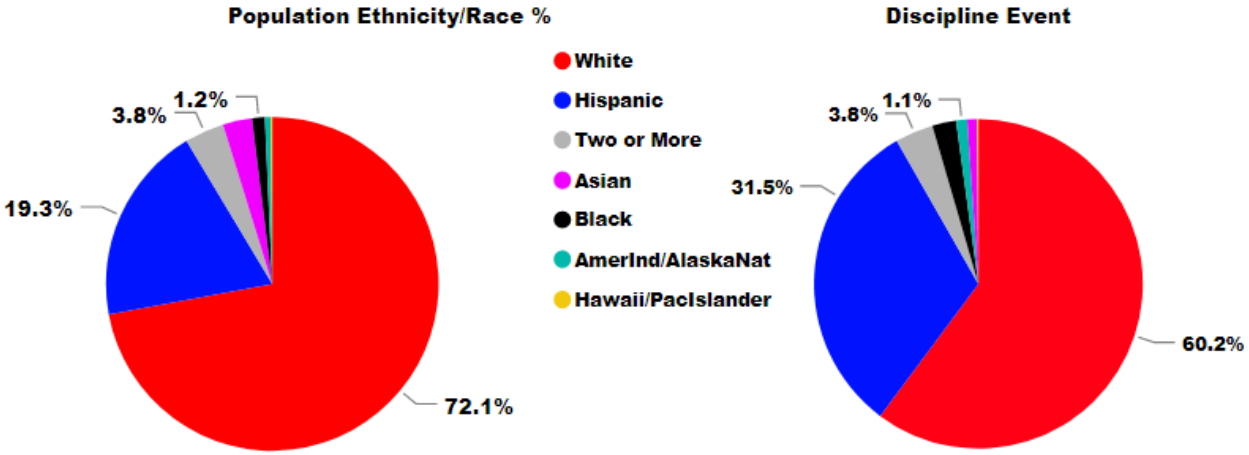
2019/20 Ethnicity/Race Discipline Data: All Students

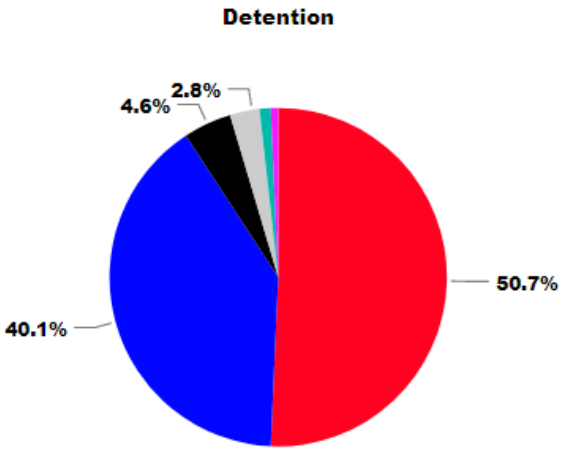
Ethnicity	Population	Discipline	Detention	Referred to Law	ISS	OSS	Expelled
Native American	164	27	3	2	8	12	1
Asian	810	24	2	1	3	4	2
Black	353	58	13	9	17	19	0
Pacific Islander	39	3	0	1	1	2	0
Latinx	5503	780	113	61	203	281	22
Two or More	1094	93	8	8	18	27	6
White	20555	1490	143	97	288	387	30
Grand Total	28518	2475	282	179	538	732	61

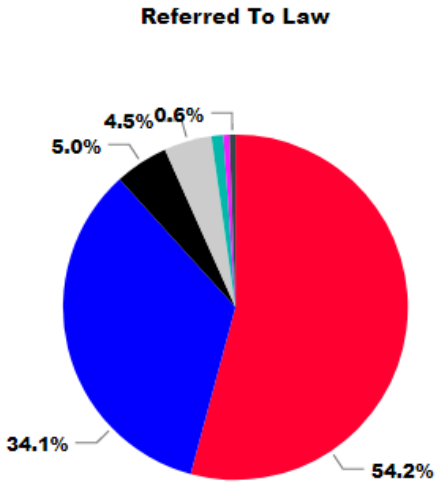
Ethnicity	Population	Discipline	Detention	Referred to Law	ISS	OSS	Expelled
Native American	0.6%	1.1%	1.1%	1.1%	1.5%	1.6%	1.6%
Asian	2.8%	1.0%	0.7%	0.6%	0.6%	0.5%	3.3%
Black	1.2%	2.3%	4.6%	5.0%	3.2%	2.60%	0.0%
Pacific Islander	0.1%	0.1%	0.0%	0.6%	0.2%	0.3%	0.0%
Latinx	19.3%	31.5%	40.1%	34.1%	37.7%	38.4%	36.1%
Two or More	3.8%	3.8%	2.8%	4.5%	3.3%	3.7%	9.8%
White	72.1%	60.2%	50.7%	54.2%	53.5%	52.9%	49.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.00%

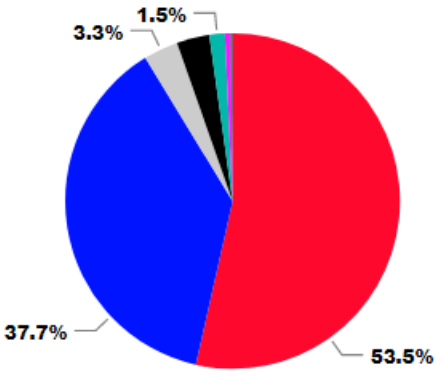
2019/20 Discipline Events: ALL Students

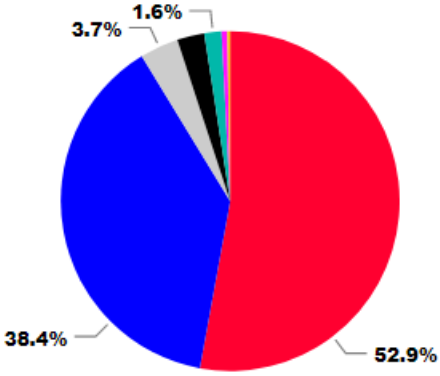
The following views are based on 2019/20 data for 28,518 students.





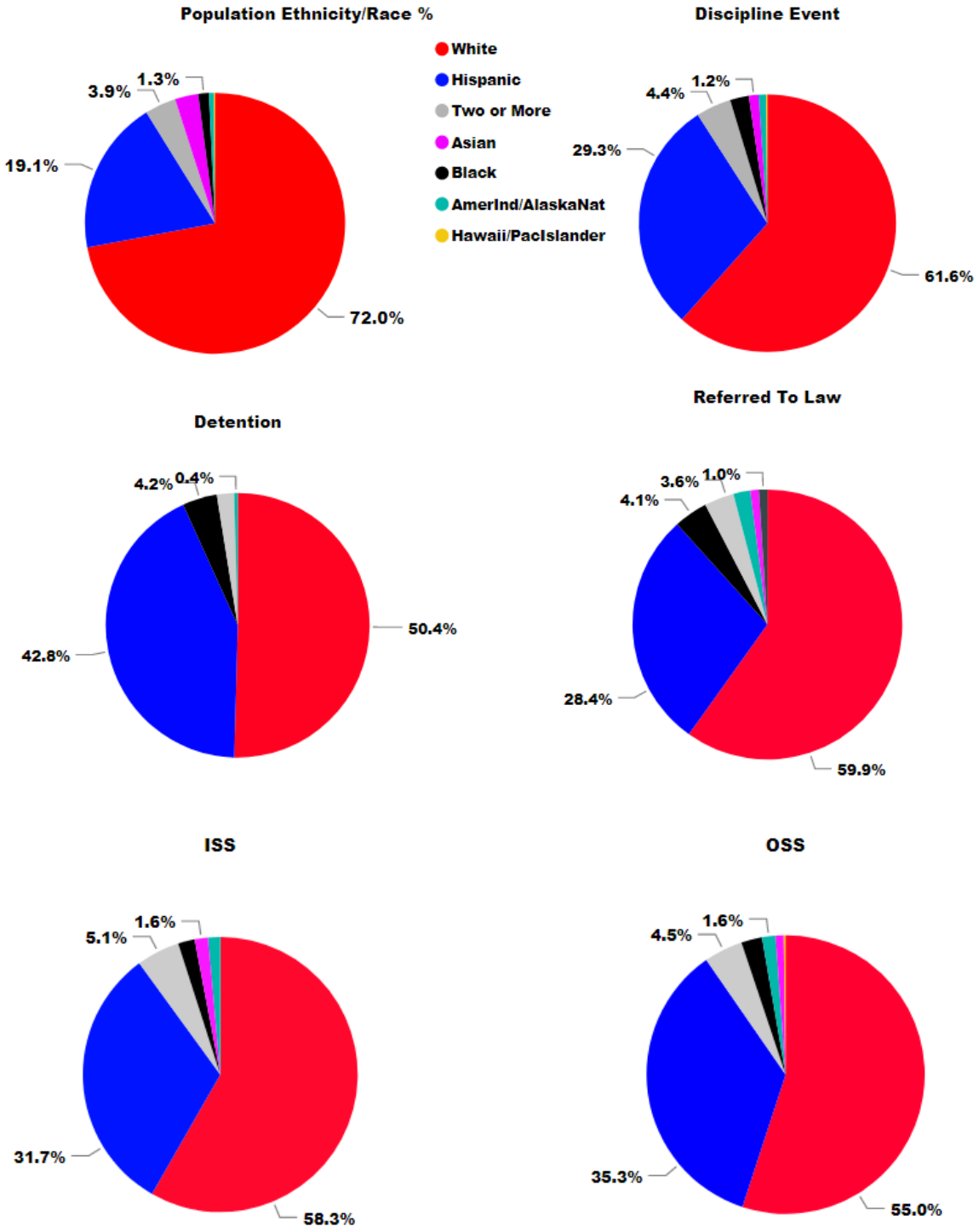






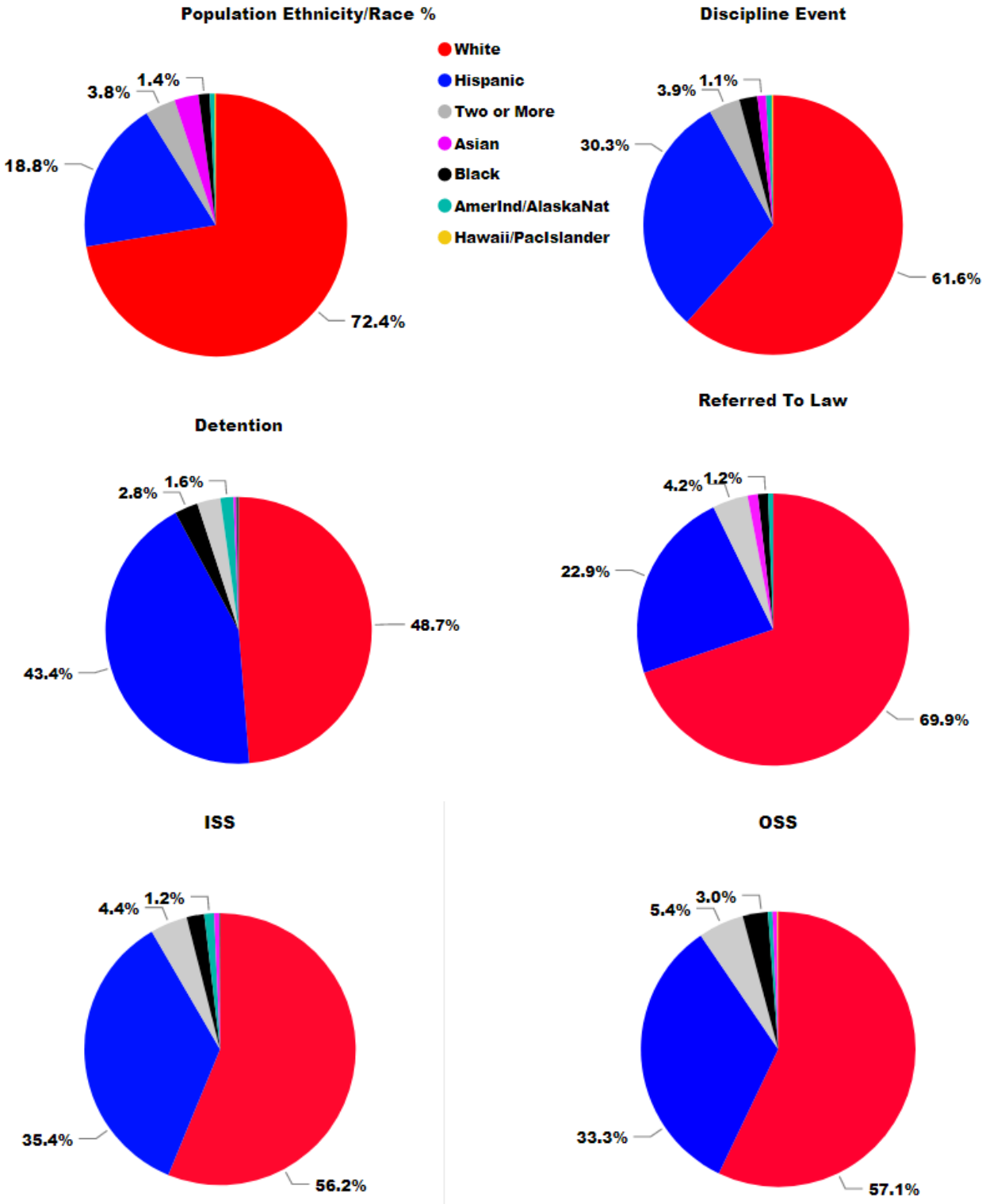
A visual inspection of the parity pie graphs above show that there is a clear disproportionality in 2019/20 discipline data by ethnicity. Those patterns are evident in past years as well. The following views are based on 2018/19 data for 28,377 students.

2018/19 Discipline Events: ALL Students



The following views are based on 2017/18 data for 28,178 students.

2017/18 Discipline Events: All Students



If we limit our analysis to only students eligible for free meals, we see the stark discipline disparities evident in the prior pie graphs generated for the overall student population by ethnicity greatly reduced or eliminated. This is true when inspecting multiple years of data.

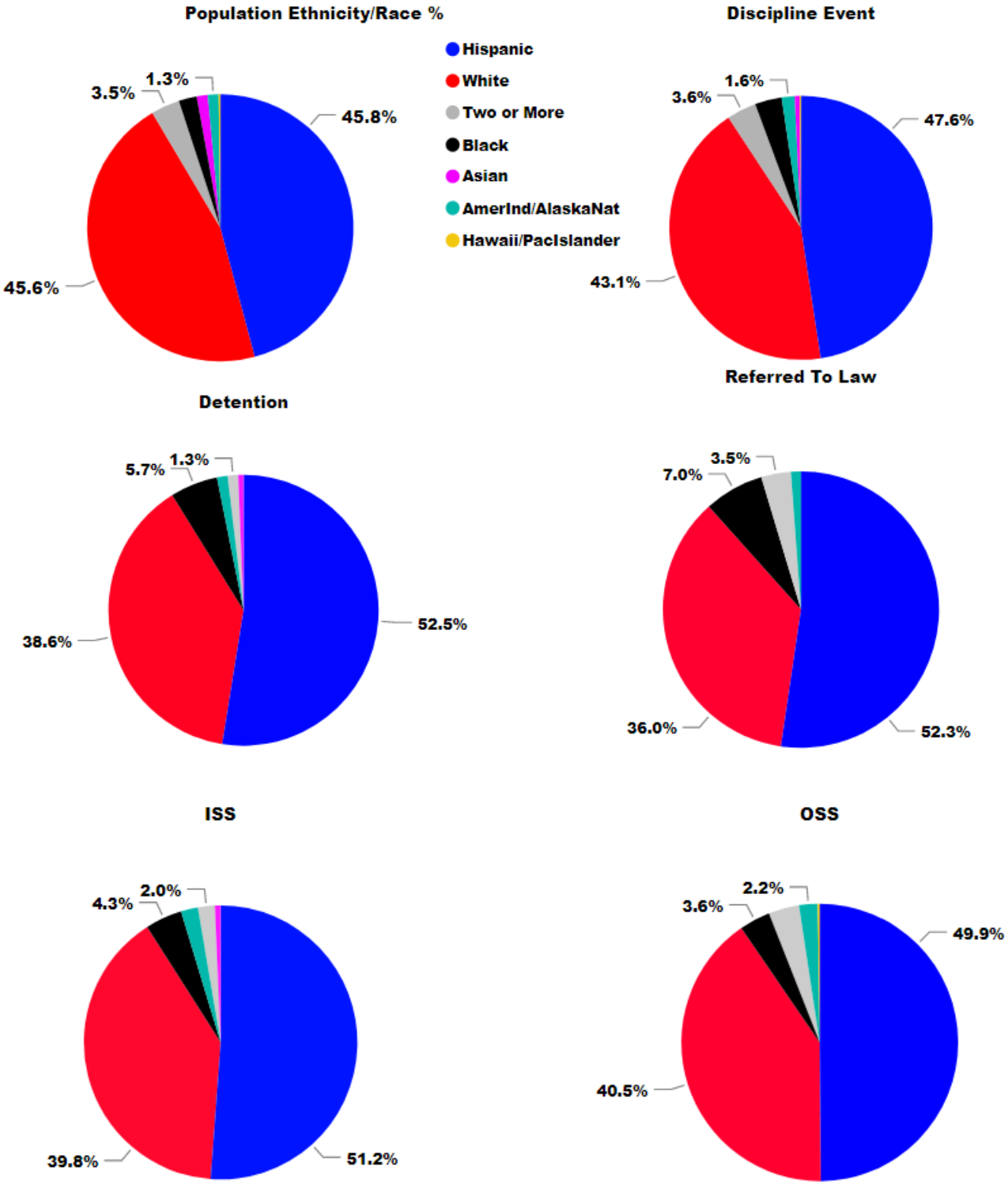
2019/20 Ethnicity/Race Discipline Data: FREE Meal Eligible Students

Ethnicity	Population	Discipline	Detention	Referred to Law	ISS	OSS	Expelled
Native American	95	19	2	1	6	9	1
Asian	97	7	1	0	2	0	0
Black	158	39	9	6	13	15	0
Pacific Islander	15	2	0	0	0	1	0
Latinx	3315	564	83	45	153	208	12
Two or More	252	43	2	3	6	15	3
White	3300	511	61	31	119	169	12
Grand Total	7232	1185	158	86	299	417	28

Ethnicity	Population	Discipline	Detention	Referred to Law	ISS	OSS	Expelled
Native American	1.3%	1.6%	1.3%	1.2%	2.0%	2.2%	3.6%
Asian	1.3%	0.6%	0.6%	0.0%	0.7%	0.0%	0.0%
Black	2.2%	3.3%	5.7%	7.0%	4.3%	3.60%	0.0%
Pacific Islander	0.2%	0.2%	0.0%	0.0%	0.0%	0.2%	0.0%
Latinx	45.8%	47.6%	52.5%	52.3%	51.2%	49.9%	42.9%
Two or More	3.5%	3.6%	1.3%	3.5%	2.0%	3.6%	10.7%
White	45.6%	43.1%	38.6%	36.0%	39.8%	40.5%	42.9%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.00%

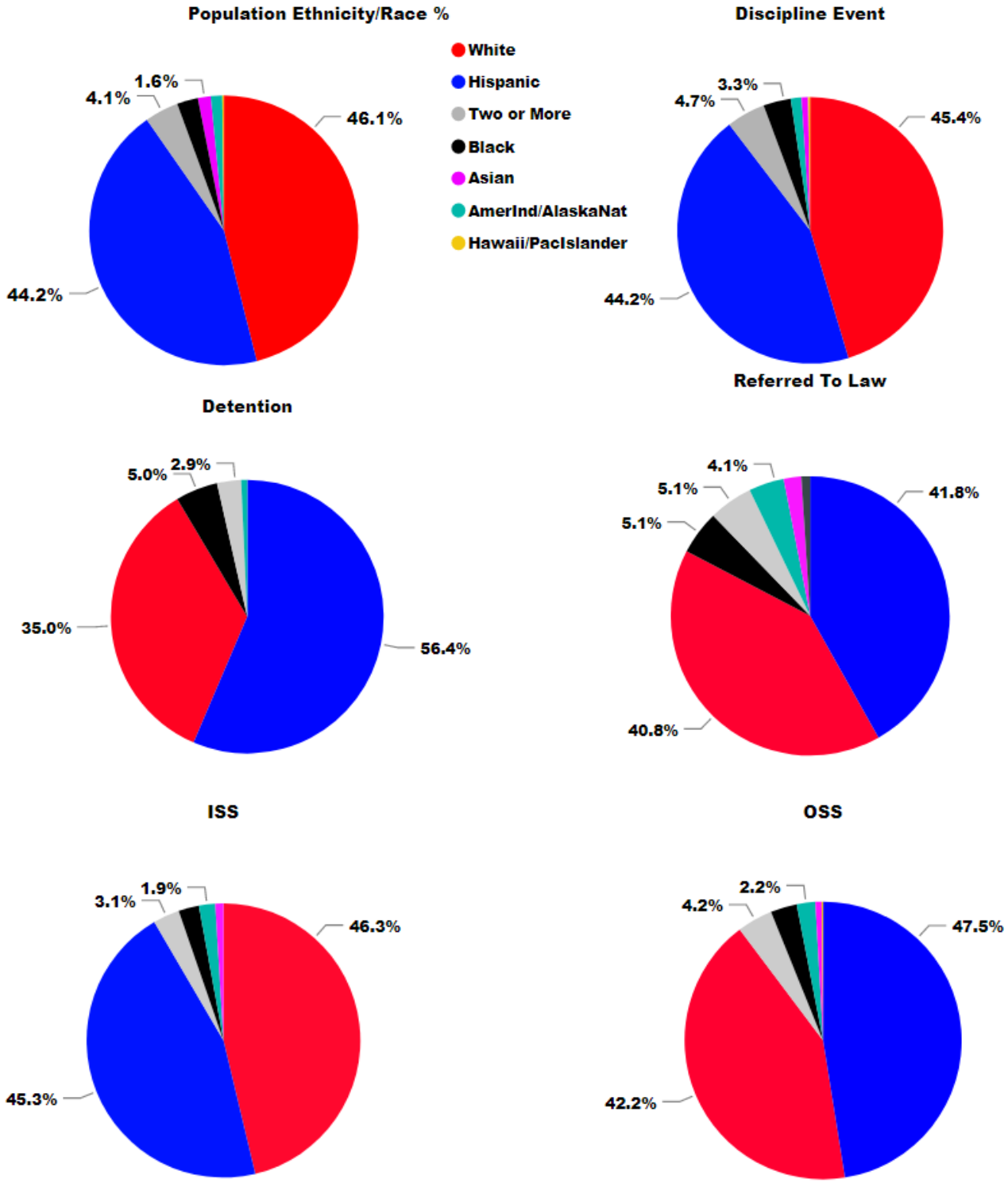
The following views are based on 2019/20 data for 7,232 students.

2019/20 Discipline Events: FREE Meal Eligible



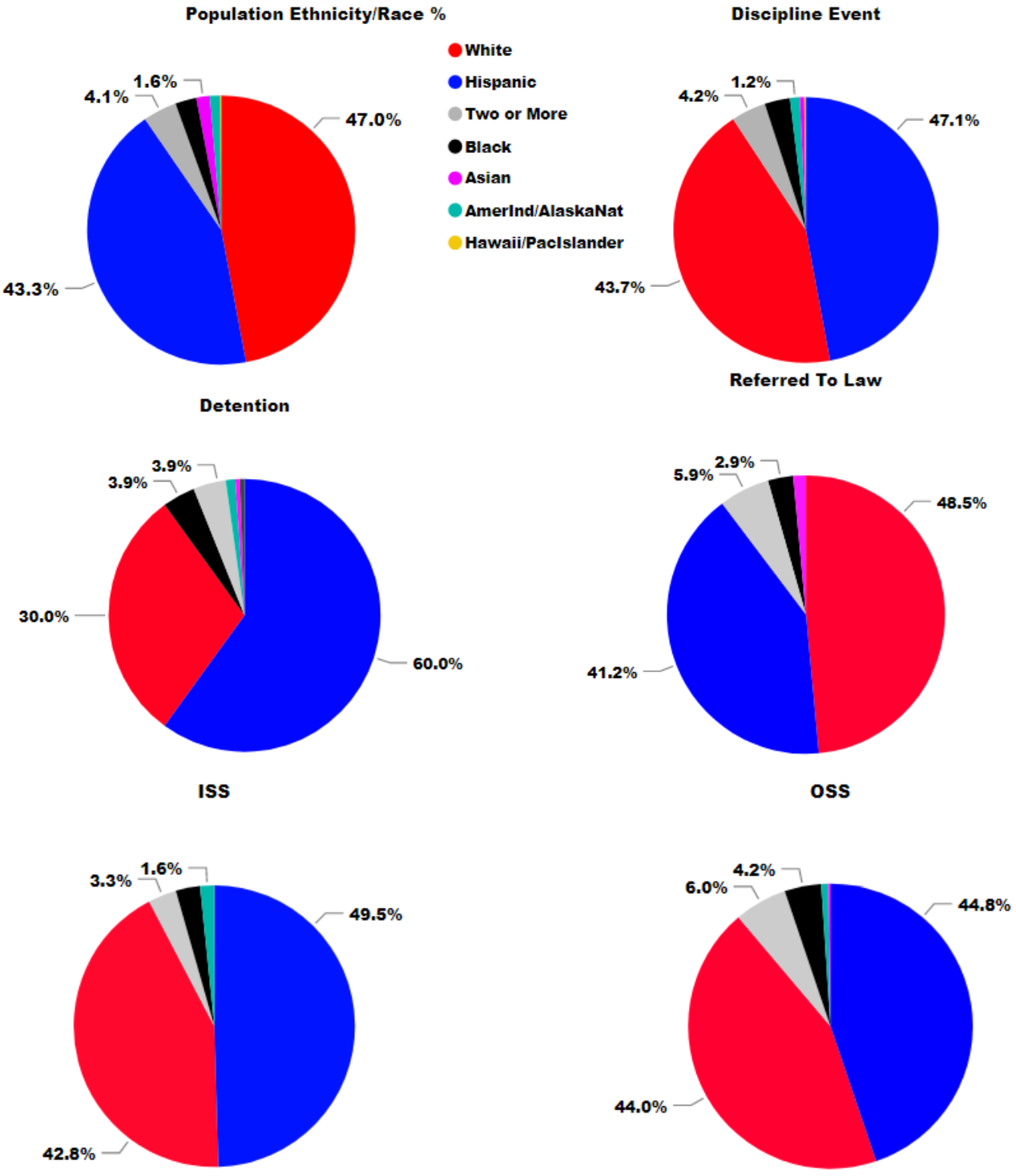
The following views are based on 2018/19 data for 7,860 students.

2018/19 Discipline Events: FREE Meal Eligible



The following views are based on 2017/18 data for 6,967 students.

2017/18 Discipline Events: FREE Meal Eligible



If we limit our analysis to only students NOT eligible for free meals, we see the stark discipline disparities evident in the prior pie graphs generated for the overall student population by ethnicity greatly reduced or eliminated. This is true when inspecting multiple years of data.

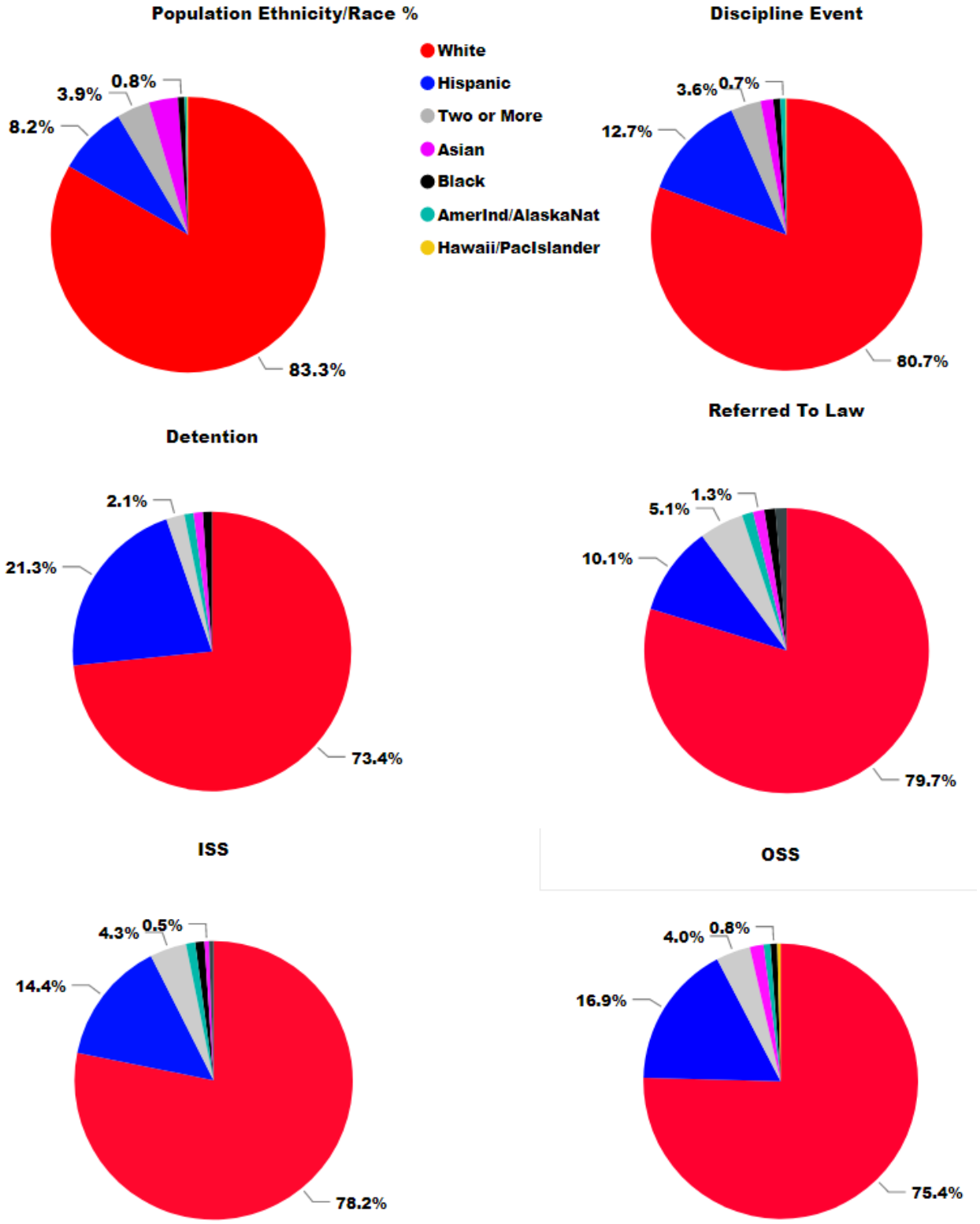
2019/20 Ethnicity/Race Discipline Data: NOT Free/Reduced Eligible

Ethnicity	Population	Discipline	Detention	Referred to Law	ISS	OSS	Expelled
Native American	57	7	1	1	2	2	0
Asian	672	16	1	1	1	4	2
Black	154	9	1	1	2	2	0
Pacific Islander	23	1	0	1	1	1	0
Latinx	1607	135	20	8	27	42	3
Two or More	766	38	2	4	8	10	2
White	16353	861	69	63	147	187	17
Grand Total	19632	1067	94	79	188	248	24

Ethnicity	Population	Discipline	Detention	Referred to Law	ISS	OSS	Expelled
Native American	0.3%	0.7%	1.1%	1.3%	1.1%	0.8%	0.0%
Asian	3.4%	1.5%	1.1%	1.3%	0.5%	1.6%	8.3%
Black	0.8%	0.8%	1.1%	1.3%	1.1%	0.8%	0.0%
Pacific Islander	0.1%	0.1%	0.0%	1.3%	0.5%	0.4%	0.0%
Latinx	8.2%	12.7%	21.3%	10.1%	14.4%	16.9%	12.50%
Two or More	3.9%	3.6%	2.1%	5.1%	4.3%	4.0%	8.33%
White	83.3%	80.7%	73.4%	79.7%	78.2%	75.4%	70.83%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.00%

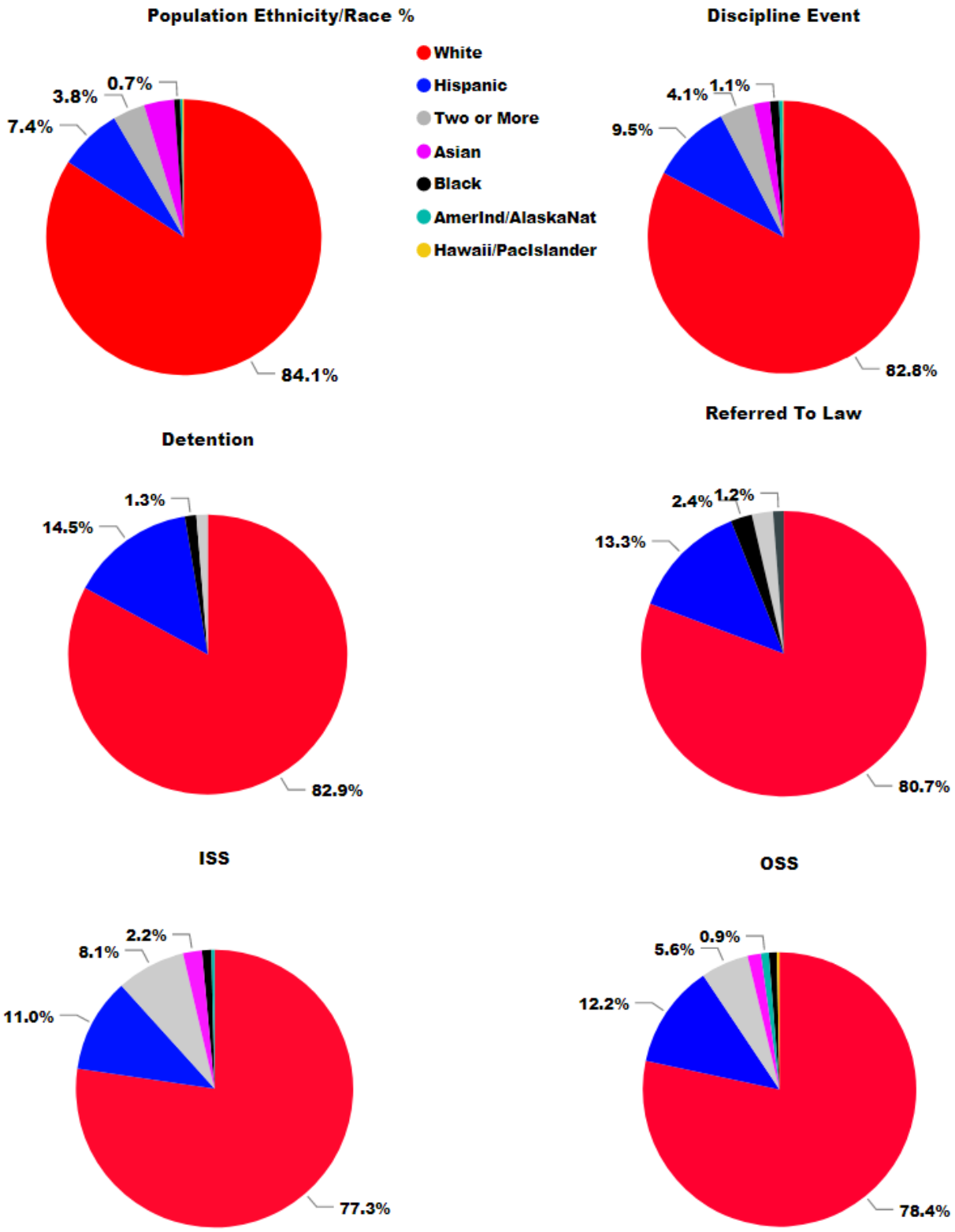
The following views are based on 2019/20 data for 19,632 students.

2019/20 Discipline Events: NOT Free/Reduced Eligible



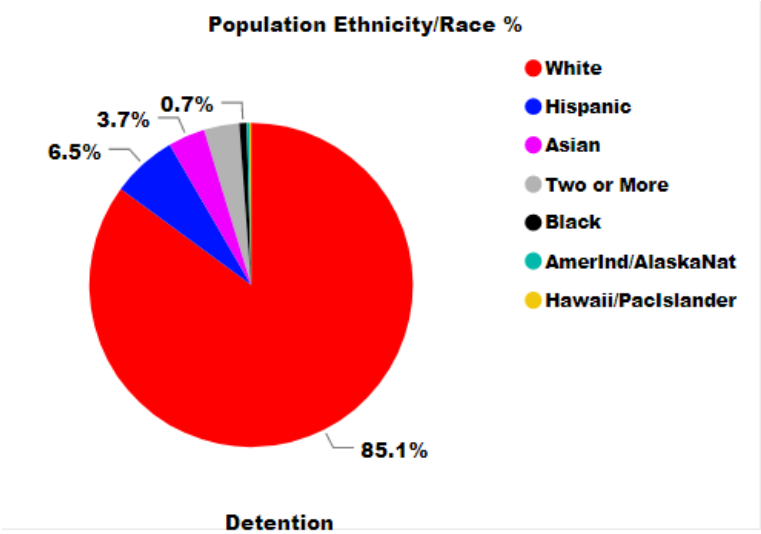
The following views are based on 2018/19 data for 18,535 students.

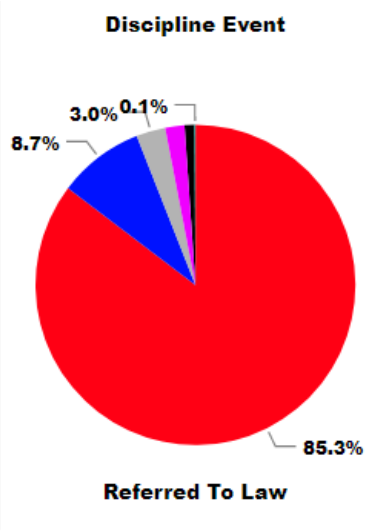
2018/19 Discipline Events: NOT Free/Reduced Eligible

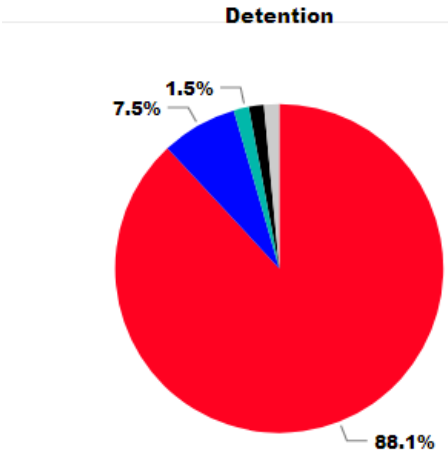


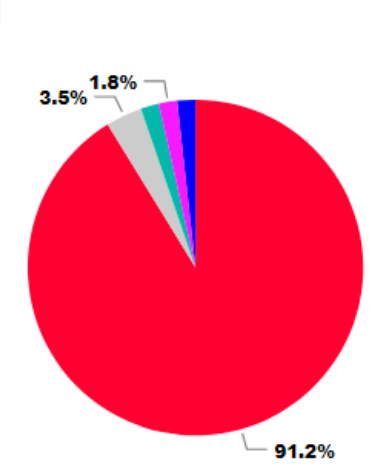
The following views are based on 2017/18 data for 17,339 students.

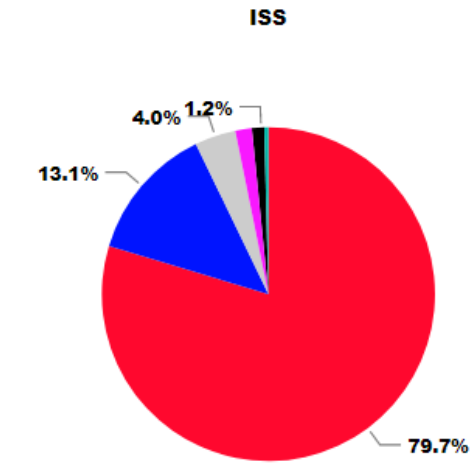
2017/18 Discipline Events: NOT Free/Reduced Eligible

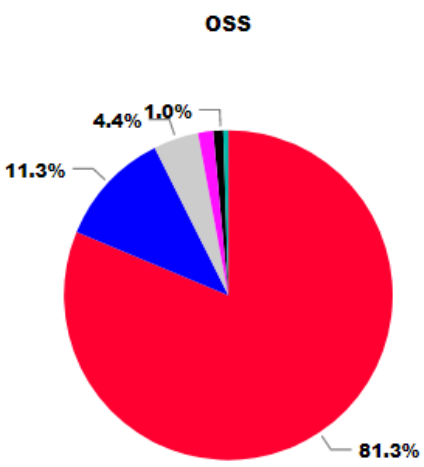






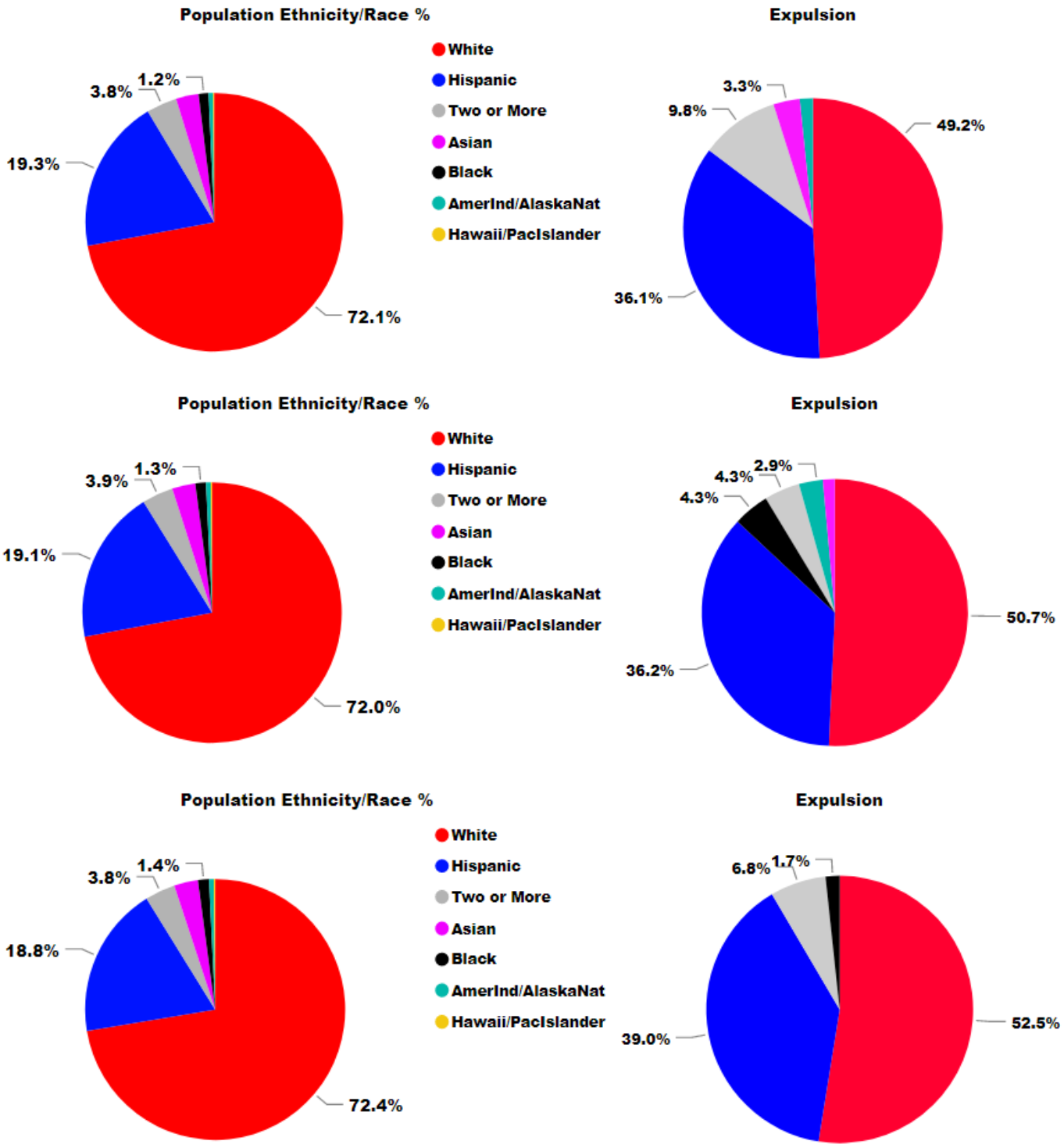






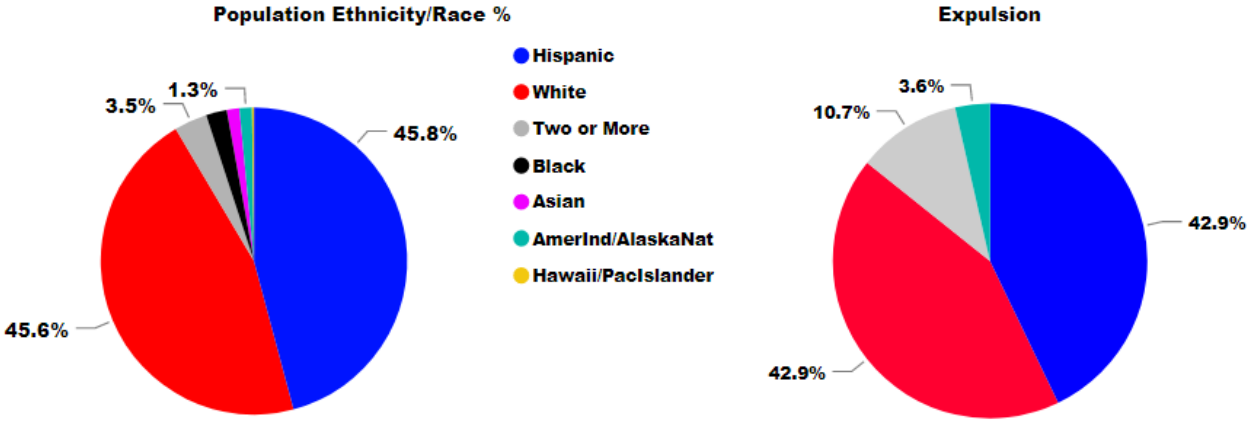
Looking at expulsion data in a similar manner we see once again that controlling for socio-economic status attenuates or substantially reduces the relationship between ethnicity and expulsion likelihood. PSD expulsion data displayed below includes 61 students in 2019/20, 69 students in 2018/19, and 59 students in 2017/18.

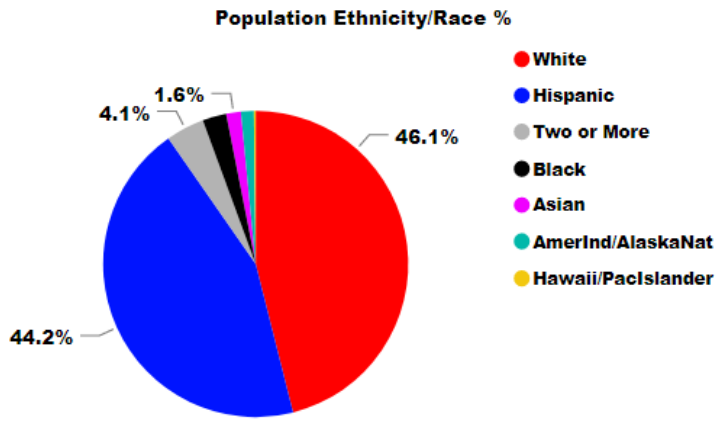
Three Years of Expulsion Data 2019/20 (top) to 2017/18 (bottom): ALL Students

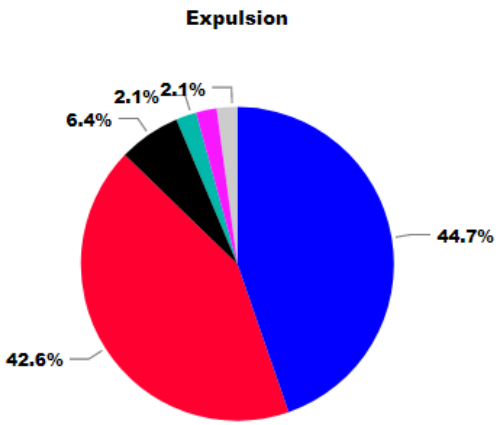


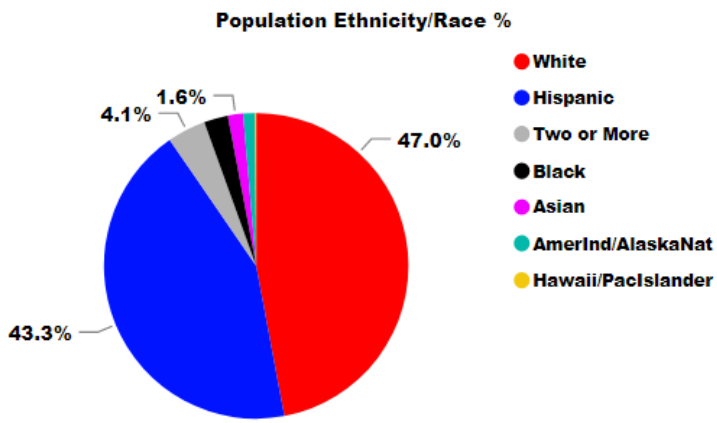
PSD expulsion data displayed below includes 28 students in 2019/20, 47 students in 2018/19, and 41 students in 2017/18.

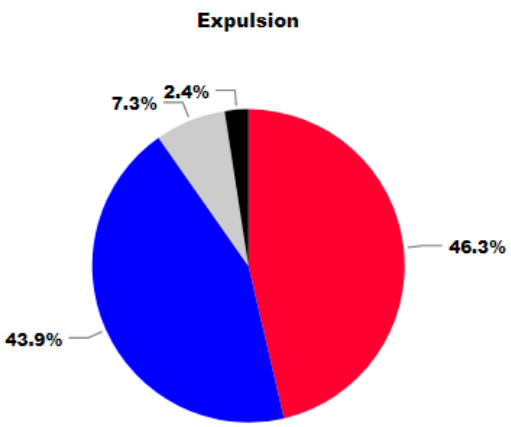
Three Years of Expulsion Data 2019/20 (top) to 2017/18 (bottom): FREE Meal Eligible





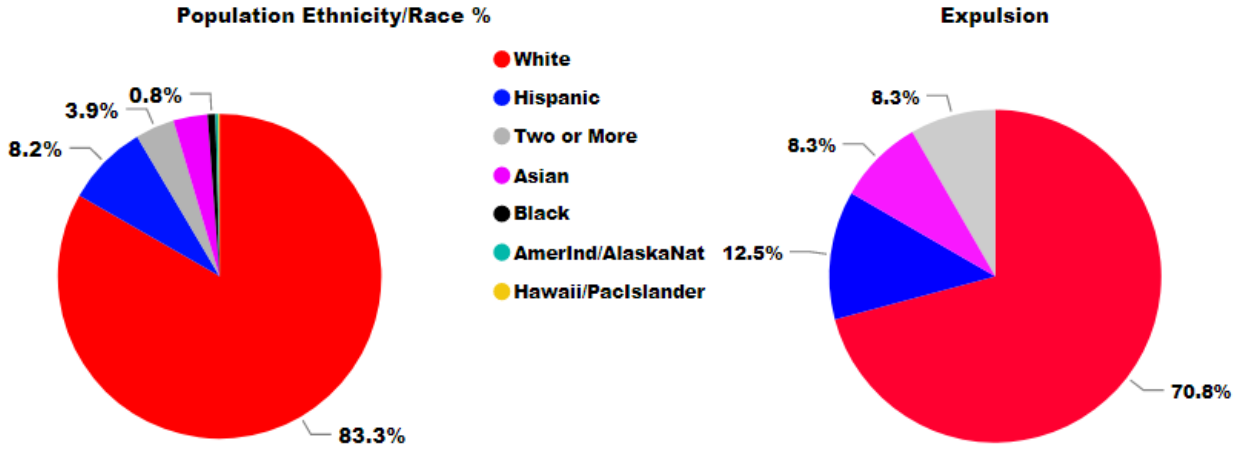


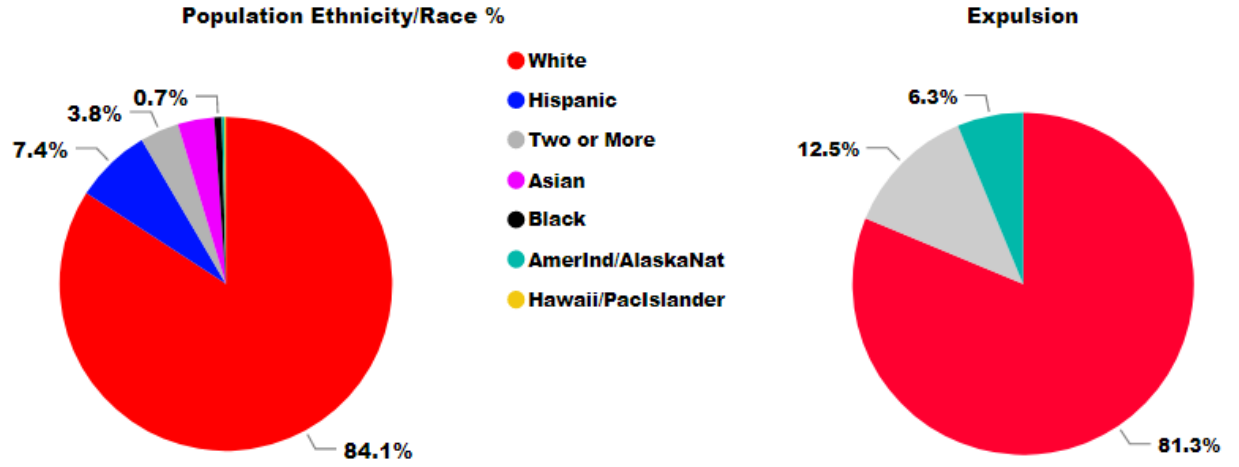


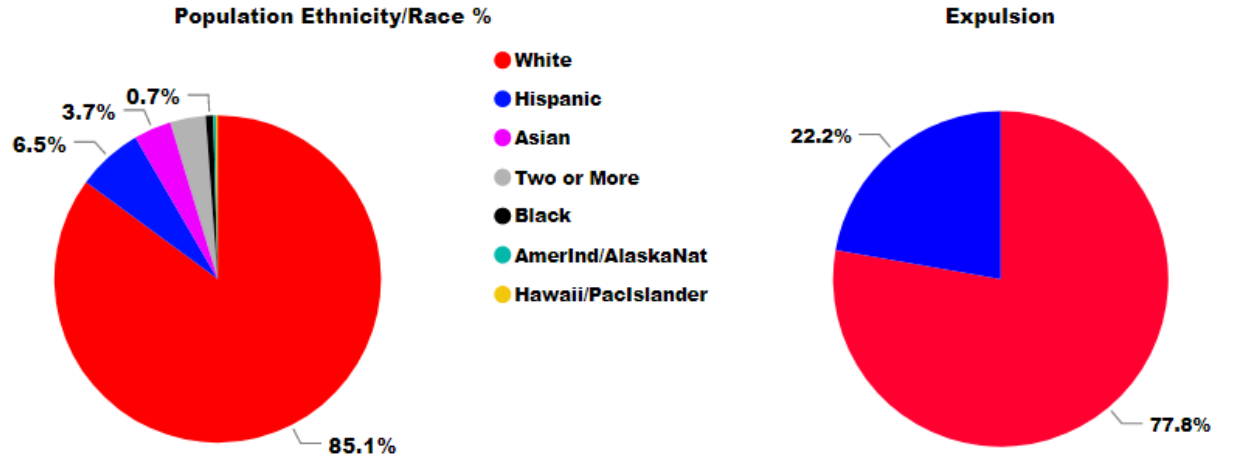


PSD expulsion data displayed below includes 24 students in 2019/20, 16 students in 2018/19, and 9 students in 2017/18.

Three Years of Expulsion Data 2019/20 (top) to 2017/18 (bottom): NOT Free/Reduced Eligible

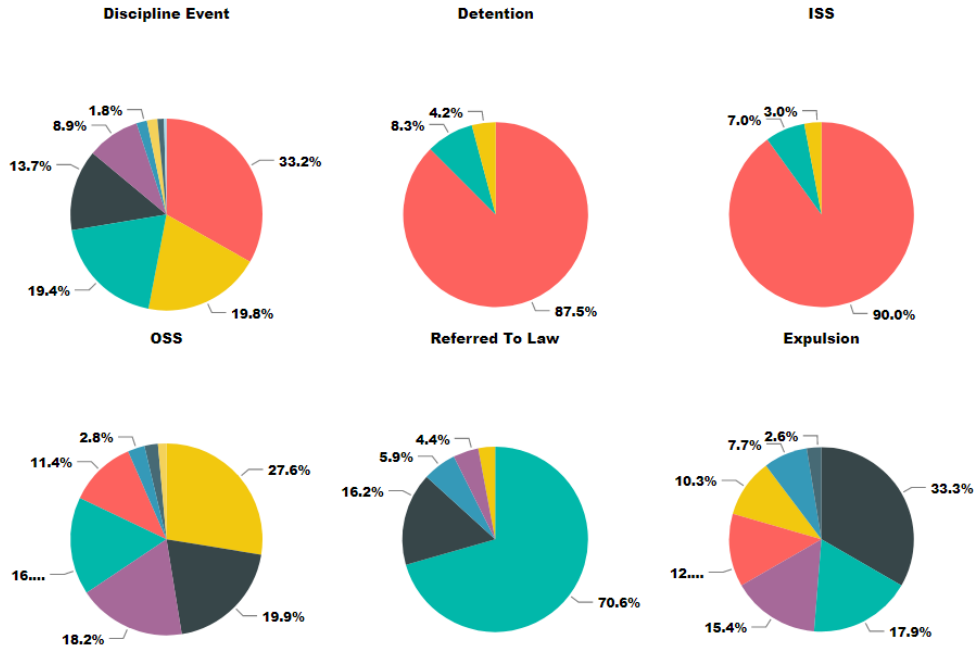




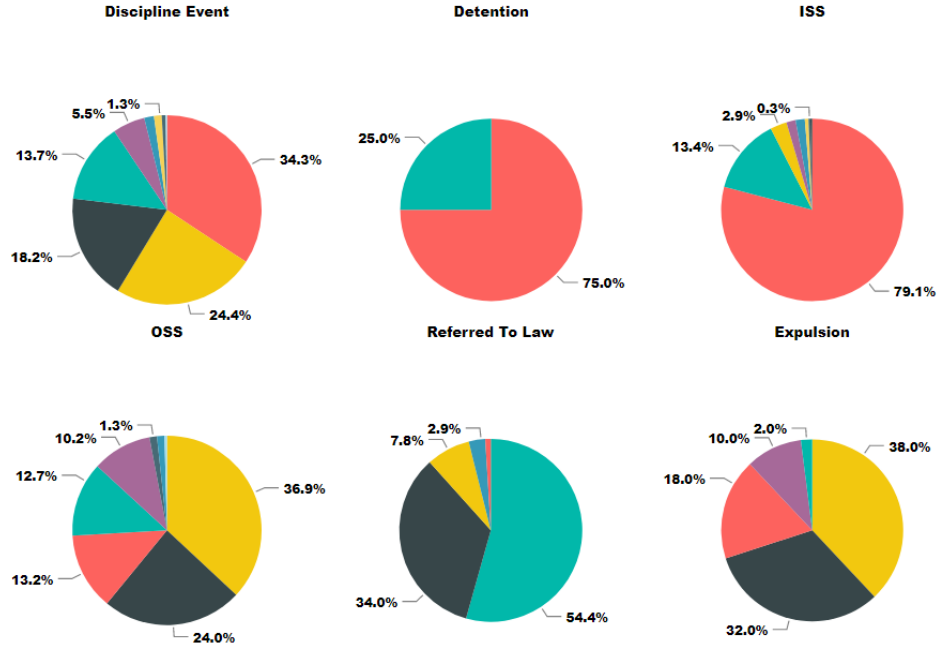


It is worth noting that the number of, and reasons for, discipline events vary widely from one school to another within the same level of PSD (elementary, middle school, and high school). A small subset of schools at any one level often accounts for a disproportionate number of student discipline actions of any specific type. As an example, several pie graphs are displayed below for the four PSD comprehensive high schools. The data indicate that in 2019/20, approximately 76.7% of comprehensive high school students that were referred to law enforcement came from one of our four comprehensive high schools. Approximately 90% of all students experiencing at least one Detention or In School Suspension (ISS) are from a different comprehensive high school. Some of these patterns persist over time.

Percentage of Students Experiencing Discipline Event by <u>Comprehensive High School</u> in <u>2019/20</u>:

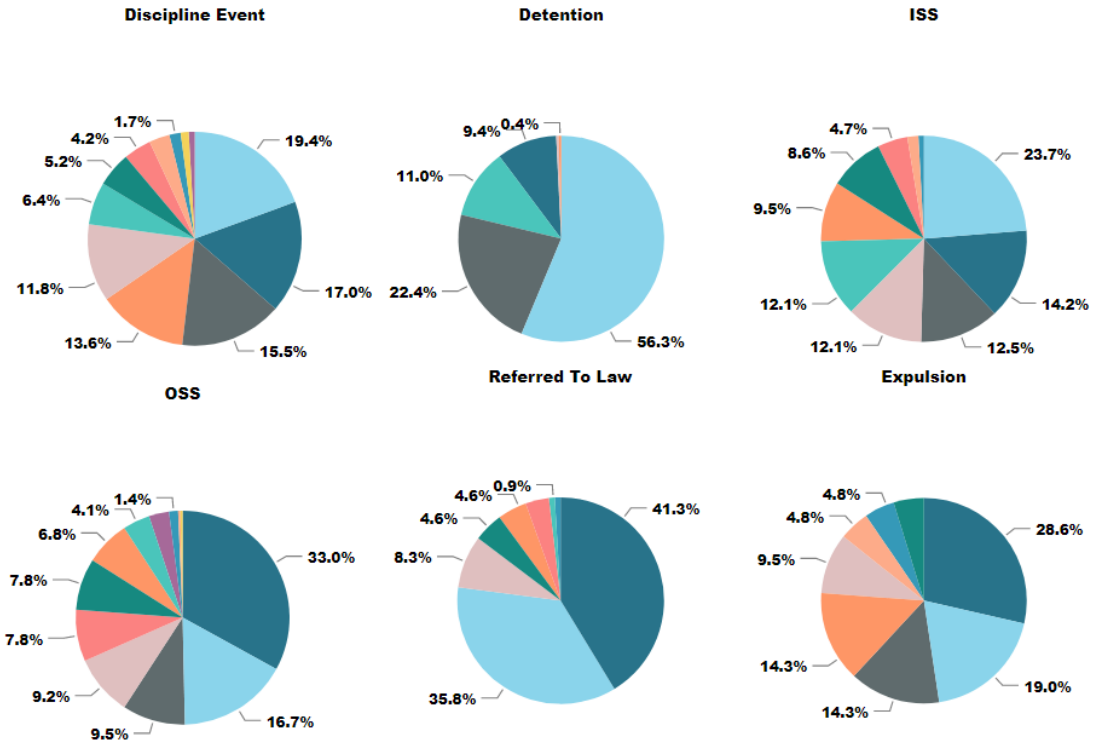


Percentage of Students Experiencing Discipline Event by <u>Comprehensive High School</u> in <u>2018/19</u>:

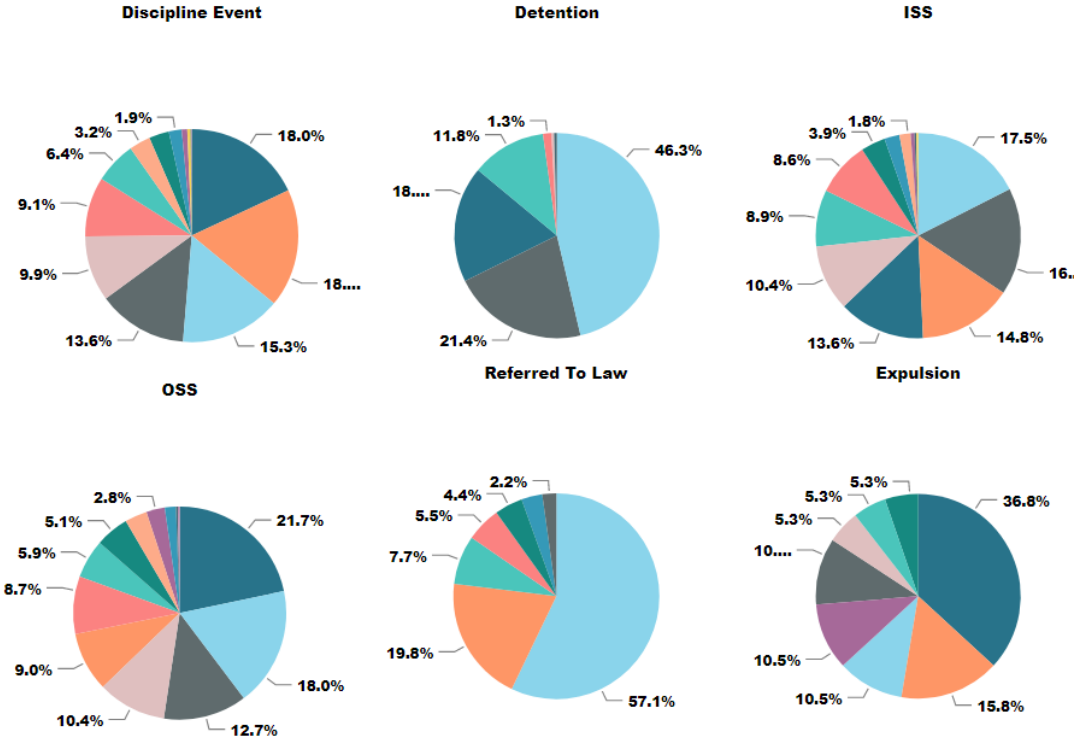


Similar patterns exist for PSD middle schools.

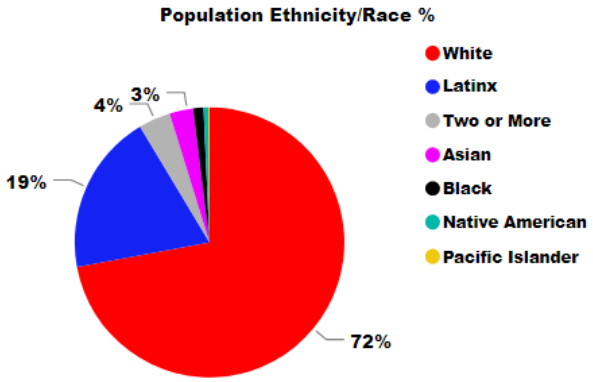
Percentage of Students Experiencing Discipline Event by Middle School in 2019/20:



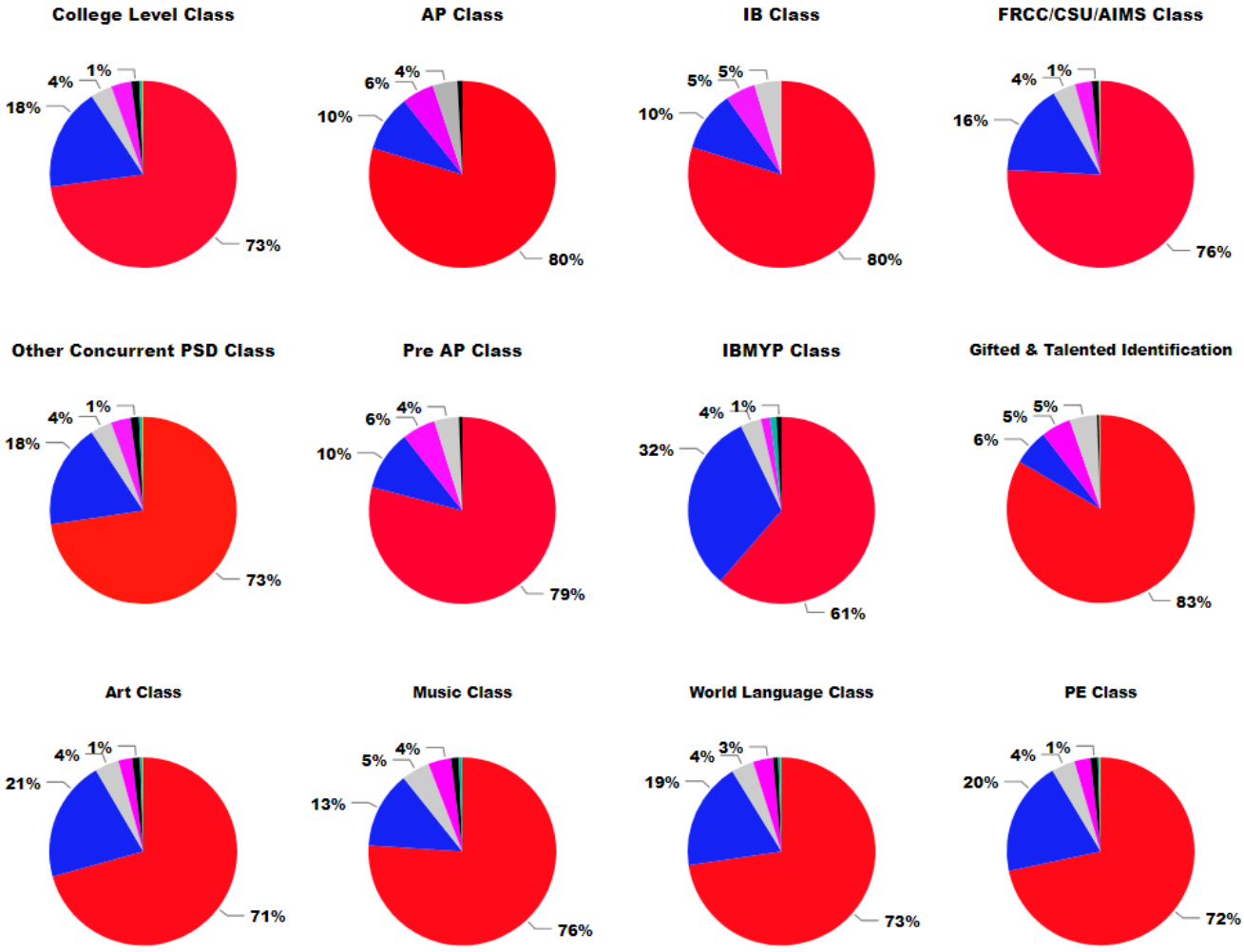
Percentage of Students Experiencing Discipline Event by Middle School in 2018/19:



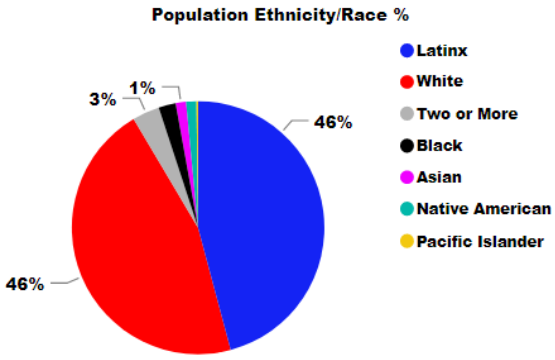
Regarding academic opportunities, there is clear evidence of disparities by ethnicity. Like discipline data, these disparities by ethnicity are greatly reduced, but often not eliminated, when we control for socio-economic status. The following views are based on 2019/20 data for 28,518 students.



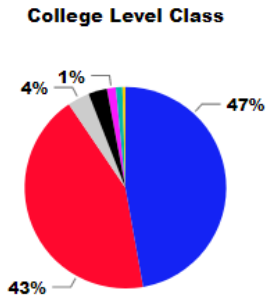
Academic Opportunities: All Students

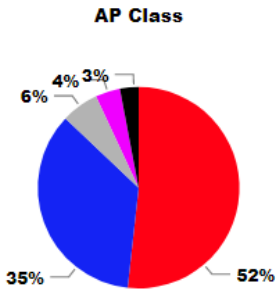


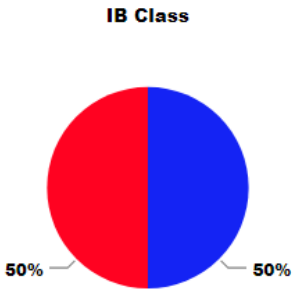
The following views are based on 2019/20 data for 7,232 students eligible for free meals.

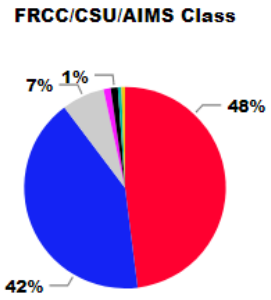


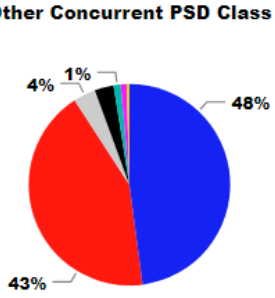
Academic Opportunities: Students Eligible for Free Meals

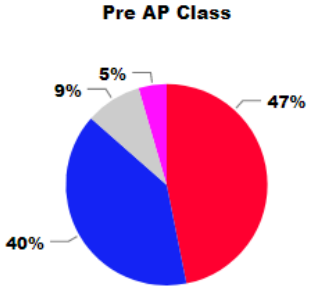


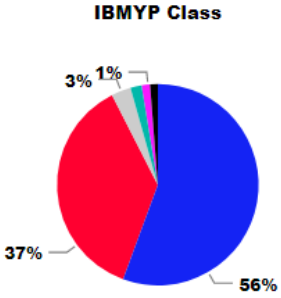


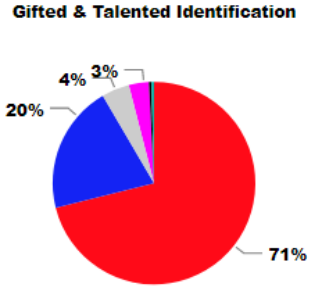


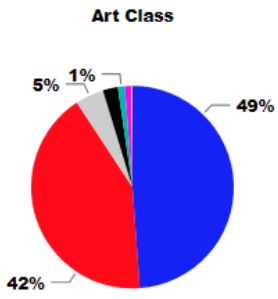


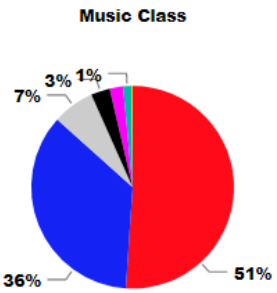


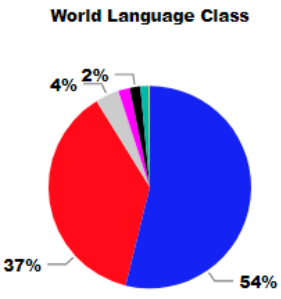


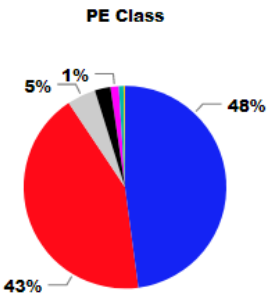




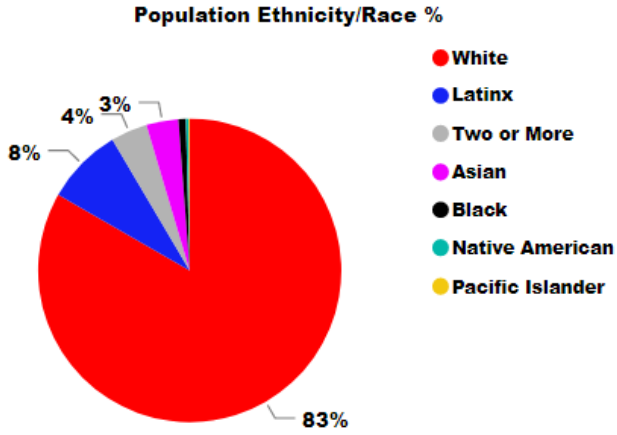




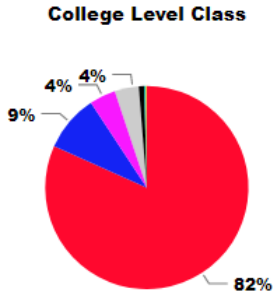


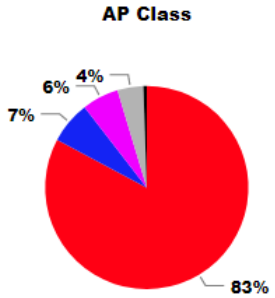


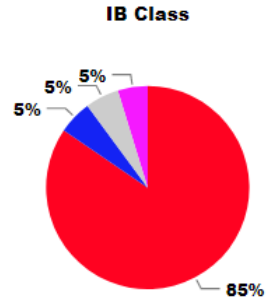
The following views are based on 2019/20 data for 19,632 students NOT eligible for free/reduced meals.

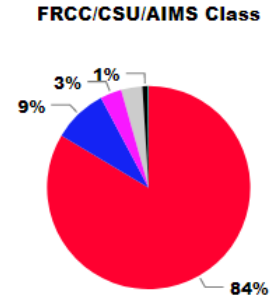


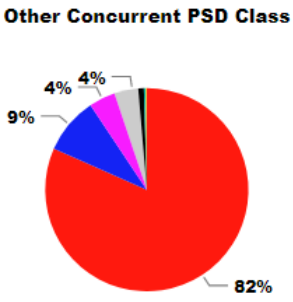
Academic Opportunities: Students NOT Eligible for Free/Reduced Meals

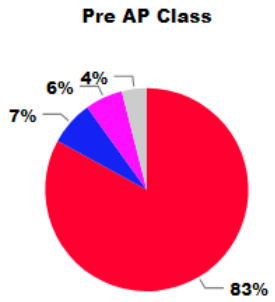


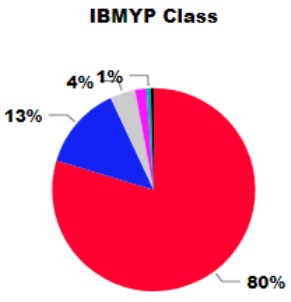


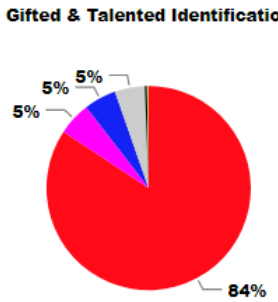


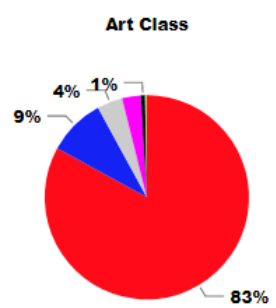


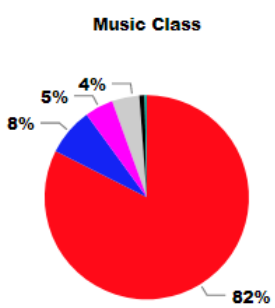


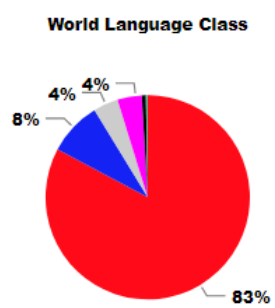


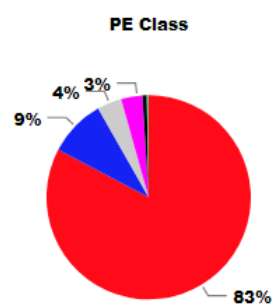




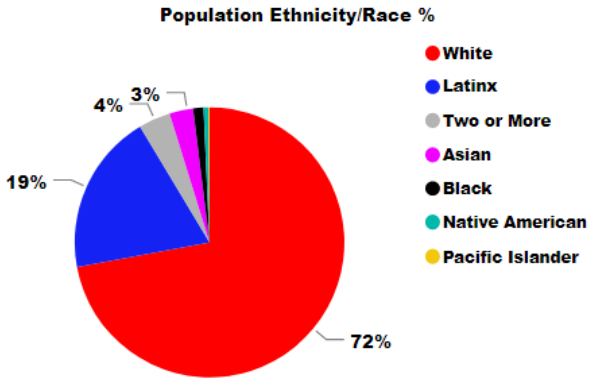




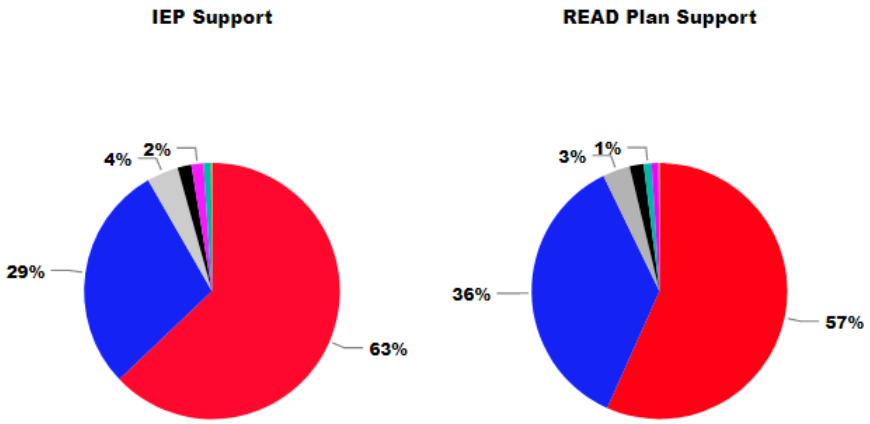


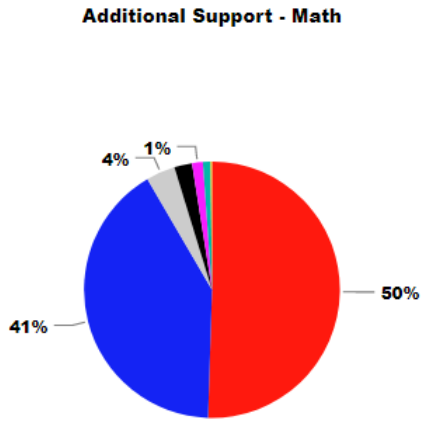


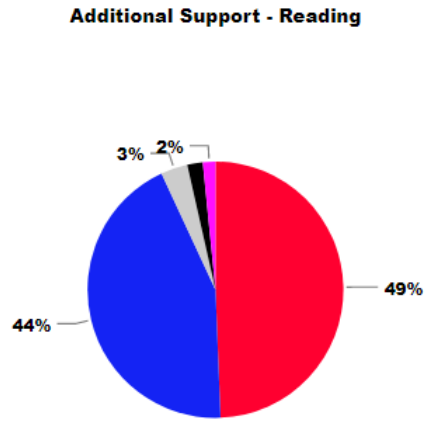
Regarding academic supports, there is clear evidence of disparities by ethnicity. Like discipline and academic opportunity data, these disparities by ethnicity are greatly reduced, but often not eliminated, when we control for socio-economic status. The following views are based on 2019/20 data for 28,518 students.



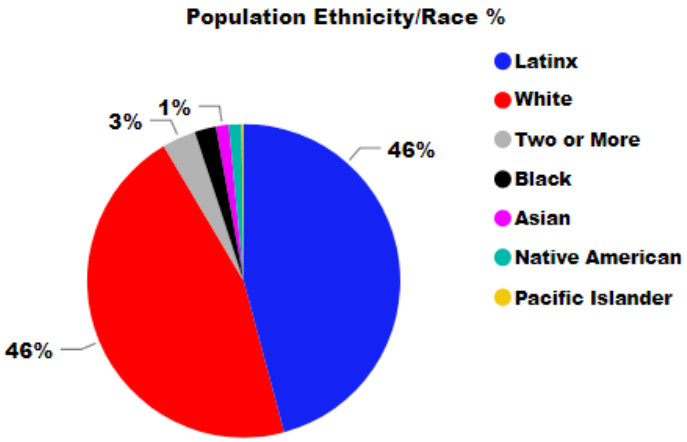
Academic Supports: All Students



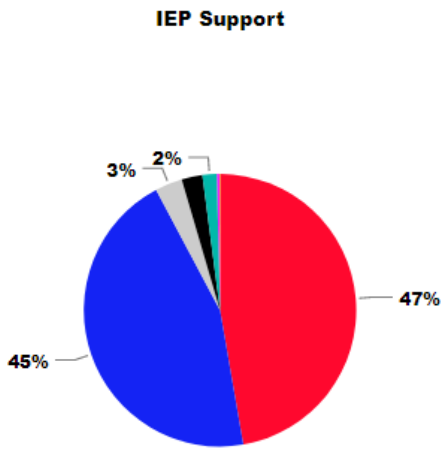


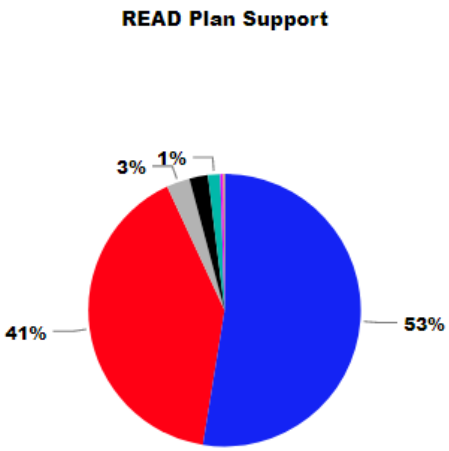


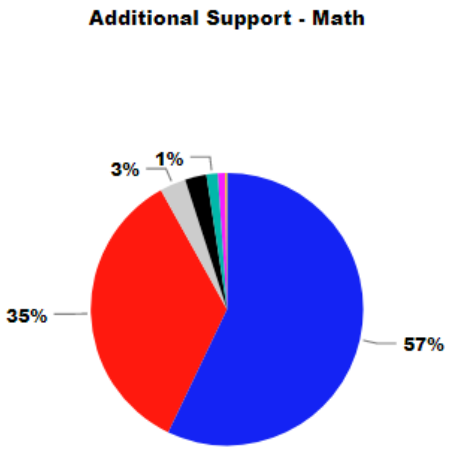
The following views are based on 2019/20 data for 7,232 students eligible for free meals.

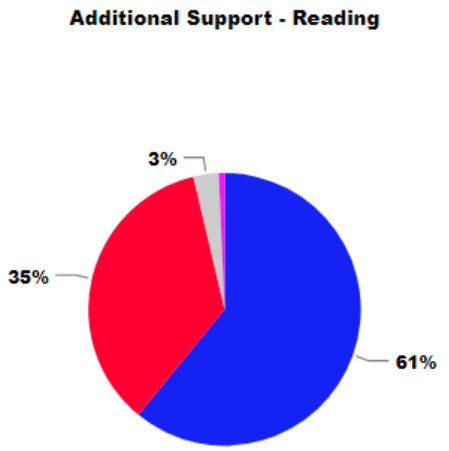


Academic Supports: Students Eligible for Free Meals

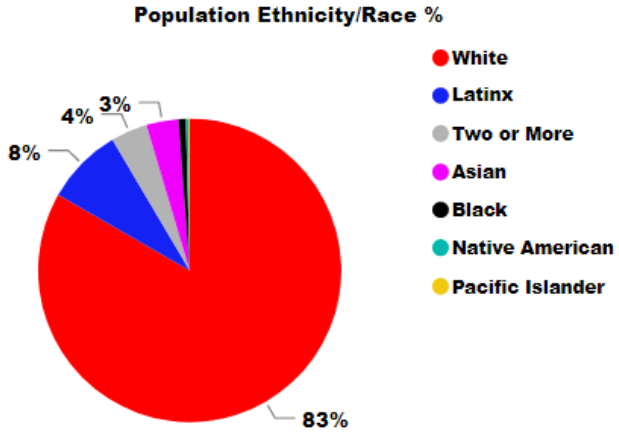








The following views are based on 2019/20 data for 19,632 students NOT eligible for free/reduced meals.



Academic Supports: Students NOT Eligible for Free/Reduced Meals