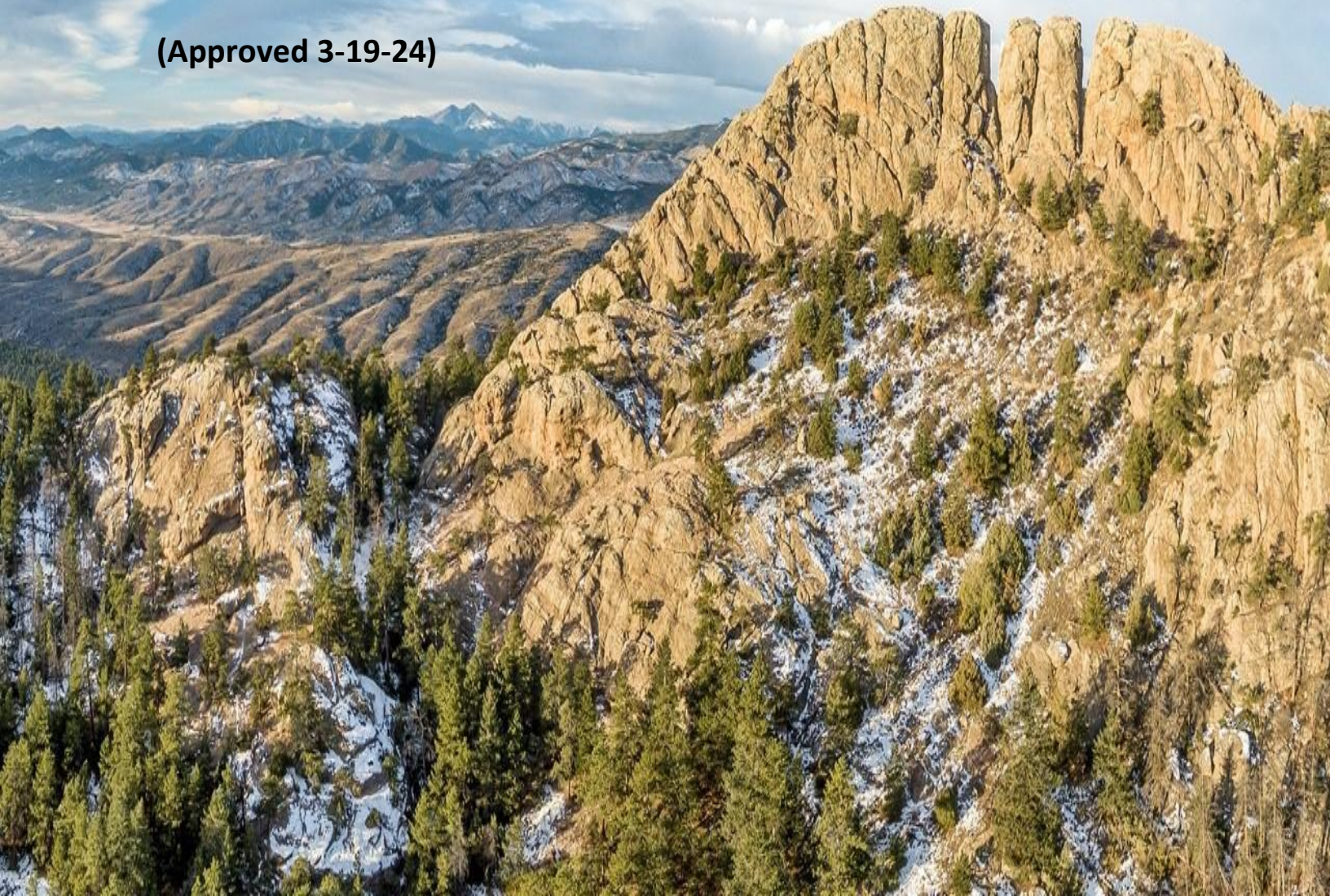# District Ends 1.0

MONITORING REPORT - FEBRUARY 2024

(Approved 3-19-24)

Poudre School District - BOE

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EXECUTIVE SUMMARY

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 identifies aspirational and visionary goals for the district from which the Superintendent can create opportunities for students that align with the community's values. The following Ends and related outcomes for 2022/23 are the subject of this report.

> 1.1 **Foundations for Success:** PSD students attain milestones to ensure long-term academic success.
> 1.2 **Success in a Changing World:** PSD students are prepared for college and workforce success.
> 1.3 **Above and Beyond:** PSD students are challenged, motivated, and inspired to reach their personal level of excellence.
> 1.4 **Connections:** PSD students feel academically and socially connected to their school and community.

Changes in student enrollment and student demographics are salient features of an annual interrogation of Poudre School District (PSD) data. We can see that student enrollment declines during the pandemic were largely driven by increases in home-education. While many families turned to homeschooling during the pandemic, many of those students returned to the public school system in 2021/22 driving a mild rebound in statewide and local enrollment. Following the rebound of PSD non-charter enrollment in 2021/22, there has been a decline in PSD non-charter enrollment in 2022/23 and 2023/24. These declines in non-charter enrollment are most prevalent at the elementary level of our school system. In fact, our non-charter high school level enrollment continues to see year upon year increases, though declining birth rates are expected to result in smaller high school cohorts in the near future.

PSD overall enrollment patterns largely mirror those of statewide enrollment trends, with a few notable differences. While the state has seen an increase of the home-education population during 2023/24, Poudre School District has seen a decrease in local home-education. Statewide, charter schools have seen a decline in enrollment during 2023/24, while Poudre School District's charter schools have seen an increase in enrollment, although at less than half the rate of the prior year, and most prominent at the elementary level.

Many of the special student populations defined by characteristics that indicate additional supports are needed have grown in recent years statewide and in PSD. Relative to the state overall and our comparison districts, PSD has a relatively large and growing homeless student population and a relatively low, but increasing, percentage of students identified for support with an IEP. Based on official October Count data used to determine district funding levels, the English language learner population has decreased statewide and within PSD over recent years. In 2023/24, the portion of English language learners identified as newcomers grew substantially after the October Count data was recorded. Newcomers refer to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English. PSD has approximately 373 newcomers in 2023/24 as of 2-24-24, compared to approximately 204 newcomers during 2022/23. PSD has not received per-pupil funding to offset the cost of providing associated services for newcomers that arrived after the October Count. There is conversation at the State level regarding possible additional financial support to offset the unusually large increases in un-funded student counts which impacts districts statewide.

Foundations for Success

Overall achievement in PSD remains high relative to state and national academic peers. PSD achievement distributions are shifted 1/4 to 2/3 of a standard deviation to the right of state and national peers in mathematics just a couple years out from the global pandemic, and we are making progress toward this outcome in reading. **Gaps are evident in achievement outcomes when looking at students supported with an IEP, English language learners, lower socioeconomic status households, and some groups associated with specific ethnicities such as Hispanic, African American, and Native American.** Post pandemic academic gains are being realized by the above-mentioned student groups as well as the overall PSD student population.

Given the substantial investment in both time and money to adopt (2022/23) and implement (2023/24) new K-5 literacy curricula, it is worth mentioning the **early evidence of improvements in reading scores from both NWEA MAP as well as DIBELS 8 for PSD non-charter K-5 students**. Typical gains across these assessments from fall to winter in the percent of students meeting or exceeding grade level expectations K-5 have ranged between 3% to 5% over the past five years. In 2023/24 the fall to winter gain across these assessments was approximately 13% (56.7% to 70.4%). A 13-percentage point change from fall to winter is a strong indication that there has been no implementation dip that can often be associated with the introduction of a new curriculum and in fact we are seeing the acceleration of learning across our system in the first year of the implementation.

Students identified as good candidates for additional support are making high levels of growth in Poudre School District. Growth is not as high in 2022/23 as it was in 2021/22. Some schools are attaining the level of academic growth needed to move these students as a group toward grade-level academic expectations. Other schools are not finding that same level of success in supporting this student group. There is some level of consistency when looking across subject areas regarding which schools are associated with the highest levels of growth being attained through work to support students that are good candidates for additional support. It is also worth mentioning that **the number of students identified annually as good candidates for additional support has increased in recent years**.

Attendance rates have declined in PSD over the past several years. PSD has lower attendance rates than our comparison districts as reported to the Colorado Department of Education. Decreasing attendance rates are prevalent among all student groups and grade levels in 2021/22 and 2022/23. High schools have the lowest attendance rates.

Poudre School District (PSD) Class of 2023 graduation rate of 86.9% is the second highest PSD four-year on-time graduation rate in more than a decade. This represents a one-year decrease of 0.2% percentage points and exceeds the state's overall graduation rate by 3.8 percentage points. Hitting and maintaining a graduation rate of approximately 87% for two years in a row is a substantial change from the last decade of volatility in our year-to-year graduation rates. **Students supported with an IEP and students eligible for free/reduced meal prices each have graduation rates below like-peers statewide.** PSD English Language Learners gained 5.4 percentage points to attain a graduation rate of 69.8% which is slightly higher than the graduation rate of like-peers statewide (69.4%).

Graduation rates are key performance indicators of central importance. These rates are directly tied to supporting/promoting economic mobility and they represent the successful culmination of education journeys that prepare students to pursue their interests and passions after high school. Pursuing interests and passions often means accessing workforce opportunities, serving in a branch of the US military, beginning one's own business, or attending a college or university. Expanding awareness and use of PSD four-year high school planning tools, work-based learning experiences, and opportunities to earn college-credit while in high school benefits all.

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

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

Middle school students who self-report uncertainty that they will graduate report lower levels of food security and safety and lower levels of connection to adults at school. In addition, **middle schoolers who are uncertain about graduation report lower awareness about the ICAP process and tools.** Stress management is a topic students report being interested in learning more about.

Like middle school students who are uncertain about graduating, high schoolers with the same uncertainties report significantly lower connections to adults and lower feelings of safety and food security at school. They also report lower awareness of the ICAP and other career exploration tools like Xello. Based on the PSD Student Connections Survey, s**tress management and mental health are topics that students, regardless of graduation expectations, indicate interest in learning more about.**

As the Poudre School District equips students for success in an evolving global landscape, we foster an understanding of promising opportunities through career exploration and provisioning of innovative learning environments. During the 2022-23 academic year, the number of industry partners registered on Xello reached 221, an increase from 147 in the 2021-22 academic year and 126 in 2020-21. In addition, 1,396 students in the Poudre School District expressed interest in participating in a Work-Based Learning experience, leading to 1,105 students enrolling in a Work-Based Learning class. Concurrently, 6,586 students engaged in career preparation or training programs, highlighting the district's commitment to providing a broad range of vocational and educational opportunities. **Graduation rates for students involved in various career-connected opportunities far exceeds that of the overall student population**.

In support of the PSD graduation/completion target, PSD monitors our goal that less than 1% of PSD students dropout 8th-12th grade. The PSD dropout rate was 0.9% (138/15,305) in 2022/23, so PSD met this goal. This represents an approximately **0.2 percentage decrease in the annual dropout rate**. PSD dropout rates remain well below the states and travel in the range associated with our comparison districts.

Student Connections

Overall, the percentage of students reporting positive feelings of connection to school remained stable at around 84%. Students report the strongest connections to other adults (91%), followed by connections to other students (85%), with connections to interests the least strongly endorsed (76%), though encouragingly, this percentage has gradually risen since 2020. While there was a minor decrease of 1 percentage point in connections to adults, continuing a downward trend that began in 2020, connections to interests have been on the rise, increasing by 2 percentage points compared to last year and showing 8 percentage points overall growth since 2020. Student to student connections remained relatively constant from 2022 to 2023.

Students eligible for free or reduced meals consistently indicate lower connections to adults, peers, and their interests than the overall student population. **Connections also vary by race/ethnicity**, where students who identify as Hispanic, African American, or Native American consistently report lower levels of connection compared to Asian and White students. For Black/African American students, the percentage reporting positive connections has decreased. Students supported with an IEP and those experiencing homelessness also report lower levels of connection. On a positive note, both **students supported with an IEP and students experiencing homelessness report increased connections at school to their interests**.

Self-reported feelings of safety have declined as reported on the PSD Student Connections Survey over the past four years (from 93% in 2020 to 84% most recently). All racial and ethnic groups show declines in self-reported feelings of safety. Still, **differences by race/ethnicity persist, with Black/African American, Hispanic, and Native American students reporting lower safety perceptions compared to Asian and White peers**. Black/African American students had the most dramatic decline in feelings of safety (from 85.2% agreeing they feel safe in 2022 to 78.5% in 2023). These **findings of connection and safety are confirmed in the Healthy Kids Colorado Survey**.

Among social-emotional learning (SEL) competencies as self-reported by PSD students, social awareness remains the strongest (90%) and contains items related to caring for and understanding others. Several competencies are clustered together in the 70%s, ranging from decision-making skills (79%) to emotional self-management (76%) and building relationships (73%). Self-awareness is the lowest of the five at 69% and involves an ability to understand one's own emotions. **SEL competencies appear to have increased for all subgroups as well as overall. Students who express uncertainty about graduation report less competence with SEL than their peers (a difference of 18 percentage points in 2023)**.

The Healthy Kids Colorado survey indicates that genderqueer/nonbinary and gay/lesbian students are experiencing significantly higher levels of self-harm, unmanageable daily stress, avoiding usual activities due to sadness or hopelessness, considering suicide, planning for suicide, and attempting suicide. These same student populations self-report significantly less access to adults to talk to about serious problems, and genderqueer/nonbinary students are significantly less likely to have a friend to talk to about their feelings.

Success in a Changing World

In PSD, Work-Based Learning (WBL) serves as a cornerstone for high school students to develop the vital skills necessary for thriving in various professional environments. This initiative emphasizes the cultivation of workforce-ready competencies, including communication, problem-solving, teamwork, understanding interpersonal dynamics, self-management, and mastering organizational skills.
PSD offers a structured, yet flexible WBL program that accommodates the schedules and preferences of students, allowing them to choose between paid or volunteer experiences. PSD Students participate in WBL in middle school, beginning with career exploration in Xello. High school students gain workforce readiness skills by participating in career tours, internships, apprenticeships, capstone projects, or paid part-time work experiences. For every 15 hours of work or volunteer activities, students earn 1 credit, with the possibility of accumulating up to 5 credits per quarter (equivalent to 75 work hours) and a total of 45 credits. **Each high school within the district supports this educational pathway with a dedicated Work-Based Learning Coordinator**, who assists students in finding and securing paid jobs, internships, and apprenticeships, enhancing their learning journey through practical experience.

While enrolled in PSD high schools, approximately 2/3 (66.8%) of our students take college courses and earn college credits. **PSD is a state leader in dual enrollment, concurrent enrollment, and Career and Technical Education (CTE) enrollment**. PSD graduating classes have had higher levels of Dual Enrollment than the state and higher rates than our comparison districts since the Class of 2016, while also growing Dual Enrollment at a faster rate than the state or our comparison districts over the past 6 years. While PSD been a state leader in CTE enrollment, we have had a consistent decline in CTE enrollment between 2017 and 2021. PSD remains a leader in this space even with this decline in enrollment.

Above and Beyond

The PSD Family Engagement Survey is provided to all K-12 PSD families every other year. The next survey will be disseminated in 2024/25. The Family Engagement 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?* **Eighty-two percent** of 3,738 parent/guardian respondents indicate some, or all, of their kids had above and beyond opportunities in PSD during 2022/23. This is **up 6.5 percentage points** from 76% in 2020/21 (the prior dissemination of the Family Engagement Survey).

The Class of 2023 has excelled academically and earned notable scholarships and endorsed diplomas including scholarship awards from local organizations not recorded below and athletic championships.

- **Advanced Placement endorsed diplomas** - 104 students
- **International Baccalaureate graduates** - 53 graduates
- **Seal of Biliteracy diplomas** - 234 graduates
- **Other endorsed diplomas** - 300+ graduates
- **U.S. Military Academy appointments and ROTC scholarships** - 9 students
- **Boettcher Foundation Scholarship -** 1 student
- **Daniels Fund Scholarship -** 2 students
- **National Hispanic Scholar** - 20
- **National Merit Scholar Program** - 8 students

SUMMARY LIST OF TARGETS AND OUTCOMES

1) Early Literacy: ≥ 85% of PSD K-3 students will meet or exceed End-of-Year Acadience benchmarks. (**5 of 8 indicators met targets**)

2) Achievement/Growth: PSD performance distribution significantly higher than state and annual growth exceeds academic-peers. (Achievement Effect Size ≥ 0.25, Growth Effect Size > 0). (**4 of 6 indicators met targets**)

3) Additional Support: Growth effect size ≥ 0.20 in additional support subject. (**1 of 5 indicators met targets**)

4) Graduation/Completion: 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. Dual Enrollment participation rate meets/exceeds 50%, CTE participation rate meets/exceeds 80%, Postsecondary indicators exceed state. (**4 of 4 indicators met targets**)

5) Mental Health / Belonging: PSD has more favorable outcomes than the state on the Healthy Kids Colorado Survey Mental Health Subscale. The PSD Student Connections composite score exceeds 90%. The Social-Emotional Learning (SEL) composite score exceeds 80%. (**1 of 2 indicators met targets**)

#	Key Indicator	Measure	Target	2023 Outcome	Met Target?	Prior Year Outcome	Progress
1	Early Literacy	a) % of 0-3 Year-Old Students Met EOY Social/Emotional Development Benchmarks	≥ 85%	89.60%	Yes	Indicators changed	
		b) % of 0-3 Year-Old Students Met EOY Oral Language Development Benchmarks	≥ 85%	84.20%	No		
		c) % of 0-3 Year-Old Students EOY Cognitive Benchmarks	≥ 85%	90.00%	Yes		
		d) % of PreK Met EOY Social/Emotional Development Benchmarks	≥ 85%	91.20%	Yes		
		e) % of PreK Met EOY Oral Language Development Benchmarks	≥ 85%	90.30%	Yes		
		f) % of PreK Met EOY Literacy Benchmarks	≥ 85%	89.20%	Yes		
		g) % of PreK Met EOY Math Benchmarks	≥ 85%	82.60%	No		
		h) % of K-3 Met EOY Acadience Benchmarks	≥ 85%	72.20%	No	70.40%	↑
2	Achievement & Growth	a) Reading Achievement Effect Size CMAS/PSAT/SAT 3rd - 11th	≥ 0.25	0.33	Yes	0.31	↑
		b) Math Achievement Effect Size CMAS/PSAT/SAT 3rd - 11th	≥ 0.25	0.32	Yes	0.31	↑
		c) Reading Growth Effect Size CMAS/PSAT/SAT 3rd - 11th	> 0	-0.01	No	-0.07	↓
		d) Math Growth Effect Size CMAS/PSAT/SAT 3rd - 11th	> 0	-0.05	No	-0.08	↓
		e) Reading Growth Effect Size MAP 2nd - 8th	> 0	0.05	Yes	0.03	↑
		f) Math Growth Effect Size MAP 2nd - 8th	> 0	0.05	Yes	0.09	↓
3	Additional Support	a) Reading Growth Effect Size Acadience 1st - 5th	≥ 0.20	0.21	Yes	0.24	↓
		b) Reading Growth Effect Size MAP 2nd - 8th	≥ 0.20	0.14	No	0.16	↓
		c) Reading Growth Effect Size CMAS/PSAT/SAT	≥ 0.20	0.12	No	0.12	↓
		d) Math Growth Effect Size MAP 2nd - 8th	≥ 0.20	0.03	No	0.04	↓
		e) Math Growth Effect Size CMAS/PSAT/SAT	≥ 0.20	0.09	No	0.16	↓
4	Graduate with Options	a) 4-Year Graduation Rate ≥ 85%	≥ 85%	86.90%	Yes	87.10%	↓
		b) Dual Enrollment Participation Rates	≥ 50%	70.00%	Yes	66.80%	↑
		c) CTE Participation Rates	≥ 80%	83.00%	Yes	85.20%	↓
		d) Postsecondary Outcomes	Exceed State	All Exceed State	Yes	All Exceed State	Mixed
5	Mental Health & Belonging	a) Connections Composite Score	≥ 90%	84.20%	No	83.80%	↑
		b) SEL Composite Score	≥ 80%	81.70%	Yes	80.7%*	↑
		c) HKCS Mental Health Subscale (High School)	Exceed State	N/A		6/9 items less favorable	N/A

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 identifies 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 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, p81).

In June 2014, the Board of Education provided the Superintendent with a substantially revised set of Ends for which an initial interpretation, with measures and targets, was subsequently developed. The following Ends and related outcomes for 2022/23 are the subject of this report.

1.5 **Foundations for Success:** PSD students attain milestones to ensure long-term academic success. PSD measures and monitors individual student progress against these milestones.
1.6 **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.
1.7 **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 cultivate their talents and offer multiple pathways to high levels of success.
1.8 **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 outcome 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 validation or additional insight regarding progress toward the District Ends.

There are several purposes for setting targets on key performance indicators (KPI) and systematically monitoring our progress toward attaining these outcome 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. The 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 PSD with a rich source of information

that is responsive to changes in policy and practice and will, therefore, provide indicators of real success 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 impact the system is to ensure that the same metrics and data views are available to individual teachers, counselors, principals, and community partners.

To promote and support the 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 through 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 increase 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. Students' identifiable information is NOT INCLUDED in these data visualization tools. The analytic tools provided include drill-down to the school, grade, and student group levels. Aggregate information, broken out into many possible variations of cross-referencing groups through filter selections, is a 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 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 the 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 the 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 report is focused on student outcomes relative to the defined

measures and targets directly tied to the District Ends. With that said, the PSD Board of Education (BOE) has expressed an interest in some level of synthesis and interpretation in addition to providing a comprehensive annual review of student outcome target attainment. The current report will provide a balanced level of interpretation regarding outcome patterns that may reflect systemic causes or associations. Key performance indicators (KPI) related to "process" (adult practices and system protocols) will be included in this report to the extent they deepen our collective understanding of how sustainable outcome improvements are being realized. These process KPI enhance our systems ability to monitor and hence understand the antecedents of student outcomes. In this way, the many adult decision makers in our complex system can develop a deeper shared understanding of what is working and what is not working. Among the many aspects of our system that we directly control, what needs to be elevated, what needs to be eliminated, and what may need to be iterated upon?
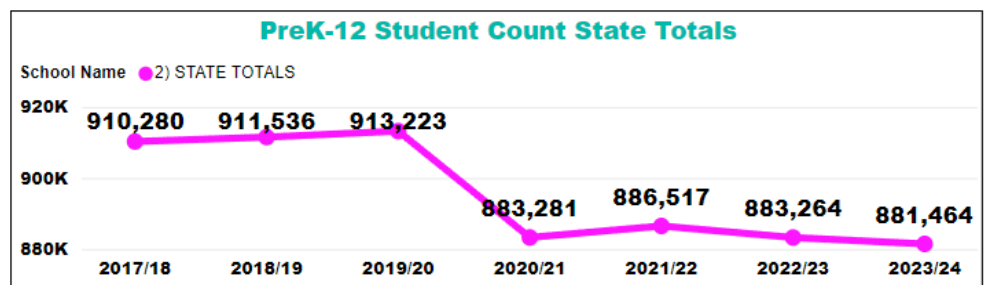
The PSD Strategic Plan and improvement efforts documented in the PSD Unified Improvement Plan (UIP) will be referenced in this DE 1.0 Monitoring Report. The goal is to illuminate, explore, and tighten the linkages between leadership efforts and measurable student outcomes. Where outcome KPI will largely remain consistent over time to aid in meaningful longitudinal interpretations of system improvement, process KPI will likely evolve over time as leadership efforts documented in the UIP and the Strategic Plan evolve to drive targeted system improvement opportunities designed to address identified priority performance challenges. Please see Appendix 7: Strategic Plan Highlights to see current progress.

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

To set the context for the outcomes evidenced in the remainder of this report, a quick set of information on longitudinal demographic changes is provided below. The views below come directly from the Pupil Membership dashboard developed by PSD and are available via the PSD website. Totals below include both PSD charter and non-charter schools unless otherwise noted. Data for 2023/24 are included as they are available at the time of authoring this report and add important context for our district given the declining enrollment evident statewide and locally.

Enrollment Changes Over Time

Statewide total enrollment trends, as well as trends in PSD, show increasing enrollment prior to the global pandemic, a very distinctive drop in enrollment during the 20/21 school year, and then increasing enrollment post pandemic followed by a slight decline from 22/23 to 23/24.

PreK-12 Student Count State Totals
School Name ● 2) STATE TOTALS

Year	Total
2017/18	910,280
2018/19	911,536
2019/20	913,223
2020/21	883,281
2021/22	886,517
2022/23	883,264
2023/24	881,464

PSD PreK-12 counts have declined by 27 students (or 0.9%) from 2021/22 (29,941) to 2023/24 (29,914). As can be seen below, home-education enrollment increased dramatically statewide in 2020/21 during the global pandemic.

PreK-12 Student Count

School Name ●1) POUDRE R-1 ●4) BOULDER VALLEY RE 2 ●5) ST VRAIN VALLEY RE 1J

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
ST VRAIN VALLEY RE 1J	32421	32639	32855	31312	32406	32639	32506
BOULDER VALLEY RE 2	31282	31169	31000 / 30754	29240 / 29417	29011	28487	28362
POUDRE R-1	30019	30463	(30754)	(29240)	29941	30105	29914
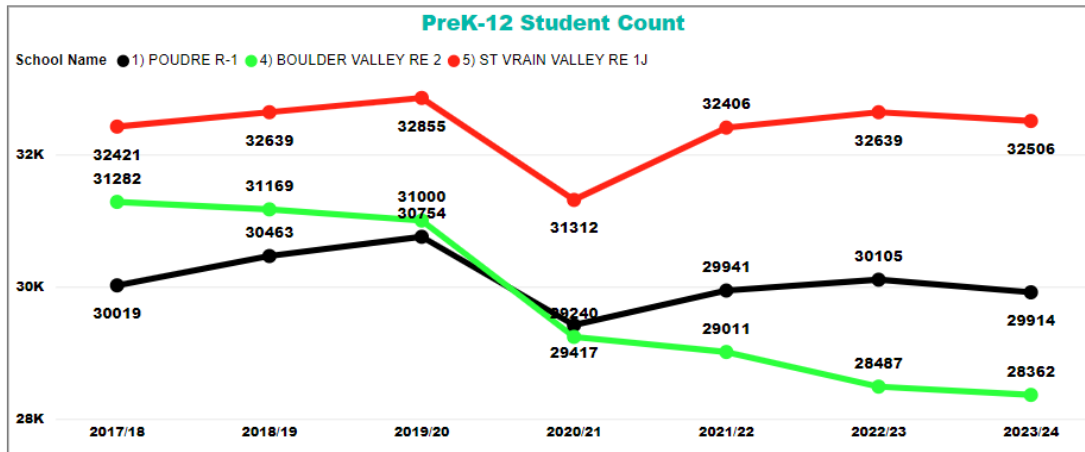
While PSD home-education rates/counts have steadily declined each year since 2020/21, statewide there has been an increase in home-education in 2023/24. Also note below that PSD home-education counts have historically been among the highest of our comparison districts.

Total Home Education Student Count (CDE October Count Data)

Grade Level ●2) STATE TOTALS

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
STATE TOTALS	7387	9284	7880	15773	10502	8674	9406

Total Home Education Student Count (CDE October Count Data)

District ●1) POUDRE R-1 ●3) CHERRY CREEK 5 ●4) BOULDER VALLEY RE 2 ●5) ST VRAIN VALLEY RE 1J

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
POUDRE R-1	320	333	344	766	446	394	329
BOULDER VALLEY RE 2	285	286	344	635	356	302	294
ST VRAIN VALLEY RE 1J	228	227	263	635	317	250	294
CHERRY CREEK 5	125	169	169	766	317		193

Enrollment trends by PSD non-charter and PSD charter school designation indicate steady increases amoung charter school enrollment from 2017/18 through 2023/24 while PSD non-charter enrollment mirrors the statewide overall enrollment pattern. The overall statewide, and PSD non-charter, enrollment pattern indicates steady increases pre-pandemic, a large decline in 2020/21 due to the global pandemic, accompanied by a sharp increase in home-education during 2020/21, then followed by two consecutive years of declining enrollment.
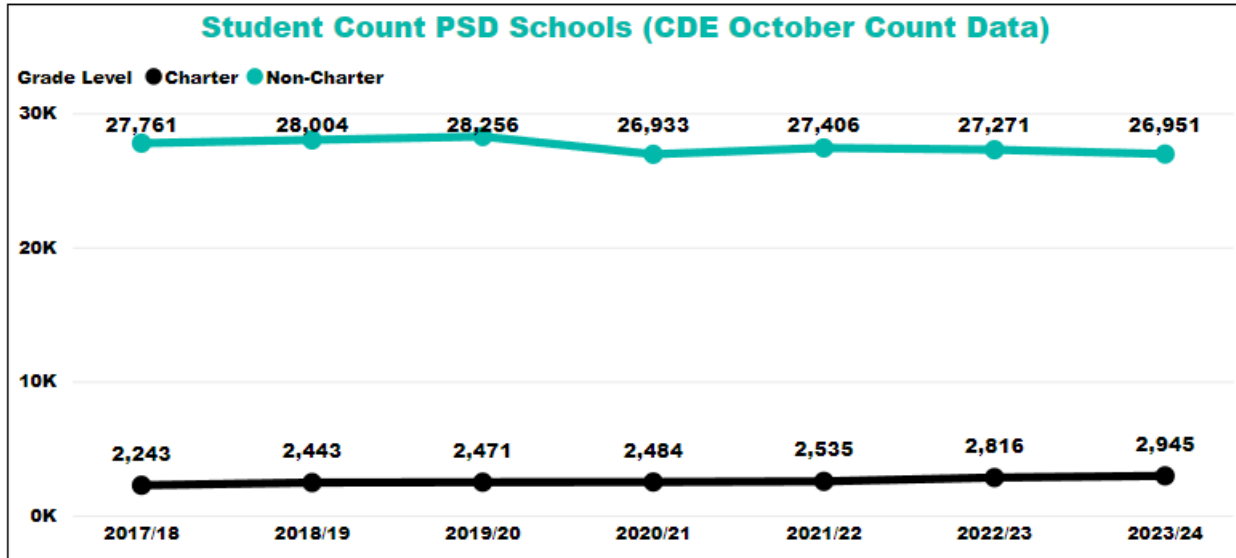
The similarity between overall statewide enrollment and PSD non-charter enrollment can be illustrated by looking at an analysis of the annual percent change in enrollment patterns. Note in the tabled values provided on thi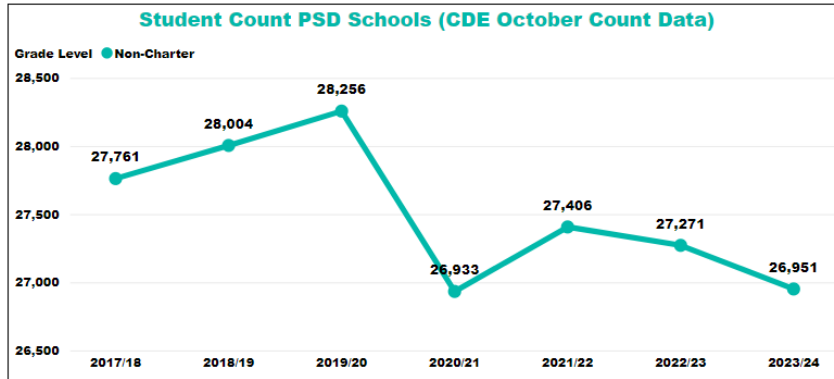s page that there is a clear association between overall state enrollment patterns and PSD non-charter enrollment patterns. PSD non-charter enrollment counts rise and fall in alignment with state enrollment count changes.

Year	State Enrollment	State Increase	State % Change	PSD Non-Charter Enrollment	PSD Non-Charter Increase	PSD Non-Charter % Change	PSD Charter Enrollment	PSD Charter Increase	PSD Charter % Change
2017/18	910,280			27,761			2,243		
2018/19	911,536	1,256	0.1%	28,004	243	0.9%	2,443	200	8.9%
2019/20	913,223	1,687	0.2%	28,256	252	0.9%	2,471	28	1.1%
2020/21	883,281	(29,942)	-3.3%	26,933	(1,323)	-4.7%	2,484	13	0.5%
2021/22	886,517	3,236	0.4%	27,406	473	1.8%	2,535	51	2.1%
2022/23	883,264	(3,253)	-0.4%	27,271	(135)	-0.5%	2,816	281	11.1%
2023/24	881,464	(1,800)	-0.2%	26,951	(320)	-1.2%	2,945	129	4.6%

When looking at charter and non-charter enrollment patterns within PSD, there are differences by level (elementary, middle, high) and by specific schools. PSD non-charter school enrollment count data broken out by grade level indicates differences by level. Non-charter high schools show increasing enrollment, up 2% in 2023/24, while the non-charter elementary level shows enrollment down 3.3% in 2023/24.
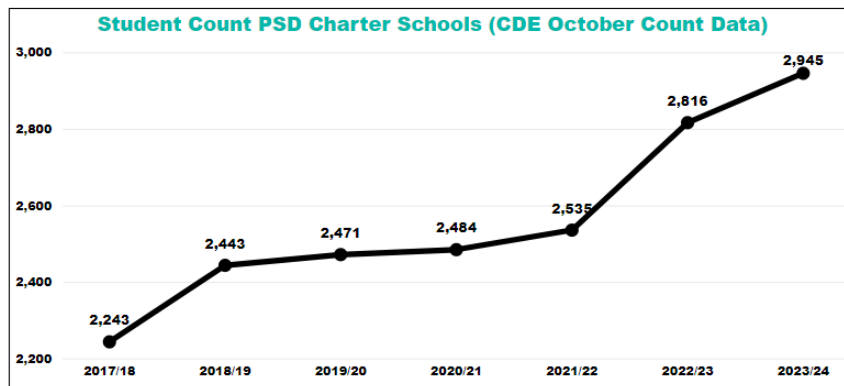

Student Count PSD Schools (CDE October Count Data)

Grade	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
1st	1,983	1,833	1,777	1,849	1,689	-160	-8.7%
2nd	2,083	1,837	1,920	1,756	1,861	105	6.0%
3rd	2,060	1,961	1,913	1,954	1,790	-164	-8.4%
4th	2,034	1,955	2,013	1,910	1,962	52	2.7%
5th	2,239	1,939	1,967	2,058	1,906	-152	-7.4%
Total	10,399	9,525	9,590	9,527	9,208	-319	-3.3%

Grade	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
6th	2,146	2,092	1,960	2,028	2,073	45	2.2%
7th	2,207	2,085	2,098	1,964	2,039	75	3.8%
8th	2,198	2,112	2,108	2,141	1,985	-156	-7.3%
Total	6,551	6,289	6,166	6,133	6,097	-36	-0.6%

School	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
Lesher Middle School	792	799	778	723	769	46	6.4%
Timnath Elementary School	456	417	417	446	469	23	5.2%
Irish Elementary School	390	343	379	341	355	14	4.1%
Kinard Core Knowledge Middle School	840	814	830	748	766	18	2.4%
Bamford Elementary School			263	294	301	7	2.4%
Lincoln Middle School	607	579	539	541	550	9	1.7%

Grade	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
9th	2,163	2,242	2,268	2,309	2,290	-19	-0.8%
12th	2,111	2,272	2,404	2,329	2,480	151	6.5%
11th	2,078	2,155	2,141	2,209	2,229	20	0.9%
10th	2,152	2,137	2,221	2,236	2,268	32	1.4%
Total	8,504	8,806	9,034	9,083	9,267	184	2.0%

PSD charter school enrollment count data broken out by grade level indicates differences by level. High schools show decreasing enrollment, down 1.5%, in 2023/24, while the elementary level shows increasing enrollment (up 8.2%) in 2023/24.
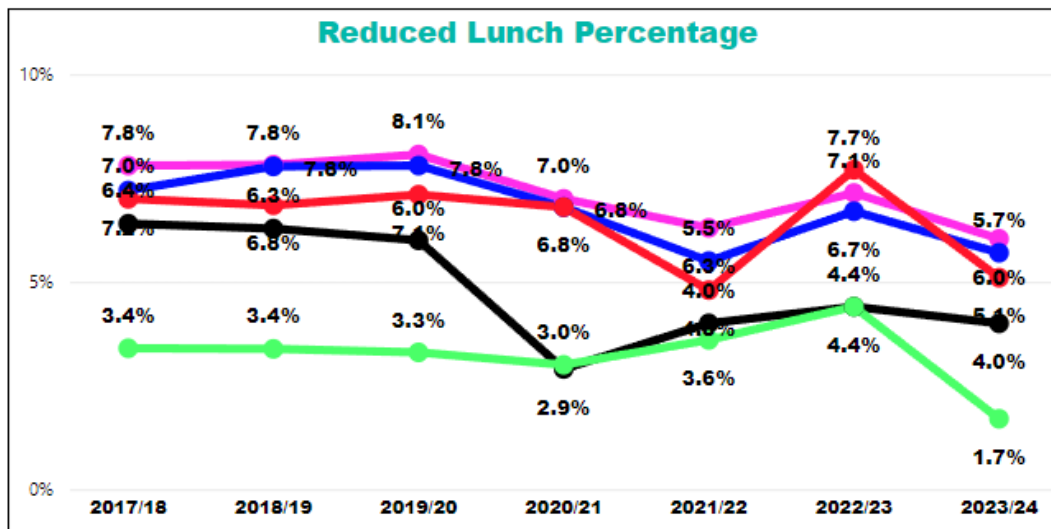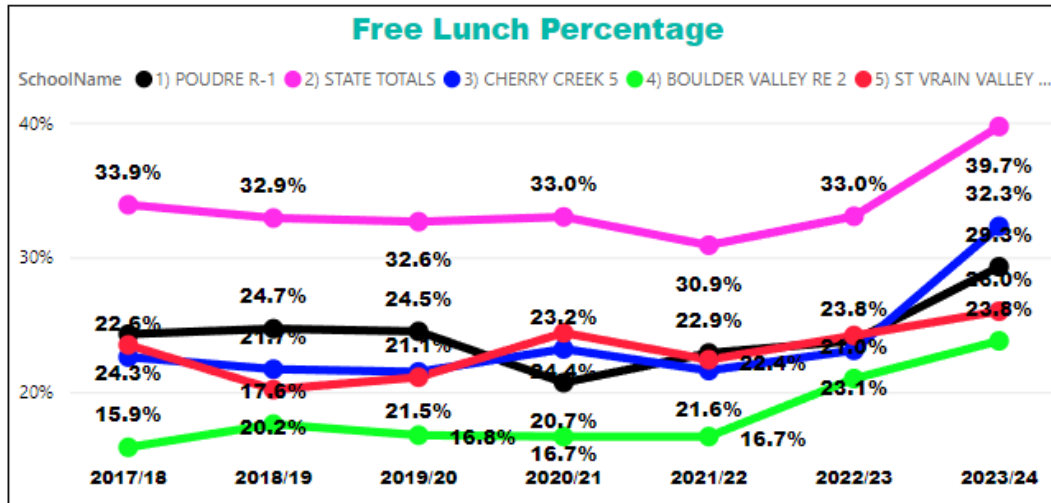

Student Count PSD Charter Schools (CDE October Count Data)

Grade	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
1st	222	201	205	286	263	-23	-8.0%
2nd	195	217	198	243	294	51	21.0%
3rd	216	194	218	240	240	0	0.0%
4th	198	200	185	261	250	-11	-4.2%
5th	192	198	210	189	272	83	43.9%
Total	1,023	1,010	1,016	1,219	1,319	100	8.2%

Grade	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
6th	243	191	223	239	216	-23	-9.6%
7th	224	236	185	239	239	0	0.0%
8th	209	221	226	190	231	41	21.6%
Total	676	648	634	668	686	18	2.7%

Charter School	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
Liberty Common Charter School	1,148	1,163	1,150	1,359	1,475	116	8.5%
Fort Collins Montessori School	141	174	219	241	257	16	6.6%
Mountain Sage Community School	318	289	287	306	315	9	2.9%
Ridgeview Classical Charter Schools	690	688	706	736	735	-1	-0.1%
Compass Community Collaborative School	174	170	173	174	163	-11	-6.3%
Total	2,471	2,484	2,535	2,816	2,945	129	4.6%

Grade	19/20	20/21	21/22	22/23	23/24	Change 23/24	% Change 23/24
9th	158	168	187	166	161	-5	-3.0%
12th	98	116	137	121	121	0	0.0%
11th	133	148	122	136	146	10	7.4%
10th	155	146	141	163	149	-14	-8.6%
Total	544	578	587	586	577	-9	-1.5%

The percentage of students eligible for free lunch has increased in 2023/24 while the percentage of students eligible for reduced meal prices has declined statewide and locally.

Free Lunch Percentage

SchoolName ● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY RE 2 ● 5) ST VRAIN VALLEY …

Reduced Lunch Percentage

Data tables for Poudre school District:

SchoolYear	Pct_FREE	FREE Lunch Count
2017/18	24.3%	7301
2018/19	24.7%	7525
2019/20	24.5%	7549
2020/21	20.7%	6089
2021/22	22.9%	6861
2022/23	23.8%	7158
2023/24	29.3%	8778

SchoolYear	Pct_REDUCED	REDUCED Lunch Count
2017/18	6.4%	1923
2018/19	6.3%	1914
2019/20	6.0%	1830
2020/21	2.9%	860
2021/22	4.0%	1209
2022/23	4.4%	1337
2023/24	4.0%	1189

Homeless Student Percentage
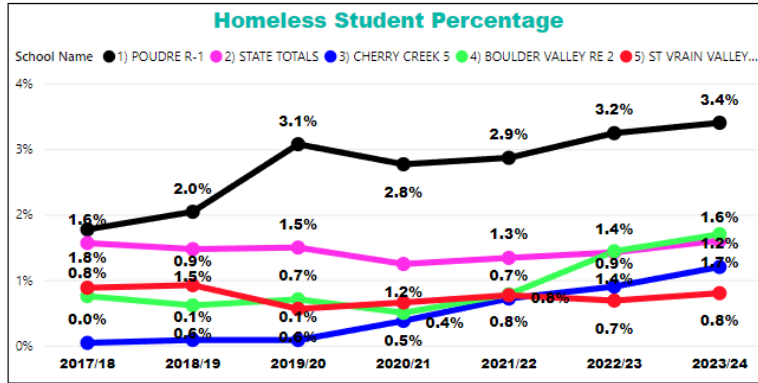
The percentage of homeless students continues to rise for Poudre School District and our percentages remain well above the state and our comparison districts.

Data table for Poudre school District:

| SchoolYear	Homeless_Pct	Homeless Student Count
2017/18	1.8%	532
2018/19	2.0%	622
2019/20	3.1%	945
2020/21	2.8%	814
2021/22	2.9%	858
2022/23	3.2%	976
2023/24	3.4%	1022
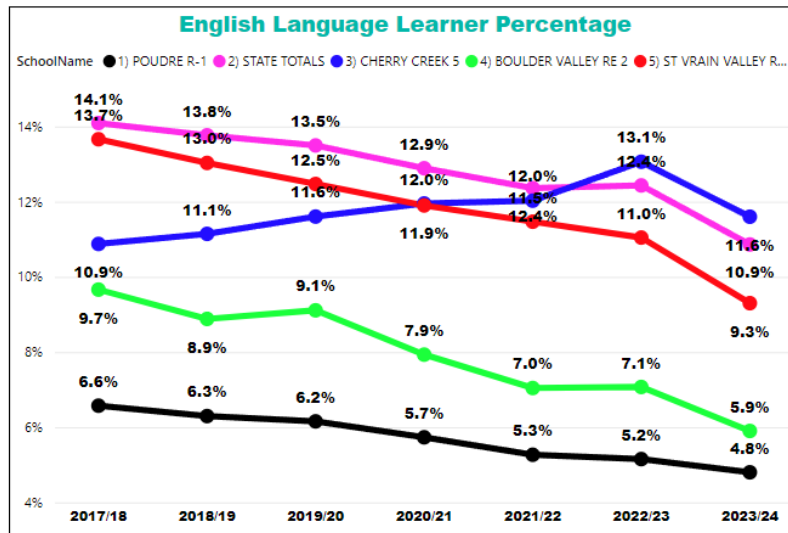
English Language Learner Percentage

Based on official October Count data used to determine district funding levels, the English language learner population has decreased over recent years statewide and within Poudre School District. A portion of the English language learner population are considered newcomers. According to the U.S. Department of Education, newcomers refer to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English.

The Poudre School District English language learner population continues to decrease, which is also true statewide and among our comparison districts. Note that PSD has 373 newcomers in 2023/24 as of 2-24-24, compared to 132 newcomers for the entirety of 2022/23. Approximately 200 of the 2023/24 newcomers have arrived after the October Count meaning that they are not reflected in the graph above and PSD have not received per pupil funding to provide services for these students.

Data table for Poudre school District:

SchoolYear	EL_Pct	EL Count	Total Student Count
2017/18	6.6%	1973	30019
2018/19	6.3%	1918	30463
2019/20	6.2%	1893	30754
2020/21	5.7%	1686	29417
2021/22	5.3%	1577	29941
2022/23	5.2%	1551	30105
2023/24	4.8%	1446	29914

The percentage of students identified for support with an IEP or 504 Plan continues to rise for Poudre School District and statewide. The percentage of students identified for support with an IEP continues to be lower for Poudre School District than statewide or across our comparison districts.
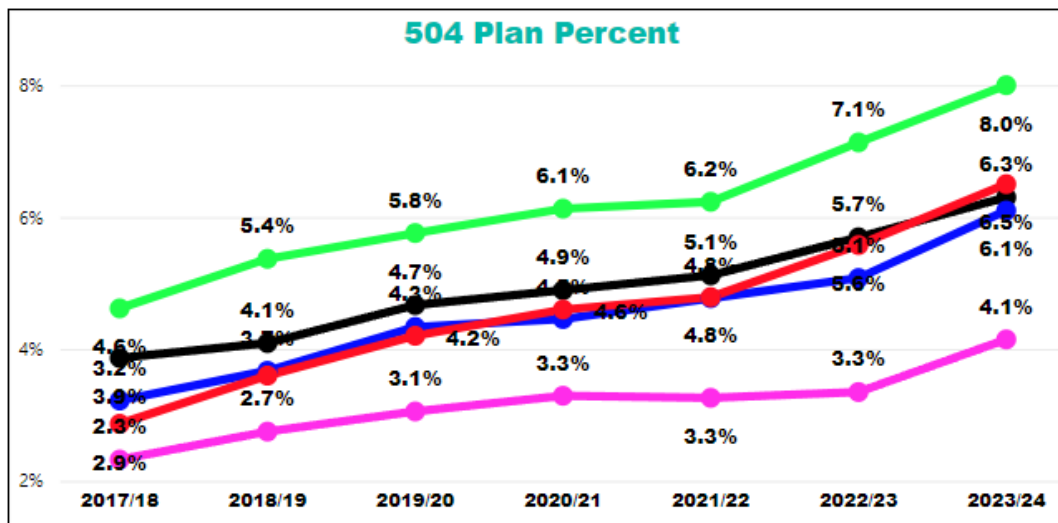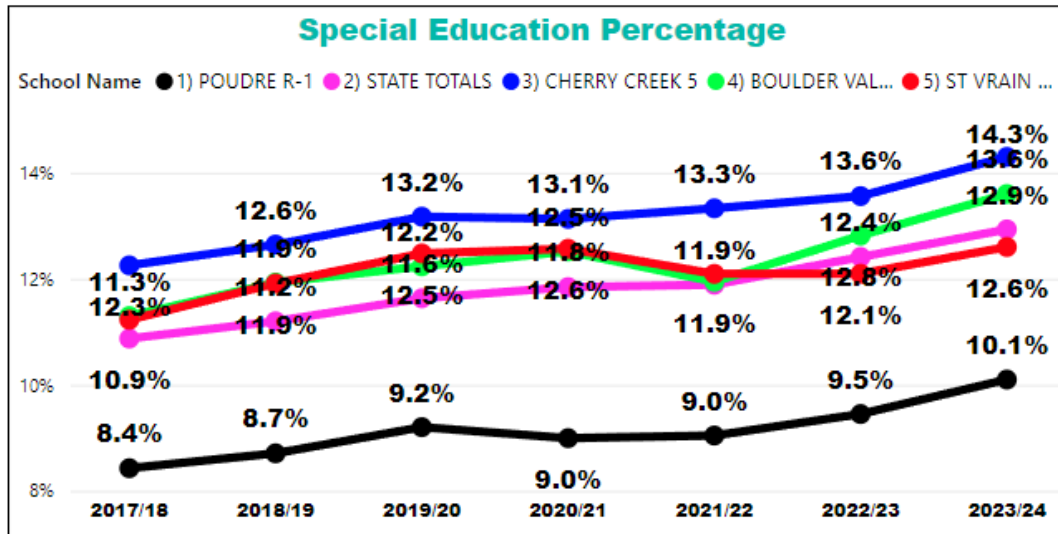
Data tables for Poudre school District:

SchoolYear	SPED_Pct	Special Education Count	Total Student Count
2017/18	8.4%	2530	30019
2018/19	8.7%	2653	30463
2019/20	9.2%	2830	30754
2020/21	9.0%	2646	29417
2021/22	9.0%	2708	29941
2022/23	9.5%	2845	30105
2023/24	10.1%	3033	29914

SchoolYear	Section504_Pct	504 Plan Count	Total Student Count
2017/18	3.9%	1160	30019
2018/19	4.1%	1246	30463
2019/20	4.7%	1435	30754
2020/21	4.9%	1439	29417
2021/22	5.1%	1532	29941
2022/23	5.7%	1714	30105
2023/24	6.3%	1881	29914

In summary, changes in student enrollment and student demographics are salient features of an annual interrogation of Poudre School District (PSD) data. We can see that student enrollment declines during the pandemic were largely driven by increases in home-education. While many families turned to homeschooling during the pandemic, many of those students returned to the public school system in 2021/22 driving a mild rebound in statewide and local enrollment. Following the rebound of PSD non-charter enrollment in 2021/22, there has been a decline in PSD non-charter enrollment in 2022/23 and 2023/24. These declines in non-charter enrollment are most prevalent at the elementary level of our school system. In fact, our non-charter high school level enrollment continues to see year upon year increases, though declining birth rates are expected to result in smaller high school cohorts in the near future.

PSD overall enrollment patterns Largely mirror those of statewide enrollment trends, with a few notable differences. While the state has seen an increase of the home-education population during 2023/24, Poudre School District has seen a decrease in local home-education. Statewide, charter schools have seen a decline in enrollment during 2023/24, while Poudre School Districts charter schools have seen an increase in enrollment, although at less than half the rate of the prior year, and most prominent at the elementary level.

Many of the special student populations defined by characteristics that indicate additional supports are needed have grown in recent years statewide and in PSD. Relative to the state overall and our comparison districts, PSD has a relatively large and growing homeless student population and a relatively low, but increasing, percentage of students identified for support with an IEP. Based on official October Count data used to determine district funding levels, the English language learner population has decreased statewide and within PSD over recent years. In 2023/24, the portion of English language learners identified as newcomers grew substantially after the October Count data was recorded. Newcomers refer to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English. PSD has approximately 373 newcomers in 2023/24 as of 2-24-24, compared to approximately 204 newcomers during 2022/23. PSD has not received per-pupil funding to offset the cost of providing associated services for newcomers that arrived after the October Count. There is conversation at the State level regarding possible additional financial support to offset the unusually large increases in un-funded student counts which impacts districts statewide.

FOUNDATION 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 contain many specific, measurable outcomes that 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 community partners. The hyperlinks to the PSD Analytics Platform throughout this report can be used to explore student outcomes related to school readiness, attendance, early literacy, achievement, academic growth, graduation rates, postsecondary outcomes, and other key outcomes.

Attendance

PSD has an attendance goal of ≥ 95% for all student attendance rates. In 2022/23 PSD had an attendance rate of 89.2% down 0.1 percentage points from 89.3% in 2021/22. Attendance rates vary by grade level and are generally not comparable with great confidence between different educational settings as rules for what is counted as an absence are locally determined. A few attendance highlights are provided below. To interact with a data visualization tool that displays PSD attendance rates please click ATTENDANCE RATES.
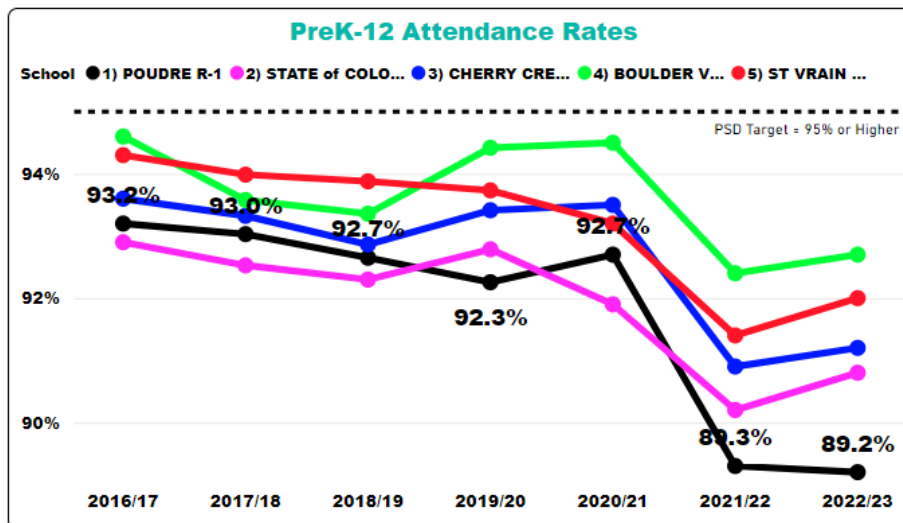
Note: The 2019/20 attendance data reported to CDE represents attendance from the start of school to the start of remote-learning for districts due to COVID-19.

School Year	1) POUDRE R-1	2) STATE of COLORADO	3) CHERRY CREEK 5	4) BOULDER VALLEY RE 2	5) ST VRAIN VALLEY RE 1J
2016/17	93.2%	92.9%	93.6%	94.6%	94.3%
2017/18	93.0%	92.5%	93.3%	93.6%	94.0%
2018/19	92.7%	92.3%	92.9%	93.4%	93.9%
2019/20	92.3%	92.8%	93.4%	94.4%	93.7%
2020/21	92.7%	91.9%	93.5%	94.5%	93.2%
2021/22	89.3%	90.2%	90.9%	92.4%	91.4%
2022/23	89.2%	90.8%	91.2%	92.7%	92.0%

Attendance rates have declined in PSD over the past several years. If you consider that 2019/20 attendance rates are qualitatively different than rates for all other years, you may recognize that there was no change in attendance rates from 2018/19 to 2020/21, both were 92.7%. PSD has lower attendance rates than our comparison districts as reported to the Colorado Department of Education. Lower attendance rates are prevalent among all student groups and grade levels in 2021/22 and 2022/23.

2022/23 PSD Attendance Rates by Gender:

Gender	Attended%	Attended% Status	Excused%	Unexcused%
Female	88.2%	●	7.2%	4.5%
Male	88.2%	●	7.0%	4.7%
Nonbinary	86.4%	●	8.5%	5.1%

2021/22 PSD Attendance Rates by Gender:

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

2022/23 PSD Attendance Rates by Ethnicity:

Ethnicity	Attended%	Attended% Status	Excused%	Unexcused%
Asian	91.7%	●	6.4%	1.9%
Black	86.1%	●	6.6%	7.3%
Hawaiian / Pacific	85.2%	●	8.7%	6.1%
Hispanic	83.7%	●	7.7%	8.6%
Indian / Alaskan	81.8%	●	8.4%	9.7%
Multi Race	88.9%	●	7.3%	3.9%
White	89.5%	●	7.0%	3.5%

2021/22 PSD Attendance Rates by Ethnicity:

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

2022/23 PSD Attendance by Grade Level:

Grade	Attended%	Attended% Status	Excused%	Unexcused%
K	90.8%	●	8.2%	1.1%
1	91.4%	●	7.5%	1.1%
2	92.1%	●	6.9%	1.0%
3	92.3%	●	6.7%	1.0%
4	92.3%	●	6.7%	1.0%
5	91.9%	●	6.9%	1.1%
6	91.4%	●	6.3%	2.3%
7	89.6%	●	7.1%	3.3%
8	88.5%	●	7.7%	3.9%
9	85.9%	●	6.6%	7.5%
10	84.3%	●	7.0%	8.7%
11	82.1%	●	7.5%	10.4%
12	81.7%	●	7.7%	10.6%

2021/22 PSD Attendance by Grade Level:

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

The unexcused absence rates (truancy) have remained as high (3.5%) as the previous year. It is worth noting that the truancy rate in PSD decreased from 2020/21 but is still higher than in the pre-Covid years (approximately 2%). Meanwhile, the truancy rates in our comparison districts nearly returned to their pre-Covid levels.
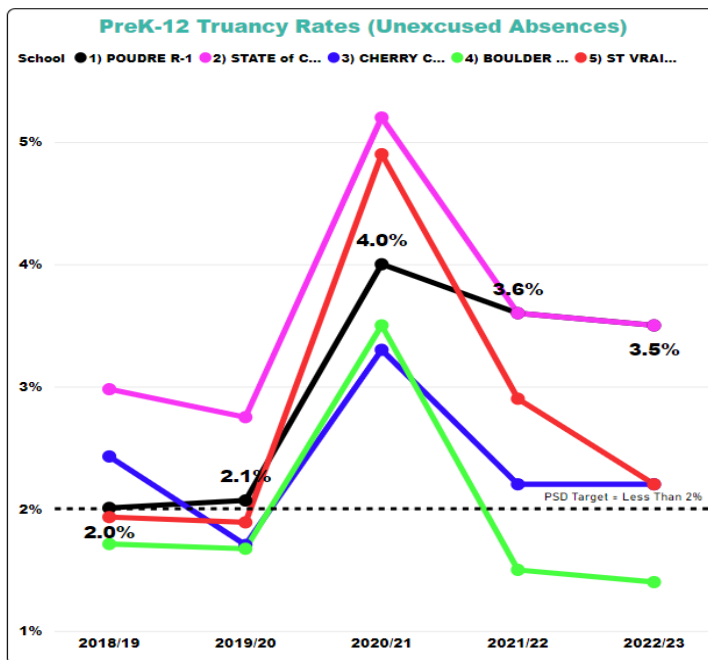
In summary, attendance rates have declined in PSD over the past several years. PSD has lower attendance rates than our comparison districts as reported to the Colorado Department of Education. Lower attendance rates are prevalent among all student groups and grade levels in 2021/22 and 2022/23.

Major Findings for Academics

Key student outcomes are detailed in the tables below, accompanied by significant findings. Please note that in the tables, the Key Indicators highlighted in green indicate the target has been met, while those in red indicate the target has not been met. "% of Met Benchmark" or "Effect Size" shown in green signifies an improvement in performance from the previous year, whereas in red, it indicates a decline.

School Readiness (0 to 3-Year-Old)

Key Indicators (Met or Not)	Assessment	% of Met Benchmark	Target
1a. % of 0 to 3-Year-Old Students Met EOY Social/Emotional Development Benchmarks (Yes)	TS-Gold	89.60% (N/A)	≥ 85%
1b. % of 0 to 3-Year-Old Students Met EOY Oral Language Development Benchmarks (No)	TS-Gold	84.20% (N/A)	≥ 85%
1c. % of 0 to 3-Year-Old Students Met EOY Cognitive Benchmarks (Yes)	TS-Gold	90.00% (N/A)	≥ 85%

- Young learners successfully met district learning targets in two of three subscale competencies.
- Positive changes from beginning-of-year (BOY) to the end-of-year (EOY) 2022/23 scores on all six items associated with these three learning competency subscales were attained. (Appendix 1)

School Readiness (PreK)

Key Indicators (Met or Not)	Assessment	% of Met Benchmark	Target
1d. % of PreK Met EOY Social/Emotional Development Benchmarks (Yes)	TS-Gold	91.20% (N/A)	≥ 85%
1e. % of PreK Met EOY Oral Language Development Benchmarks (Yes)	TS-Gold	90.30% (N/A)	≥ 85%
1f. % of PreK Met EOY Literacy Benchmarks (Yes)	TS-Gold	89.20% (N/A)	≥ 85%
1g. % of PreK Met EOY Math Benchmarks (No)	TS-Gold	82.60% (N/A)	≥ 85%

- Young learners successfully met the district's learning readiness and early literacy targets.
- Math readiness benchmarks are met by many young learners, yet the outcomes are lower than we see for other learning readiness benchmarks. The PSD target of greater than or equal to 85% was not met.

Early Literacy Achievement (Grades K-3)

Key Indicators (Met or Not)	Assessment	% of Met Benchmark	Target
1h. % of K-3 Met EOY Acadience Benchmarks (No)	Acadience	72.20% (70.4%)	≥ 85%

- Despite a 2% improvement from last year, kindergarten through third-grade students did not meet our achievement target.

The "**achievement effect size**" mentioned throughout this Monitoring Report and displayed in the tables and graphs below are the difference between the mean grade-level outcome, national or state depending on the assessment, and the PSD mean outcome. The difference is provided in "standard deviation units." **Achievement effect sizes of -0.25, 0, 0.25, and 0.50 are approximately equivalent to the 40th, 50th, 60th, and 70th percentiles, respectively.** Effect size comparisons across different assessment programs are valid, and this is a crucial attribute and reason PSD utilizes this metric to interrogate our outcomes when seeking valid and reliable insights.

Literacy & Math Achievement (Grades 2-11)

Key Indicators (Met or Not)	Assessment	Effect Size	Target
2a. 3rd – 11th Reading Achievement (Yes)	CMAS, PSAT, SAT	0.33 (0.31)	≥ 0.25
2b. 3rd – 11th Math Achievement (Yes)	CMAS, PSAT, SAT	0.32 (0.31)	≥ 0.25
2nd – 8th Reading Achievement (Yes)	MAP	0.25 (0.24)	≥ 0.25
2nd – 8th Math Achievement (No)	MAP	0.21 (0.19)	≥ 0.25

- Student performance across CMAS, PSAT, and SAT reading aligned with our district's expectations. The same is true for the MAP assessment results.
- Student performance across CMAS, PSAT, and SAT math aligned with our district's expectations. The same is not true for the MAP assessment results.
- PSD has not hit the math achievement target in any of the past three years based on MAP data. MAP math outcomes for 2022/23 are the highest of the past three years. In 2022/23, MAP math achievement did not meet the 0.25 target for any grade level 2-8.

The "**growth effect size**" being utilized throughout this Monitoring Report (also referred to as a "Z gain") is the difference between beginning-of-year and end-of-year achievement effect sizes. Positive growth-effect-sizes reflect gaining ground on "academic peers" (same grade level and initial achievement level) nationwide/statewide; a Z gain of zero indicates holding your achievement position relative to academic peers.

Literacy and Math Growth (Grades 2-11)

Key Indicators (Met or Not)	Assessment	Effect Size	Target
2c. 3rd – 11th Reading Growth (No)	CMAS, PSAT, SAT	-0.01 (-0.07)	> 0
2d. 3rd – 11th Math Growth (No)	CMAS, PSAT, SAT	-0.05 (-0.08)	> 0
2e. 2nd – 8th Reading Growth (Yes)	MAP	0.05 (0.03)	> 0
2f. 2nd – 8th Math Growth (Yes)	MAP	0.05 (0.09)	> 0

- Mixed 2022/23 growth outcomes have been observed across various assessments. CMAS, PSAT, and SAT reading and math growth failed to meet the PSD 2023 targets. While there was an improvement from 2021/22 in reading growth and math growth, it remained below state and national norms.
- MAP reading growth met the PSD targets with an improvement from 2021/22. While meeting the target, MAP math growth showed a smaller growth effect size than last year.

Across all assessment programs and grade levels taken collectively, we see high levels of achievement, and evidence of PSD students rebounding from the reading and math achievement impacts of the global pandemic. We are still growing toward our high pre-pandemic levels of achievement.

PSD Reading Spring Achievement Effect Size

PSD Math Spring Achievement Effect Size
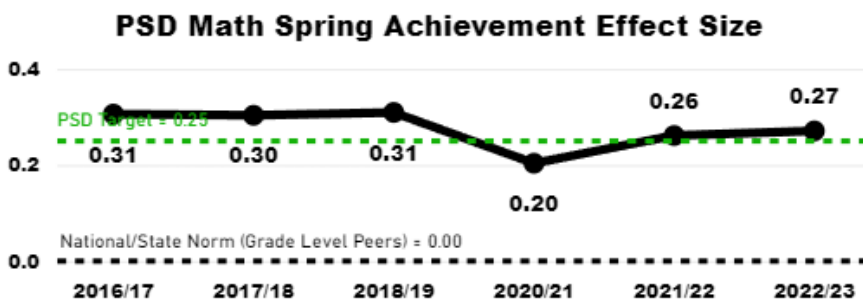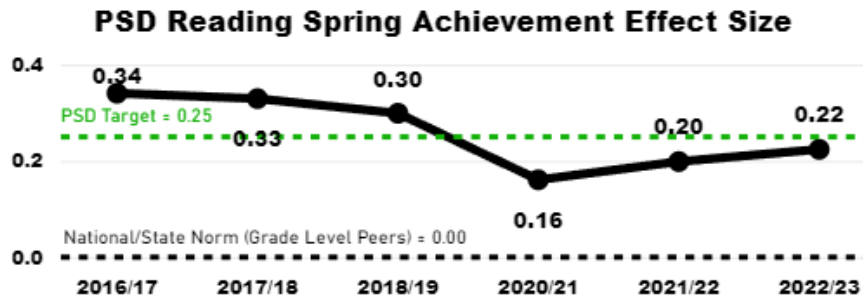
See Appendix 2 to see more detailed information on academic achievement by subgroups or see Appendix 3 to explore more detailed information on academic growth by subgroups. To interact with a data visualization tool that displays PSD achievement and growth data, please click ACHIEVEMENT and GROWTH.

In summary, overall achievement in PSD remains very high relative to state and national academic peers. The historical PSD outcome of attaining achievement distributions that are shifted 1/4 to 2/3 of a standard deviation to the right of state and national peers remains true in mathematics just a couple years out from the global pandemic, and we are making progress toward this outcome in reading. Gaps are evident in our achievement outcomes for students supported with an IEP, English language learners, lower socioeconomic status households, and some groups associated with specific ethnicities such as Hispanic, African American, and Native American. Post pandemic academic games are being realized by the above-mentioned student groups as well as the overall PSD student population.

Given the substantial investment in both time and money to adopt (2022/23) and implement (2024/25) new K-5 literacy curricula, it is worth mentioning the early evidence of improvements in reading scores from both NWEA MAP data as well as DIBELS 8 data for PSD non-charter K-5 students. Typical gains across these assessments from Fall to Winter in the percent of students meeting or exceeding grade level expectations K-5 have ranged between 3% to 5% over the past five years. In 2023/24 the fall to winter gain across these assessments was approximately 13% (56.7% to 70.4%). A 13-percentage point change from fall to winter is a strong indication that there has been no implementation dip that can often be associated with the introduction of a new curriculum and in fact we are seeing the acceleration of learning across our system in the first year of the implementation.

Additional Support

PSD has developed a data visualization tool, "Levels of Support," which allows for a shared understanding districtwide regarding which PSD students most need additional academic support in English/Language Arts and Math. This shared understanding is based on a body of evidence from each returning student's prior academic year.

The "Additional Support" group consists of students grades 1-12 who scored below the 35th percentile on each district/state assessment (DIBELS 8/Acadience, 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 by each school's best efforts to help accelerate academic gains relative to national and statewide academic peers. Currently, these students are performing among the lowest 1/3 of statewide and/or nationwide. "Exceptional Outcomes" students met or exceeded the 95th percentile on the same measures. "Met Targets" scored consistently above the 35th percentile, and "Team Awareness" had at least one prior in the "Additional Support" range and at least one score in the "Met Targets" range.

> **Key Performance Indicator 3 – Additional Support Growth Target:** Growth effect size > 0.20.
>
> **Met Target in 2022/23?** Yes, for Acadience, and "no" based on other assessments. The 0.21 growth effect size based on Acadience data indicates PSD met the Additional Support academic growth target in 2022/23 for K-5 reading. Although all other growth effect sizes are positive, indicating PSD students making academic gains relative to national and state academic peers, students did not attain a 0.20 growth effect size related to key indicators 3b-3e. Also noteworthy is that all growth effect sizes were smaller in 2022/23 than in 2021/22.

Additional Support Growth (Grades 1-11)

Key Indicators (Met or Not)	Assessment	Effect Size	Target
3a) Reading Growth Effect Size 1st - 5th (Yes)	Acadience	0.21 (0.24)	> 0.20
3b) Reading Growth Effect Size 2nd - 8th (No)	MAP	0.14 (0.16)	> 0.20
3c) Reading Growth Effect Size 3rd – 11th (No)	CMAS/PSAT/SAT	0.12 (0.12)	> 0.20
3d) Math Growth Effect Size 2nd - 8th (No)	MAP	0.03 (0.04)	> 0.20
3e) Math Growth Effect Size 3rd – 11th (No)	CMAS/PSAT/SAT	0.09 (0.16)	> 0.20

- Schools showed mixed results in meeting Additional Support academic growth targets.
- MAP reading growth has met the targets over the years yet declined in the most recent year.
- 14 schools met the CMAS/PSAT/SAT targets for reading and math growth, but only eight schools achieved the MAP math growth target.

The Levels of Support tool is available to teachers and school administrators in the first week when teachers are back on contract at the beginning of each school year. Currently, 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, and they are time-limited recommendations to current educational staff working directly on behalf of students.

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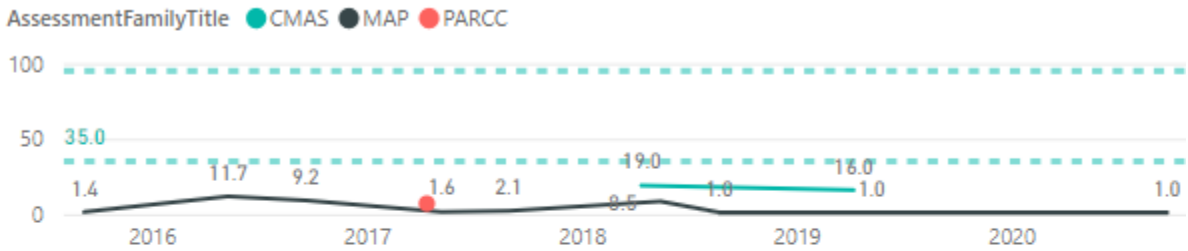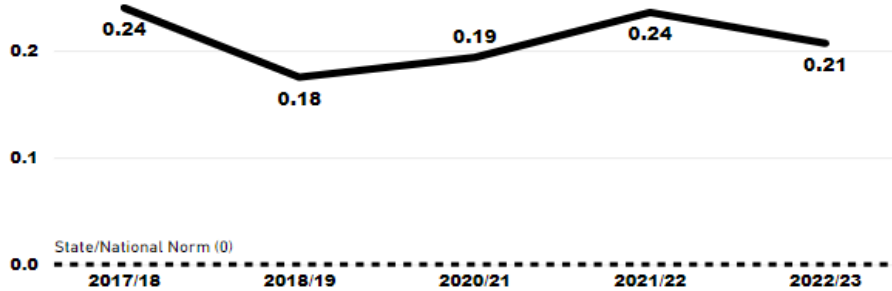

Typical "Exceptional Outcomes" Assessment Profile:
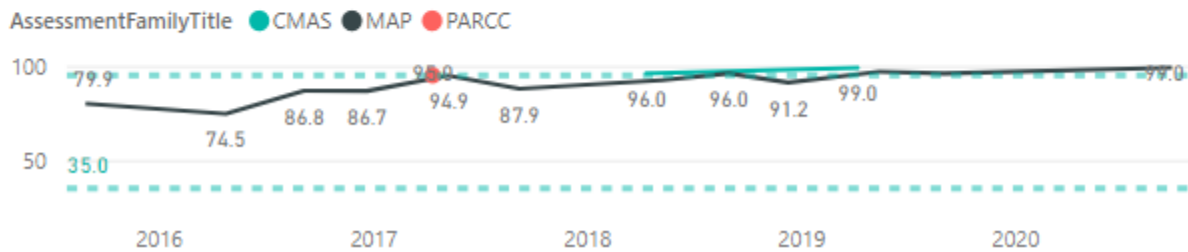
Academic growth highlights are provided below. To interact with a data visualization tool that displays PSD academic growth data by Level of Support category, please click ACHIEVEMENT and GROWTH.
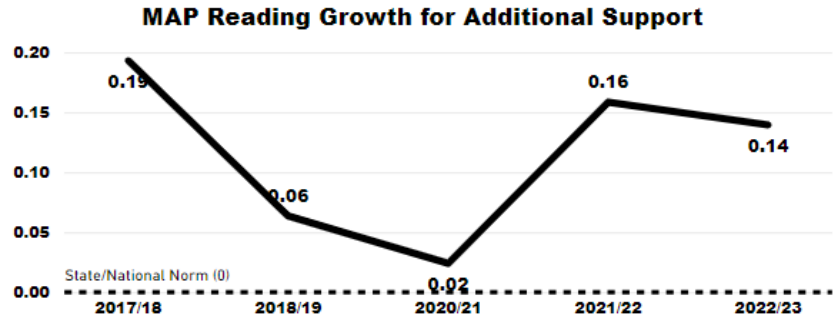
Acadience/DIBELS Reading Growth for Additional Support

Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
1	0.44	180	0.19	215	0.33	214	0.20	318	0.18	310
2	0.28	230	0.21	297	0.20	339	0.29	584	0.33	388
3	0.22	222	0.23	234	0.15	375	0.27	476	0.23	333
4	0.15	199	0.08	203	0.15	272	0.15	237	0.07	237
5	0.11	171	0.13	156	0.16	193	0.17	214	0.11	196

PSD schools met the 0.20 target for the Additional Support Acadience reading growth, which is provided in the table to the right. The number of schools on this list increased from 15 in 2020/21 to 24 in 2021/22 and declined to 18 in 2022/23.

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

Year by School (Spring/EOY)	2022/23	
	Zgain	Data Points
BAUDER ES	0.30	86
BEATTIE ES	0.25	51
BETHKE ES	0.20	16
CLP ES	0.20	51
HARRIS BILINGUAL ES	0.26	94
LINTON ES	0.20	83
LIVERMORE ES	1.21	4
LOPEZ ES	0.30	40
MCGRAW ES	0.26	39
POLARIS	0.24	18
PSD GLOBAL ACADEMY	0.47	5
PUTNAM ES	0.22	70
RED FEATHER ES	0.21	4
RIFFENBURGH ES	0.29	44
SHEPARDSON ES	0.31	43
TAVELLI ES	0.36	59
TRAUT CORE ES	0.31	20
WERNER ES	0.28	34

MAP Reading Growth for Additional Support

Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
2	0.28	236	0.12	293			0.42	558	0.31	354
3	0.25	231	0.14	233	0.11	352	0.24	463	0.14	305
4	0.23	198	0.16	210	0.09	264	0.17	268	0.21	261
5	0.29	201	-0.05	188	0.08	253	0.01	319	0.09	235
6	0.04	180	-0.13	181	-0.03	231	-0.18	227	-0.03	202
7	0.04	194	0.07	217	-0.06	250	0.05	291	0.07	210
8	0.18	207	0.05	175	-0.10	232	0.03	251	0.05	235

PSD schools that met the 0.20 target for Additional Support MAP reading growth are provided in the table to the right. The number of schools on this list increased from 8 in 2020/21 to 22 in 2021/22 and declined to 13 in 2022/23.

The 'Reading Growth for Additional Support' data shows that elementary schools have higher average Z-gain than middle schools. Notably, 6th grade has experienced a negative growth gain over the last three years, highlighting a critical area for further investigation. However, there has been a positive shift in the trend for 6th grade from the 2021/22 to 2022/23 academic years, with a growth increase of 0.15 units. Similarly, the 7th and 8th grades have also shown a certain improvement, with increases of 0.02 and 0.14 units, respectively, when comparing the years 2021/22 and 2020/21. These trends suggest an effective improvement in PSD in reading growth post-pandemic.

Year by School (Spring/EOY)	2022/23	
	Zgain	Data Points
BAUDER ES	0.25	71
CLP ES	0.26	45
CLP MS	0.21	19
DUNN ES	0.21	18
IRISH ES	0.31	82
JOHNSON ES	0.33	34
LOPEZ ES	0.32	38
ODEA ES	0.28	41
RICE ES	0.46	38
TAVELLI ES	0.46	48
TRAUT CORE ES	0.43	14
WELLINGTON MH	0.27	76
WERNER ES	0.34	27

CMAS/PSAT/SAT Reading Growth Effect Size
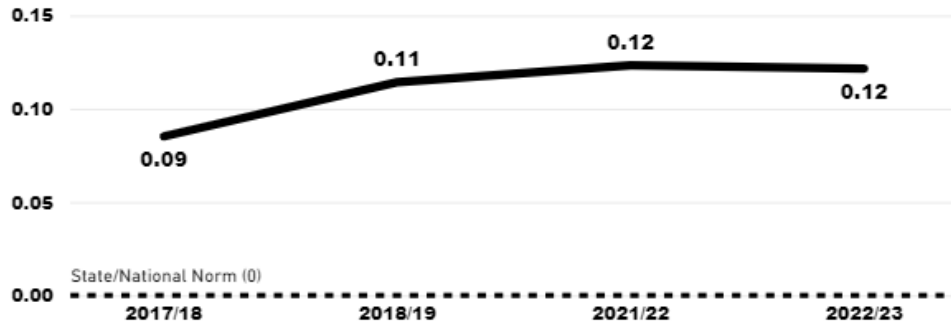
Year by	2017/18		2018/19		2021/22		2022/23	
Grade	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.03	187	0.04	172	0.14	198	0.16	203
5	0.15	190	0.12	175			0.16	180
6	-0.03	170	0.02	166	0.01	173	0.04	167
7	0.02	161	0.22	191	-0.47	1	0.12	151
8	0.25	168	0.23	136	0.08	159	0.10	144
9	0.13	89	0.14	103			0.19	98
10	0.17	48	0.08	116	0.28	176	0.30	100
11	0.00	96	0.01	76	0.10	145	-0.10	111

PSD schools that met the 0.20 target for Additional Support CMAS/PSAT/SAT reading growth are provided in the table to the right. 14 schools in 2022/23 met the target.

The 'Reading Growth for Additional Support' data shows that 10th grade has experienced consistent growth over the last three years, whereas 7th and 8th were the grades that grew the most before the pandemic. However, there has been a negative shift in the trend for 11th grade from the 2021/22 to 2022/23 academic years, with a growth decrease of 0.20 units, highlighting a critical area for further investigation.

School (Spring/EOY)	Year by	Zgain	Data Points
BEATTIE ES	2022/23	0.58	12
KINARD MS	2022/23	0.53	20
ODEA ES	2022/23	0.52	16
ZACH ES	2022/23	0.38	5
POLARIS	2022/23	0.37	23
JOHNSON ES	2022/23	0.31	9
WELLINGTON MH	2022/23	0.29	34
SHEPARDSON ES	2022/23	0.28	8
LINTON ES	2022/23	0.27	36
PUTNAM ES	2022/23	0.26	20
MCGRAW ES	2022/23	0.26	7
BAMFORD ES	2022/23	0.24	6
BACON ES	2022/23	0.22	12
PRESTON MS	2022/23	0.20	32

MAP Math Growth for Additional Support
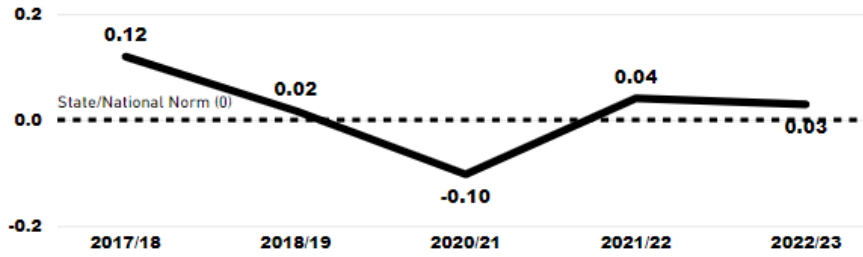
Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
2	-0.14	4							1.38	1
3	0.20	315	0.15	316	-0.13	421	0.03	1	0.12	330
4	0.14	261	0.01	303	-0.04	374	0.14	383	0.10	339
5	0.10	273	-0.07	248	-0.09	348	0.14	299	0.04	318
6	-0.06	250	-0.04	252	-0.09	330	-0.02	357	-0.06	289
7	0.15	279	-0.03	288	-0.14	376	-0.06	326	-0.01	266
8	0.15	269	0.04	239	-0.13	355	0.02	292	-0.06	279

There are 8 PSD schools that met the 0.20 target for Additional Support MAP math growth, which is provided in the table below.

School (Spring/EOY)	Year by	Zgain	Data Points
PSD MOUNTAIN SCHOOL	2022/23	0.69	6
ZACH ES	2022/23	0.37	12
KINARD MS	2022/23	0.36	22
BENNETT ES	2022/23	0.34	33
CLP ES	2022/23	0.27	34
ODEA ES	2022/23	0.23	40
TAVELLI ES	2022/23	0.23	41
TRAUT CORE ES	2022/23	0.22	9

CMAS/PSAT/SAT Math Growth Effect Size for Additional Support
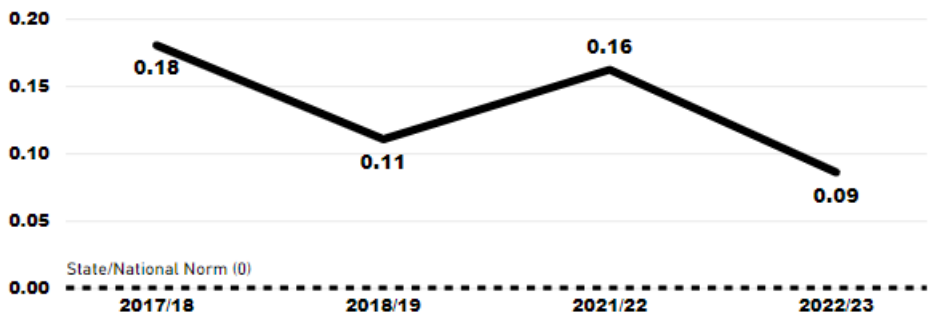
Year by Grade	2017/18		2018/19		2021/22		2022/23	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
4	0.27	250	0.16	285			0.06	296
5	0.10	263	0.02	235	0.23	237	0.15	280
6	-0.11	232	0.21	228			0.03	233
7	0.11	237	0.16	248	0.20	200	0.18	178
8	0.26	208	0.17	193			0.10	148
9	-0.14	102	-0.21	127	-0.06	102	-0.05	118
10	0.75	197	0.17	176	0.21	243	0.24	117
11	0.11	208	0.08	208	0.09	214	-0.04	141

PSD schools that met the 0.20 target for Additional Support CAMS/PSAT/SAT reading growth are provided in the table to the right. 8 schools in 2022/23 met the target.

The 'Math Growth for Additional Support' data shows that 10th grade has experienced consistent growth in the last two years, whereas 6th grade grew the most in 2018/19. However, there has been a negative shift in the trend for 11th grades from the 2021/22 to 2022/23 academic years, with a growth decrease of 0.13 units, highlighting a critical area for further investigation. Although 9th grade increased in the past three years, it showed a negative growth gain.

School (Spring/EOY)	Year by	Zgain	Data Points
BENNETT ES	2022/23	0.43	12
KINARD MS	2022/23	0.40	19
LINTON ES	2022/23	0.38	54
BACON ES	2022/23	0.36	11
ZACH ES	2022/23	0.33	4
TAVELLI ES	2022/23	0.31	32
MCGRAW ES	2022/23	0.25	15
CLP MS	2022/23	0.20	31

In summary, students identified as good candidates for additional support are making high levels of growth in Poudre School District. Growth is not as high in 2022/23 as it was in 2021/22. Some schools are attaining the level of academic growth needed to move these students as a group toward grade-level academic expectations. Other schools are not finding that same level of success in supporting this student group. There is some level of consistency when looking across subject areas regarding which schools are associated with the highest levels of growth being attained through work to support students that are good candidates for additional support. It is also worth mentioning that the number of students identified annually as good candidates for additional support has increased in recent years. This is in alignment with the enrollment and demographics finding mentioned earlier in this report.

Graduate with Options

In support of the PSD graduation/completion target, PSD monitors our goal that ≥ 85% of 9th-12th grade students accumulate credits needed to be on track to graduate within four years of transitioning into 9th grade. At the time of writing this report, February 2024, there are 7,286 of 9,180 (or 79.4%) PSD grades 9-12 students currently on track to graduate (data pulled 1-24-24). This percentage of "on-track to graduate" is down 0.1% from the February 2023 data pull (79.5% in 2023, 80.4% in 2022, 78% in 2021, 77.7% in 2020, 79.6% in 2019). It appears that PSD has a relatively stable percentage of "on-track" high school students over multiple years. There are persistent patterns regarding which subject areas contribute most to students being off-track and differences between ethnic groups. Given that 79.4% of students are currently on track, there are 20.6% of students in grades 9-12 off-track as of 1/24/23.

% Below Grade Level Credit Accumulation Expectation by Ethnicity (Data Pulled 2-24-24)
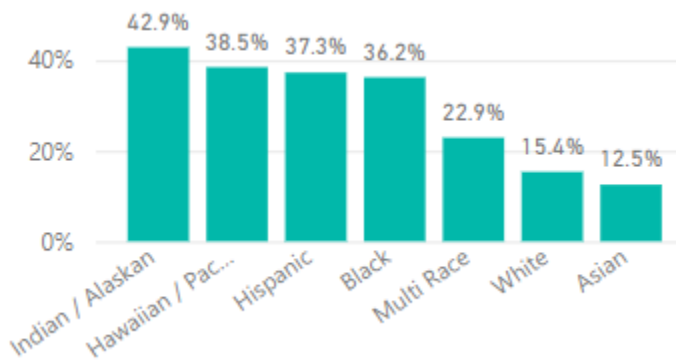
% Below Grade Level Credit Accumulation Expectation by Ethnicity (Data Pulled 2-1-23)
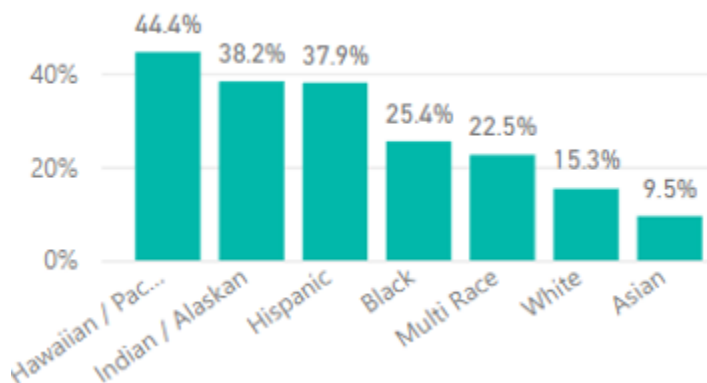
Note the similarity across years regarding the disproportionate distributions by ethnicity. Based on the 2023/24 and 2022/23 data provided above, Hispanic and Native American students are about 2.5 times more likely to be off-track to graduate within 4 years of beginning high school compared to White students. Hawaiian students are almost three times more likely to be off-track, and African American students are approximately twice as likely to be off-track based on the accumulation of required credits. There is a similarity across years regarding the subject areas that most contribute to students being off-track to graduate within four years of entering high school.

% Below Grade Level Credit Accumulation Expectation by Subject Area (Data Pulled 2-24-24)
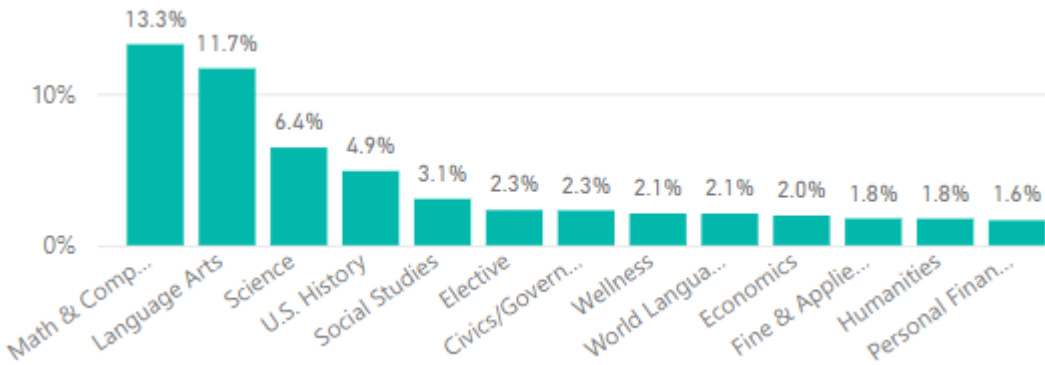
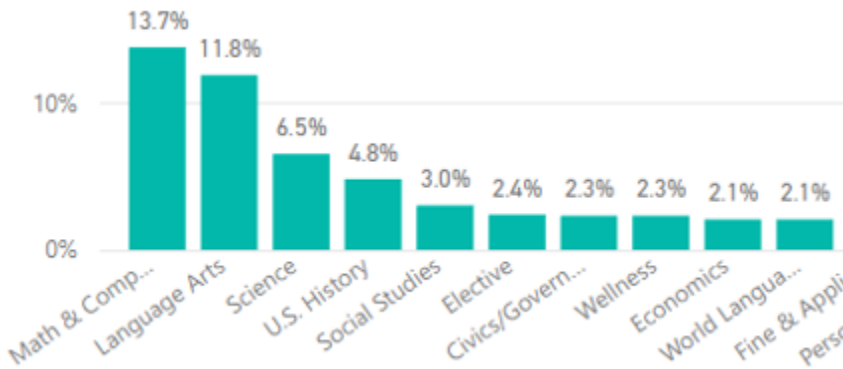**% Below Grade Level Credit Accumulation Expectation by Subject Area (Data Pulled 2-1-23)**

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

% Below Grade Level Credit Accumulation Expectation by Grade Level (Data Pulled 2-24-24)
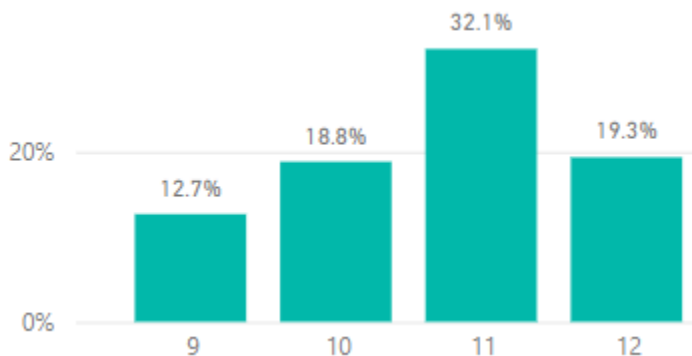
Among 12th grade only, 19.3% of students are "off-track" as of February 24, 2024. The 454 off-track seniors (class size of approximately 2,347 seniors) are disproportionately representative of ethnic minority students. Filtered to seniors with a 2024 Anticipated Year of Graduation (AYG), 302/1942 are off-track, or 15.6%.

% Below Grade Level Credit Expectations by Ethnicity (Pulled 2-24-24) – AYG 2024 Seniors Only
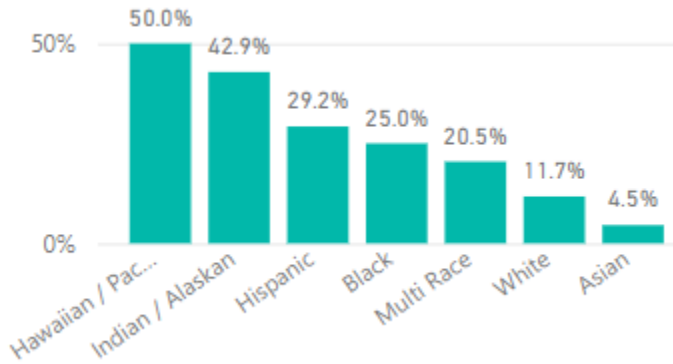
% Below Grade Level Credit Expectation by Subject (Data Pulled 2-24-24) – AYG 2024 Seniors Only
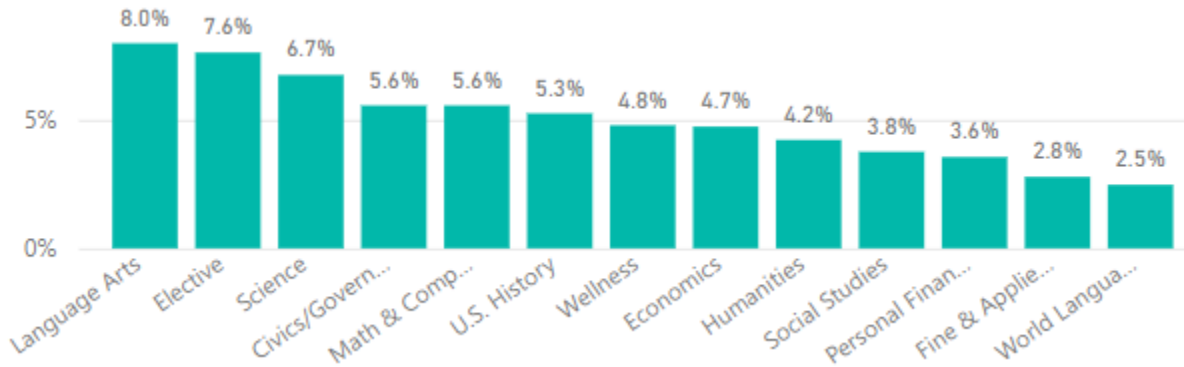
This information implies that virtually all departments within a high school are needed as partners to increase PSD graduation rates. These data represent 302 seniors with a 2024 Anticipated Year of Graduation, data pulled 2-24-24.

% Below Grade Level Credit Expectation by Subject (Data Pulled 2-24-24) – AYG 2024 Hispanic Seniors
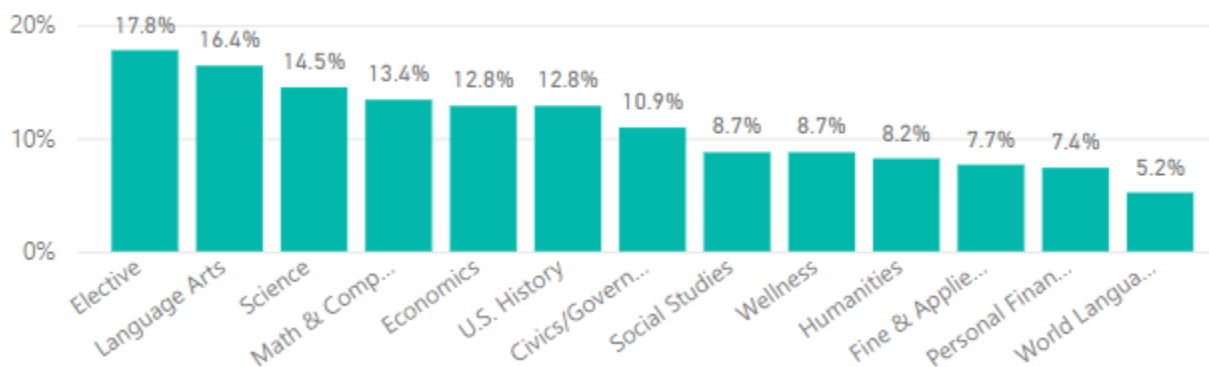
The percentage of Hispanic seniors off-track by subjects are approximately twice the respective percentages for the overall senior population, but the top contributing subjects are similar. These data represent 107 Hispanic seniors with a 2024 Anticipated Year of Graduation, data pulled 2-24-24.

% Below Grade Level Credit Expectation by Subject (Data Pulled 2-24-24) – AYG 2024 Black Seniors
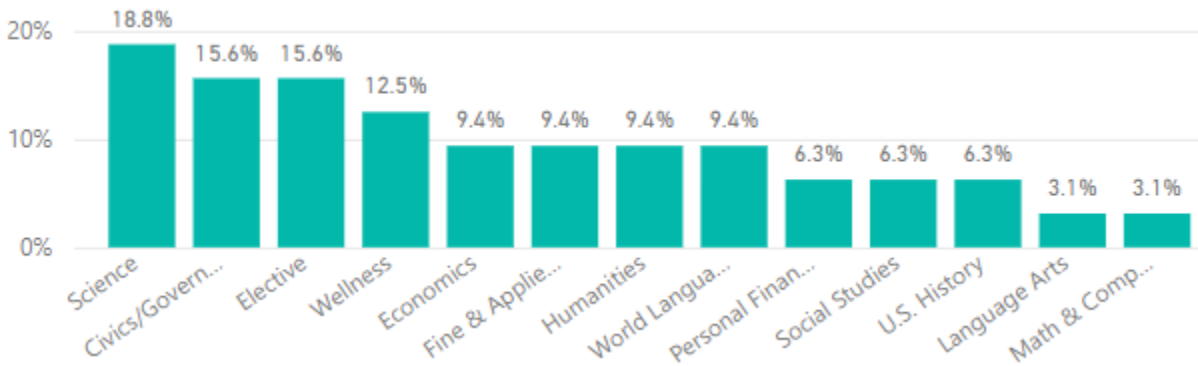
The percentage of Black seniors off-track by subjects are approximately twice the respective percentages for the overall senior population, and the top contributing subjects are not similar. These data represent 8 Black seniors with a 2024 Anticipated Year of Graduation, data pulled 2-24-24.

Key Indicator 4a – Graduate with Options (Graduation Rate): 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, ≥ 85% of PSD students will graduate within four years of transition into 9th grade.
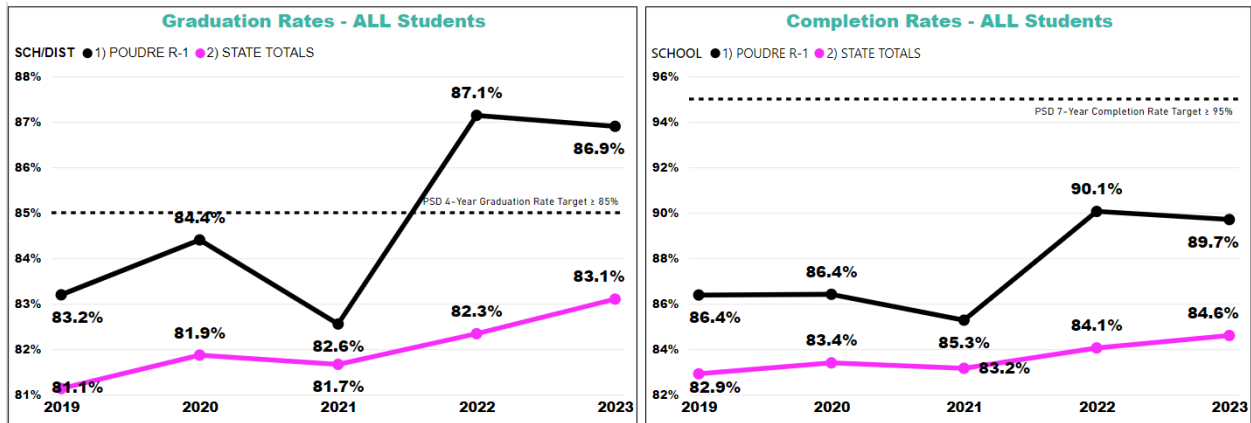
Met Target in 2021/22? Yes, the PSD Class of 2023 had a graduation rate of 86.9%.

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

The PSD 4-year graduation rate has decreased by 0.2 percentage points from 87.1% in 2022 to 86.9% in 2023. The 2023 graduation rate is above the statewide graduation rate of 83.1% (up 0.8 percentage points from 2022) and is the second-highest PSD graduation rate in more than a decade. Likewise, the 2023 completion rate of 89.7% is the second highest attained by PSD in more than a decade. PSD will continue to push toward better graduation outcomes until all students share equally high graduation rates and subsequent access to powerful post-secondary opportunities. Currently PSD students supported with an Individualized Education Program (IEP), students eligible for free or reduced meal prices, and Hispanic students have graduation rates that lag the state's graduation rate of like-peers. Generally, over the past five years, PSD English Language Learners have graduated at rates below that of statewide like-peers. In 2023, PSD English Language Learners attained a graduated at rate slightly above that of statewide like-peers.

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

A look at outcomes for comparison districts in combination with the current PSD graduation rate of 86.9% indicates that PSD should work toward an expectation of ≥90% on-time graduation rates. The following graphs illustrate that PSD is a leader in 11th grade SAT scores year after year, indicating postsecondary and workforce readiness levels that support high graduation rate expectations.

Prior Year SAT EBRW (11th Grade)

Class Of...	2019	2020	2021	2022	2023
	575	566	533	575	559
	553	544	541	544	540
	543	531	502	534	530
	528	515	483	525	520
	513	505	476	513	503

Prior Year SAT MATH (11th Grade)

Class Of...	2019	2020	2021	2022	2023
	566	564	520	561	541
	540	540	489	532	513
	539	534	462	527	493
	508	496	463	503	483
	501	500		498	

Graduation Rates - ALL Students

● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CR... ● 4) BOULDER ... ● 5) ST VRAIN ...

Class Of...	2019	2020	2021	2022	2023
BOULDER	89.8%	91.1%	91.9%	90.9%	93.3%
CHERRY CR	90.6%	90.7%	90.3%	91.6%	91.5%
ST VRAIN	86.3%	88.6%	90.3%	90.9%	90.3%
POUDRE R-1	83.2%	84.4%	81.9%	87.1%	86.9%
STATE TOTALS	81.1%		82.6%	82.3%	83.1%
			81.7%		

PSD 4-Year Graduation Rate Target ≥ 85%

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

High school students who are uncertain about whether they will graduate from high school as indicated on the annual Student Connections Survey report significantly lower connections to adults and lower feelings of safety and food security at school. They also report lower awareness of the ICAP and other career exploration tools like Xello. Students who express uncertainty about graduation self-report less competence with Social Emotional Competencies (SEL) than their peers (a difference of 18 percentage points in the Fall of 2023).

We celebrate the recent graduation rate increases associated with the Classes of 2022 and 2023. PSD has work to do regarding credit accumulation and graduation rates relative to our overall student population and in support of multiple subgroups of students.

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

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

2022/23	STUDENT ENROLLMENT BY DISTRICT			
	PSD	St. Vrain	Boulder Valley	Cherry Creek 5
K12 ENROLLMENT	30,105	32,639	28,487	52,948
FREE/REDUCED MEAL %	28.2%	31.9%	25.4%	29.8%
ASIAN %	2.7%	3.5%	5.6%	8.9%
AFRICAN AMERICAN %	1.3%	0.9%	1.0%	11.7%
LATINX %	19.6%	30.3%	19.9%	22.0%
WHILE %	71.4%	61.3%	66.5%	48.1%
ENGLISH LEARNER %	5.2%	11.0%	7.1%	13.1%

1) POUDRE R-1
2) STATE TOTALS
3) CHERRY CREEK 5
4) BOULDER VALLEY RE 2
5) ST VRAIN VALLEY RE 1J

PSD 7-year completion rates (include regular graduation plus various certificates such as GED certificates) are the closest proxy to the goal of 100% of PSD students successfully completing their PreK-12 experience.

Note that PSD 7-year completion rates are substantially higher than our 4-year on-time graduation target, consistently exceed the state 7-year completion rates, but travel below our comparison districts' 7-year completion rates.

Note that the most recent 7-year graduation/completion rates are available from more than three years ago due to the time that must pass prior to the relevant data being available for the calculations. This

7-Year Completion Rates - ALL Students
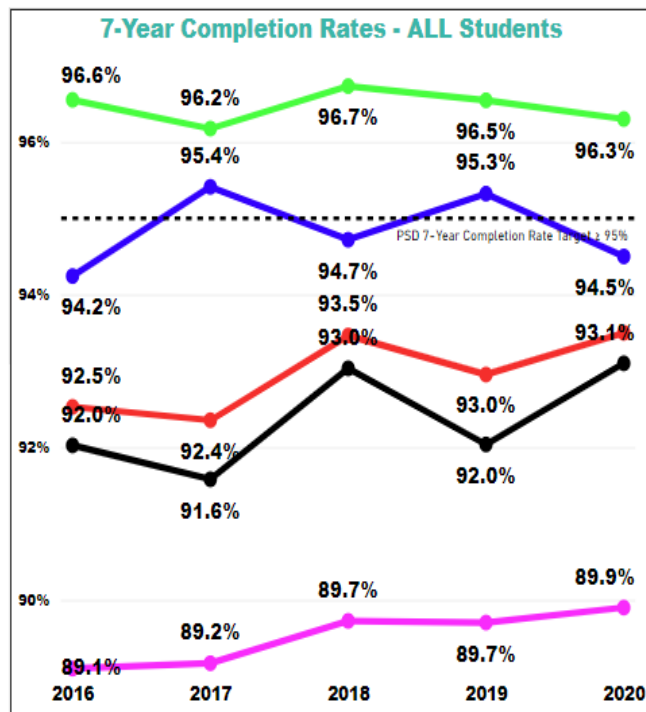
delay in data availability increases the importance of viewing patterns based on multiple successive years of information. The leadership value in these data views comes from the consistency of the patterns. PSD has an improvement opportunity.
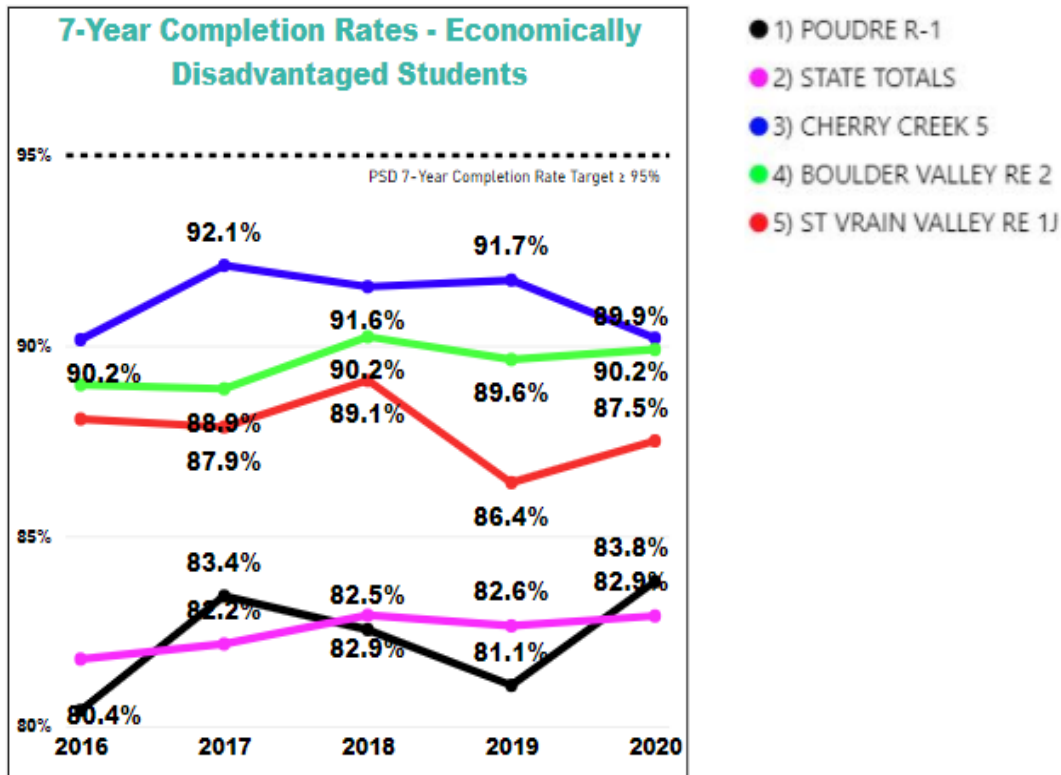
PSD 7-year completion rates for students eligible for free or reduced meal prices do not consistently exceed the state results, fall well below our comparison districts, and fall short of our 4-year on-time graduation target. Similar findings and patterns exist for other student groups traditionally underrepresented at postsecondary institutions.

Note that 4-year rates, graduation rates, and completion rates move together as a group. If PSD is falling short overall or for specific subgroups in our 4-year graduation rates, we will very likely fall short in the other graduation/completion rates that are based on extended timelines.
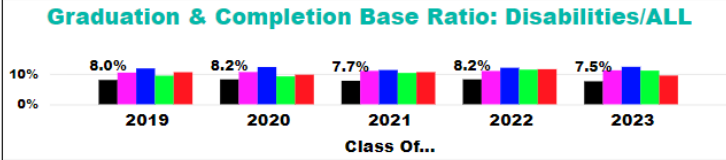
Reviewing the set of line graphs and associated bar charts below, PSD has work to do regarding credit accumulation and graduation rates relative to multiple subgroups. The next four sets of data displays show us 4-year "on-time" graduation rates for four different sets of students. The main graph (line graph at the top of each set) shows us both the trend for our district and provides a measure of "gap" between PSD outcomes and like-peers outcomes statewide and relative to the three districts with size and demographic makeups most like PSD. The "Graduation Rates w/i District" bar graphs indicate what each district's "internal gap" is for the specified set of students. That is how large is the difference between the target group and the overall population within each district and the State. The "Base Ratio" bar graphs show us what percent of a graduating class are members of the target group.

Graduation Rates - Economically Disadvantaged Students

SCHOOL ●1) POUDRE R-1 ●2) STATE TOTALS ●3) CHERRY CRE... ●4) BOULDER ... ●5) ST VRAIN ...

90%

86.5%
83.4%   83.5%   83.2%   83.4%
PSD 4-Year Graduation Rate Target ≥ 85%
79.1%   84.3%
80%
76.8%   81.3%   82.2%   81.7%
76.4%   72.3%   78.5%   71.1%   73.3%
70.9%   67.0%   70.6%   71.9%   71.0%
70%
63.5%   63.5%

60%
2019   2020   2021   2022   2023
Class Of...

Graduation Rate GAPS w/i District (FR - ALL)

0%
-20%
-20%   -17%   -19%   -16%   -16%
2019   2020   2021   2022   2023
Class Of...

Graduation & Completion Base Ratio: FR/ALL

50%   33.6%   34.2%   32.4%   29.9%   31.1%
0%
2019   2020   2021   2022   2023
Class Of...

Graduation Rates - Students Supported with an IEP

SCHOOL ●1) POUDRE R-1 ●2) STATE TOTALS ●3) CHERRY CRE... ●4) BOULDER ... ●5) ST VRAI...

84.1%   81.7%
PSD 4-Year Graduation Rate Target ≥ 85%
80%
74.5%   83.6%   84.7%
71.3%   72.8%   67.5%   69.3%
67.5%   67.9%   66.4%
59.2%   61.8%   59.5%   74.1%   66.7%
60%
60.3%   67.9%
48.0%

40%   46.8%
2019   2020   2021   2022   2023
Class Of...

Graduation Rate GAPS w/i District (IEP - ALL)

0%
-20%
-40%   -35%   -38%   -23%   -20%   -20%
2019   2020   2021   2022   2023
Class Of...

Graduation & Completion Base Ratio: Disabilities/ALL

10%   8.0%   8.2%   7.7%   8.2%   7.5%
0%
2019   2020   2021   2022   2023
Class Of...

Graduation Rates - ELL

SCHOOL ● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CRE... ● 4) BOULDER ... ● 5) ST VRAIN ...

PSD 4-Year Graduation Rate Target ≥ 85%

	2019	2020	2021	2022	2023
	82.3%	79.1%	80.0%	80.1%	80.7%
	74.3%	79.3%	76.9%	75.3%	80.8%
	72.1%	70.2%	78.9%	69.4%	73.4%
	68.6%	61.4%	67.5%	64.0%	69.8%
	63.9%		59.1%		69.4%

Class Of...

Graduation Rate GAPS w/i District (ELL - ALL)

2019	2020	2021	2022	2023
-19%	-23%	-23%	-23%	-17%

Class Of...

Graduation & Completion Base Ratio: ELL/ALL

2019	2020	2021	2022	2023
5%	4%	5%	4%	5%

Class Of...

Graduation Rates - Hispanic Students

DISTRICT: ● 1) POUDRE R-1 ● 2) STATE TOT... ● 3) CHERRY C... ● 4) BOULDE... ● 5) ST VRAI...

PSD 4-Year Graduation Rate Target ≥ 85%

	2019	2020	2021	2022	2023
	84.9%	83.0%	84.3%	85.3%	88.3%
	83.3%	82.5%	84.0%	87.7%	84.4%
	82.0%	75.4%	83.7%	81.8%	76.1%
	79.3%	68.9%	74.2%	76.0%	74.6%
	74.0%		65.7%	75.1%	
	64.9%				

Class Of...

Graduation Rate GAPS w/i District (Hispanic - ALL)

2019	2020	2021	2022	2023
-18%	-16%	-17%	-11%	-12%

Class Of...

When PSD asked currently enrolled seniors (2023/24) what the barriers are to their completion of high school, we heard the following responses. The intention of providing the remarks below is to inform educators and more deeply understand the challenges students face in successfully completing their PreK-12 education.

STUDENT #1: "I am more focused on trying to find a way to get a job after school, I may not meet every requirement in order to graduate."

STUDENT #2: "School has been very difficult for me since the pandemic. I still feel I haven't adjusted and sometimes the stress is a lot."

STUDENT #3: "My grades haven't been good, and I haven't completed many assignments as they seem like too much."

STUDENT #4: "I don't know the future I could do bad or good I don't know its for the future to decide."

STUDENT #5: "My other interests might take over my high school career."

STUDENT #6: "I ditched 2 years of high school, made my social skills go down and made it so much harder to be inside a class and around people."

STUDENT #7: "Mental Health Issue."

STUDENT #8: "I am pretty sure I would not be able to graduate because of a lot of stuff going on at home and just the way things are turning out."

STUDENT #9: "I am not very confident/smart."

STUDENT #10: "My grades keep slipping even though my actual grades are good and I keep having to spend time out of class because of kids bullying."

These comments reflect a broad spectrum of issues, including mental health, the impact of external factors like the home environment and the pandemic, challenges with engagement and motivation, school safety, and the struggle to balance personal interests with academic requirements. These insights suggest a need for comprehensive support systems in schools that address not just academic learning but also emotional, social, and psychological well-being.

In support of the PSD graduation/completion target, PSD monitors our goal that less than 1% of PSD students drop out. The PSD dropout rate was 0.9% (138/15,305) in 2022/23, so PSD met this goal. This represents an approximately 0.2 percentage decrease. PSD dropout rates remain well below the states and travel in the range associated with our comparison districts.

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

Dropout rates vary dramatically by economic status, ethnicity, and other student characteristics. Dropout rate is the percentage of all students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. Dropout rates are NOT equal to (1-graduation rate).
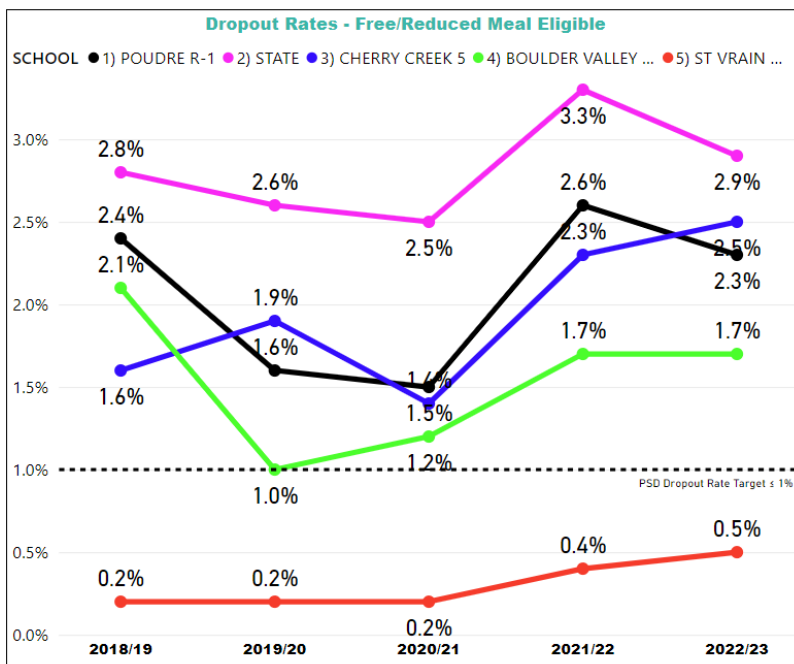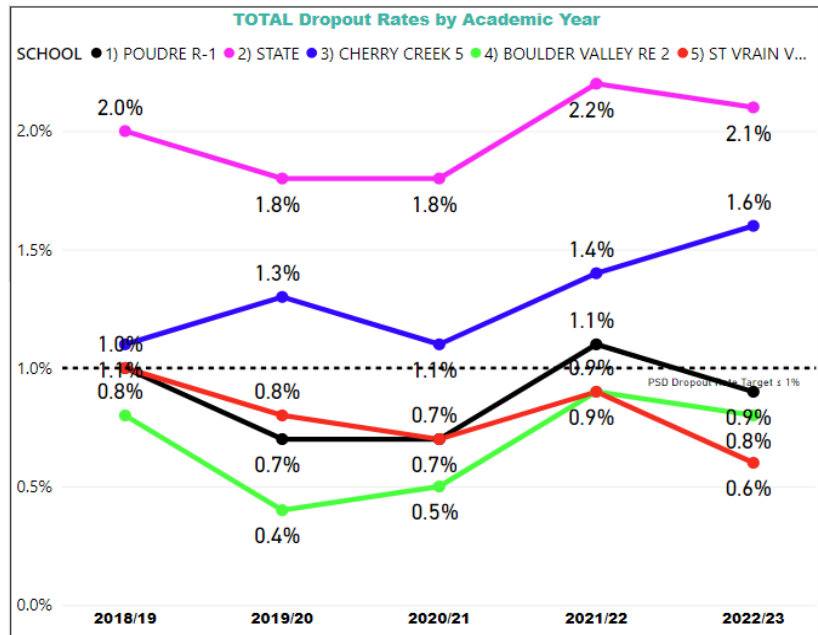
PSD dropout rates associated with students eligible for free or reduced meal prices decreased in 2022/23, are below statewide rates but above comparison districts, and remain more than double the dropout rate of the overall PSD student population.

For Hispanic students, the PSD dropout rates are below statewide rates, are higher than three comparison districts except Cherry Creek in 2022/23 and remain substantially higher than dropout rates for the overall PSD student population.

TOTAL Dropout Rates - Hispanic Students

SCHOOL ● 1) POUDRE R-1 ● 2) STATE ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY RE 2 ● 5) ST VRAIN V...

	2018/19	2019/20	2020/21	2021/22	2022/23
STATE	3.2%	2.8%	2.8%	3.5%	3.2%
POUDRE R-1	2.5%	1.6%	1.7%	2.4%	2.2%
CHERRY CREEK 5	1.8%	1.8%	1.8%	2.0%	2.4%
BOULDER VALLEY RE 2	1.9%	1.2%	1.4%	2.1%	2.1%
ST VRAIN		1.6%	1.4%	1.6%	1.0%

PSD Dropout Rate Target ≤ 1%
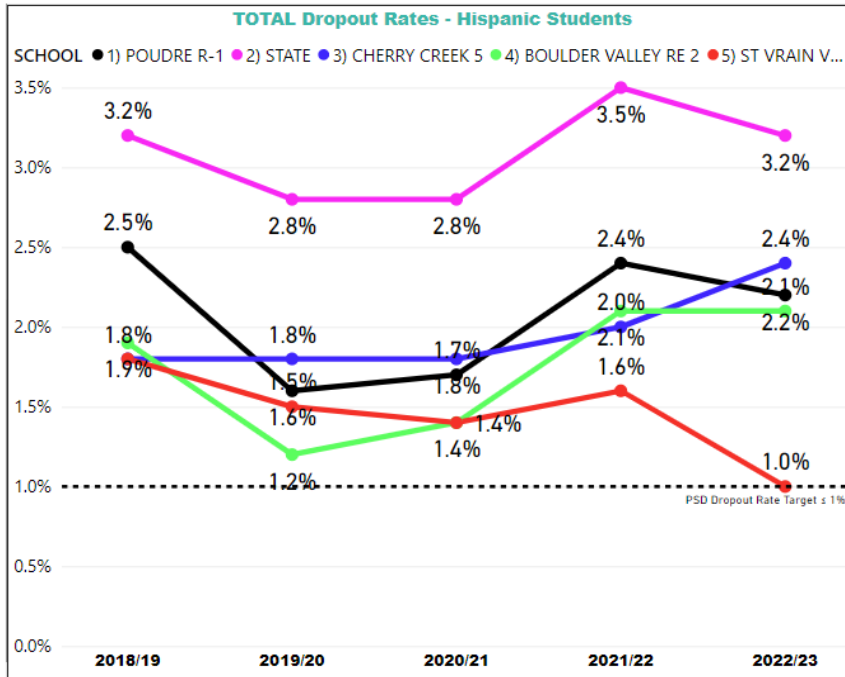
African American student's dropout rates are below statewide rates, are similar to comparison districts, and remain lower than dropout rates for the PSD student population as a whole.

TOTAL Dropout Rates - Black Students

SCHOOL ● 1) POUDRE R-1 ● 2) STATE ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY RE 2 ● 5) ST VRAIN V...

	2018/19	2019/20	2020/21	2021/22	2022/23
STATE	3.0%	2.8%	2.6%	3.0%	2.8%
CHERRY CREEK 5	1.3%	2.0%	1.7%	2.0%	2.3%
ST VRAIN	1.0%	2.3%	1.9%	0.6%	0.5%
POUDRE R-1	1.1%	0.0%	0.5%	1.0%	0.9%
BOULDER VALLEY RE 2	0.6%	0.6%	0.6%	0.0%	1.2%

PSD Dropout Rate Target ≤ 1%

For Homeless students, PSD has dropout rates well below the state overall, and are in the range of our comparison districts. PSD has a very committed group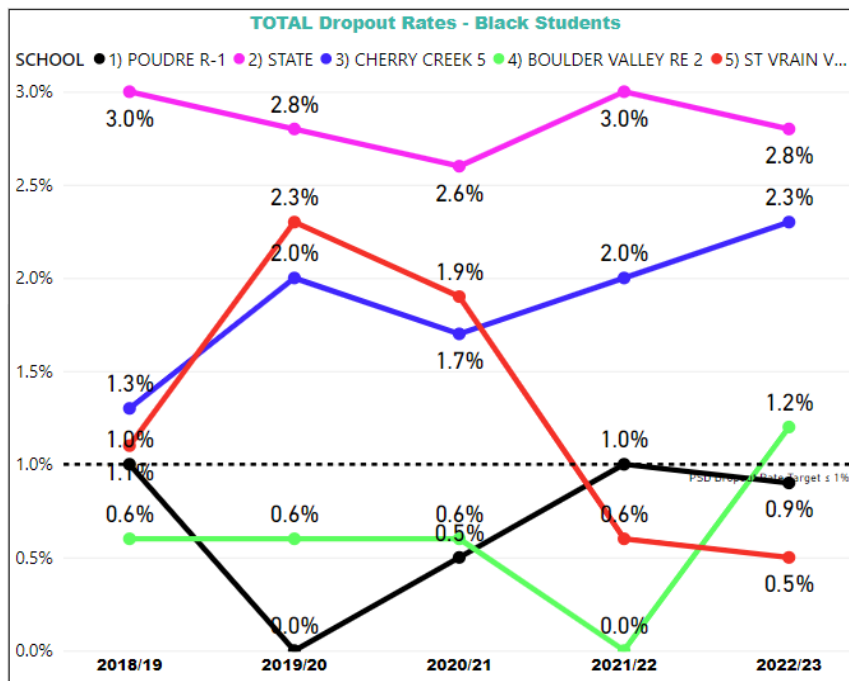 of Family Liaisons that work hard on behalf of homeless students. The Family Liaison role is a great example of sustained and targeted "Additional Support" in PSD. As seen earlier in this report, the number and percentage of homeless youth served in PSD increased suddenly at the beginning of the pandemic and has remained at an elevated level for several years including 2023/24.
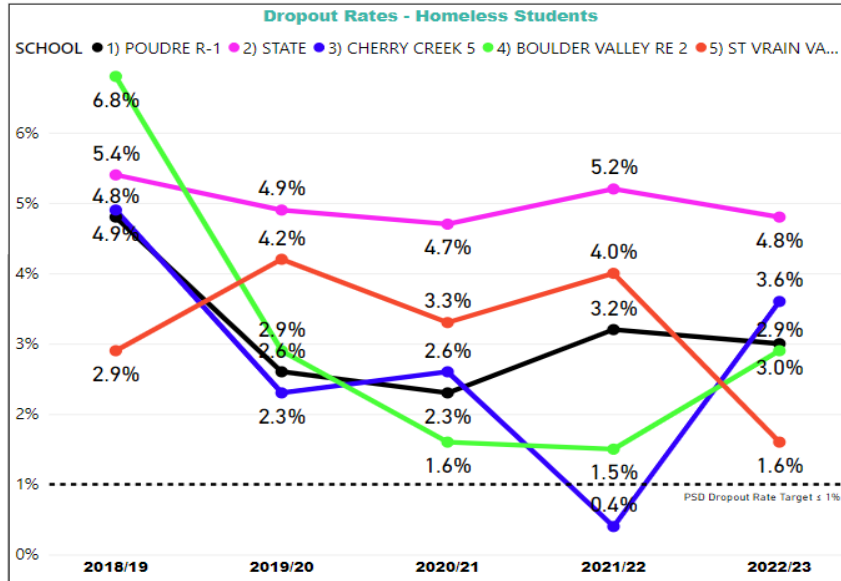
Dropout rates among students supported with an IEP had declined from 1.4% in 2021/22 to 1.2% in 2022/23, which is similar to 2019/20. The PSD dropout rate for students supported with an IEP is the lowest rate among our comparison districts.
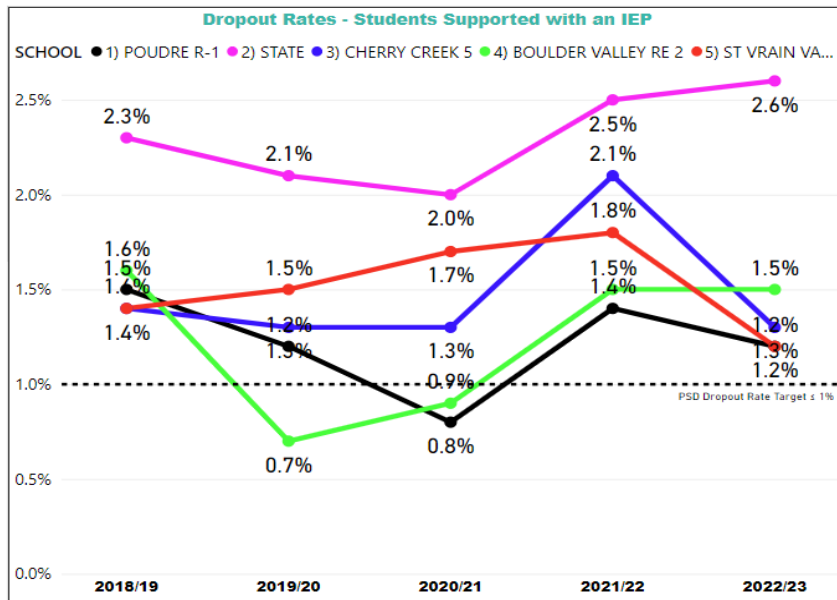
The dropout rate for English language learners in PSD saw a notable decline, dropping from 4.1% in the 2021/22 academic year to 2.6% in 2022/23. This reduction has brought the rate not only below the state average since 2021/22 but has further decreased it in the 2022/23 period.
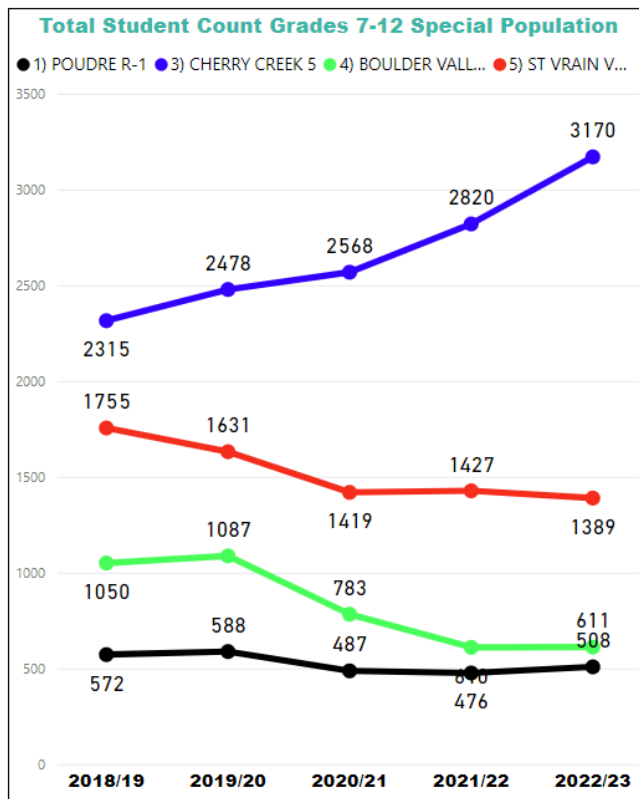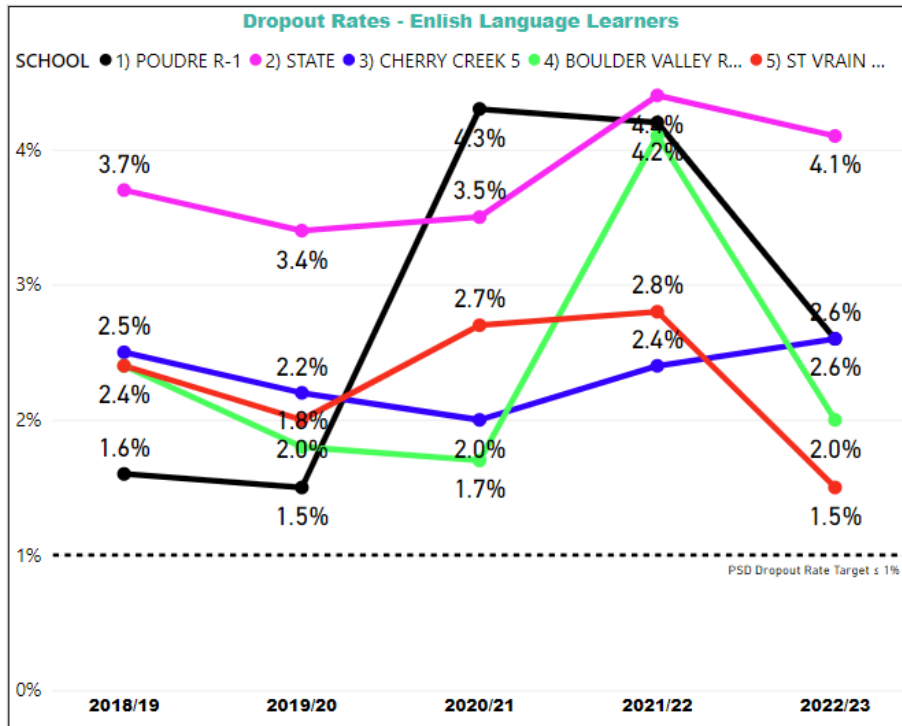
The left graph of grade 7-12 English language learner enrollment trends is provided to add context to the dropout rate information provided above. **English language learner counts include students who are classified as one of the following categories NEP, LEP, and FEP Monitor Year 1 and Monitor Year 2.**

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

Met Target in the Most Recent Year Available? Yes, 70.0% of the latest PSD graduating class for whom data is available (2021) had a Dual Enrollment experience. This is an area in which PSD exceeds our comparison districts.

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

A few Dual Enrollment highlights are provided below. To interact with a data visualization tool that displays data associated with Dual Enrollment and Concurrent Enrollment, please click POSTSECONDARY OUTCOMES. To find Dual Enrollment data available from the highered.colorado.gov website CLICK HERE.
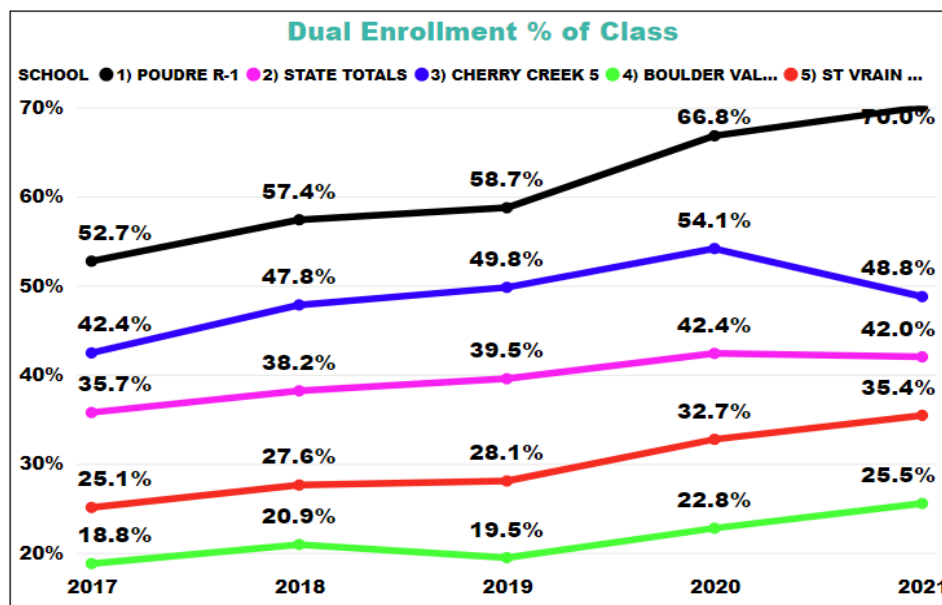
PSD graduating classes have grown in their Dual Enrollment numbers at a faster rate than the state overall and our comparison districts over the past 5 years. Surpassing Cherry Creek with the Class of 2017 and maintaining a healthy lead through all subsequent years. Concurrent Enrollment is the largest component of the Dual Enrollment program statewide and we can see that PSD leads in Concurrent Enrollment**.**

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

Concurrent Enrollment % of Class

Legend: 1) POUDRE R-1 2) STATE TOTALS 3) CHERRY CRE... 4) BOULDER V... 5) ST VRAI...

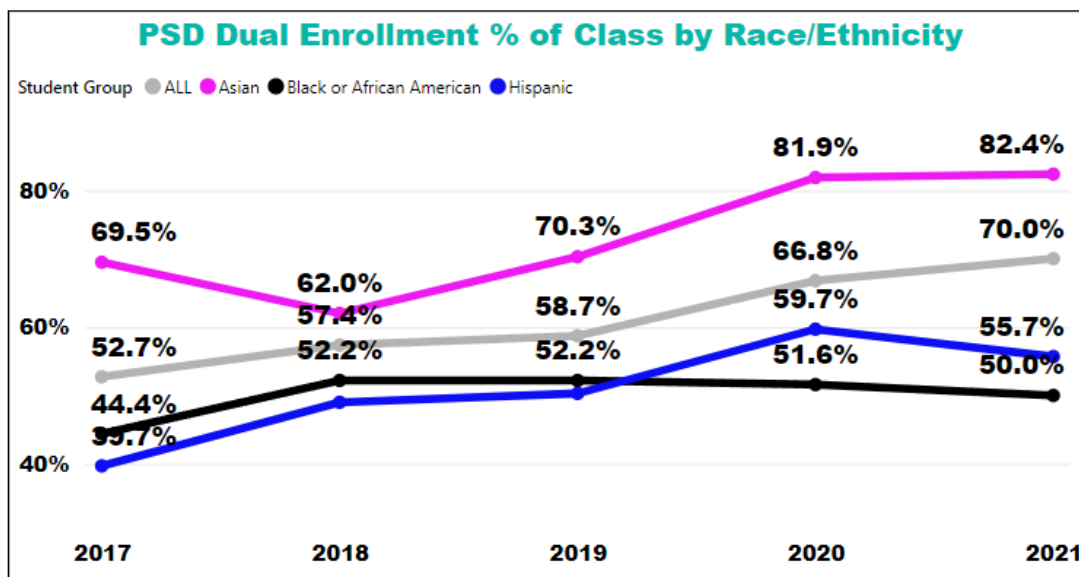| Year	Poudre R-1	State Totals	Cherry Creek	Boulder V	St Vrain
2017		28.7%	38.7%		9.4%
2018	41.9%	30.4%		20.0%	10.1%
2019	48.2%	32.8%		20.9%	10.7%
2020	59.1%	50.6% / 36.0%		24.9%	12.0%
2021	64.9%	46.2%	36.2% / 29.2%		13.2%

(17.1% noted near 2017 for Poudre R-1 group)
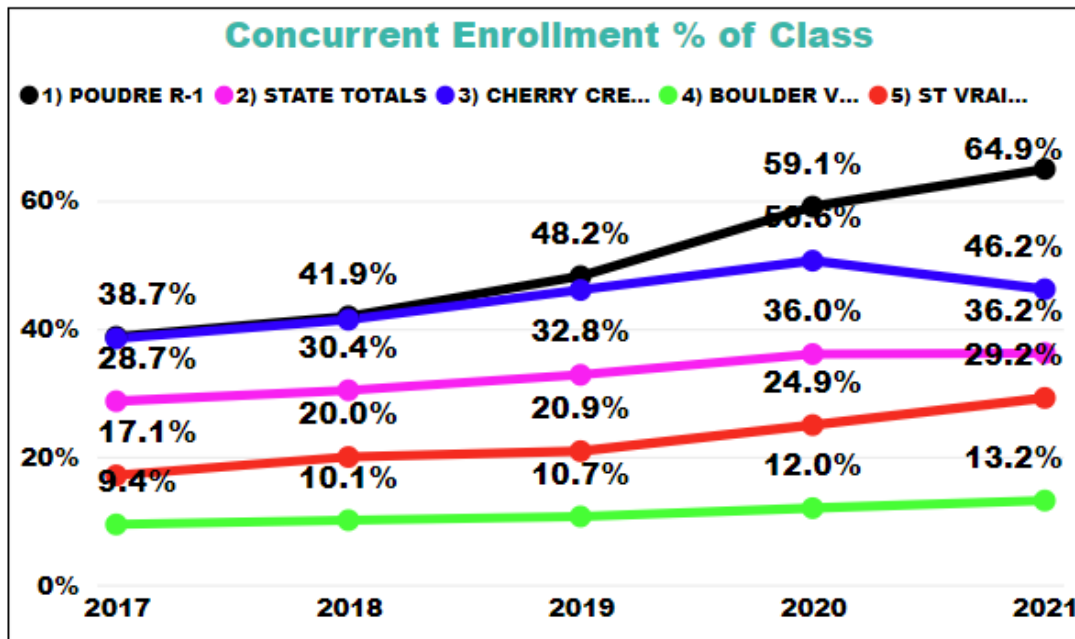
Visualizing <u>Dual Enrollment</u> percentages by race/ethnicity for PSD's largest three non-white subgroups, we see that Asian students have enrolled at higher percentages than the PSD population overall for each of the past five graduation classes for which data are available. We also see that Hispanic and African American students have consistently enrolled at lower rates than the overall PSD population. Dual Enrollment rates have increased over the past five years for each race/ethnicity group displayed below, except for African American and Hispanic students.

PSD Dual Enrollment % of Class by Race/Ethnicity

Student Group: ALL Asian Black or African American Hispanic

Year	ALL	Asian	Black or African American	Hispanic
2017	52.7%	69.5%	44.4%	39.7%
2018	57.4%	62.0%	52.2%	52.2%
2019	58.7%	70.3%	52.2%	52.2%
2020	66.8%	81.9%	51.6%	59.7%
2021	70.0%	82.4%	50.0%	55.7%

PSD Dual Enrollment

Class Of	ALL	Asian	Black or African American	Hispanic
2017	52.7%	69.5%	44.4%	39.7%
2018	57.4%	62.0%	52.2%	49.0%
2019	58.7%	70.3%	52.2%	50.3%
2020	66.8%	81.9%	51.6%	59.7%
2021	70.0%	82.4%	50.0%	55.7%

Visualizing Concurrent Enrollment percentages by race/ethnicity for PSD's largest three non-white subgroups, we see that Asian students have enrolled at higher percentages than the PSD population overall for the past two graduation classes for which data are available. We also see that Hispanic and African American students have enrolled at lower rates than the overall population for the past three graduation classes for which data are available. For the Class of 2021, there appeared to be a decline of 3.6% and 1.6% in the enrollment of Hispanic and African American students in CE programs. Also note that these differences by race/ethnicity were not evident for the first two years of data provided below.

Concurrent Enrollment rates have increased over the past five years for each race/ethnicity group displayed below, but there is evidence of a decreasing level of enrollment of the Class of 2021 associated with African American students (1.6%) and Hispanic students (3.6%). Dual Enrollment percentages are always at or above, and usually above, Concurrent Enrollment percentages because Concurrent Enrollment is a subset of what is included in the definition of Dual Enrollment.
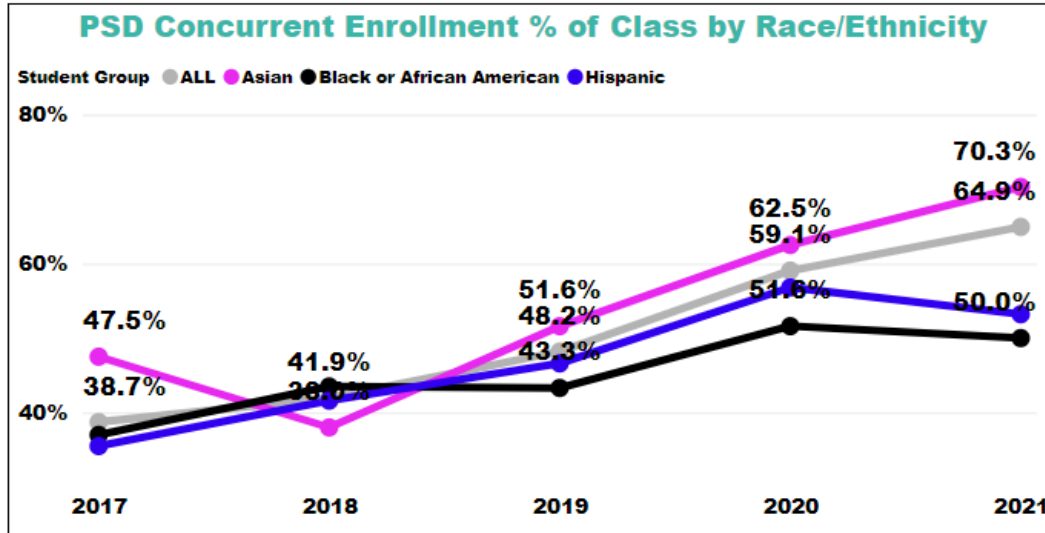
PSD Concurrent Enrollment

Class Of	ALL	Asian	Black or African American	Hispanic
2017	38.7%	47.5%	37.0%	35.5%
2018	41.9%	38.0%	43.5%	41.6%
2019	48.2%	51.6%	43.3%	46.6%
2020	59.1%	62.5%	51.6%	56.8%
2021	64.9%	70.3%	50.0%	53.2%

Key Indicator 4c – CTE Participation: ≥ 80% of PSD students have a Career and Technical Education (CTE) experience, as measured by the CDE, prior to graduating from high school.
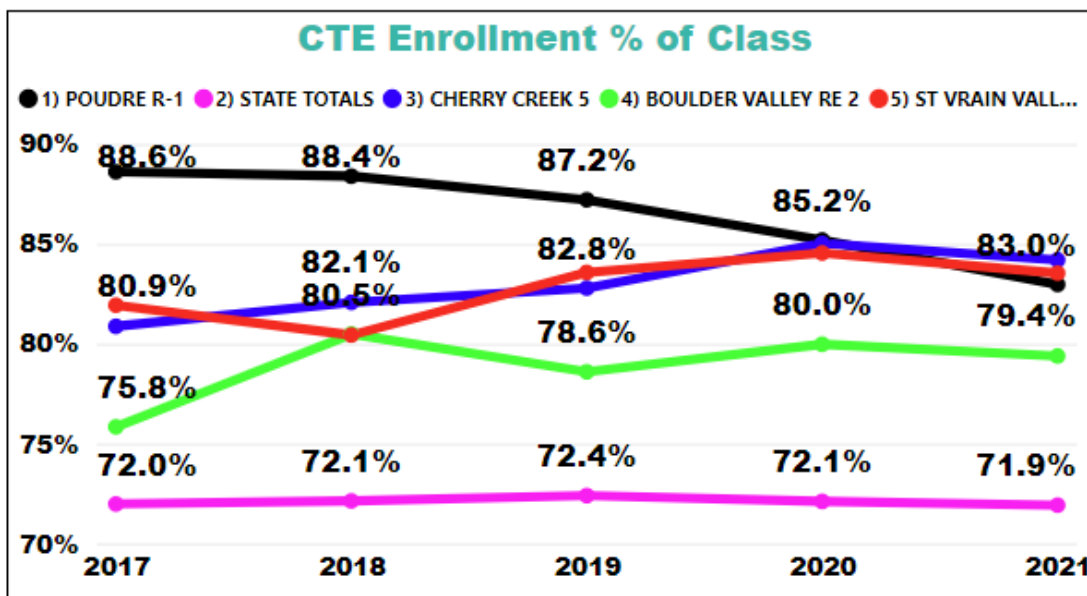
Met Target in Most Recent Year Available? Yes, 83.0% of the latest PSD graduating class for whom data is available (2021) had a CTE experience. This is an area in which PSD exceeds our comparison districts.

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

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

Work-Based Learning encompasses a variety of strategies and opportunities that supports students in developing and applying their academic, technical and employability skills through real-life work experiences. In PSD students earn 1 credit for every 15 hours they participate in a work-based learning experience and can earn up to 45 elective credits.

During the 2022-23 academic year, the number of partners registered on Xello reached 221, an increase from 147 in the 2021-22 academic year and 126 in 2020-21. In addition, 1,396 students in the Poudre School District expressed interest in participating in a Work-Based Learning experience, leading to 1,105 students enrolling in a Work-Based Learning class. Concurrently, 6,586 students engaged in Career Preparation or Training Programs, highlighting the district's commitment to providing a broad range of vocational and educational opportunities.

CTE Enrollment % of Class
● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY RE 2 ● 5) ST VRAIN VALL...

Illustrating **Career and Technical Education (CTE) enrollment** percentages by race/ethnicity for PSD's largest three non-white subgroups, we see that Asian students have enrolled at lower percentages than the PSD population overall for four of the past five graduation classes for which data are available although it increased from the Class of 2020 to the Class of 2021 by 1.8%. We also see that Hispanic and African American students have consistently enrolled at higher rates than the overall PSD population. African American students have the highest enrollment percentages in CTE for past three graduation classes for which data are available. We can observe a significant increase in the Class of 2021 which is 6.4% higher than the Class of 2020.

PSD CTE Enrollment % of Class by Race/Ethnicity
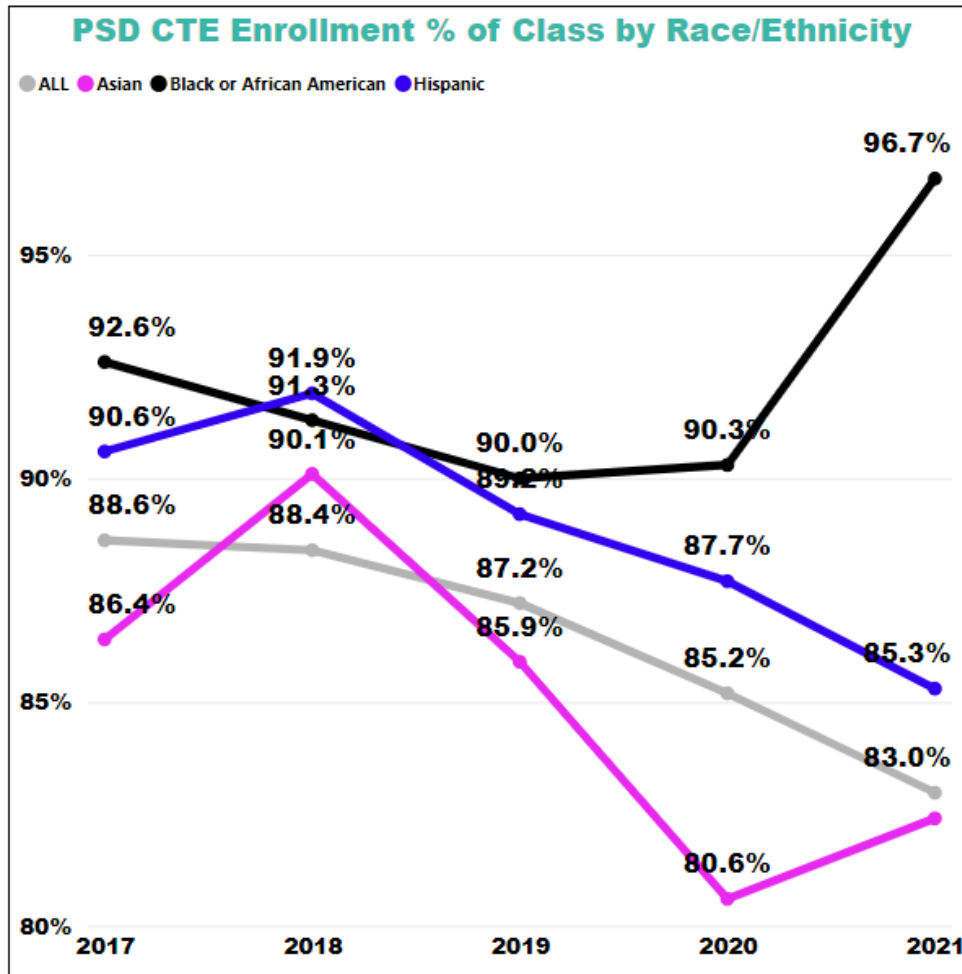
Key Indicator 4d – Postsecondary Outcomes: All PSD rates better than statewide rates.

Met Target in Most Recent Year Available? Yes. The Class of 2021 is the latest cohort for which the Colorado Department of Higher Education (CDHE) has released postsecondary data. Based on all 6 postsecondary success measures, and for all graduating classes (2009-2021) for which PSD and State data are available, PSD has consistently met this target. Every PSD graduating class from 2009 to 2021 has had higher enrollment rates, higher first year GPA, lower remediation rates in math and English, higher persistence into their second year of college, and higher rates of college graduation within four years relative to statewide outcomes.

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

Math Remediation Rates

● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY … ● 5) ST VRAIN VA…

	2017	2018	2019	2020	2021
State Totals	29.5%	22.5%	22.9%	27.4%	14.9%
St Vrain Va	23.8%	19.5%	19.4%	24.4%	12.7%
Cherry Creek 5		17.4%	16.2%	19.1%	11.1%
Poudre R-1	17.5%	12.0%		12.6%	7.6%
Boulder Valley			12.3%	11.0%	

English Remediation Rates

● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY … ● 5) ST VRAIN VA…

	2017	2018	2019	2020	2021
State Totals	19.4%	12.6%	11.6%	12.0%	7.7%
St Vrain Va	14.2%	10.4%	8.6%	8.6%	5.5%
Boulder Valley	10.4%	7.3%	7.3%	6.0%	4.2%
Poudre R-1		5.7%	4.4%	4.1%	2.4%

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

Persistence into Year 2

● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY RE 2 ● 5) ST VRAIN VAL...

	2016	2017	2018	2019	2020
1) POUDRE R-1	85.7%	85.4%	83.9%	80.3%	81.0%
2) STATE TOTALS	79.5%	80.3%	79.7%	76.7%	77.1%
3) CHERRY CREEK 5	83.4%	84.9%	84.2%	84.1%	83.1%
4) BOULDER VALLEY RE 2	87.2%	86.9%	89.6%	86.4%	86.6%
5) ST VRAIN VALLEY	82.8%	85.4%	83.1%	83.2%	80.6%

College Graduation Within 4 Years %

● 1) POUDRE R-1 ● 2) STATE TOTALS ● 3) CHERRY CREEK 5 ● 4) BOULDER VALLEY RE 2 ● 5) ST VRAIN VALLEY RE 1J

	2014	2015	2016	2017	2018
1) POUDRE R-1	42.7%	40.6%	44.9%	48.6%	50.8%
2) STATE TOTALS	36.8%	37.9%	38.5%	41.4%	38.8%
3) CHERRY CREEK 5	33.9%	35.4%	36.4%	40.1%	38.8%
4) BOULDER VALLEY RE 2	37.9%	41.6%	44.9%	43.9%	44.2%
5) ST VRAIN VALLEY RE 1J	40.1%	37.7%	38.8%	41.4%	38.8%

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

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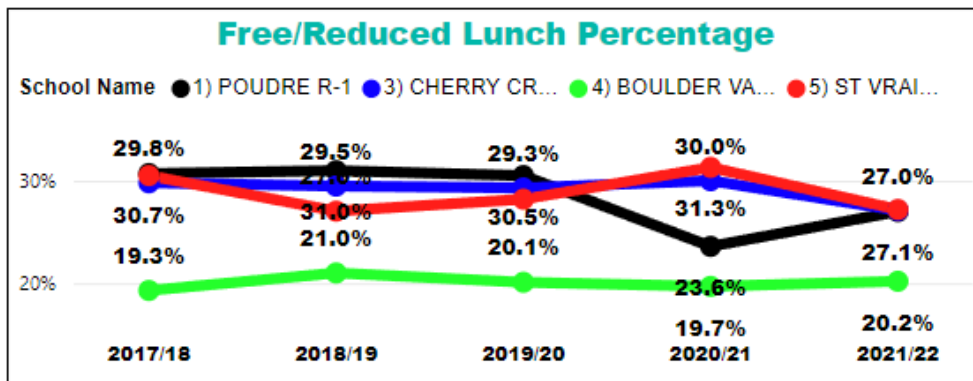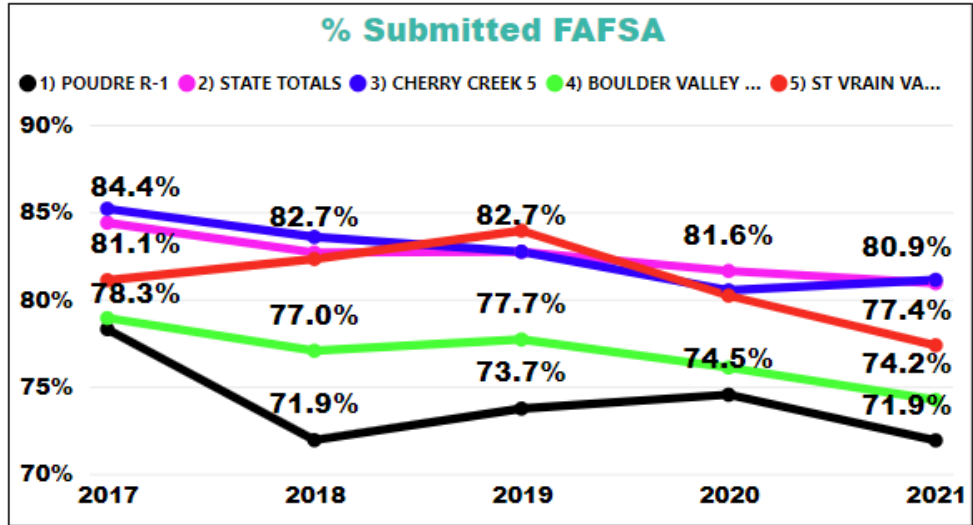

Why are PSD FAFSA completion rates lower than our comparison districts when our Free/Reduced meal percentages are similar or above others? To support increases to student/family participation in completing the FAFSA, PSD has implemented a FAFSA awareness/completion opportunity into the annual Individual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

Current FAFSA completion rates (as of December 2023) for PSD appear to be running about 5% below our completion rates at this time last year (55-59% versus 60-64%) based on data from the US Department of Education – Federal Student Aid (https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school). Rates of completion are low nationwide this year due to a processing issue at the federal level, so these real-time data are not as informative as in past years.

PSD received a two-year **$30,000 FAFSA/CASFA Completion Grant** in the fall of 2023. These dollars have been used to provide FAFSA/CASFA workshops and information nights at the PSD Future Ready Center. We have also provided trainings to key PSD staff such as PSD counselors, Finance teachers, and Family Liaisons so these key staff are able to better support our families in completing the FAFSA/CASFA and accessing needed resources. These funds have also allowed PSD to provide one-on-one completion support to families and individual students. Bilingual families and students have received support in their home language.

PSD rates of State Aid received by our graduates have been low relative to our comparison districts based on the most recent five graduation classes for which data are available. PSD's free/reduced meal percentages are similar enough to our comparison districts to indicate some other factor may be driving this pattern. PSD is responding to this inconsistency by increasing our efforts to ensure our families and students are aware of and able to access the FAFSA submission process.
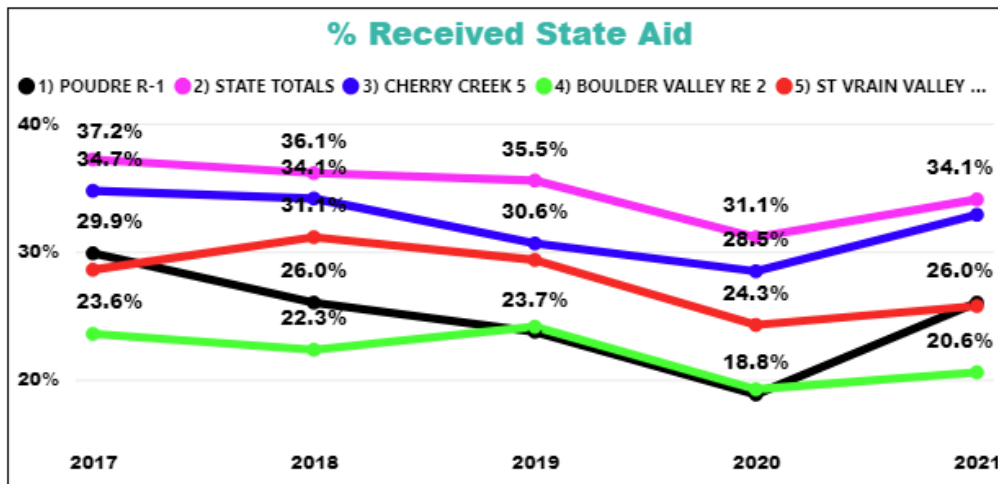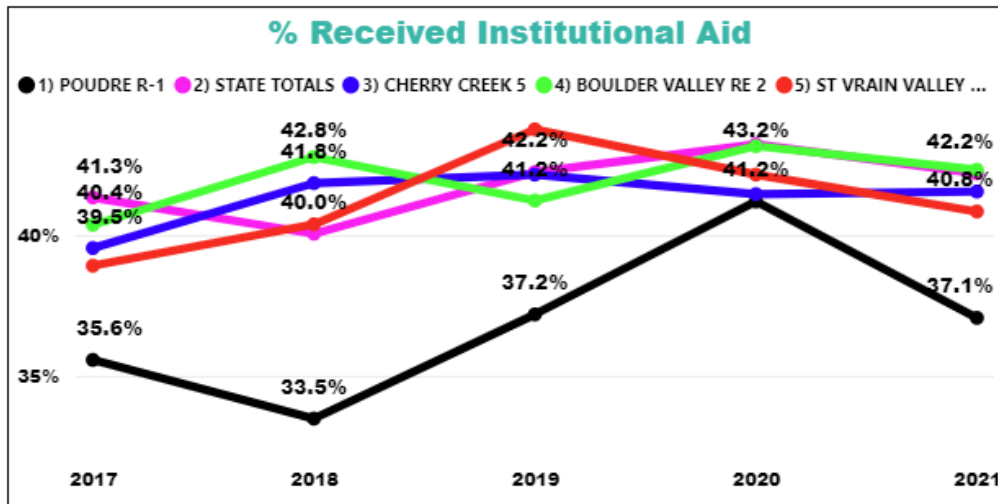
To investigate this phenomenon a little closer, we explored whether PSD FAFSA completion percentages ranked low relative to our comparison districts among students eligible for free or reduced meal prices. The free/reduced meal price eligible families are the segment of the population that most needs and benefits from FAFSA completion.

PSD FAFSA Submission Rates by Free/Reduced Eligibility
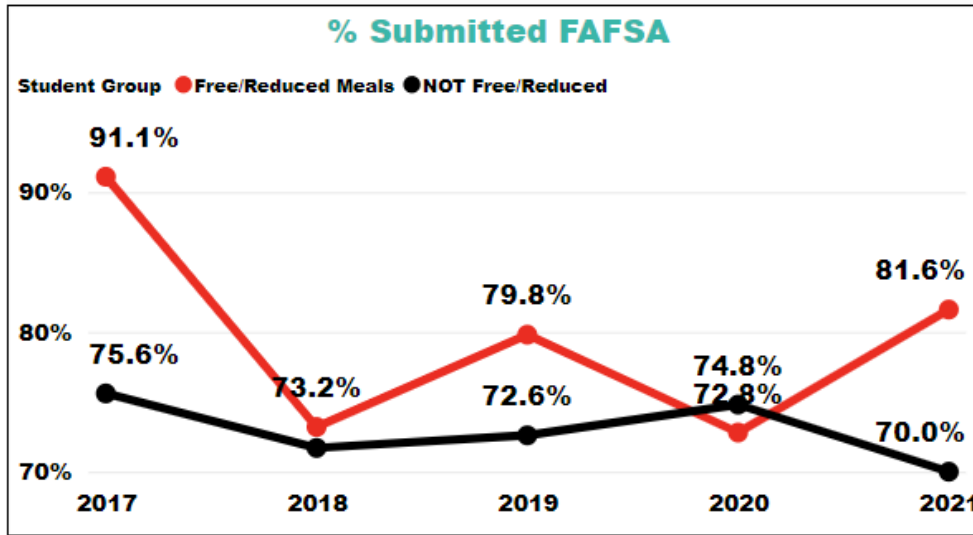
PSD FAFSA submission declined from 2017 to 2021, the most recent graduation classes for which these data are available. The Class of 2021 submission rate reached the highest level in the past four years. To explore whether other districts experienced similar FAFSA completion rate drops we can track our comparison districts rates over the same span of years.

FAFSA Submission Rates for Free/Reduced Eligible Students Only
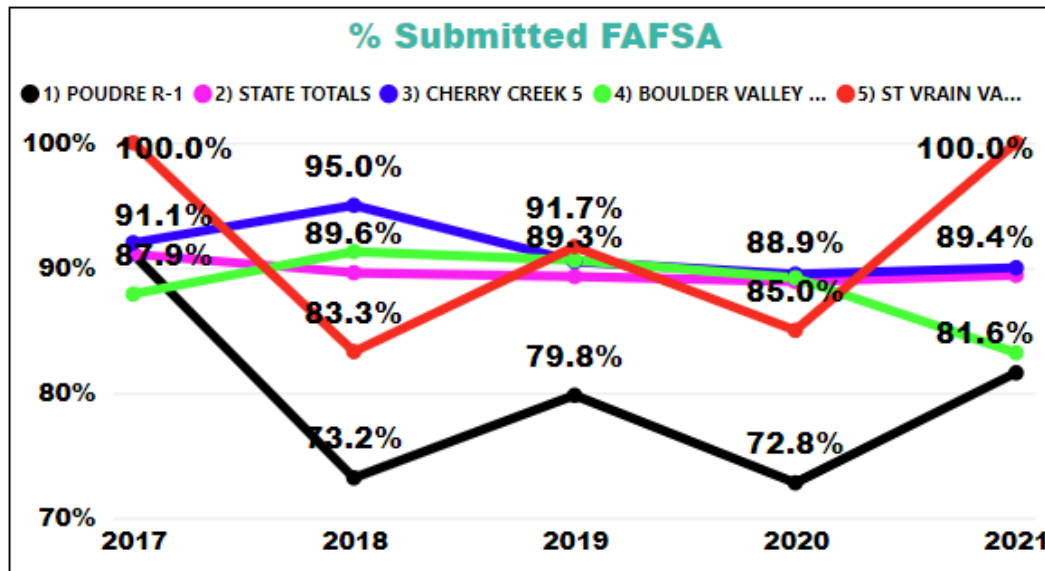
It appears PSD FAFSA submission rates for students eligible for free/reduced meals are consistently lower than our comparison districts' rates for the same student population. Note that Saint Vrain and PSD share a strikingly similar pattern in FAFSA completion rates among Free/Reduced eligible students, which have trended down in 2018 and 2020; and then up in 2019 and 2021, whereas the State, Boulder and Cherry Creek do not. Are lower FAFSA submission rates a factor that contributes to lower college enrollment rates among PSD students eligible for free or reduced meal prices?

PSD College Enrollment Rates by Free/Reduced Eligibility
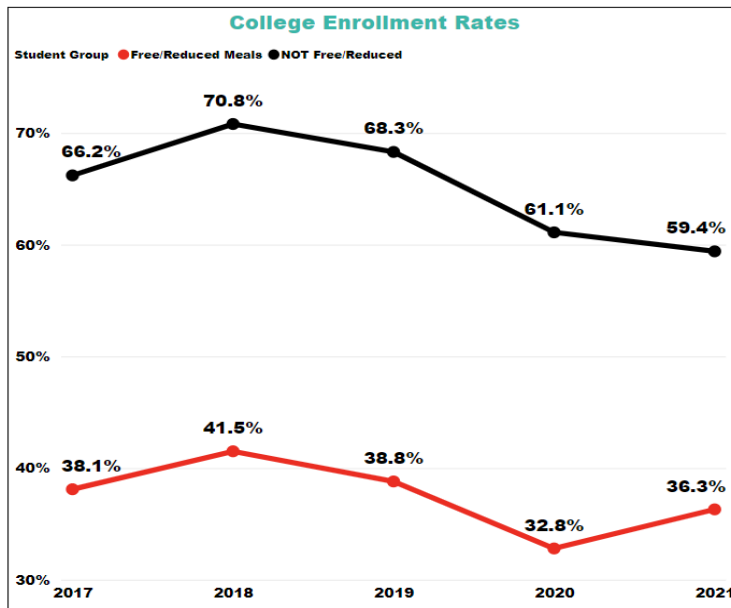
College Enrollment Rates for Free/Reduced Eligible Only
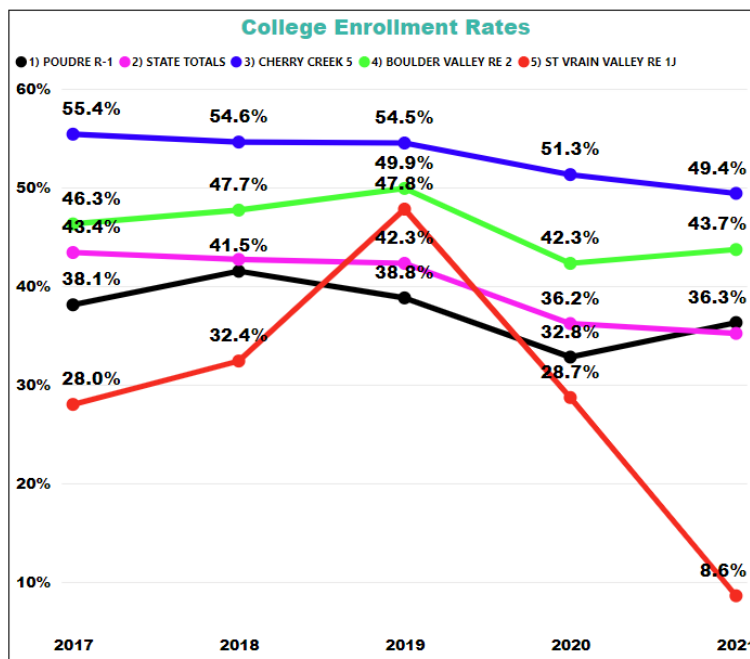
PSD college enrollment rates for Free/Reduced eligible students are lower than PSD students not eligible for free/reduced meal prices, lower than the state (data for 2022 is not available), and lower than several of our comparison districts. These outcomes and insights taken collectively support the action that PSD is taking to ensure all students are aware of and have an opportunity to complete the FAFSA process prior to graduating.

In summary, Poudre School District (PSD) Class of 2023 graduation rate of 86.9% is the second highest PSD four-year on-time graduation rate in more than a decade. This represents a one-year decrease of 0.2% percentage points and exceeds the state's overall graduation rate by 3.8 percentage points. Hitting and maintaining a graduation rate of approximately 87% for two years in a row is a substantial change from the last decade of volatility in our year-to-year graduation rates. PSD students supported with an Individualized Education Program (IEP) and students eligible for free/reduced meal prices each have graduation rates below like-peers statewide (66.7% versus 69.3% and 71.0% versus 73.3% respectively). PSD English Language Learners gained 5.4 percentage points to attain a graduation rate of 69.8% which is slightly higher than the graduation rate of like-peers statewide (69.4%).

Graduation rates are a key performance indicator of central importance to the students and families PSD serves as it is directly tied to supporting/promoting economic mobility and represents the successful culmination of a 13-year education journey that prepares students to pursue their interests and passions after high school. Pursuing interests and passions often means accessing workforce opportunities, serving in a branch of the US military, beginning one's own business, or attending a college or university. Expanding awareness and use of PSD four-year high school planning tools, work-based learning experiences, and opportunities to earn college-credit while in high school will benefit all students.

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

4) Low college remediation rates in English and math,
5) High first year college GPA, and
6) High college graduation within 4 years

While enrolled in PSD high schools, approximately 2/3 (66.8%) of our students take college courses and earn college credits. PSD is a state leader in dual enrollment, concurrent enrollment, and Career and Technical Education (CTE) enrollment. PSD graduating classes have had higher levels of Dual Enrollment than the state and higher rates than our comparison districts since the Class of 2016, while also growing Dual Enrollment at a faster rate than the state or our comparison districts over the past 6 years. While PSD been a state leader in CTE enrollment, we have had a consistent decline in CTE enrollment between 2017 and 2021. PSD remains a leader in this space even with this decline in enrollment.

In support of the PSD graduation/completion target, PSD monitors our goal that less than 1% of PSD students drop out. The PSD dropout rate was 0.9% (138/15,305) in 2022/23, so PSD met this goal. This represents an approximately 0.2 percentage decrease. PSD dropout rates remain well below the states and travel in the range associated with our comparison districts.

CONNECTIONS

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

Key Indicator 5a – Student Connections: Composite score > 90%.

Met Target in 2023? No, the 2023 Connections Survey composite score = 84.2% (up 0.4% from 2022).

A few connections data highlights are provided below. To interact with a data visualization tool that displays composite scores and other data gathered with the annual Student Connection Survey, please click STUDENT CONNECTIONS with SEL MEASURES. Also, note that additional student connections data displays and insights are included in Appendix 6.

In the fall of 2023, 14,954 students responded to the Student Connections Survey (a 74% response rate). Overall, the percentage of students reporting positive feelings of connection to school remained stable at around 84%. Students report the strongest connections to other adults (91%), followed by connections to other students (85%), with connections to interests the least strongly endorsed (76%), though encouragingly, this percentage has gradually risen since 2020. Connections to interests have been on the rise, increasing by 2% compared to last year and showing an 8% overall growth since 2020. There has been a minor decrease of 1% in connections to adults, continuing a downward trend that began in 2020.

Connections Composite

	2019	2020	2021	2022	2023
	84.3%	83.5%	84.4%	83.8%	84.2%

Connections (% Agreement) by Subscale

Adult Student Interests

	2019	2020	2021	2022	2023
Adult	92%	94%	93%	92%	91%
Student	86%	88%	87%	85%	85%
Interests	74%	68%	73%	74%	76%
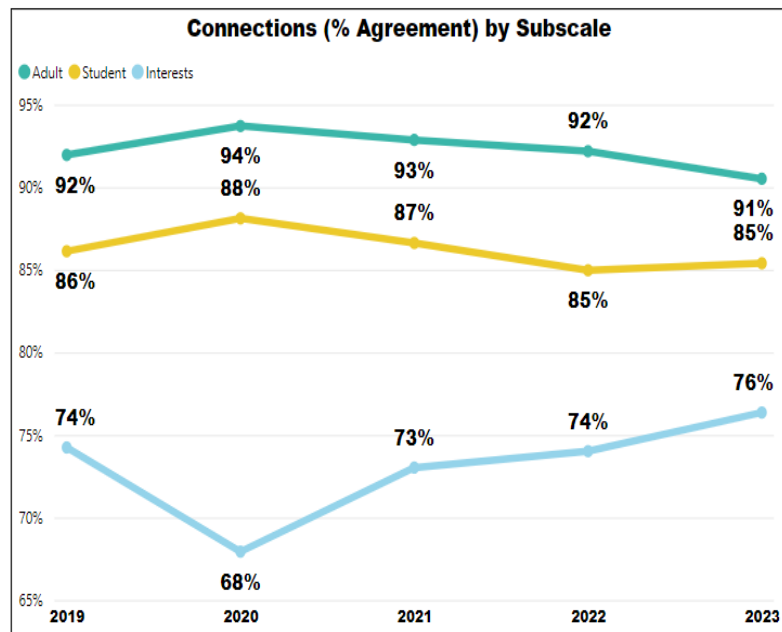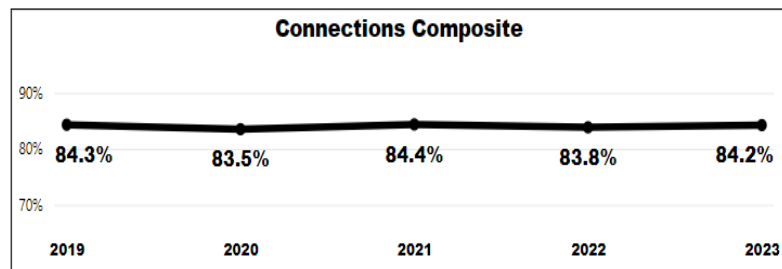
Looking at the three main subscales of the Connections Survey, we can see the negative impact of distance learning during the global pandemic on students' connections to their interests and passions while engaging in school. In 2020, we can see a positive bump that may be understood as increased awareness and appreciation many people felt, including students, regarding

the assistance we were receiving from others while navigating a different time. These sensible patterns within the connections data are a form of validity evidence.

Surveys are like conversations, and in the fall of 2023, over 11,000 students shared their perceptions of connections, safety, and graduation on the PSD Connections Survey. This data provides leaders an opportunity to hear from students who are confident in their graduation potential and those who are uncertain. The data can then be analyzed relative to school-based connections and perceptions of safety, as well as student needs regarding social-emotional learning. This drill-down explores differences in perceptions by student expectation to graduate. A secondary analysis provides the count of those who indicated they are unsure they will graduate by their school. School building leaders have been provided these data and the responses to open-ended questions from students who described perceived barriers to graduating. This is very actionable data at the school level and provides student suggestions on how PSD leaders can improve experiences and graduation rates.

Fall 2023 Middle School Connections by Graduation Expectation

Connections Data	I Will Graduate	I Am Uncertain
Total	4,665	389
Food security at school	85.2%	70.4%
Safe at school	90.2%	70.2%
Connected to adults at school	91.9%	70.5%
Listened to, cared about, helped	95.8%	84.3%
Did anyone play a role in exploring the future	98.6%	92.8%
Did teacher/coach play a role in exploring the future	64.7%	55%
Has the ICAP process helped you	No (21%): Yes(49%)	No (23%): Yes(29%)
Unsure about ICAP or Xello	28%	48%

Top Three Responses of Middle Schoolers: "*I would like my school to help me learn about…*"

I Will Graduate		I Am Uncertain	
School activities	2,396	**Stress management**	175
Stress management	1,847	**School activities**	154
Healthy relationships	1,195	**Mental health**	131

Fall 2023 High School Connections by Graduation Expectation

Connections Data	I Will Graduate	I Am Uncertain
Total Answering	5,116	221
Food security at school	83.7%	64%
Safe at school	89.9%	69.7%
Connected to adults at school	91.6%	61.8%
Listened to, cared about, helped	95.9%	84.1%
Did anyone play a role in exploring the future	97.5%	91%
Did teacher/coach play a role in exploring the future	64.9%	58%
Has the ICAP process helped you	No (36%): Yes(51%)	No (40%): Yes(31%)
Unsure what ICAP or Xello are	13%	28%

Top Three Responses of High Schoolers: "*I would like my school to help me learn about…*"

I Will Graduate		I Am Uncertain	
School activities	2,263	Stress management	107
Stress management	1,992	Mental health	76
Mental health	1,377	Healthy relationships	67

Students who are uncertain they will graduate report **lower levels of food security and safety and lower levels of connection to adults at school.** In addition, middle schoolers who are uncertain about graduation report **lower awareness about the ICAP process and tools. Stress management** was among the top three topics students would like to learn more about.

Like middle school students who are uncertain about graduating, high schoolers with the same uncertainties report **significantly lower connections to adults and lower feelings of safety and food security at school.** They also report **lower awareness of the ICAP** and other career exploration tools like Xello. **Stress management and mental health** are the top three topics that students, regardless of graduation expectations, want to learn more about.

Feelings of connection vary by group based on student attributes and academic needs. Students eligible for free and reduced meals consistently indicate lower connections to adults, peers, and their interests than those not receiving this support. Connections also vary by race/ethnicity, where students who identify as Hispanic, African American, or Native American consistently report lower levels of connection compared to Asian and White students. For Black/African American students, the percentage reporting positive connections has dropped dramatically.

Students supported with an IEP and those experiencing homelessness also report lower levels of connection in comparison to students who are not experiencing these challenges. On a positive note, both IEP-supported and McKinney Vento students report increased connections at school to their interests.

The student connections survey also includes questions related to feeling safe at school, and the survey identifies an immediate safety concern. Self-reported feelings of safety have declined over the past four years (from 93% in 2020 to 84% most recently). All racial and ethnic groups show declines in self-reported feelings of safety. Still, differences by race/ethnicity persist, with Black/African American, Hispanic, and Native American students reporting lower safety perceptions compared to Asian and White peers. Black/African American students had the most dramatic decline in feelings of safety (from 85.2% agreeing they feel safe in 2022 to 78.5% in 2023).

These findings of connection and safety are immediate signals that are confirmed in other surveys like the Healthy Kids Colorado survey and can be acted upon by school leaders by using the data tool for school-specific awareness of student feelings and guiding interventions to impact the climate for inclusion and safety.

Social Emotional Learning (SEL)

Key Indicator 5b – Social Emotional Learning (SEL): Composite score > 80%. Met Target in 2023? Yes, the 2023 Student Connections Survey Social Emotional Learning (SEL) composite score = 81.7 (up 1 percentage point from 2022).	

A few Social Emotional Learning (SEL) data highlights are provided below. To interact with a data visualization tool that displays Social Emotional Learning (SEL) composite scores and other data gathered with the Student Connection Survey, please click STUDENT CONNECTIONS with SEL MEASURES. Also, note that additional SEL data displays and insights are included in Appendix 6.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five evidence-based social-emotional learning (SEL) competencies that support students in managing emotions, setting goals, showing empathy, building relationships, and making responsible decisions.[1] Several years ago, a set of SEL items was added to the Connections Survey, allowing trends to be analyzed today.

Monitoring SEL over time will enable PSD to monitor the impact of our Unified Improvement Plan (UIP) action steps and the financial resources targeted toward building these competencies in students.

The district-wide SEL composite score **exceeded 80% for the fourth consecutive time** in five years. The increase in 2020 coincided with a reinvigorated district conversation regarding the importance of SEL and has remained stable, validating the continued work in this area.

The line chart **shows similar stability in SEL competencies**. Social awareness remains the strongest (90%) and contains items related to caring for and understanding others. Several competencies are clustered together in the 70%s, ranging from decision-making

skills (79%) to emotional self-management (76%) and building relationships (73%). Self-awareness is the lowest of the five at 69% and involves an ability to understand one's own emotions.

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[1] Learn about SEL: https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/
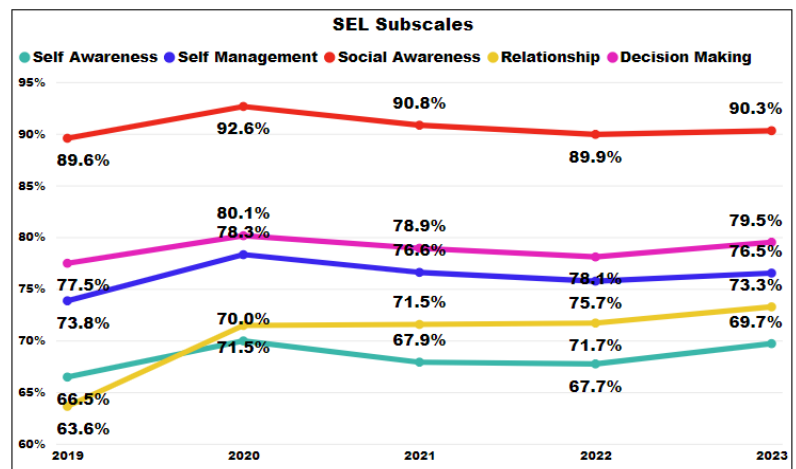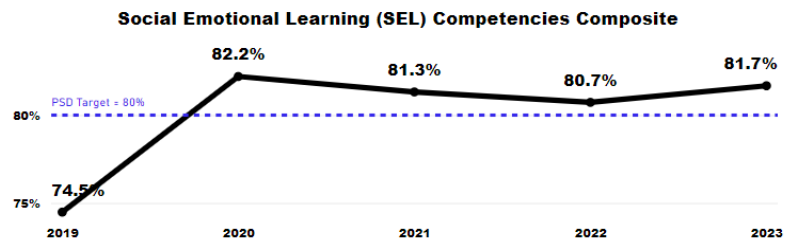
There are clear and persistent patterns in self-reported SEL competencies by socio-economic status.

Social Emotional Learning (SEL) Competencies Composite

FR_Fall ● 1) Free (F) ● 2) Reduced (R) ● 3) Not FR
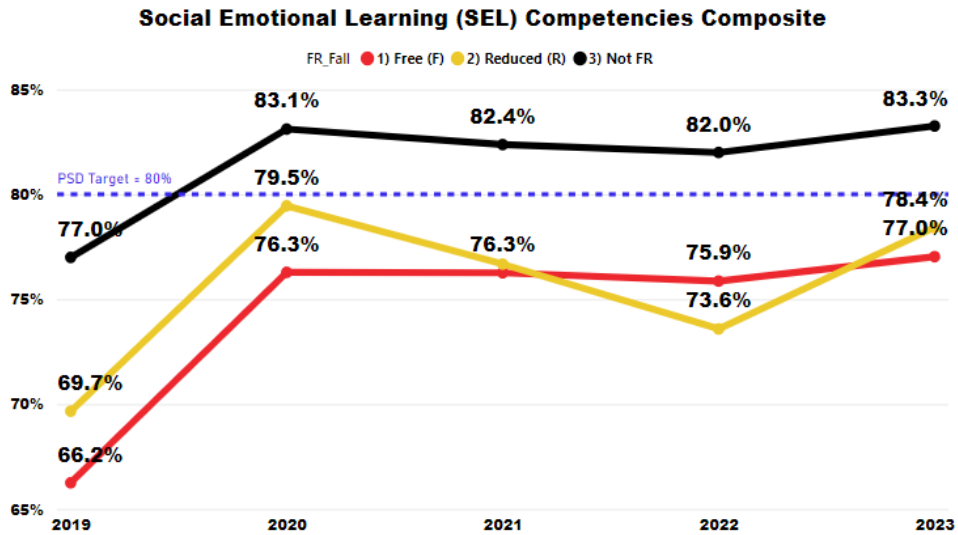
Although the patterns in SEL composite score by ethnicity are somewhat noisy, when we isolate the change from 2019 to 2023 with linear trends, we can see that SEL competencies appear to have increased for all subgroups as well as overall. In general, White and Asian students exceed the PSD target after 2021, Hispanic students are approaching the target, while the African American students' score remain the same as last year. It is notable that the Native American students, who had met the target last year experiencing a dramatical decline this year, with a 9.2% drop. It is important to note that student groups with small counts can have more dramatic year-to-year movement of summary statistics than is likely to be seen with larger student groups.

SEL Competencies Composite

Ethnicity ● Asian ● Black ● Hispanic ● Native American ● White
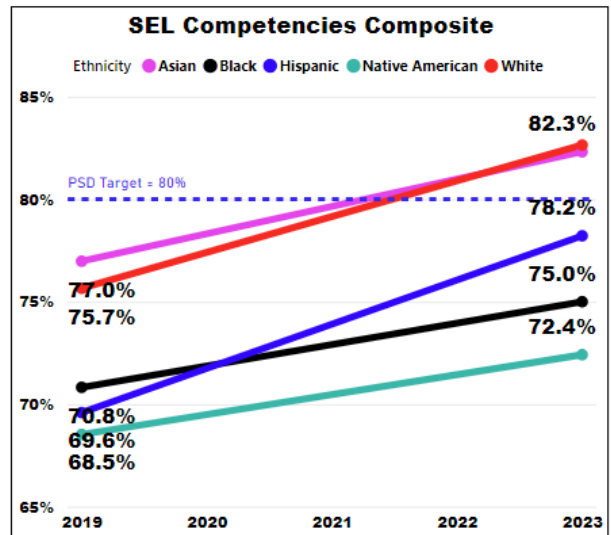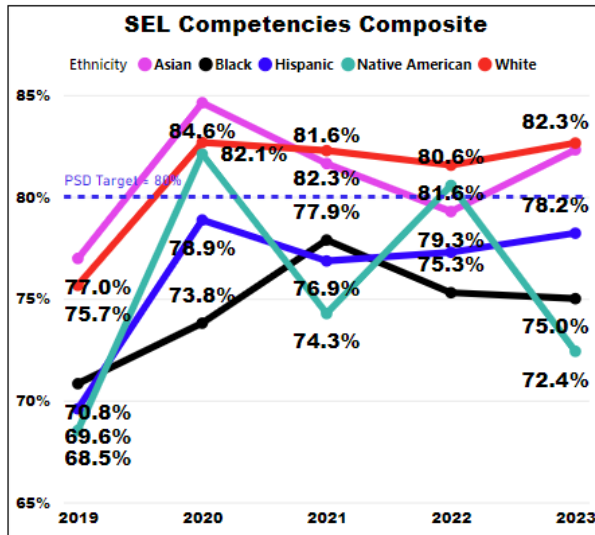
Social-emotional learning emerged to address rising concerns with mental health and well-being, and the goal of SEL is to equip students with skills for handling emotions and relationships at school. Positive outcomes associated with SEL competencies are emotional regulation, positive learning relationships, and fewer disciplinary events.

Using data from the Connections Survey, the graphs below illustrate the compelling importance of building SEL competencies to impact individual achievement and school climate positively.

When the data is limited to middle and high school students who answered the graduation question, a clear pattern is seen where **students who express uncertainty about graduation report less competence with SEL** than their peers (a difference of 18 percentage points in 2023).

SEL Composite Score by Graduation Expectation

Year	Expect to Graduate	Uncertain
2021	82%	66%
2022	82%	60%
2023	82%	64%
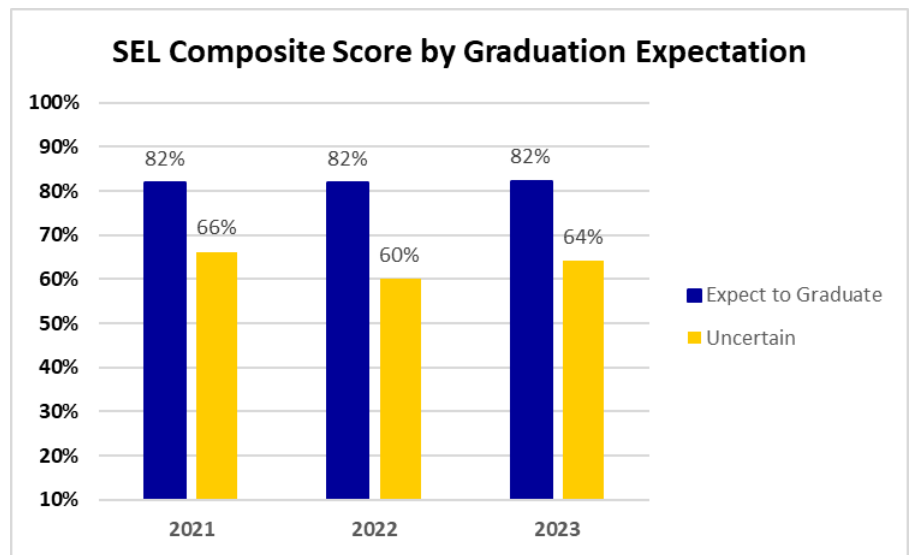
Similarly, **those who expect to graduate have higher attendance and lower disciplinary rates than those who are uncertain**. While this data is only correlational, it makes intuitive sense that students' skills with emotional self-awareness, self-management, social awareness, and comfort with relationships would support student-to-adult and student-to-peer connections at school, leading to a more positive experience and readiness to learn.

Graduation Expectation by SEL, Attendance and Discipline Rates

	SEL Score	Attendace	Discipline
Expect to Graduate	82%	92%	3%
Uncertain	64%	88%	11%
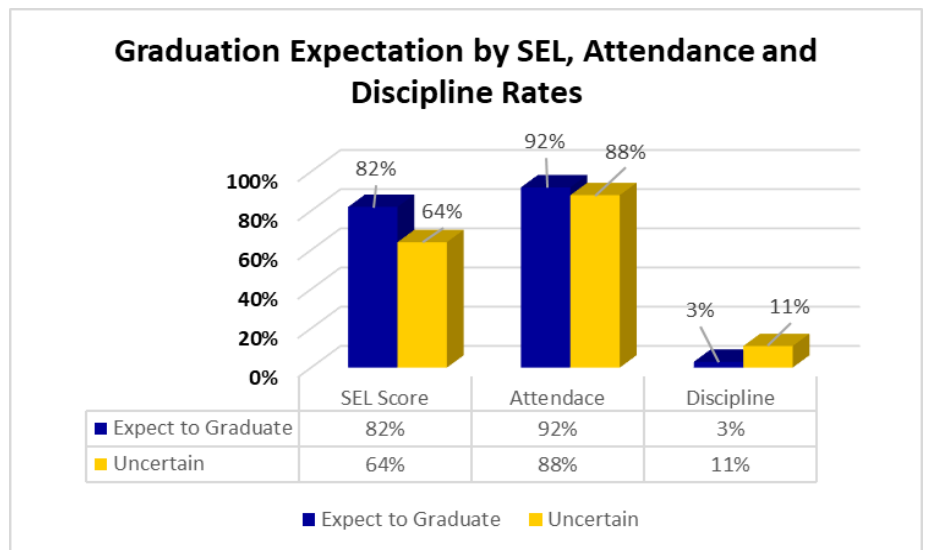
Among five areas related to SEL competencies that students were asked if they would want to learn more about, "stress management" was the most frequently selected among both middle school and high school students that indicated they were not sure if they would graduate from high school. Students who indicated they anticipate graduating from high school shared that they want to learn more about "school activities" as opposed to "stress management. This pattern arose for each level (middle and high) independent from one another. This information supports the notion that PSD should continue to alleviate stress where possible and provide tools and techniques that promote stress management.

Mental Health / Belonging

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

Met Target in 2023/24? State data will not be available until summer 2024.

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

The **Healthy Kids Colorado Survey (HKCS)** collects self-reported health and well-being information from Colorado public school students every other year. The survey is administered to students in randomly selected middle school and high school classrooms. The HKCS Fall of 2023/24 PSD high school response rate was 67% (6,003 respondents), and the 2021/22 response rate was 66% (5,870 respondents). HKCS is supported by the Colorado Department of Public Health and Environment (CDPHE), the Colorado Department of Education (CDE), and the Colorado Department of Human Services (CDHS). Please click [Healthy Kids Colorado Survey](#) to find additional information about the survey. Click here for PSD [2021 HKC High School Frequency Report](#) or here for the [2021 HKC Middle School Frequency Report](#). Please be aware that the latest report accessible online is from 2021. The report for 2023 is scheduled to be released in the summer of 2024.

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

In each table of HKCS data provided below, the item students responded to is in the first column, the second column provides the PSD 2023 sample estimate of the percentage of students that answered in the affirmative, followed, in parenthesis, by the upper and lower boundaries of a 95% confidence interval around that sample estimate. The next two columns provide the same information as in the second column but for the State 2023 outcomes followed by the PSD prior available year (2021) outcomes. Each of these two columns has shaded cells where the sample estimate is significantly different than the comparable PSD 2021 outcome. Blue-shaded cells indicate a significantly more favorable outcome. Yellow-shaded cells indicate a significantly less favorable outcome. The final column provides the number of PSD student respondents for the associated item. The first table in each pair highlights differences between the state, current PSD, and past year PSD results. The second table highlights differences between different student groups within the PSD student population on the most recent dissemination of the HKCS.

In the first table below, the blue-shaded cell in the first row indicates that the 15.3% of the PSD's 2023 respondents that answered the first item in the affirmative is significantly less than the PSD 2021 outcome of 26.4%. Given that the item asked students if they had purposefully hurt themselves (provided in red text), a lower percent agreement with that statement is a more favorable outcome, hence shaded blue. In this context "significant" indicates the difference between PSD 2023 outcomes and PSD 2021 outcomes is not likely due to chance alone. Meaning there are likely to exist systematic differences between the outcomes in two years that are worthy of our thoughtful consideration. The data which is not available in the year of 2023 is shaded gray.

In the second table, the first yellow-shaded cell in the second row indicates that the 41.2% of PSD's 2023 genderqueer respondents that answered the second item in the affirmative is significantly less than the PSD 2023 overall outcome of 63.3%. Given that the item asked students if stress levels are manageable most days (item written in green), a lower percent agreement with that statement is less favorable, hence shaded yellow.

Healthy Kids Colorado Survey Key Items Related to Mental Health				
Percentage of students who…	PSD 2023	State 2023	PSD 2021	PSD 2023 Respondents
Purposefully hurt themselves without wanting to die in the past 12 months	15.3 (14.1 - 16.6)*	N/A	26.4 (24.8 - 28.0)	5559
Agree or strongly agree their stress level is manageable most days	63.3 (62.2 - 64.4)*	N/A	54.8 (52.7 - 56.8)	5639
Take two or fewer days to feel fully recovered after a stressful situation (bad item)				
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	25.2 (23.4 - 27.0)*	N/A	43.3 (40.5 - 46.1)	5555
Seriously considered attempting suicide during the past 12 months	11.1 (9.9 - 12.3)*	N/A	21.4 (20.0 - 22.9)	5567
Made a plan about how they would attempt suicide during the past 12 months	9.6 (8.8 - 10.3)*	N/A	15.2 (13.8 - 16.7)	5558
Attempted suicide one or more times during the past 12 months	5.4 (5.0 - 5.8)*	N/A	8.1 (7.3 - 8.8)	5564
Have an adult to go to for help with a serious problem	79.6 (78.6 - 80.6)*	N/A	76.1 (74.1 - 78.2)	5566
Most of the time or always could talk to a friend about feelings during their life	63.0 (61.2 - 64.8)*	N/A	58.2 (55.7 - 60.7)	5570

Healthy Kids Colorado Survey Key Items Related to Mental Health					
Percentage of students who…	PSD 2023	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Purposefully hurt themselves without wanting to die in the past 12 months	15.3 (14.1 - 16.6)	43.2 (38.0 - 48.5)*	31.3 (26.2 - 36.5)*	11.1 (9.1 - 13.1)*	16.9 (10.6 - 23.1)	16.2 (11.1 - 21.2)
Agree or strongly agree their stress level is manageable most days	63.3 (62.2 - 64.4)	41.2 (29.2 - 53.1)*	43.0 (37.4 - 48.6)*	61.4 (58.1 - 64.6)	63.2 (54.3 - 72.1)	58.2 (54.0 - 62.5)
Take two or fewer days to feel fully recovered after a stressful situation (bad item)					
Felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	25.2 (23.4 - 27.0)	47.5 (39.2 - 55.7)*	45.2 (38.9 - 51.6)*	29.9 (27.2 - 32.6)*	32.6 (22.5 - 42.8)	27.8 (24.5 - 31.0)
Seriously considered attempting suicide during the past 12 months	11.1 (9.9 - 12.3)	24.9 (18.8 - 31.0)*	20.1 (15.0 - 25.2)*	10.3 (8.0 - 12.5)	13.4 (9.6 - 17.3)	14.7 (12.4 - 17.0)*
Made a plan about how they would attempt suicide during the past 12 months	9.6 (8.8 - 10.3)	24.1 (18.7 - 29.5)*	18.1 (14.8 - 21.4)*	7.4 (6.0 - 8.8)*	17.8 (11.1 - 24.4)*	16.3 (10.5 - 22.1)*
Attempted suicide one or more times during the past 12 months	5.4 (5.0 - 5.8)	13.1 (9.0 - 17.2)*	10.9 (8.2 - 13.6)*	6.2 (5.1 - 7.3)	6.2 (4.0 - 8.4)	7.5 (4.6 - 10.4)
Have an adult to go to for help with a serious problem	79.6 (78.6 - 80.6)	79.9 (76.5 - 83.3)	79.3 (73.6 - 84.9)	74.1 (71.9 - 76.3)*	71.8 (64.2 - 79.5)	74.4 (70.7 - 78.2)*
Most of the time or always could talk to a friend about feelings during their life	63.0 (61.2 - 64.8)	54.3 (46.7 - 61.9)	60.9 (55.3 - 66.5)	55.4 (52.4 - 58.4)*	54.2 (48.1 - 60.3)*	59.8 (56.0 - 63.6)

Significantly different from PSD 2023 outcome; blue/yellow more/less favorable

The data displayed in the first table above indicates that PSD 2023 outcomes were more favorable than PSD 2021 outcomes on all items (8/8) of the Mental Health subscale of the 2023 HKCS. Note that the percentage of PSD students not responding favorably to the many items across the eight subscales presented in this report underscores the importance of PSD and our community promoting mental health and belonging for our youth. These observations support PSD's decision to choose Mental Health and Belonging as a priority performance challenge in our Unified Improvement Plan and our Strategic Plan.

The pattern of yellow shading in the second table above indicates significantly less favorable responses from PSD's genderqueer and gay/lesbian population, which is approximately 30% or more of the total student population according to the HKCS. Put more directly, genderqueer/nonbinary and gay/lesbian students are experiencing significantly higher levels of self-harm, unmanageable daily stress, avoiding usual activities due to sadness or hopelessness, considering suicide, planning for suicide, and attempting suicide. Compared to the 2021 results, genderqueer and gay/lesbian students are being more likely to have a friend to talk about their feeling and access to an adult to talk to about a serious problem.

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

Note that the Hispanic and Asian students self-report significantly less access to adults to talk to about serious problems, and the Hispanic and African American students are significantly less likely to have a friend to talk to about their feelings. It's important to notice that Asian students show a markedly increasing trend in planning and attempting suicide compared to the findings from 2021.

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

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

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

Healthy Kids Colorado Survey Key Items Related to School				
Percentage of students who…	PSD 2023	State 2023	PSD 2021	PSD 2023 Respondents
Participate in extracurricular activities at school	69.7 (65.6 - 73.8)*	N/A	58.9 (53.4 - 64.4)	5023
Skipped one or more whole days of school during the past four weeks	27.4 (26.1 - 28.7)	N/A	26.5 (23.3 - 29.7)	5127
Usually or definitely feel safe at school	94.9 (94.4 - 95.5)*	N/A	89.7 (87.4 - 92.0)	5079
Think it is important or very important to go to college, technical or vocational school		N/A		
Usually or definitely think their school lets their parents or guardians know when they have done something well	44.2 (41.5 - 46.8)	N/A	42.9 (40.4 - 45.3)	5044
Usually or definitely think their teacher notices when they do a good job and lets them know about it	78.0 (76.9 - 79.2)*	N/A	60.2 (58.8 - 61.7)	5057
Think most of their classes are fairly, quite, or very interesting	79.7 (78.8 - 80.5)*	N/A	73.9 (72.7 - 75.1)	5123
Think the things they are learning in school are going to be important or very important for later in life	69.4 (68.7 - 70.0)*	N/A	57.1 (55.2 - 59.0)	5090
Most of the time or always tried to do their best work in school over the last year		N/A		
Most of the time or always enjoyed being in school over the last year	46.5 (45.2 - 47.8)*	N/A	40.2 (39.2 - 41.2)	5148
Agree or strongly agree that they belong at their school	73.8 (72.4 - 75.3)*	N/A	65.6 (62.6 - 68.7)	5138

Healthy Kids Colorado Survey Key Items Related to School					
Percentage of students who…	PSD 2023	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Participate in extracurricular activities at school	69.7 (65.6 - 73.8)	70.7 (65.9 - 75.5)	73.3 (67.5 - 79.2)	46.5 (42.7 - 50.4)*	69.8 (65.2 - 74.4)	78.5 (70.7 - 86.3)
Skipped one or more whole days of school during the past four weeks	27.4 (26.1 - 28.7)	21.5 (16.5 - 26.5)	30.5 (23.6 - 37.3)	41.3 (37.9 - 44.8)*	18.3 (13.6 - 23.0)*	21.9 (18.1 - 25.7)*
Usually or definitely feel safe at school	94.9 (94.4 - 95.5)	88.2 (86.2 - 90.1)*	90.9 (87.7 - 94.2)*	95.7 (94.4 - 96.9)	95.9 (93.0 - 98.9)	94.0 (91.1 - 97.0)
Think it is important or very important to go to college, technical or vocational school						
Usually or definitely think their school lets their parents or guardians know when they have done something well	44.2 (41.5 - 46.8)	36.3 (27.7 - 44.9)	29.4 (24.8 - 34.0)*	53.7 (49.6 - 57.7)*	53.6 (41.3 - 66.0)	45.4 (40.4 - 50.4)
Usually or definitely think their teacher notices when they do a good job and lets them know about it	78.0 (76.9 - 79.2)	67.2 (59.3 - 75.2)*	71.5 (66.6 - 76.5)*	82.9 (80.5 - 85.3)*	77.4 (68.1 - 86.8)	77.3 (72.2 - 82.4)
Think most of their classes are fairly, quite, or very interesting	79.7 (78.8 - 80.5)	78.9 (76.1 - 81.7)	78.9 (74.5 - 83.4)	79.6 (78.1 - 81.1)	83.2 (81.0 - 85.3)*	83.9 (79.3 - 88.5)
Think the things they are learning in school are going to be important or very important for later in life	69.4 (68.7 - 70.0)	70.9 (65.5 - 76.3)	68.0 (63.8 - 72.3)	70.8 (68.9 - 72.7)	73.3 (67.1 - 79.5)	81.2 (76.5 - 85.9)*
Most of the time or always tried to do their best work in school over the last year						
Most of the time or always enjoyed being in school over the last year	46.5 (45.2 - 47.8)	44.5 (37.8 - 51.1)	45.2 (41.0 - 49.5)	47.3 (45.5 - 49.1)	39.3 (35.0 - 43.6)*	53.3 (47.7 - 58.9)
Agree or strongly agree that they belong at their school	73.8 (72.4 - 75.3)	54.7 (50.0 - 59.4)*	62.4 (56.5 - 68.3)*	71.6 (69.4 - 73.9)	62.0 (54.2 - 69.9)*	64.4 (59.8 - 68.9)*

Significantly different from PSD 2023 outcome; blue/yellow more/less favorable.

Note that of the subgroups represented in the table above regarding school related items, the genderqueer/nonbinary, and gay/lesbian students each have 3 or 4 items with significantly less favorable outcomes. However, compared to the 2021 survey results, they become more likely to enjoying being in the school in the 2023 school year.

Hispanic students report significantly lower levels of participating in extracurricular activities (this aligns with findings in the PSD Student Connections Survey), and they skip school more frequently (aligns with attendance data) and are less likely to feel their school lets parents/guardians know when they have done things.

African American students have a significantly worse experience regarding belonging at school and enjoying being school. Relative to the 2021 results, Asian students' outcomes present overall downgrade with the exceptions being fewer skipped school days and maintaining the belief that learning is important for their future. It's crucial to understand what Asian students experienced that change their attitudes and why they are less likely to feel a sense of belonging at their schools in current year.

Racism is related to student mental health and wellness.

Healthy Kids Colorado Survey Key Items Related to Racism				
Percentage of students who…	PSD 2023	State 2023	PSD 2021	PSD 2023 Respondents
Treated badly or unfairly in school because of their race or ethnicity in the past 12 months	4.6 (4.2 - 5.0)	N/A	5.1 (4.8 - 5.4)	5329
Were watched closely or followed by security guards or store clerks at a store or mall because of their race or ethnicity in the past 12 months	5.2 (4.5 - 5.9)	N/A	4.4 (3.7 - 5.1)	5329
Were assumed less intelligent because of their race or ethnicity in the past 12 months	5.2 (4.8 - 5.6)	N/A	5.3 (4.5 - 6.0)	5329
Saw family members treated unfairly because of their race or ethnicity in the past 12 months	6.9 (6.2 - 7.5)	N/A	6.8 (6.2 - 7.5)	5329

Healthy Kids Colorado Survey Key Items Related to Racism						
Percentage of students who…	PSD 2023	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Treated badly or unfairly in school because of their race or ethnicity in the past 12 months	4.6 (4.2 - 5.0)	1.4 (0.4 - 2.4)*	4.2 (1.1 - 7.3)	11.1 (9.4 - 12.9)*	22.4 (15.3 - 29.5)*	21.9 (18.1 - 25.7)*
Were watched closely or followed by security guards or store clerks at a store or mall because of their race or ethnicity in the past 12 months	5.2 (4.5 - 5.9)	6.6 (2.7 - 10.6)	8.0 (4.5 - 11.5)	14.8 (13.1 - 16.6)*	25.4 (20.4 - 30.3)*	14.8 (12.0 - 17.6)*
Were assumed less intelligent because of their race or ethnicity in the past 12 months	5.2 (4.8 - 5.6)	2.5 (0.5 - 4.4)*	6.8 (3.1 - 10.6)	13.5 (11.2 - 15.7)*	19.8 (10.6 - 28.9)*	8.1 (5.8 - 10.4)*
Saw family members treated unfairly because of their race or ethnicity in the past 12 months	6.9 (6.2 - 7.5)	2.3 (0.6 - 4.1)*	7.1 (4.0 - 10.2)	19.5 (17.4 - 21.7)*	9.8 (5.2 - 14.5)	32.6 (28.6 - 36.5)*

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

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

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

Healthy Kids Colorado Survey Key Items Related to Violence				
Percentage of students who…	PSD 2023	State 2023	PSD 2021	PSD 2023 Respondents
Did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or from school	7.4 (6.6 - 8.2)*	N/A	11.9 (9.9 - 13.9)	5676
Were in a physical fight one or more times during the past 12 months	11.3 (10.1 - 12.5)	N/A	13.4 (12.4 - 14.4)	5645
Been physically hurt on purpose by someone they were dating or going out with one or more times during the past 12 months	8.6 (7.9 - 9.3)*	N/A	10.2 (9.6 - 10.9)	3053
Been controlled or emotionally hurt by someone they were dating or going out with during the past 12 months	21.6 (20.6 - 22.6)*	N/A	25.5 (24.9 - 26.0)	3052

Healthy Kids Colorado Survey Key Items Related to Violence						
Percentage of students who…	PSD 2023	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or from school	7.4 (6.6 - 8.2)	12.2 (7.4 - 16.9)	14.4 (10.1 - 18.7)*	11.0 (9.7 - 12.2)*	7.7 (4.6 - 10.7)	6.0 (4.4 - 7.6)
Were in a physical fight one or more times during the past 12 months	11.3 (10.1 - 12.5)	6.3 (4.6 - 7.9)*	11.8 (8.2 - 15.4)	16.4 (14.6 - 18.2)*	16.0 (11.5 - 20.5)	13.8 (9.8 - 17.8)
Been physically hurt on purpose by someone they were dating or going out with one or more times during the past 12 months	8.6 (7.9 - 9.3)	18.4 (9.1 - 27.8)	3.7 (1.6 - 5.9)*	8.0 (6.2 - 9.9)	6.2 (3.3 - 9.0)	14.7 (10.9 - 18.6)*
Been controlled or emotionally hurt by someone they were dating or going out with during the past 12 months	21.6 (20.6 - 22.6)	38.0 (29.4 - 46.6)*	20.0 (13.6 - 26.4)	19.3 (18.0 - 20.6)*	26.2 (20.2 - 32.2)	25.8 (18.8 - 32.9)

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

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

For Asian students, they were outperformed in the survey of 2021 regarding Violence items while their current standings are on average or even below. This raises question is about what is the impact of escalating violence and/or racism, and bullying regarding the race or ethnicity on their diminishing sense of belonging to school.

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

Healthy Kids Colorado Survey Key Items Related to Bullying				
Percentage of students who…	PSD 2023	State 2023	PSD 2021	PSD 2023 Respondents
Ever been bullied on school property during the past 12 months	12.2 (11.3 - 13.2)	N/A	13.7 (12.8 - 14.7)	5491
Ever been electronically bullied during the past 12 months	11.1 (9.9 - 12.3)	N/A	13.2 (12.3 - 14.0)	5653
Teased because of sexual orientation in past 12 months	28.7 (26.0 - 31.3)	N/A	32.9 (31.2 - 34.6)	899
Teased because of gender identity in past 12 months	20.8 (18.4 - 23.2)	N/A	17.5 (16.2 - 18.8)	899
Teased because of religion in past 12 months	18.8 (15.6 - 22.0)*	N/A	13.2 (11.5 - 14.9)	899
Teased because of disability in past 12 months	19.6 (17.9 - 21.3)*	N/A	15.0 (13.7 - 16.4)	899
Teased because of physical appearance in past 12 months	61.7 (59.9 - 63.6)	N/A	64.5 (63.0 - 66.0)	899
Teased because of race or ethnicity in past 12 months	24.8 (22.9 - 26.8)	N/A	25.8 (22.9 - 28.8)	899

Healthy Kids Colorado Survey Key Items Related to Bullying						
Percentage of students who…	PSD 2023	Gender Queer/Nonbinary	Gay/Lesbian	Hispanic/Latinx	Black/ African American	Asian
Ever been bullied on school property during the past 12 months	12.2 (11.3 - 13.2)	28.4 (24.0 - 32.8)*	32.0 (24.5 - 39.5)*	9.5 (8.8 - 10.2)*	8.0 (4.9 - 11.0)*	15.9 (9.3 - 22.5)
Ever been electronically bullied during the past 12 months	11.1 (9.9 - 12.3)	18.1 (13.9 - 22.3)*	20.5 (15.3 - 25.7)*	8.2 (7.1 - 9.3)*	9.2 (6.1 - 12.4)	11.6 (7.9 - 15.2)
Teased because of sexual orientation in past 12 months	28.7 (26.0 - 31.3)	68.7 (61.3 - 76.2)*	78.0 (67.6 - 88.4)*	13.3 (8.7 - 17.9)*	. (. - .)	13.2 (7.7 - 18.7)*
Teased because of gender identity in past 12 months	20.8 (18.4 - 23.2)	67.7 (58.1 - 77.4)*	52.1 (37.9 - 66.4)*	11.6 (6.3 - 16.9)*	. (. - .)	9.2 (3.4 - 15.1)*
Teased because of religion in past 12 months	18.8 (15.6 - 22.0)	19.2 (11.2 - 27.1)	5.9 (0.0 - 12.2)*	13.8 (8.5 - 19.2)	. (. - .)	11.9 (2.9 - 20.9)
Teased because of disability in past 12 months	19.6 (17.9 - 21.3)	29.1 (22.4 - 35.8)*	28.3 (17.5 - 39.1)	11.9 (8.7 - 15.1)*	. (. - .)	11.1 (4.9 - 17.3)*
Teased because of physical appearance in past 12 months	61.7 (59.9 - 63.6)	65.0 (56.6 - 73.5)	45.2 (36.4 - 53.9)*	54.9 (50.0 - 59.8)*	. (. - .)	30.6 (24.0 - 37.2)*
Teased because of race or ethnicity in past 12 months	24.8 (22.9 - 26.8)	7.4 (1.1 - 13.7)*	9.2 (2.0 - 16.5)*	54.9 (46.4 - 63.3)*	. (. - .)	89.1 (84.7 - 93.5)*

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

Genderqueer/Nonbinary and Gay/Lesbian students are clearly indicating that they are being bullied at school. These data suggest that bullying prevention should be included in action steps implemented to promote mental health and belonging. Teasing/bullying related to race and ethnicity is self-reported at significant levels from our Hispanic and Asian students. This indicates teasing and bullying are present and significantly higher among ethnic minorities, even those for whom HKCS does not report out results due to small numbers of respondents. African American students skipped their responses to all the teasing items.

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

Healthy Kids Colorado Survey Key Items Related to Consent				
Percentage of students who…	**PSD 2023**	**State 2023**	**PSD 2021**	**PSD 2023 Respondents**
Had a sexual experience where they were unsure if they <u>gave</u> their fully-granted consent to the other person	12.2 (11.2 - 13.2)*	N/A	15.9 (15.0 - 16.7)	5591
Had a sexual experience where they were unsure if they <u>received</u> fully-granted consent from the other person	3.3 (3.0 - 3.5)	N/A	3.2 (2.8 - 3.5)	5559
Had a revealing or sexual photo or video of themselves texted, e-mailed, or posted electronically without their permission	4.6 (4.1 - 5.1)*	N/A	7.1 (6.8 - 7.4)	5559
Have made sexual comments, jokes, gestures or looks at someone when unwanted	4.8 (4.2 - 5.4)*	N/A	7.3 (6.8 - 7.7)	5616
Touched, grabbed or pinched someone in a sexual way when unwanted	2.7 (2.6 - 2.9)*	N/A	4.2 (3.9 - 4.5)	5614
Ever been physically forced to have sexual intercourse when they did not want to	10.3 (8.7 - 11.8)*	N/A	6.7 (6.2 - 7.3)	5589
Forced someone to have sex when it was unwanted (i.e., rape)	4.6 (3.8 - 5.5)*	N/A	0.3 (0.3 - 0.4)	5577

Healthy Kids Colorado Survey Key Items Related to Consent					
Percentage of students who…	**PSD 2023**	**Gender Queer/Nonbinary**	**Gay/Lesbian**	**Hispanic/Latinx**	**Black/ African American**	**Asian**
Had a sexual experience where they were unsure if they <u>gave</u> their fully-granted consent to the other person	12.2 (11.2 - 13.2)	29.9 (24.0 - 35.8)*	16.0 (11.9 - 20.2)	9.5 (7.7 - 11.2)*	13.8 (7.4 - 20.1)	9.3 (5.3 - 13.2)
Had a sexual experience where they were unsure if they <u>received</u> fully-granted consent from the other person	3.3 (3.0 - 3.5)	3.1 (1.3 - 5.0)	1.2 (0.4 - 2.0)*	3.3 (2.6 - 3.9)	2.8 (1.6 - 4.1)	2.6 (0.3 - 4.9)
Had a revealing or sexual photo or video of themselves texted, e-mailed, or posted electronically without their permission	4.6 (4.1 - 5.1)	5.7 (3.0 - 8.5)	9.3 (5.4 - 13.1)*	2.1 (1.5 - 2.7)*	5.7 (2.4 - 9.1)	6.6 (4.0 - 9.2)
Have made sexual comments, jokes, gestures or looks at someone when unwanted	4.8 (4.2 - 5.4)	0.8 (0.2 - 1.5)*	4.5 (1.4 - 7.6)	3.5 (2.7 - 4.4)	7.1 (3.2 - 11.0)	7.3 (3.8 - 10.7)
Touched, grabbed or pinched someone in a sexual way when unwanted	2.7 (2.6 - 2.9)	2.3 (0.0 - 5.0)	2.8 (1.5 - 4.1)	1.9 (0.9 - 2.8)	2.8 (1.0 - 4.7)	4.0 (0.8 - 7.2)
Ever been physically forced to have sexual intercourse when they did not want to	10.3 (8.7 - 11.8)	15.0 (10.7 - 19.2)	13.2 (7.9 - 18.5)	11.8 (9.1 - 14.6)	16.8 (12.8 - 20.9)*	5.8 (2.0 - 9.5)
Forced someone to have sex when it was unwanted (i.e., rape)	4.6 (3.8 - 5.5)	7.8 (3.7 - 11.8)	7.0 (3.6 - 10.3)	4.7 (3.2 - 6.2)	8.1 (2.7 - 13.4)	7.0 (3.0 - 10.9)

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

The fact that any students are reporting having experienced these serious consent-related negative events is a call to action for our school district and community. Gender Queer/Nonbinary students, Gay/Lesbian students, and African American students are reporting significantly higher percentages than the overall PSD population related to lack of consent, sexual harassment, and forced sexual intercourse. Relative to the 2021 survey results, the self-reported significant higher levels of consent items by gender Queer/Nonbinary students as well as the Gay/Lesbian population have significantly reduced 70% - 80%.

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 the Poudre School District equips students for success in an evolving global landscape, we foster an understanding of promising opportunities through career exploration and the provision of innovative learning environments. The "Foundations for Success" section of this Monitoring Report outlines various metrics indicative of readiness for college and career achievements, including Dual Enrollment and CTE participation, SAT results, and postsecondary outcomes. The following focus on Work-Based Learning in PSD highlights initiatives that prepare students for the challenges and opportunities of a changing world.

Work-Based Learning (WBL) in PSD

In PSD, Work-Based Learning (WBL) serves as a cornerstone for high school students to develop the vital skills necessary for thriving in various professional environments. This initiative emphasizes the cultivation of workforce-ready competencies, including communication, problem-solving, teamwork, understanding interpersonal dynamics, self-management, and mastering organizational skills.

PSD offers a structured, yet flexible WBL program that accommodates the schedules and preferences of students, allowing them to choose between paid or volunteer experiences. PSD Students have the opportunity to participate in WBL in middle school, beginning with career exploration in Xello. High school students gain workforce readiness skills by participating in career tours, internships, apprenticeships, capstone projects, or paid part-time work experiences. For every 15 hours of work or volunteer activities, students earn 1 credit, with the possibility of accumulating up to 5 credits per quarter (equivalent to 75 work hours) and a total of 45 credits. Each school within the district supports this educational pathway with a dedicated Work-Based Learning Coordinator, who assists students in finding and securing paid jobs, internships, and apprenticeships, enhancing their learning journey through practical experience.

During the 2022-23 academic year, the number of industry partners registered on Xello reached 221, an increase from 147 in the 2021-22 academic year and 126 in 2020-21. In addition, 1,396 students in the Poudre School District expressed interest in participating in a Work-Based Learning experience, leading to 1,105 students enrolling in a Work-Based Learning class. Concurrently, 6,586 students engaged in Career Preparation or Training Programs, highlighting the district's commitment to providing a broad range of vocational and educational opportunities. Graduation rates for students involved in these various career-connected opportunities far exceeds that of the overall student population.

There are too many diverse pathways to success within the PSD experience to capture them all in this section of the Monitoring Report DE 1.0. Thus, we will provide a sampling and hope the stories below express the greatness our students bring forth every day in PSD.

FUTURES LAB

AUTONOMY
Learning is self-directed, with student ownership of path and product.

CONNECTION
Learning connects concepts, skills, and people in novel ways.

AUTHENTIC WORK
Learning creates value in the world outside the classroom walls.

DEEP LEARNING
Learning is an iterative process that is immersive, complex, and messy.

PSD students show their passion for various Engineering pathways

Teenagers were pulling apart cabinets and shelves with crowbars and hammers, punching holes in drywall to access electrical connections, and pulling apart plumbing fixtures on Halloween.

And no, they weren't up to no good. They were learning about construction through the deconstruction of hospital rooms in the former maternity ward at UCHealth Poudre Valley Hospital — where several participating students were born — for a geometry class at **Poudre High School.**

"Today, we're learning how to make stuff and make it so that it lasts while taking stuff apart," freshman Royce Dawdy said. "We're learning how to build things by taking things apart. It's super cool."

Dawdy, whose father is a plumber, said he's always been interested in construction and the trades, so he worked extra hard last year to complete the algebra class students must pass before taking the geometry in a construction course.

Two of those partners, the Fort Collins-based National Center for Craftmanship and the Beck Group, worked together to get those Poudre High students on the job site for the recent deconstruction work at Poudre Valley Hospital. Students took the rooms apart, salvaged as much as possible for reuse in other projects or recycling, and got the opportunity to use the geometry skills and theories they were learning in the classroom on a job site.

"I like working with my hands, and I was tired just sitting in the regular math classroom having to take notes every day," freshman Mary Smith said as they were wrapping up their work. "I like building, and I've been in advanced math since sixth grade, so this was just another option, and it seemed more exciting than regular geometry.

There are at least 18 different pathways PSD students can choose from as they work toward graduation, said Tanya Alcaraz, the district's director of career and innovation. There are dozens of career and technical education courses available at each of PSD's traditional high schools in Fort Collins and the new middle-high schools in Timnath and Wellington; additional courses offered at the Futures Lab at Poudre High; work-based learning opportunities that allow students to earn money and course credit simultaneously; and concurrent enrollment programs that offer tuition-free college credit and the opportunity to earn a two-year associate degree through Front Range or Aims community colleges.

Maroni, a senior who won't graduate from **Fossil Ridge High School** until May, has already earned one associate degree from Front Range Community College and will earn another next month.

Students in PSD's **Architecture, Construction, and Engineering program** have been involved in the architectural design of Concourse C renovations at Denver International Airport, the landscape design of the city of Fort Collins' new Dovetail Park in the Bucking Horse neighborhood, and the interior design of a new elementary school in Johnstown.

"We've had this partnership for about six years, and the ACE program partnership here is the only program across the nation that offers five work-based learning credits for students. No other program in the nation can do this," said Candice Hartley.

On November 8th, 2023, PSD Future Ready Center opened. It will be a hub for college and career readiness. "In order for us to be relevant into the future and meet the emerging demands of the workforce and higher education, we have to be adaptive," PSD Superintendent Brian Kingsley said. The Future Ready Center, he said, "centers on our future forward-facing environment for our students and young adults to reskill, upskill, and partner with our community in meaningful ways to have more ownership and authenticity in their learning experience. "That's the significance of this place."

PSD students benefit from the expanded student apprenticeship opportunities

Between classes at Colorado State University, Nic Schountz can be found changing oil or resealing a rear differential on a bus in the Poudre School District Transportation Department.

Schountz started work as a student apprentice in PSD through CareerWise Colorado last year when he was a senior at **Rocky Mountain High School**. Working as an apprentice has allowed him to learn new skills, earn money, and explore his options after graduation, all while doing what he loves to do every day "It's been a phenomenal time," Schountz said about his experience as a student apprentice in PSD. "I've met some really cool people, and I've learned an insane amount of things. It's giving me options because I don't know for sure exactly what I want to do with the rest of my life."

He will complete his second year with the PSD Transportation Department this summer and receive a certificate of completion from the Colorado Department of Labor. He hopes to stay with PSD in a full-time position at least until he finishes college. "They allow you to go to school as well as work and don't expect you to have the experience but still give you the possibility of bettering yourself," Schountz said. "I know several people who have really wished that they had done what I have done."

PSD will soon expand its youth apprenticeship offerings from 12 positions to 20, thanks to a nearly half-million-dollar Response, Innovation, and Student Equity (RISE) Education Grant award. The eight new apprenticeships will be in the district's Transportation, Facility Services, and Information Technology departments.

Sara Deshpande is a senior at **Poudre Global Academy** and currently participates in an internship. She is a part of the Clinical Laboratory Internship Program, which exposes student interns to diverse medical applications and technologies to assist in career planning.

Deshpande said she is fascinated with the field and feels this internship will help her reach her future goals by allowing her to experience a different side of medicine.

"Having this experience is valuable to me and other students in the district because it allows us to expand our connections and gain meaningful experience in the workplace," said Deshpande. "I am grateful that I have so many new opportunities to help guide me in the future and that I get to decide what I want to focus on as I pave my pathway."

PSD students experience JROTC - Junior Reserve Officer Training Corps Program

Ella Esteves, a senior at **Poudre High School**, is in the district's new Junior Reserve Officer Training Corps program. She's graduating in December with 13 college credits to put toward the technical engineering degree she hopes to earn after enlisting in the U.S. Navy.

Poudre School District and the U.S. Army launched a Junior Reserve Officer Training Corps Program in August 2023, open to all PSD high schoolers. The program, better known as JROTC is located on the Poudre High School campus in northwest Fort Collins. Students in grades 9-12 for the 2023-24 school year to register for JROTC. They remain enrolled in and take most of their classes at their home high school but travel to Poudre High for JROTC during the school week.

At PSD's 55 schools, students can experience academic excellence, discover their passions, and explore different careers through various programs and curricular options, from apprenticeships and concurrent enrollment to International Baccalaureate and Expeditionary Learning. Bringing the nationally recognized character and leadership development program into the fold expands the opportunities available to PSD students and aligns with one of the district's priorities.

"When Poudre School District seniors cross the stage at graduation, it is my goal – our goal in PSD – that they accept their diploma knowing they have choices, from entering the workforce or attending a two- or four-year college to completing a fifth year of high school for college credit or serving in the Armed Forces," said Superintendent Brian Kingsley. "Through JROTC, cadets learn to collaborate, reflect, develop critical thinking skills, work on a team, and so much more, and these skills are transferable to any career. Because of that, we believe the program supports PSD's goal for our students to Graduate with Options."

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 cultivate their talents and offer multiple pathways to high levels of success.

The PSD Family Engagement Survey is provided to all K-12 PSD families every other year. The next survey data will be collected in 2024/25. The Family Engagement Survey includes a key item that asks: *Has PSD and/or this school provided one or more opportunities for your children to strive toward their personal "Above and Beyond" as described above?* The table below shows that 82% of 3,738 parent/guardian respondents indicate some, or all, of their kids had above and beyond opportunities in PSD during 2022/23. This is up 6.5 percentage points from 76% in 2020/21 (the prior dissemination of the Family Engagement Survey).

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

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

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

The following exemplars demonstrate that PSD students are experiencing opportunities that cultivate their talents, and many are experiencing high levels of success. There are many examples of students, teachers, coaches, counselors, principals, other school staff, parents, guardians, and community partners working together to create extraordinary experiences and support the successes of our community's young people. The following are selected examples that celebrate accomplishments experienced during the 2022/23 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 expressions of students' interests and passions.

PSD teams best state Science Olympiad competitions

The Fossil Ridge High School and Preston Middle School Science Olympiad teams are headed to nationals after earning top spots at recent state and regional competitions.

Melissa Vigil, the Fossil team's coach, is extremely proud of both groups of students and is looking forward to the challenges ahead.

Preston and Fossil brought home 87 medals from state and regional competitions. Fort Collins High School finished in the top 10 for state at the high school level. Kinard Core Knowledge School and Lesher Middle School also competed and placed in the top 10 for state. Science Olympiad competitions are often compared to academic track meets, consisting of a series of 23 team events in each division (division B is middle school and division C is high school). Science Olympiad is designed to increase a student's interest in the science, technology, engineering, and mathematics. Top teams advance from regional to state to national levels.

The Science Olympiad national tournament is the pinnacle of achievement for 120 of the country's best Science Olympiad teams, representing more than 2,000 students.

FCHS theater selected as mainstage performance for state thespian conference

Anticipation filled the air before the opening notes of the musical "Chicago" rang out across a sea of nearly 5,000 people in the audience. Cast members, musicians and crew might have felt a little nervous before performing, but excitement won out in the end.

A crowd of so many might sound intimidating, but Fort Collins High School theater students didn't let stage fright get to them on Dec. 2, 2022, when they performed at the Bellco Theatre in Denver, Colorado.

FCHS theater was chosen as a mainstage selection for the Colorado State Thespian Conference, or ThesCon for short. They were one of two schools in the state to perform on the main stage at the Bellco Theatre and the only musical.

Any school in Colorado can apply to be a mainstage selection and is judged based on artistic value and execution, the potential for success and clarity in a larger venue and more. It's a lengthy process involving forms, recording video submissions of the production, judges that evaluate the performance, and lots of waiting. Whether a school is selected or not, students receive valuable feedback on their performance.

This year, FCHS applied for the fifth time and was not only selected as a mainstage performance, but they were the first high school in the Poudre School District to earn this honor.

Many students in the FCHS theater waited their entire high school career for this opportunity, but the experience leading up to the big performance held challenges alongside the excitement.

When asked to sum up the experience, many of the cast, crew and musicians said one word: exhausting. Each night, they pushed themselves and quickly learned to adapt a show originally intended for a small audience to an audience of thousands. While everyone knew their hard work would pay off, ThesCon occurred at a busy time of year, especially for seniors preparing for college.

Despite late nights and stress, performing at ThesCon created memories that will last a lifetime and forever connect these students to this musical and a shared passion for theater.

From auditions in August to the final performance in December, many students joked this was the show that would never end. ThesCon extended this musical's run, and although many students joked that they were tired of hearing the same show, "And All That Jazz," this musical means so much to those who participated.

Fossil Ridge, Poudre, and Rocky Mountain high school students also attended ThesCon. FRHS students performed during the opening ceremony, and one student performed onstage during the Critic's Choice Showcase at the closing ceremony. **Students from PHS** participated in individual events, which are opportunities to receive constructive feedback from industry professionals. In various categories, 13 students received excellent or superior ratings.

These PHS students received an excellent rating for their events:
- **Theo Kuehn** – Scenic Design
- **Andrew Lewis** – Short Film
- **Christine Pannell** – Solo Musical Theatre
- **Harper Skjerseth** – Scenic Design
- **Finn Vaughan** – Solo Musical Theatre
- **Mia Pulido** – Scenic Design
- **Gemma Broskie** – Costume Construction
- **Esme Oliva** – Short Film
- **Adia Spezza, Christine Pannell, Elena Replogle, Lucia Cruz-Rodenbeck, Robin Hessler, Suzie Matlock** – Group Musical Theatre

PHS students who received a superior rating for their events:
- **Noura Benessa** – Costume Design
- **Shannyn Knudsen** – Costume Design
- **Erin Hayhow** – Scenic Design

Highlighting student accomplishments and champions

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

2022-23 Achievements

Graduating from high school is a huge accomplishment and milestone. Congratulations to all PSD graduates! 2023 School Lists of Graduates. The Class of 2023 has excelled academically and earned notable scholarships and endorsed diplomas.

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

- **Advanced Placement endorsed diplomas** - **104 students** who have taken numerous AP courses and fulfilled the requirements for an AP-endorsed diploma

- **International Baccalaureate graduates** - **53 graduates** earned an IB diploma through Poudre High School's IB program

- **Seal of Biliteracy diplomas** - **234 graduates** who are highly proficient in another language and earned the credential of having a Seal of Biliteracy on their diploma

- **Other endorsed diplomas** - **300+ graduates** have fulfilled the requirements in a specific area of focus to receive an endorsement on their diploma. Areas may include:
  - *Science, Technology, Engineering and Mathematics (STEM)*
  - *Advancement Via Individual Determination (AVID)*
  - *Biosciences Career Academy*
  - *Gifted and Talented Academy*
  - *PSD Endorsement of Academic Merit*

U.S. Military Academy appointments and ROTC scholarships

- Kitson Cole Broadbelt, Fort Collins High School, ROTC scholarship
- Alice Canonico, Fossil Ridge High School, ROTC scholarship
- Bryce Olson, Fossil Ridge High School, U.S. Air Force Academy
- Grant Samuelson, Fossil Ridge High School, U.S. Air Force Academy
- Hunter Lipsey, LIberty Common High School, offered U.S. Military Academy and U.S. Coast Guard Academy appointments
- B. Spencer Lynch, Liberty Common High School, U.S. Military Academy
- Jacob Wilde, Liberty Common High School, ROTC Scholarship at the University of Notre Dame
- Derek Luther, Rocky Mountain High School, ROTC scholarship
- Robert Weber, Rocky Mountain High School, ROTC scholarship

Boettcher Foundation Scholarship

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

- Kerem Gurkan, Fossil Ridge High School

Daniels Fund Scholarship

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

- Zane Kondratieff, Fossil Ridge High School
- Mason Sanfilippo, Liberty Common 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.

- Benjamin Kosacz, Fossil Ridge High School
- Kylie Perez, Fossil Ridge High School
- Liana Rodriguez, Fossil Ridge High School
- Pietra Colacrai Arikita, Fossil Ridge High School
- Ana Meschievitz-Roman, Poudre High School
- Daniel Gutierrez, Poudre High School
- Pablo Kulisheck-Lopez, Poudre High School
- Sophia Bennett, Poudre High School
- Sophia Rose Kirby, Poudre High School
- Kolbe Alonzo, Rocky Mountain High School
- Oneida Lepe, Rocky Mountain High School
- Caleb Bischof, Rocky Mountain High School

- Grace Colip, Rocky Mountain High School
- Benito MacEachran, Rocky Mountain High School
- Timothy Fischer, Rocky Mountain High School
- Robert Fuerte, Rocky Mountain High School
- Ahnika Torres, Rocky Mountain High School
- David Dean Tostes-Ribeiro McLaughlin, Rocky Mountain High School
- Jude ODaniel, Rocky Mountain High School
- Laura Sanchez Unda, Rocky Mountain High School

National Merit Scholar Program

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

- Jack Carpenter, Fort Collins High School
- Rahul Ghosh, Fossil Ridge High School
- Henry Johnston, Poudre High School
- Annika Beighey, Poudre High School
- Auden Fremstad, Poudre High School
- Theo Kuehn, Poudre High School
- Parker Volesky, Poudre High School
- Alden Vieira, Rocky Mountain High School

2022-23 Outstanding Accomplishments

- [Eleven PSD students to compete at State Spelling Bee](#)
- [More than 370 PSD students earn AP Scholar awards](#)
- [PHS International Baccalaureate graduates excel – 91% earn IB diplomas](#)
- [PSD schools recognized for achievements with CDE performance awards](#)
- [PSD students exceed state averages on 2023 CMAS and PSAT/SAT exams](#)

2022-23 Athletic Champions and Awards

- 2022 Boys Individual Class 5A Cross Country State Champion
  Christian Groendyk (Fort Collins High School)
- 2023 5A Golf State Champions - **Fossil Ridge High School Boys Golf Team**
  - Austin Barry
  - Landon Houska
  - Grant Samuelson
  - Kaden Davenport
- CHSAA 4A Girls Diver of the Year:
  - Ashley Van Milligan (Liberty)
- 2022-23 Esports Colorado Champions - **Rocky Mountain High School**
  - Super Smash Bros Ultimate
  - Mario Ka

APPENDIX 1: EARLY CHILDHOOD

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

ECE Demographics Summary (0 to 5-Year-Old)
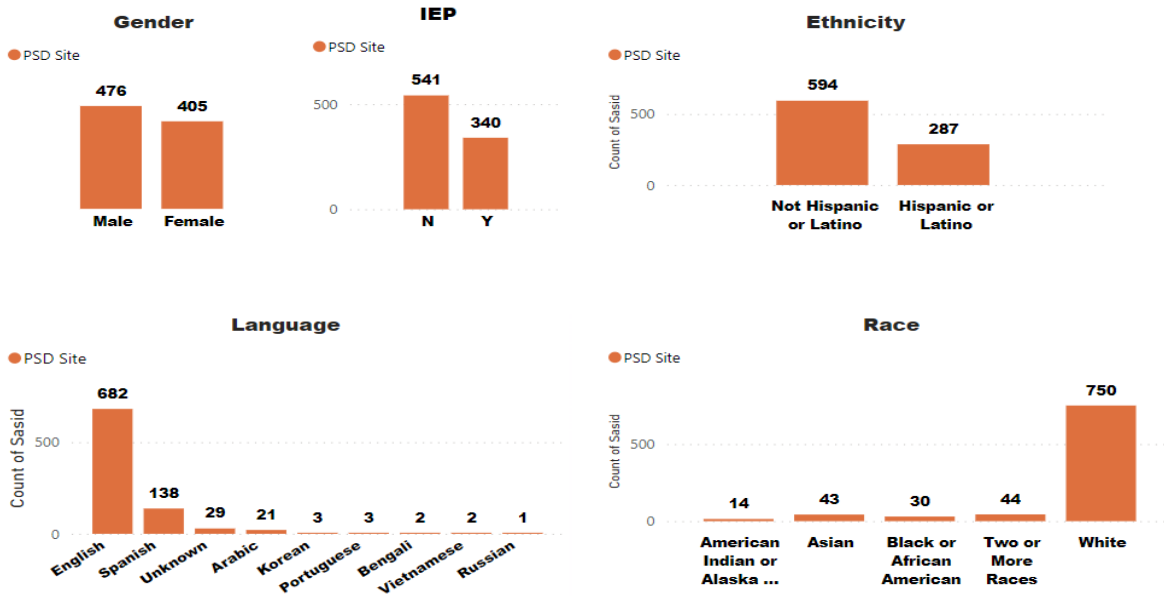
PSD has a school readiness goal related to Teaching Strategies GOLD outcomes. PSD tracks whether at least 85% of preschool students demonstrate school readiness on these four key early-language/reading-readiness items and three social-emotional development indicators. Systemwide success in this area of early childhood supports our early literacy target and the continued journey of our youngest learners as they progress through our schools and toward their bright future. To interact with a data visualization tool that displays PSD school readiness data, please click EARLY CHILDHOOD LEARNING – TS GOLD.

For Preschool (4 & 5) students, the key indicators investigate students' social/emotional, oral language, literacy, and math development. For social/emotional development, 1a and 3b measure how well young people are managing their feelings and solving simple social problems that arise. For oral language, 8a, 9a, and 12b measure how well young people understand language, make connections, and use an expanding vocabulary. Indicators 15c and 20b measure how well young people discriminate units of sound (pre-reading skill) and are able to quantify objects (early math skill). Changes from the beginning-of-year (BOY) to the end-of-year (EOY) are provided below:

Preschool Students
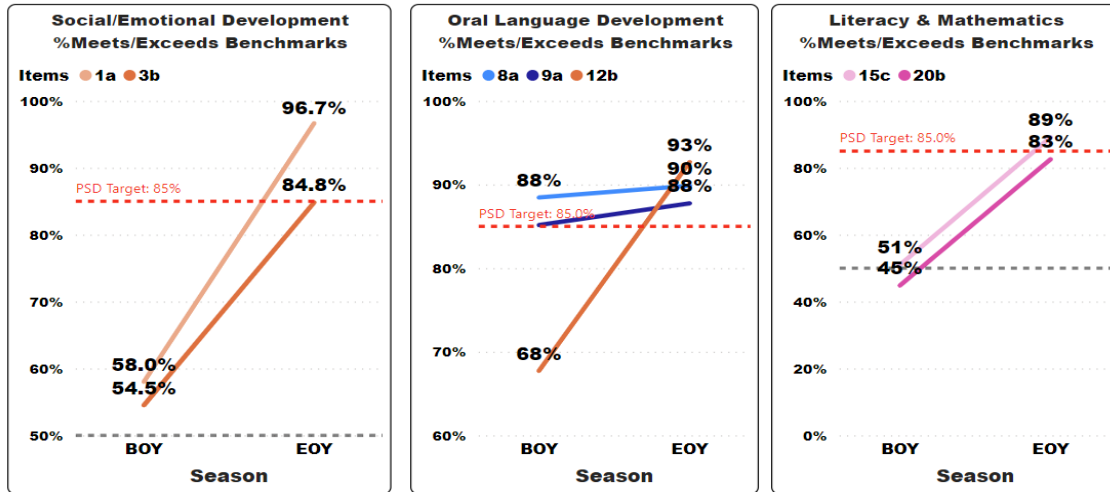
For students in the 0-3 age bracket, PSD investigated social/emotional, oral language, and cognitive development. Indicators 1a and 2a measure how well young people manage their feelings and their ability to form relationships with adults. Indicators 8b and 9a measure how well young people follow directions and use an expanding vocabulary. Indicators 11a and 11d measure how young people demonstrate positive approaches to learning. BOY top EOY gains were seen for each item.

0 - 3 Year Old Students
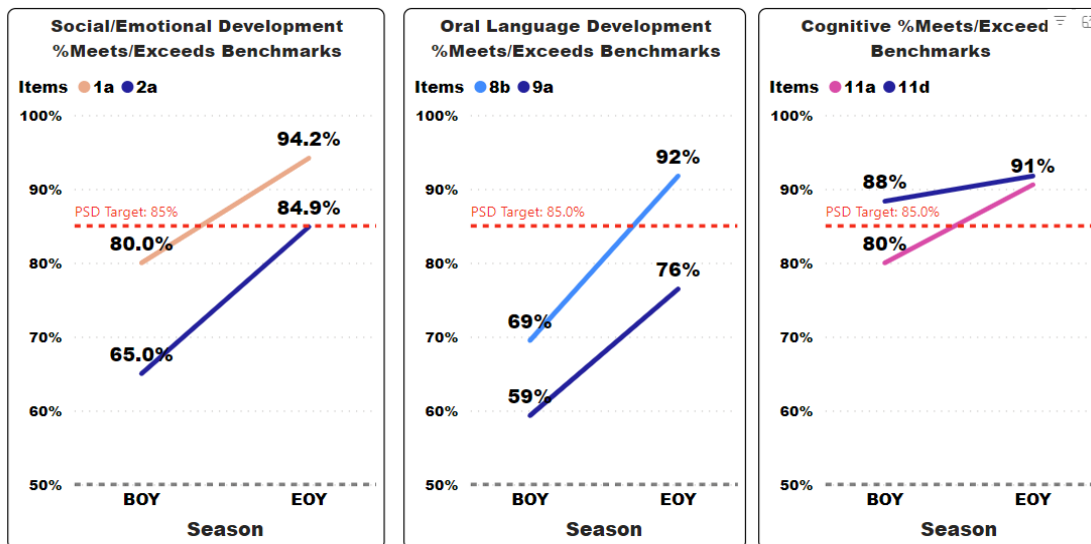
APPENDIX 2: ACHIEVEMENT

This appendix will present achievement information related to DIEBELS 8, MAP, CMAS, PSAT, and SAT assessment programs. Five-year trend data will be highlighted throughout this appendix. To interact with a data visualization tool that displays additional years of PSD achievement and growth data, please click ACHIEVEMENT and GROWTH.

Early Literacy (PreK-3) ACADIENCE/DIBELS 8

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

Met Target in 2022/23? No. 72.2% of 7,223 K-3 students met or exceeded benchmarks.

A few Acadience highlights are provided below.

The graph below presents the trend of the percentage of students at or above grade level expectations in the Spring/End of the Year over the past five years, as assessed by ACADIENCE/DIBELS. It is clear from the graph below that PSD's early literacy, as measured by Acadience across grades K-3, has been a consistently declining over the past several years. The graphs indicate that all four grade levels are contributing to the declines. However, we can observe a trend of improvement in all four grades in the 2022/23 academic year. It marked a positive shift from the previous declining trends. However, despite these gradual improvements in student performance, the levels have yet to return to those seen in the pre-pandemic period.
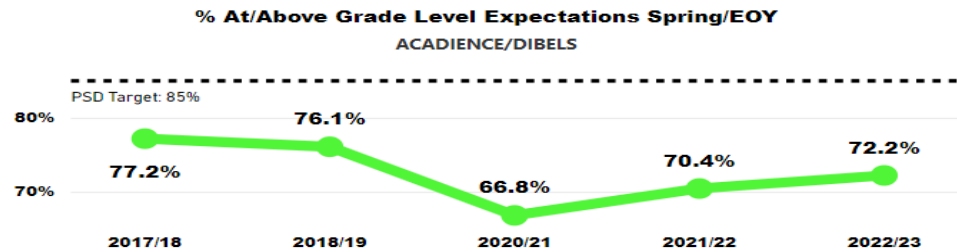
% At/Above Grade Level Expectations Spring/EOY ACADIENCE/DIBELS

Academic Year Grade	2020/21		2021/22		2022/23	
	% At/Above POST	Data Points	% At/Above POST	Data Points	% At/Above POST	Data Points
0	66.5%	1701	74.2%	1820	77.5%	1676
1	60.4%	1786	63.1%	1754	63.7%	1866
2	67.8%	1825	70.5%	1882	73.1%	1764
3	72.0%	1906	73.5%	1882	75.0%	1917
Total	66.8%	7218	70.4%	7338	72.2%	7223

The graph below, which displays grades K-3 spring achievement, it is evident that there are persistent associations between free/reduced meal eligibility and Acadience reading achievement measures. Note that all free/reduced meal eligibility status levels show steady declines over the past five years. The dramatic additional decreases in the spring of 2020/21 were most remarkable for the groups of students eligible for free or reduced-price meals (each had an approximately 15% drop) compared to non-eligible students (10% drop). However, students' performance at all levels has shown a rebounding trend after reaching the lowest points. Students with non-eligible status improved by 4%, while those eligible for free or reduced-price meals saw a 10% increase in the past two years. By the spring of 2022/23, students' performance across all levels had rebounded, reaching a point only 6% lower than that of the pre-pandemic years, but it still fell short of the PSD target of 85 percent. There are also clear patterns that indicate different ethnicity groups and English language learner status groupings are associated with differential levels of early literacy achievement, please see Appendix 1 Figures 8-9.
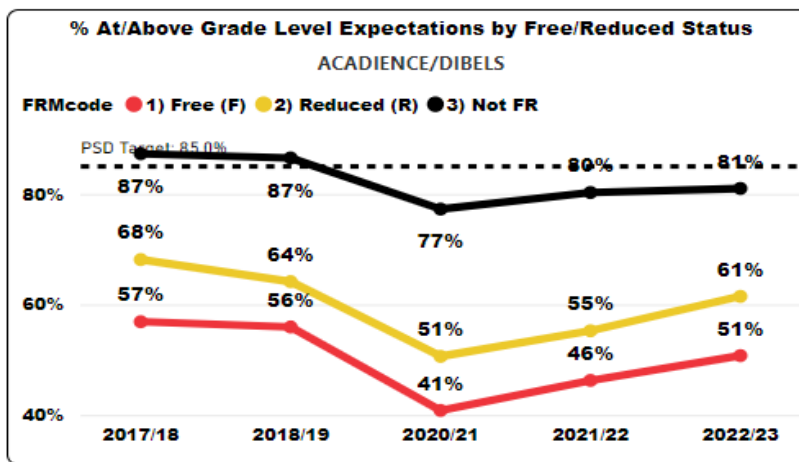
The multiple-year drop in Acadience achievement for homeless students, followed by a 16% drop in 2020/21 compared to the 9% drop for all other students, indicates homeless students were more impacted by disruptions to in-person education and challenges imposed by COVID-19. By spring 2022/23, there had been a 4% rise associated with homeless youth versus a 5% rise for other students. However, homeless youth were further behind and declining at a quicker rate prior to COVID-19, fell more dramatically during the height of COVID-19 impacts, and experienced less of a recovery.
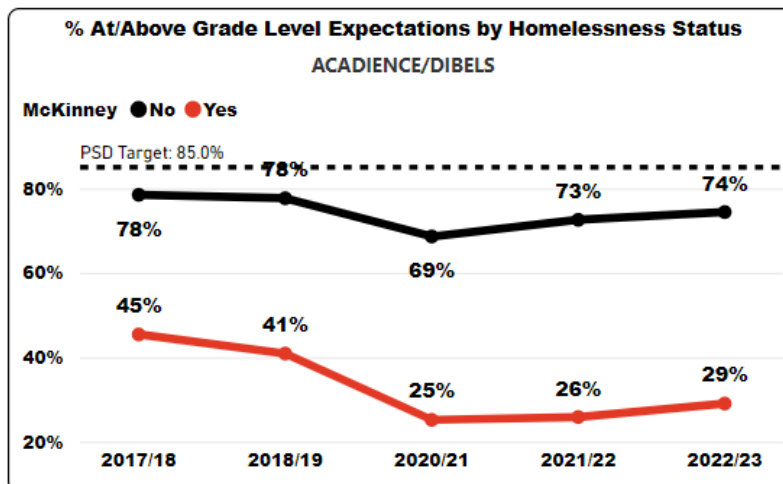
The graph indicates that to return to the 2018/19 levels, other students need to improve by 4%, while homeless students require a 12% improvement. Notably, while we see the same multiple-year decline in early literacy measures for students supported with an IEP, we do not see an unusual additional drop in 2020/21. However, we can observe an evident rise of 11% from 2021/22 to 2022/23.

% At/Above Grade Level Expectations by IEP Status
ACADIENCE/DIBELS

IEP_YN ●No ●Yes

PSD Target: 85.0%

	2017/18	2018/19	2020/21	2021/22	2022/23
No	82%	81%	71%	76%	76%
Yes	27%	25%	21%	22%	33%

% At/Above Grade Level Expectations by English Learner Status
ACADIENCE/DIBELS

IdeaCurLevel ●1) NEP (Non English Profi... ●2) LEP (Limited E... ●Not ELL

PSD Target: 85.0%

	2017/18	2018/19	2020/21	2021/22	2022/23
Not ELL	79%		70%	74%	76%
LEP	59%	56%	45%	50%	57%
NEP	30%	22%	14%	19%	17%

Also worthy of mention is that referring to and displaying the percentage of students that meet/exceed grade-level expectations is a criterion-referenced view of assessment outcomes. We are seeing 2021/22 outcomes in terms of past/consistent expectations as opposed to how other students who also experienced COVID-19 instructional environments performed. The achievement effect size analysis we will utilize in the next section of this report will allow us to understand and explore how PSD students did compared to same-year peers statewide who also experienced COVID disruptions.

Achievement Grades 3-11

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

CMAS, PSAT, and SAT norms are based on same-year test-takers in Colorado, meaning we can see how PSD compared to statewide results under similar learning disruptions due to COVID-19.

Acadience and MAP assessments provide norms derived from a baseline year that preceded COVID-19 disruptions, meaning we can see how PSD compared to prior cohorts of learners who did not experience COVID-19 disruptions. Both types of norms provide insights our community needs to evaluate.

Note that CMAS, PSAT, SAT, MAP, and Acadience spring assessments did not occur in 2019/20 due to the impact of COVID-19 and distanced learning protocols being utilized in PSD, so there are no scores to report for spring 2020.

CMAS/PSAT/SAT Grades 3-11

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

Met Target in 2022/23? Yes. The achievement effect size is 0.33 (PSD outcomes are shifted approximately 1/3 of a standard deviation above state peers).

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

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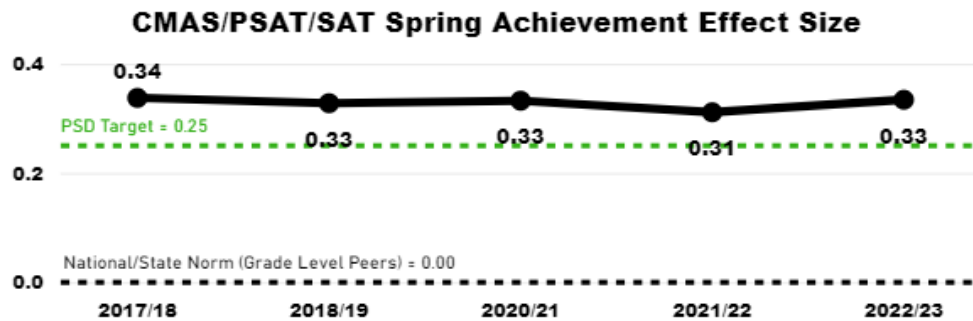
CMAS/PSAT/SAT Spring Achievement Effect Size

Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
3	0.36	2032	0.29	1949	0.26	1622	0.22	1789	0.29	1851
4	0.37	2047	0.41	2093			0.33	1885	0.33	1850
5	0.34	2074	0.37	2083	0.33	1641	0.33	1852	0.38	1966
6	0.29	2027	0.29	2037			0.26	1686	0.26	1827
7	0.24	1841	0.21	1957	0.24	1538	0.25	1677	0.30	1605
8	0.25	1738	0.24	1691			0.29	1448	0.33	1536
9	0.42	1778	0.48	1831	0.45	1668	0.43	1606	0.47	1738
10	0.44	1702	0.38	1752	0.44	1661	0.44	1727	0.43	1629
11	0.35	1734	0.27	1723	0.27	1727	0.25	1717	0.22	1779

A strong and positive correlation between school attendance and reading achievement was demonstrated in the below two graphs. During the 2020/21 academic year, which was impacted by the pandemic, students with an attendance rate of 95% or higher did not show a decline in performance, suggesting that consistent school attendance is closely tied to sustained academic progress and higher achievement levels in the following semester. Additionally, significant associations between reading achievement and various factors such as socio-economic background, ethnic background, status as an English learner, homelessness, and (IEP) status were illustrated in Appendix 1. Figures 11 – 15.

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

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

CMAS/PSAT/SAT Spring Achievement Effect Size

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points	2022/23 Effect Size	2022/23 Data Points
3	0.16	589	0.10	657	-0.18	483	0.04	923	0.16	968
4	0.22	646	0.18	708			0.12	989	0.16	961
5	0.19	655	0.14	706	-0.19	489	0.09	916	0.21	1047
6	-0.01	753	0.07	865			0.01	948	0.03	911
7	-0.02	793	-0.03	897	-0.26	518	0.06	949	0.12	902
8	-0.02	775	0.03	791			0.05	791	0.15	892
9	0.15	727	0.17	765	0.00	531	0.27	959	0.32	1049
10	0.21	814	0.11	866	0.08	672	0.34	1194	0.31	1044
11	0.13	977	0.04	999	-0.06	779	0.15	1321	0.11	1357

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

CMAS/PSAT/SAT Spring Achievement Effect Size

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points	2022/23 Effect Size	2022/23 Data Points
3	0.44	1399	0.39	1292	0.44	1138	0.41	842	0.45	833
4	0.44	1361	0.52	1385			0.57	875	0.51	826
5	0.41	1386	0.49	1377	0.55	1147	0.58	911	0.60	885
6	0.47	1258	0.44	1172			0.59	724	0.52	826
7	0.44	1046	0.41	1060	0.50	1020	0.50	711	0.52	639
8	0.45	957	0.42	900			0.58	644	0.57	602
9	0.60	1037	0.71	1066	0.65	1137	0.68	630	0.69	671
10	0.65	875	0.63	886	0.69	989	0.70	517	0.65	575
11	0.65	739	0.59	724	0.54	948	0.58	391	0.56	406

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

Met Target in 2022/23? Yes. The achievement effect size is 0.32 (PSD outcomes are shifted approximately 1/3 of a standard deviation above state peers).

CMAS/PSAT/SAT Mathematics: (Same-Year Norms)
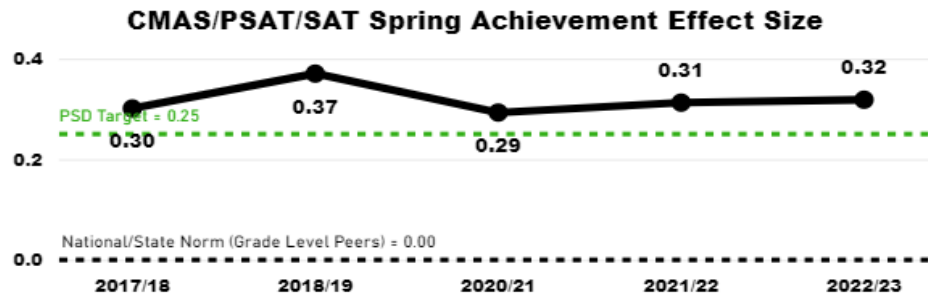
CMAS/PSAT/SAT Spring Achievement Effect Size

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points	2022/23 Effect Size	2022/23 Data Points
3	0.36	2066	0.32	1976			0.28	1818	0.30	1881
4	0.43	2048	0.43	2099	0.36	1616	0.40	1912	0.35	1865
5	0.44	2079	0.43	2086			0.41	1861	0.38	1974
6	0.32	2044	0.44	2042	0.37	1651	0.35	1679	0.37	1823
7	0.22	1858	0.37	1958			0.35	1669	0.38	1606
8	-0.08	1750	0.41	1701	0.40	1415	0.48	1433	0.47	1534
9	0.39	1776	0.41	1831	0.27	1668	0.31	1606	0.40	1738
10	0.34	1724	0.27	1752	0.23	1661	0.21	1727	0.19	1629
11	0.22	1734	0.22	1723	0.15	1727	0.05	1717	0.04	1779

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

The two graphs below illustrate the powerful and positive association between school attendance and math achievement outcomes. It is interesting to note the lack of dip in performance outcomes from the 2020/21 assessments (pandemic impacts) associated with students with at least 95% attendance rates. School attendance is strongly associated with continued academic growth and spring achievement levels. The associations between math achievement outcomes and socio-economic levels, ethnicity, English learner status, homelessness, and IEP status were illustrated in Appendix 1. Figures 16 – 20.

CMAS/PSAT/SAT Mathematics: Attendance less than 95%
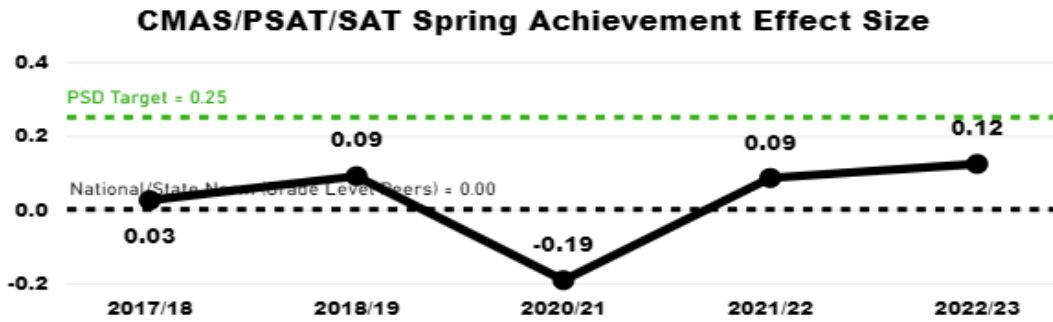
CMAS/PSAT/SAT Spring Achievement Effect Size

PSD Target = 0.25

National/State Norm (Grade Level Peers) = 0.00

Year	2017/18	2018/19	2020/21	2021/22	2022/23
Effect Size	0.03	0.09	-0.19	0.09	0.12

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points	2022/23 Effect Size	2022/23 Data Points
3	0.11	602	0.08	671			0.05	944	0.13	990
4	0.23	645	0.19	712	-0.20	497	0.14	1011	0.17	976
5	0.20	659	0.20	708			0.14	922	0.16	1048
6	0.03	761	0.18	867	-0.24	471	0.08	941	0.13	908
7	-0.01	805	0.09	895			0.10	942	0.18	902
8	-0.28	784	0.18	800	-0.10	501	0.24	775	0.27	886
9	0.05	726	0.04	765	-0.25	531	0.07	959	0.22	1049
10	0.05	830	-0.01	866	-0.14	672	0.09	1194	0.04	1044
11	-0.04	977	-0.06	999	-0.22	779	-0.06	1321	-0.09	1357

CMAS/PSAT/SAT Mathematics: Attendance at least 95%
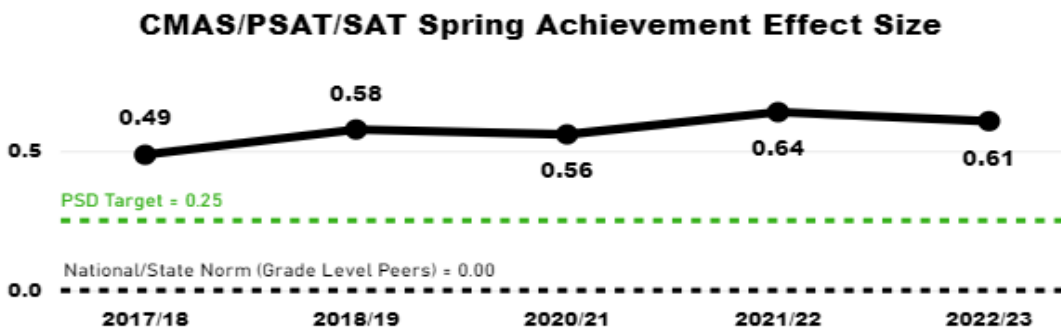
CMAS/PSAT/SAT Spring Achievement Effect Size

PSD Target = 0.25

National/State Norm (Grade Level Peers) = 0.00

Year	2017/18	2018/19	2020/21	2021/22	2022/23
Effect Size	0.49	0.58	0.56	0.64	0.61

Year by Grade	2017/18 Effect Size	2017/18 Data Points	2018/19 Effect Size	2018/19 Data Points	2020/21 Effect Size	2020/21 Data Points	2021/22 Effect Size	2021/22 Data Points	2022/23 Effect Size	2022/23 Data Points
3	0.47	1420	0.45	1305			0.53	848	0.51	841
4	0.53	1363	0.55	1387	0.61	1111	0.69	880	0.57	826
5	0.55	1388	0.55	1378			0.69	914	0.64	891
6	0.50	1267	0.63	1175	0.61	1180	0.68	725	0.65	826
7	0.39	1051	0.61	1063			0.66	710	0.65	641
8	0.09	960	0.62	901	0.68	914	0.76	645	0.76	605
9	0.63	1036	0.67	1066	0.51	1137	0.67	630	0.68	671
10	0.63	881	0.54	886	0.47	989	0.50	517	0.48	575
11	0.56	739	0.61	724	0.46	948	0.42	391	0.46	406

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

MAP Grades 2-8

MAP Spring Reading Achievement (Historical Baseline Norms):
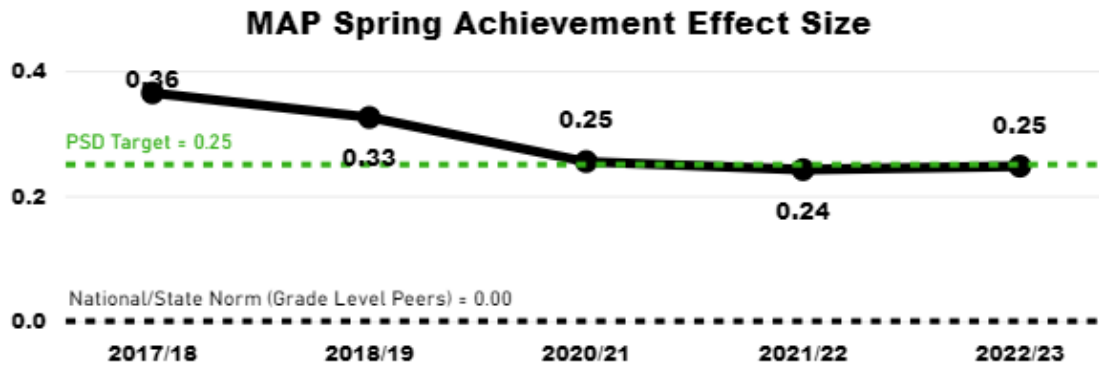
Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
2	0.26	1937	0.21	1981	0.20	1540	0.28	1830	0.29	1705
3	0.36	2086	0.29	1997	0.30	1858	0.26	1835	0.30	1885
4	0.40	2079	0.36	2112	0.27	1855	0.29	1956	0.27	1839
5	0.40	2087	0.33	2092	0.31	1848	0.22	1907	0.26	2007
6	0.31	2144	0.30	2079	0.25	1943	0.17	1830	0.18	1869
7	0.39	1986	0.34	2083	0.22	1849	0.21	1918	0.20	1807
8	0.44	1987	0.44	1915	0.22	1775	0.24	1877	0.22	1909

In the line graph above, overall reading outcomes on MAP have followed a downward trend since 2017/18. Notably, the poorest performance was recorded in the transition year following COVID-19 (2021/22). By spring 2022/23, the MAP reading score was relatively comparable to the COVID year, although it still lagged 0.08 units behind the pre-COVID level. Even so, all reading achievement scores are well above the national mean scores by grade levels and years and reach the PSD target of 0.25 effect size. Given the previous performances, PSD still has room for improvement in MAP reading.

The two graphs below illustrate the powerful and positive association between school attendance and reading achievement outcomes. It is unsurprising to see many yellow, even red, shaded cells in the table associated with students with less than 95% attendance rates during the pandemic year (2020/21), which refers to the negative effect sizes (below the national peers). However, the student's performance, with an attendance rate of 95% and above, did not show any decline in the same year.

Consequently, regular school attendance strongly correlates with ongoing academic growth and spring achievement levels.

MAP Reading: Attendance less than 95%

MAP Spring Achievement Effect Size

PSD Target = 0.25

0.18   0.06   0.08

National/State Norm (Grade Level Peers) = 0.00

-0.21

| Year by | 2017/18 | | 2018/19 | | 2020/21 | | 2021/22 | | 2022/23 | |
Grade	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
2	0.08	600	0.02	693	-0.38	499	0.10	977	0.12	809
3	0.18	609	0.10	681	-0.20	541	0.08	959	0.15	829
4	0.25	665	0.17	719	-0.20	547	0.09	1039	0.14	811
5	0.27	670	0.11	721	-0.19	523	0.02	959	0.11	894
6	0.06	830	0.06	919	-0.18	620	-0.02	1078	-0.07	736
7	0.19	913	0.12	1014	-0.22	665	0.05	1158	0.02	866
8	0.27	989	0.27	987	-0.14	722	0.09	1170	0.08	936

MAP Reading: Attendance at least 95%

MAP Spring Achievement Effect Size

0.47   0.48

0.46   0.48

PSD Target = 0.25

0.39

National/State Norm (Grade Level Peers) = 0.00

| Year by | 2017/18 | | 2018/19 | | 2020/21 | | 2021/22 | | 2022/23 | |
Grade	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
2	0.34	1305	0.31	1288	0.47	1027	0.49	831	0.46	866
3	0.44	1433	0.40	1316	0.51	1308	0.47	851	0.43	1029
4	0.47	1373	0.46	1393	0.47	1288	0.53	894	0.38	997
5	0.46	1384	0.45	1371	0.50	1311	0.44	922	0.39	1076
6	0.47	1297	0.49	1160	0.45	1312	0.46	737	0.35	1115
7	0.56	1070	0.55	1069	0.47	1168	0.47	740	0.38	931
8	0.60	992	0.63	928	0.48	1046	0.50	690	0.35	962

MAP Spring Math Achievement (Historical Baseline Norms):
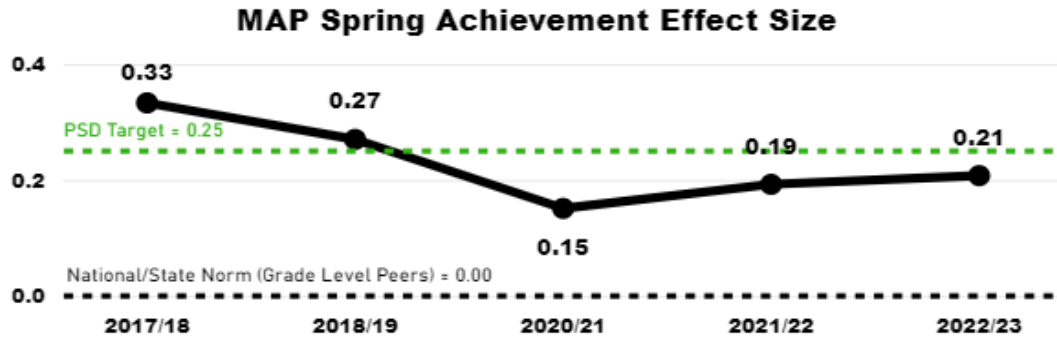
MAP Spring Achievement Effect Size

Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points	Effect Size	Data Points
2	0.13	1935	0.08	1990	0.02	1773	0.12	1856	0.18	1706
3	0.24	2092	0.18	2004	0.09	1865	0.16	1867	0.23	1886
4	0.37	2079	0.25	2122	0.18	1864	0.22	1969	0.20	1842
5	0.35	2097	0.29	2100	0.11	1856	0.17	1920	0.17	2003
6	0.25	2116	0.24	2093	0.15	1948	0.18	1823	0.21	1909
7	0.45	1996	0.35	2102	0.20	1905	0.20	1963	0.21	1814
8	0.54	2002	0.50	1912	0.30	1893	0.30	1912	0.24	1952

All MAP math achievement outcomes shown in the above graphs are well above national outcome norms by grade level and year. The cells in the table are shaded green and blue, which indicates that the effect sizes are above the national/state norm. Math fell below the target in 2020/21 but has since been approaching it again, nearly reaching the target in 2022/23. It is essential to mention that the pattern in MAP math achievement effect size differs from that in reading, and we will further explore these distinctions later in this section.
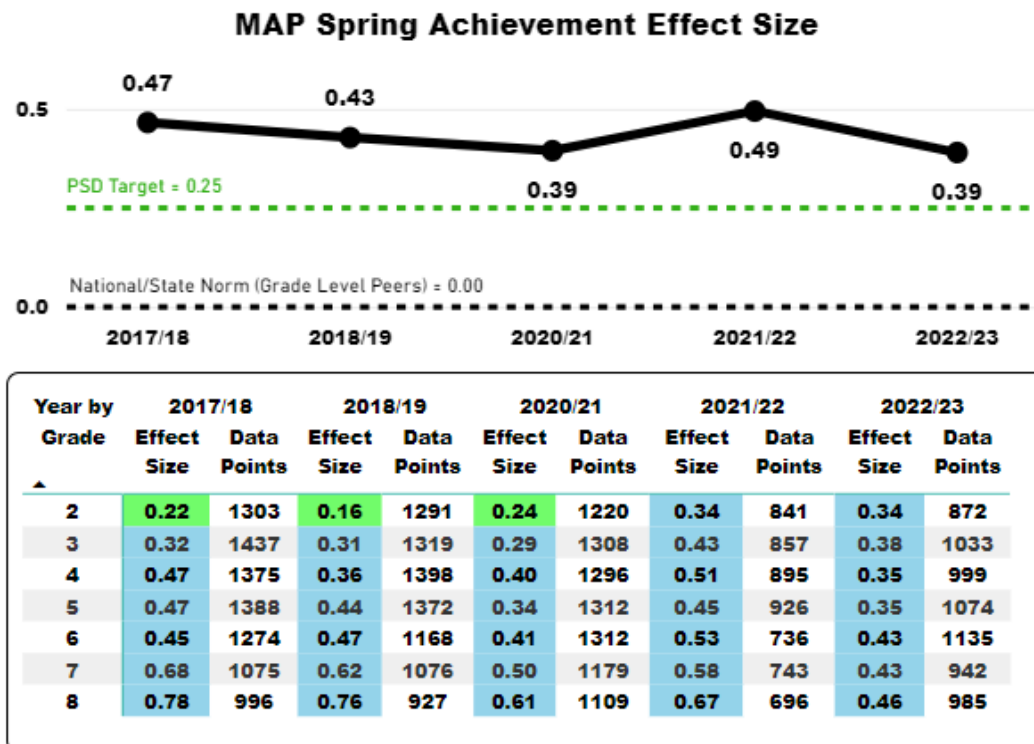
Recall that MAP achievement data allows us to understand better how learning was impacted relative to past grade-level cohorts that did not experience COVID disruptions. This means that the achievement effect sizes above zero in the above table indicate PSD student outcomes relative to true pre-pandemic grade-level national norms.

The graphs below show a strong association between the math achievement effect size and the attendance percentage. In addition, compared to reading, math achievement seems affected more directly than reading since we can see more red and yellow cells in math than in reading in the table of "attendance less than 95%".

MAP Math: Attendance less than 95%

MAP Spring Achievement Effect Size

PSD Target = 0.25

National/State Norm (Grade Level Peers) = 0.00

	2017/18		2018/19		2020/21		2021/22		2022/23	
Year by Grade ▲	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**
2	-0.07	600	-0.08	699	-0.47	540	-0.07	992	0.00	803
3	0.06	611	-0.07	685	-0.40	548	-0.08	984	0.06	826
4	0.15	663	0.04	724	-0.33	547	-0.02	1051	0.04	812
5	0.11	676	0.02	728	-0.46	530	-0.10	968	-0.05	892
6	-0.04	825	-0.04	925	-0.39	626	-0.06	1074	-0.12	755
7	0.18	918	0.06	1026	-0.31	710	-0.05	1199	-0.02	861
8	0.30	1000	0.26	985	-0.14	776	0.08	1199	0.02	956

MAP Math: Attendance at least 95%

MAP Spring Achievement Effect Size

PSD Target = 0.25

National/State Norm (Grade Level Peers) = 0.00

|	2017/18		2018/19		2020/21		2021/22		2022/23	
Year by Grade ▲	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**	**Effect Size**	**Data Points**
2	0.22	1303	0.16	1291	0.24	1220	0.34	841	0.34	872
3	0.32	1437	0.31	1319	0.29	1308	0.43	857	0.38	1033
4	0.47	1375	0.36	1398	0.40	1296	0.51	895	0.35	999
5	0.47	1388	0.44	1372	0.34	1312	0.45	926	0.35	1074
6	0.45	1274	0.47	1168	0.41	1312	0.53	736	0.43	1135
7	0.68	1075	0.62	1076	0.50	1179	0.58	743	0.43	942
8	0.78	996	0.76	927	0.61	1109	0.67	696	0.46	985

The comparison graph below presents the effect size of MAP assessments in reading and math over five academic years. The impact of the pandemic appears to have been more severe on math achievement than reading, and math shows a quicker recovery post-pandemic compared to reading.
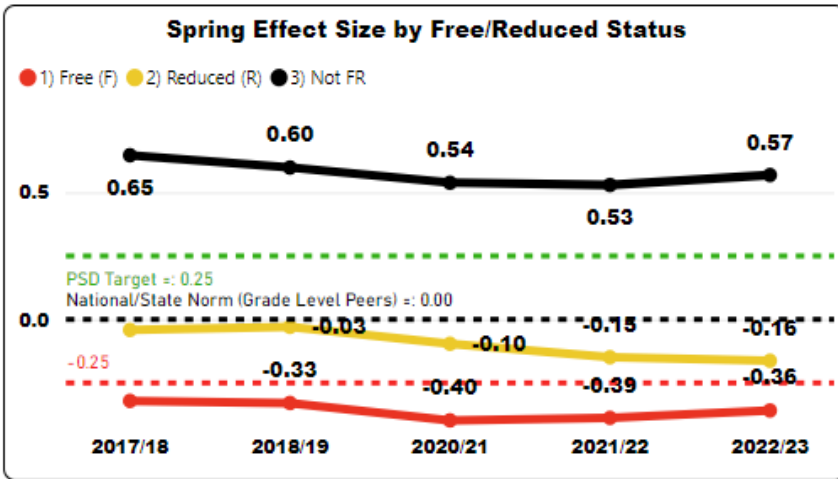

MAP Spring Reading/Math Achievement Effect Size
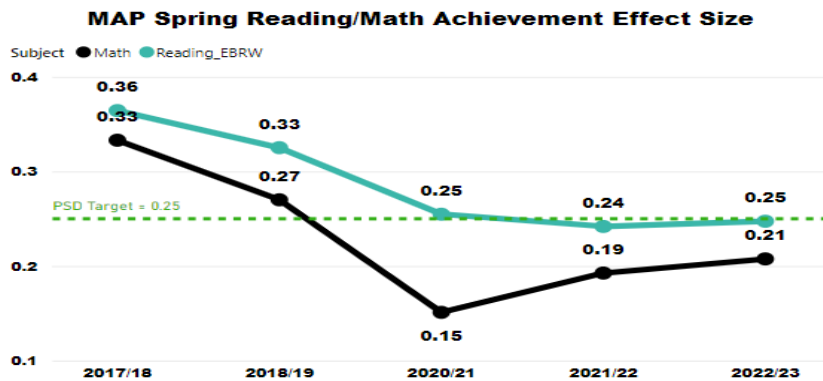
A recovery trend can be observed in both subjects; however, compared to the pre-academic year (2018/19), both math and reading achievement have decreased by nearly 0.07 units. It reveals that while there has been some rebound from the lowest pandemic impacts, student performance in these areas has yet to return to the levels observed before the pandemic. It suggests a lasting impact of the pandemic on academic achievement, necessitating continued efforts to support students' accelerated learning.

All achievement data shows clear evidence of differences in outcomes by student groups. Rather than populate many pages with views by all possible subgroup displays crossed with each assessment program and subject, we will highlight the importance of monitoring and addressing these learning gaps by providing one set of graphs by ethnicity and for students eligible for free and reduced meals, supported with an Individualized Education Program (IEP), and English language learners. The reader of this report is reminded that to interact with a data visualization tool that displays PSD achievement and growth data, please click ACHIEVEMENT and GROWTH.
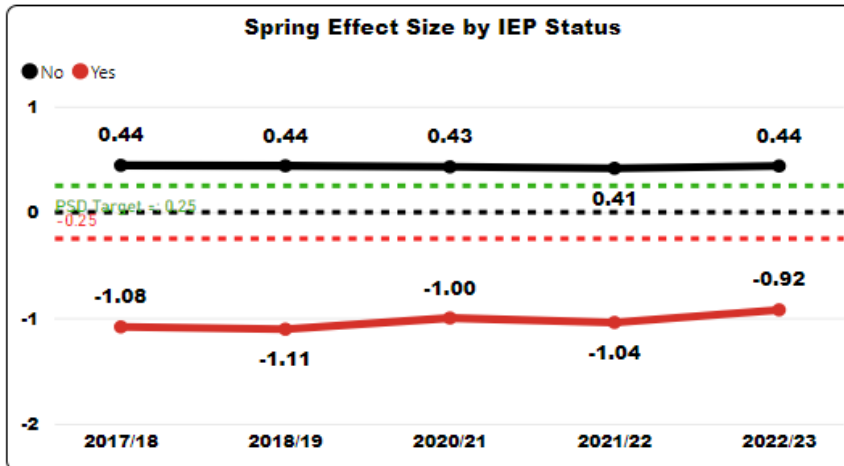
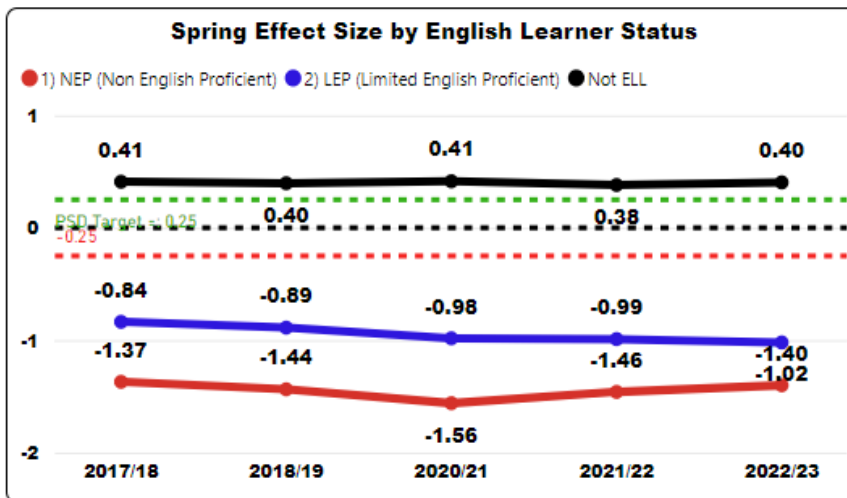**CMAS/PSAT/SAT Reading/Evidence-Based Reading and Writing by Ethnicity**

Spring Effect Size by Ethnicity
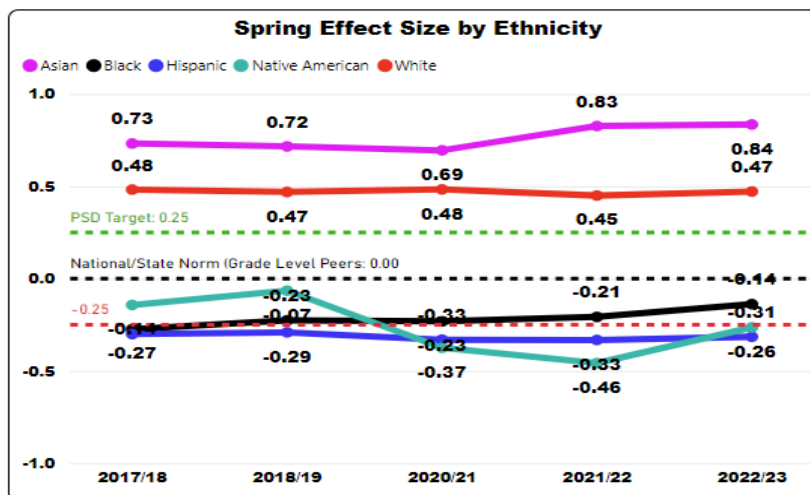
CMAS/PSAT/SAT Reading/Evidence-Based Reading and Writing by Free/Reduced Status

Spring Effect Size by Free/Reduced Status

● 1) Free (F) ● 2) Reduced (R) ● 3) Not FR

	2017/18	2018/19	2020/21	2021/22	2022/23
Not FR (black)	0.65	0.60	0.54	0.53	0.57
Reduced (yellow)		-0.03	-0.10	-0.15	-0.16
Free (red)	-0.33	-0.40	-0.39		-0.36

PSD Target =: 0.25
National/State Norm (Grade Level Peers) =: 0.00
-0.25

CMAS/PSAT/SAT Reading/Evidence-Based Reading and Writing by IEP Status

Spring Effect Size by IEP Status

● No ● Yes

	2017/18	2018/19	2020/21	2021/22	2022/23
No (black)	0.44	0.44	0.43	0.41	0.44
Yes (red)	-1.08	-1.11	-1.00	-1.04	-0.92

PSD Target =: 0.25
-0.25

CMAS/PSAT/SAT Reading/Evidence-Based Reading and Writing by English Learner Status

Spring Effect Size by English Learner Status

● 1) NEP (Non English Proficient) ● 2) LEP (Limited English Proficient) ● Not ELL

	2017/18	2018/19	2020/21	2021/22	2022/23
Not ELL (black)	0.41		0.41	0.38	0.40
LEP (blue)	-0.84	-0.89	-0.98	-0.99	-1.40
NEP (red)	-1.37	-1.44	-1.56	-1.46	-1.02

PSD Target =: 0.25
-0.25

Appendix 3: GROWTH

A few academic growth highlights are provided below. To interact with a data visualization tool that displays PSD academic growth data, please click ACHIEVEMENT and GROWTH. The "**growth effect size**" being utilized throughout this Monitoring Report (also referred to as a "Z gain") is the difference between beginning-of-year and end-of-year achievement effect sizes. In the tables below, Z gains of 0.20 and above shaded BLUE; 0 and above shaded GREEN; negatives shaded YELLOW; at or below -0.20 shaded RED. Positive growth-effect-sizes reflect gaining ground on "academic peers" (same grade level and initial achievement level) nationwide/statewide; a Z gain of zero indicates holding your achievement position relative to academic peers.

CMAS, PSAT, and SAT norms are based on same-year test-takers in Colorado, meaning we can see how PSD compared to statewide results under similar learning disruptions due to COVID-19. **Acadience and MAP** assessments provide norms derived from a baseline year that preceded COVID-19 disruptions, meaning we can see how PSD compared to prior cohorts of learners who did not experience COVID-19 disruptions. Both types of norms provide insights our community needs to evaluate. Note that CMAS, PSAT, SAT, MAP, and Acadience spring assessments did not occur in 2019/20 due to the impact of COVID-19 and distanced learning protocols being utilized in PSD, so no scores to report for spring 2020.

CMAS/PSAT/SAT Grades 3-11

Key Indicator 2c – Reading Growth Target: Reading growth effect size > 0 based on CMAS/PSAT/SAT assessment results.
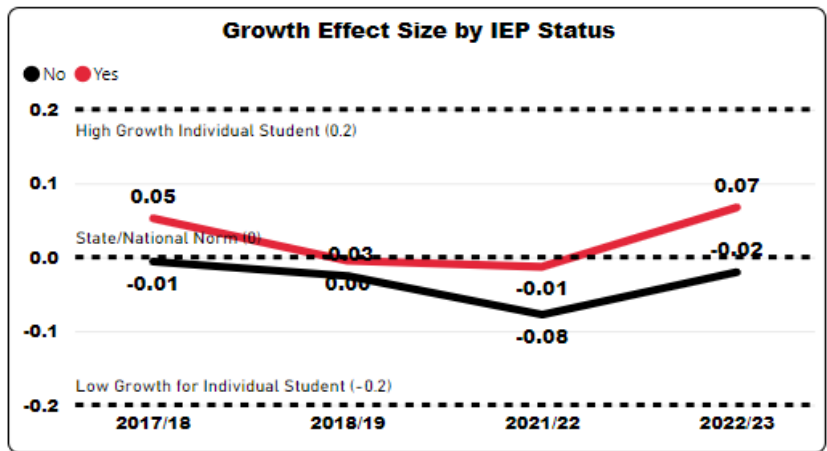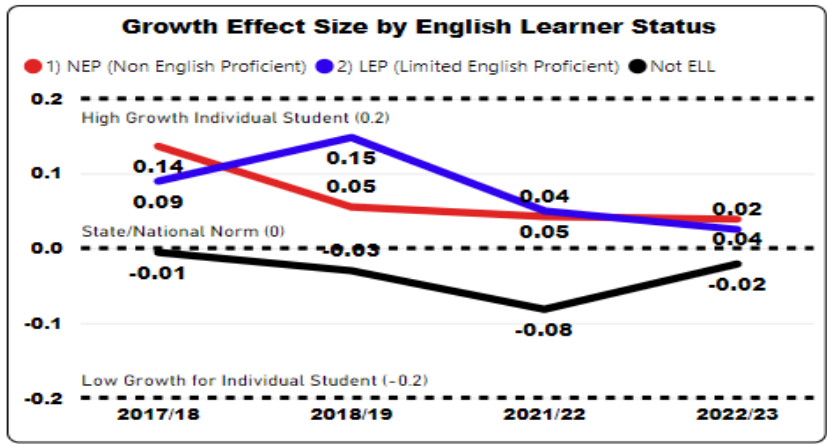
Met Target in 2022/23? No. PSD did not meet the academic growth target in 2022/23 relative to historic national peers in reading with a growth effect size of -0.01.
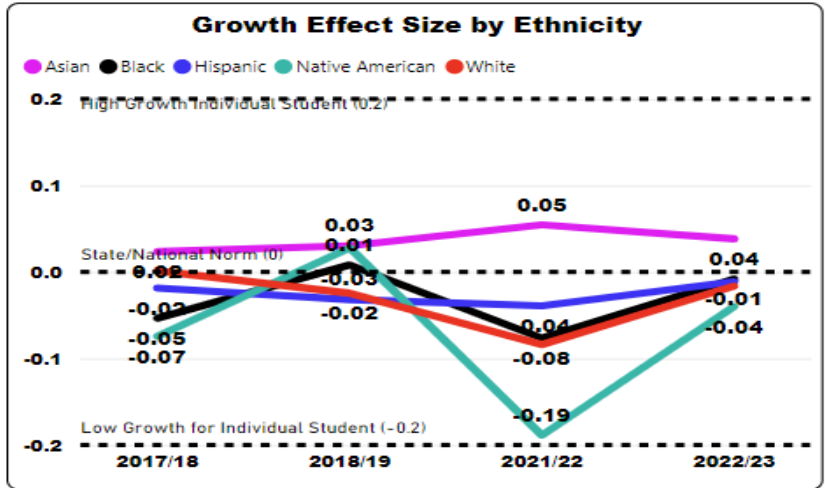
CMAS/PSAT/SAT Fall-to-Spring Reading Growth:

CMAS/PSAT/SAT Reading Growth Effect Size

Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2021/22 Zgain	2021/22 Data Points	2022/23 Zgain	2022/23 Data Points
4	0.04	1816	0.07	1874	0.07	1462	0.10	1606
5	-0.03	1869	0.02	1902			0.06	1698
6	-0.08	1810	-0.09	1819	-0.13	1341	-0.14	1547
7	-0.02	1615	-0.10	1762	-0.47	1	-0.01	1345
8	0.04	1522	-0.04	1508	-0.02	1131	0.02	1304
9	0.10	1300	0.16	1420			0.09	1168
10	0.04	879	-0.07	1505	-0.08	1383	-0.02	1320
11	-0.06	1503	-0.14	1532	-0.20	1433	-0.20	1504

The above figure presents data on the growth effect size of CMAS/PSAT/SAT Reading assessments and a more detailed breakdown by grade level in two post-pandemic years and two pre-pandemic years. Skip the COVID year (2020/21); there was a consistent decrease in the pre-pandemic years and a visible, consistent improvement in the reading growth effect size in post-pandemic years. Overall, the growth effect sizes are below the state/national norm in the past years. In 2022/23, there was a mixed outcome, with the 6th, 7th, 10th, and 11th grades showing negative gains, while the 4th, 5th, 8th, and 9th grades showed positive gains.

Similar "declined and then rebounded" pattern are evident for all the IEP groups. Declines were accentuated in the pre COVID years and a substantial rebound were observed in 2021/22. The associations between reading growth by socio-economic levels, and homeless status were illustrated in Appendix 1. Figures 21 – 22. Be aware that students with limited English proficiency have shown a steady decrease in the reading growth since the 2018/19 academic year, necessitating further attention. The impact of COVID-19 was less on Asian students, who are steady and above the norms over years.
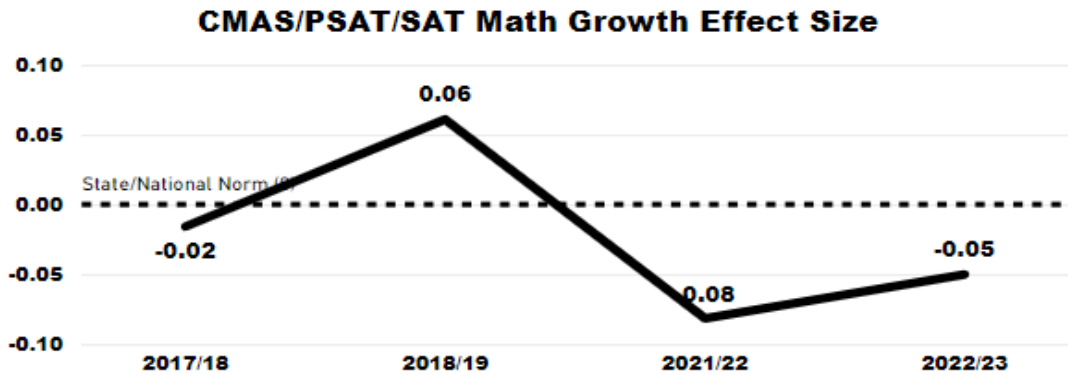
Growth Effect Size by Ethnicity

● Asian ● Black ● Hispanic ● Native American ● White

High Growth Individual Student (0.2)

	2017/18	2018/19	2021/22	2022/23
Asian	0.02	0.03	0.05	0.04
Black	0.02	0.01	-0.04	-0.01
Hispanic	-0.02	-0.03		
Native American	-0.07	0.01	-0.19	-0.04
White	-0.05	-0.02	-0.08	-0.01

State/National Norm (0)

Low Growth for Individual Student (-0.2)

Key Indicator 2d – Math Growth Target:

Math growth effect size > 0 based on CMAS/PSAT/SAT assessment results.

Met Target in 2022/23? No. PSD met the academic growth target in 2022/23 relative to historic national peers in reading with a growth effect size of -0.05.

CMAS/PSAT/SAT Fall-to-Spring Math Growth:

CMAS/PSAT/SAT Math Growth Effect Size

State/National Norm (0)

	2017/18	2018/19	2021/22	2022/23
Effect Size	-0.02	0.06	-0.08	-0.05

| Year by Grade	2017/18 Zgain	Data Points	2018/19 Zgain	Data Points	2021/22 Zgain	Data Points	2022/23 Zgain	Data Points
4	0.03	1833	0.08	1903			0.06	1633
5	0.00	1876	0.01	1901	0.05	1456	-0.03	1724
6	-0.15	1816	-0.03	1823			-0.11	1547
7	0.06	1351	0.05	1772	-0.05	1348	-0.02	1344
8	-0.20	1218	0.18	1531	-0.20	1	0.07	1300
9	0.10	1306	0.50	1427	-0.16	1064	-0.11	1163
10	0.48	587	-0.15	1505	-0.11	1383	-0.16	1320
11	-0.13	1503	-0.10	1532	-0.16	1433	-0.12	1504

The above figure presents data on the growth effect size of CMAS, PSAT and SAT Math assessments and a more detailed breakdown by grade level in two post-pandemic years and two pre-pandemic years. If splitting the timeline at the COVID year (2020/21), we can observe the improvement trends before and after 2022/21 with an increase of 0.08 from 2017/18 to 2018/19 and an increase of 0.03 from 2021/22 to 2022/23. However, the gains in math growth after the pandemic are less than those in the years before, indicating that COVID-19 negatively affects CMAS/PSAT/SAT math growth, and this setback is not yet complete. Last year, math growth scores on the CMAS/PSAT/SAT hit a record low but have bounced back slightly this year, although the math growth gain is still below the state/national norm and lower than the years before the pandemic.

The table shows a varied pattern of outcomes across different grades, with positive gains in 4th and 8th grades, and negative gains in the rest of grades. Relative to the previous year and focusing only on the grades tested, there has been an improvement in the 7th, 9th, and 11th grades, whereas the 5th and 10th grades have shown a decline.
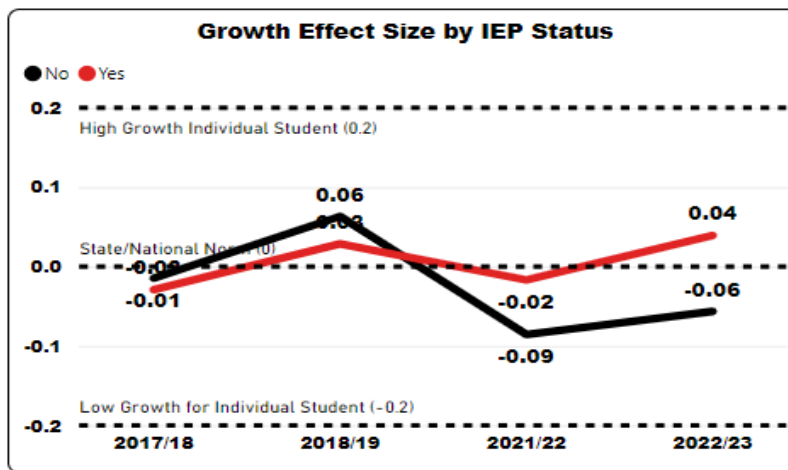
Similar patterns can be found in Appendix 1. Figures 23 – 24, the associations between math growth by different subgroups of students. Note that previously, the math growth of students receiving IEP support was lower than that of their peers without such support. However, since last year, this trend has reversed, with students who have IEP support now showing higher gains than those without it.

After the pandemic year, the trend for students based on their homeless status changed. Previously, both groups were showing growth gains that were nearly aligned with state or national standards. However, after 2021/22, there was a consistent decline in the growth gains of students with homeless status, bringing them to the state/ national norm level. Meanwhile, the math growth of non-homeless students has since recovered, not returning to the levels of the state or national norm yet.

Growth Effect Size by English Learner Status
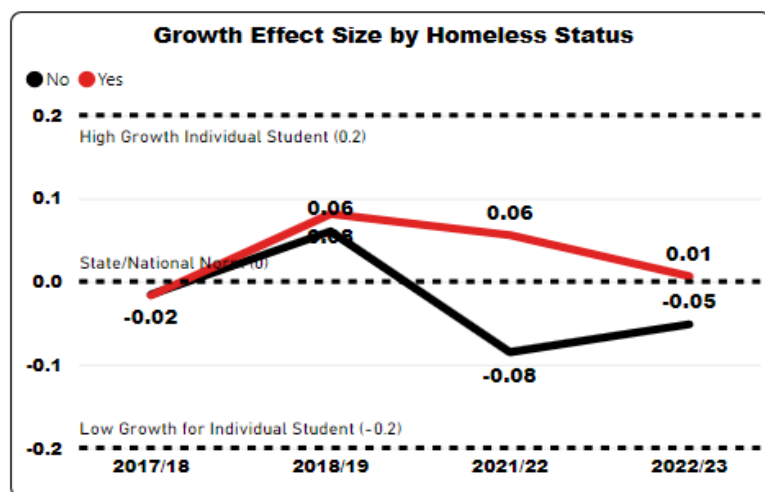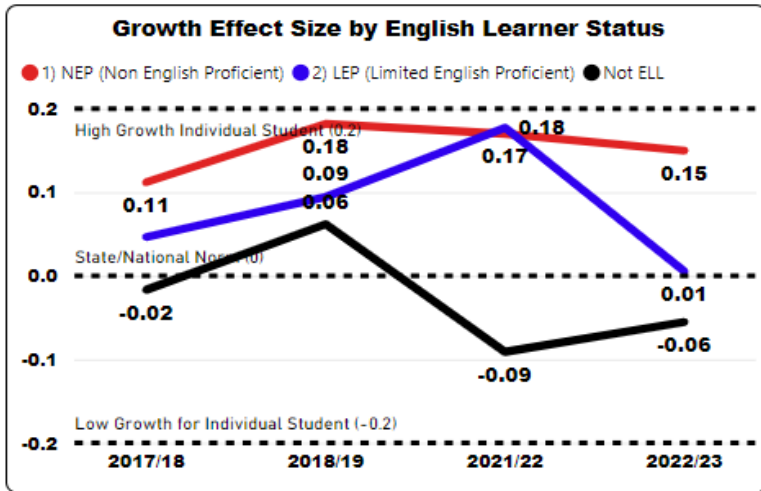
Students with non-English proficiency exhibited the highest growth among all groups, whereas those who were not English learners displayed the lowest growth. From the 2021/22 to the 2022/23 academic years, students with limited English proficiency experienced a decrease of 0.16 units in their growth gains, same to the non-English proficient students showed a 0.03 decrease, whereas English proficient students showed a 0.03 increase.

CMAS/PSAT/SAT Reading/Math Growth Effect Size
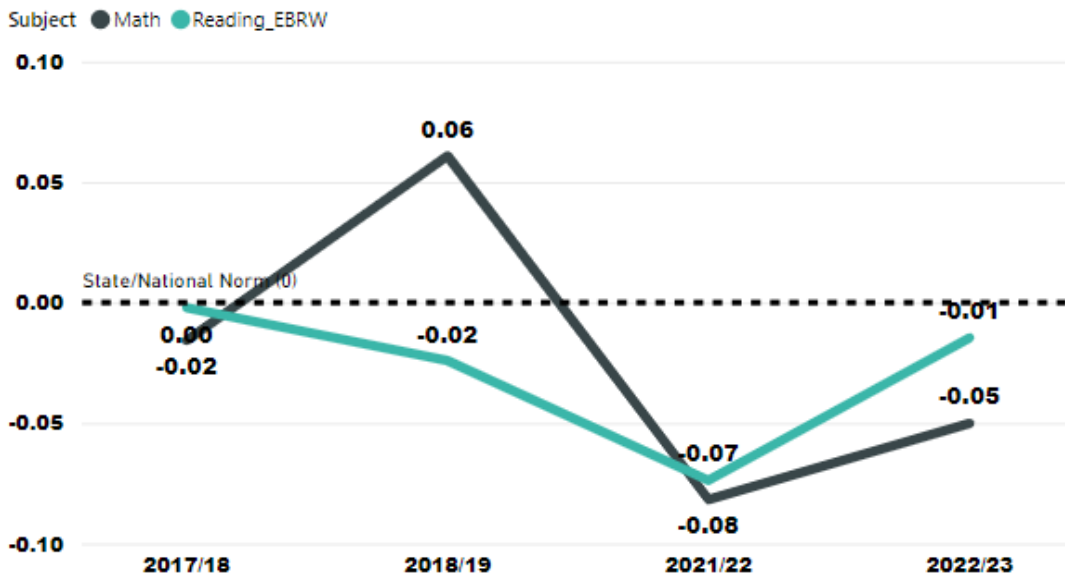
The graph above illustrates the growth effect size in reading and math as measured by the CMAS/PSAT/SAT over the four academic years: 2017/18, 2018/19, 2021/22, and 2022/23 (2020/21 was skipped due to the COVID-19). The graph indicates a substantial and sustained growth in reading over the period analyzed, in contrast to math, which shows minimal growth and aligns with the national norm in the last two years recorded. This also implies that math may be more susceptible to external influences, such as the COVID-19 pandemic, and could benefit more from in-person instruction and interaction.
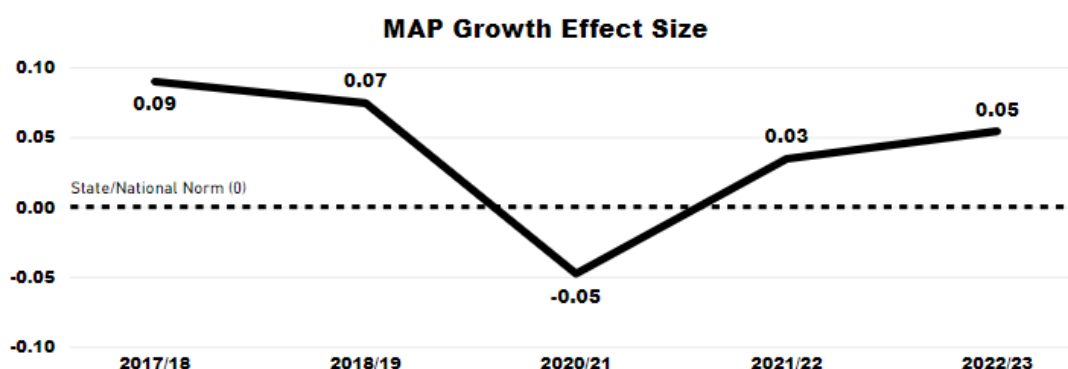
MAP Grades 2-8

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

Met Target in 2022/23? Yes. Based on MAP data, PSD met the academic growth target in 2022/23 relative to historic national peers in reading with a growth effect size of 0.05.

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

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

MAP Growth Effect Size

	2017/18	2018/19	2020/21	2021/22	2022/23
	0.09	0.07	-0.05	0.03	0.05

State/National Norm (0)

| Year by Grade	2017/18 Zgain	2017/18 Data Points	2018/19 Zgain	2018/19 Data Points	2020/21 Zgain	2020/21 Data Points	2021/22 Zgain	2021/22 Data Points	2022/23 Zgain	2022/23 Data Points
2	0.24	1859	0.25	1885			0.27	1758	0.30	1618
3	0.17	1997	0.16	1887	0.01	1750	0.14	1769	0.14	1792
4	0.10	1971	0.11	2028	-0.03	1734	0.04	1882	0.08	1784
5	0.11	2014	0.01	2008	-0.02	1729	-0.03	1846	0.01	1932
6	-0.01	2070	-0.08	1975	-0.06	1809	-0.13	1751	-0.10	1808
7	0.00	1890	0.03	1972	-0.09	1716	-0.03	1838	0.00	1719
8	0.02	1909	0.03	1792	-0.09	1571	-0.01	1797	-0.03	1849

The above figure presents data on the growth effect size of MAP Reading assessments over five academic years and a more detailed breakdown by grade level. There was a visible decline in the reading growth effect size in the 2020/21 school year and a recovery in 2021/22 and 2022/23, although the growth effect sizes this year have yet to reach the 2017/18 or 2018/19 level. Overall, the growth effect sizes are above the state/national norm in the past five years except for 2020/21, in which all grades show negative growth effect sizes. Fortunately, in 2021/22, most grades had a positive turnaround, with exceptionally high gains in 2nd grade (0.27) and 3rd grade (0.14), contributing to an overall positive effect size of 0.03. In 2022/23, there was a mixed outcome, with some grades, like 2nd to 5th, continuing to show growth, while the 6th and 8th grades showed a drop of -0.10 and -0.03, suggesting the recovery is inconsistent across all grades. In 2022/23, while there was an improvement, it did not uniformly return to pre-pandemic levels.

Recall that comparisons using MAP data imply we are comparing gains to those attained by pre-COVID national peers. These graphs of the 2020/21 drop and the 2021/22 and 2022/23 rebound in academic

growth give us a clear picture of growth outcomes relative to stable normative expectations, not lowered due to global pandemic impacts.

Similar patterns are evident for all ethnic groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to COVID-19. There has been a substantial rebound in 2021/22. The association of MAP reading growth by different subgroups of students can be seen in Appendix 1. Figures 25 – 29. In 2022/23, the growth effect sizes for each socio-economic level student are above the state/national norm. Particularly, the reduced lunch group increases slightly faster than the other two. Note that group differences by socio-economic status tend to cluster more tightly than we see with achievement. This is because, in calculating a growth effect size, we "control" for prior achievement levels to reduce the variations caused by the socio-economic levels and all other demographic factors that influence achievement scores.

MAP Fall-to-Spring Reading Growth (Historical Baseline Norms):
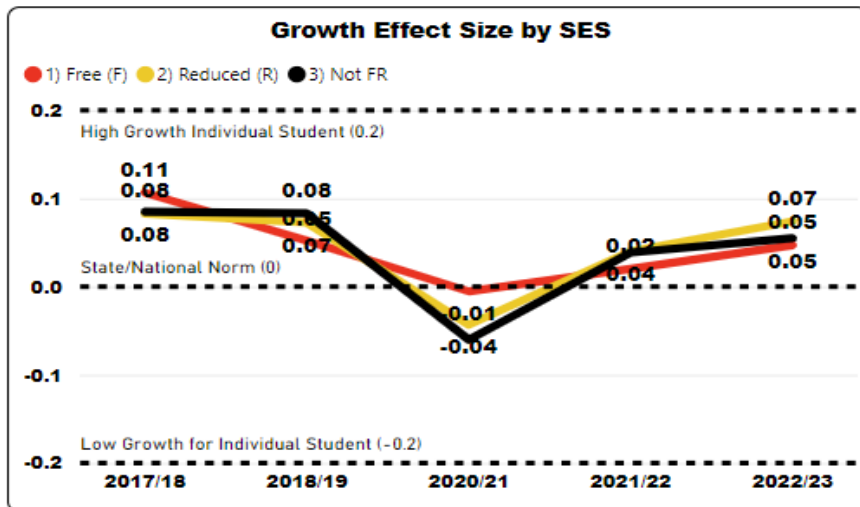
Concurrently, the data shows that the impact of growth on different ethnic groups (except Native Americans and Pacific Islanders) is closely grouped, suggesting a relatively equal recovery in reading performance across each student group. Most of the groups of students have reached their growth levels in 2018/19 but are still below the best scores (2017/2018) in the past five years.

Growth Effect Size by Ethnicity

● Asian ● Black ● Hispanic ● Native American ● White
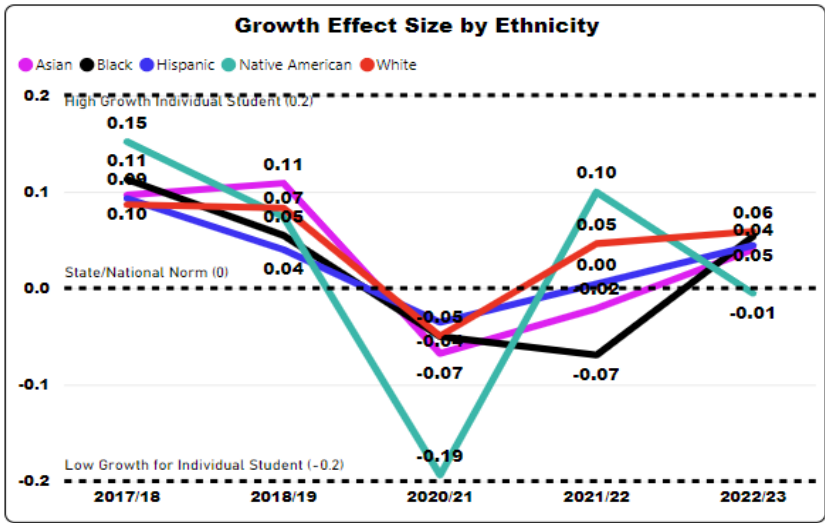
As mentioned above, the lasting impact of the pandemic on academic achievement necessitates continued efforts to support students in regaining lost ground. Also, other pivotal factors on academic achievement beyond COVID-19 should exist and need to attract our attention.

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

Met Target in 2022/23? Yes. Based on MAP data, PSD met the academic growth target in 2022/23 relative to historic national peers in math with a growth effect size of 0.05. State assessment growth data is inconsistent due to the "skip-year" methodology utilized by the CDE in 2021. School-year growth estimates will be based on robust and consistent fall-to-spring growth measures available from the MAP assessment.

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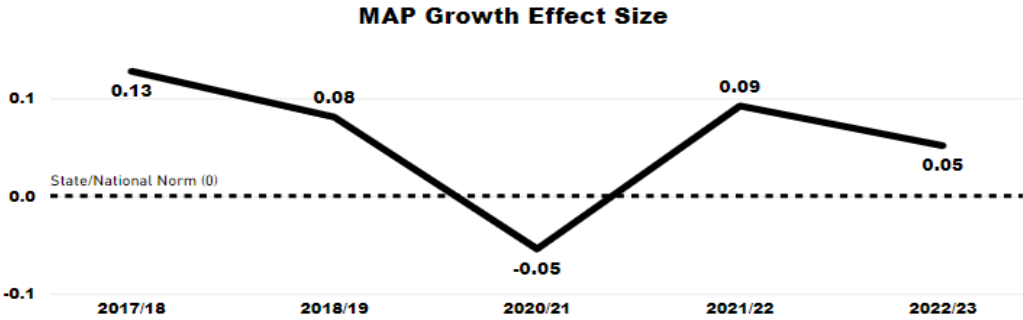
MAP Growth Effect Size

Year by Grade	2017/18		2018/19		2020/21		2021/22		2022/23	
	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points	Zgain	Data Points
2	0.13	1853	0.07	1907			0.09	1774	0.15	1651
3	0.11	1999	0.10	1904	-0.07	1735	0.17	1794	0.12	1827
4	0.16	1992	0.08	2045	0.01	1740	0.17	1884	0.08	1785
5	0.12	2025	0.04	2032	-0.10	1745	0.07	1859	0.01	1941
6	0.12	2045	0.10	2023	0.01	1807	0.08	1739	0.03	1857
7	0.15	1913	0.08	2026	-0.10	1774	0.01	1889	-0.02	1734
8	0.11	1937	0.10	1819	-0.09	1788	0.06	1836	0.00	1869

After a decline in growth effect size in 2020/21 due to the COVID-19 pandemic, there was evidence of recovery in math in the following two years. As we can see in the above graphs, despite the drop in 2020/21, the overall trend by 2022/23 shows that growth is moving back towards the positive side of

the norm and reached the level of one year before the pandemic (2018/19), indicating a quick recovery in math growth effect size. However, the increasing growth gains declined in 2022/23 on average and in each grade, particularly for 7th and 8th grades. It indicates that different grades experienced varying degrees of recovery in 2022/23 after a uniform increase one year before (2021/22).

The overall trends of decreasing and rebounding growth are observable across all ethnic and socio-economic groups. The association of MAP math growth and the subgroup of students can be seen in Appendix 1. Figures 30 - 34. The downturn was particularly observable in the 2020/21 academic year because of the COVID-19 pandemic, but there was a return to the baseline levels seen in 2018/19 by 2021/22. Subsequently, in 2022/23, there was an unexpected slight decline in growth among all student demographics. Among the three socio-economic status categories, students eligible for free lunch saw the smallest drop in growth gains from 2021/22 to 2022/23.
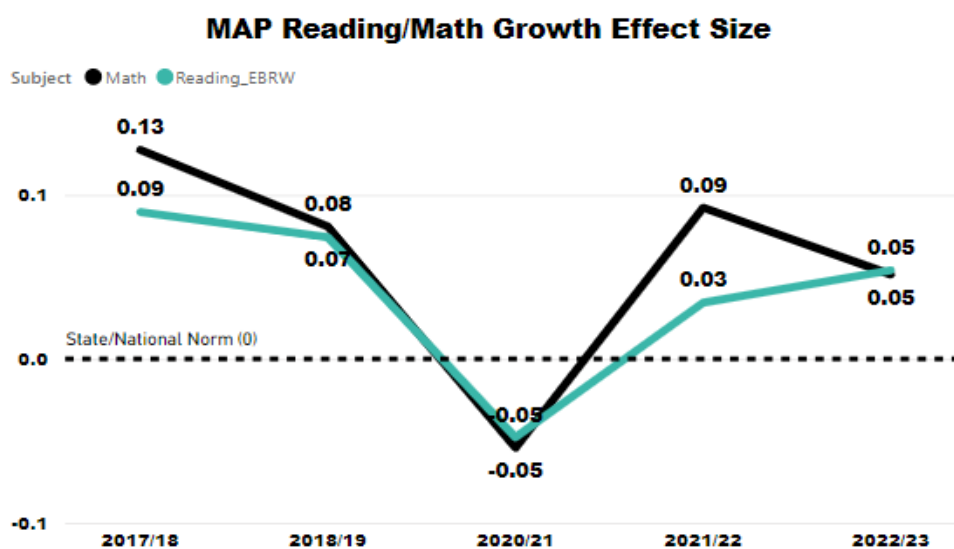

The graph above displays the trend of growth effect sizes for reading and math in the past five years. Both subjects show a noticeable dip in 2020/21 and a recovery in the following years. By the 2022/23 school year, both subjects' growth gains have returned to positive values above the state/national norms but not to the initial levels. In addition, math generally shows a greater fluctuation than reading in the past two years, while reading presents a slower upward trend compared to the math growth gains. It indicates that external factors (e.g., instructional method) may impact math more directly than reading, whereas reading needs more time than math to improve consistently. Both subjects are still striving to return to the levels of growth seen in 2018/19, indicating that the recovery, while present, has yet to fully compensate for the pandemic's impact within the two years following the initial drop.

Growth data shows clear evidence of differences in outcomes by student groups. The reader of this report is reminded that to interact with a data visualization tool that displays PSD achievement and growth data, please click ACHIEVEMENT and GROWTH.
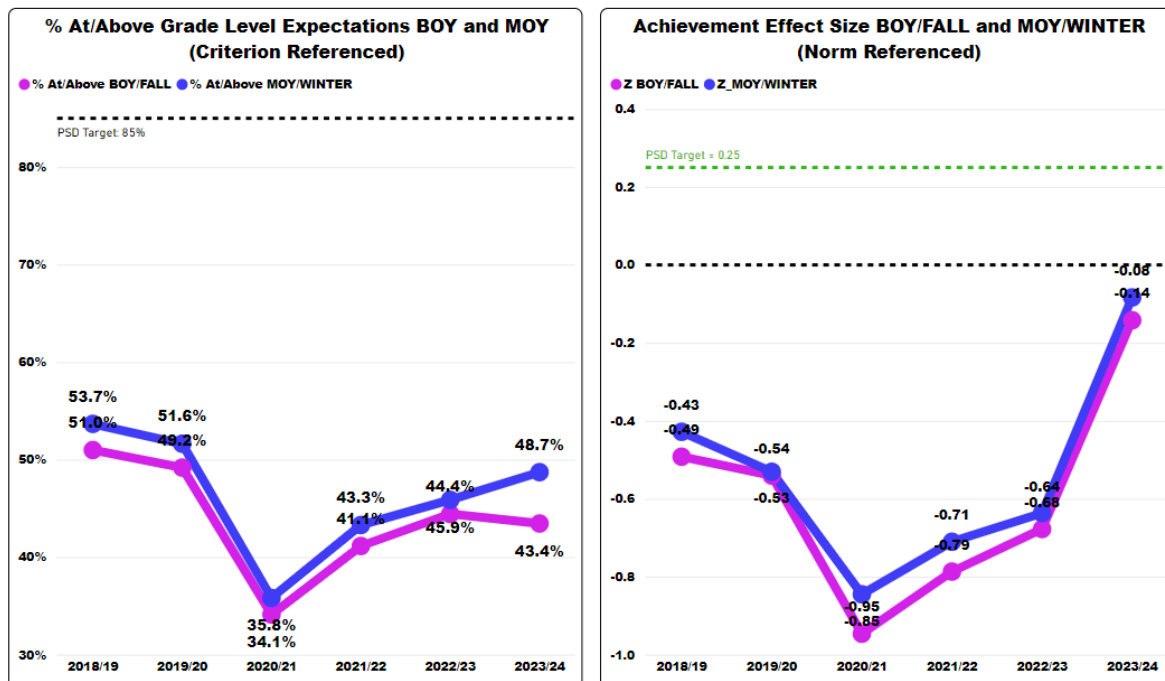
Appendix 4: FALL-TO-WINTER 2023/24 ACHIEVEMENT GAINS

To interact with a data visualization tool that displays the following fall-to-winter achievement data views, please click ACHIEVEMENT and GROWTH.
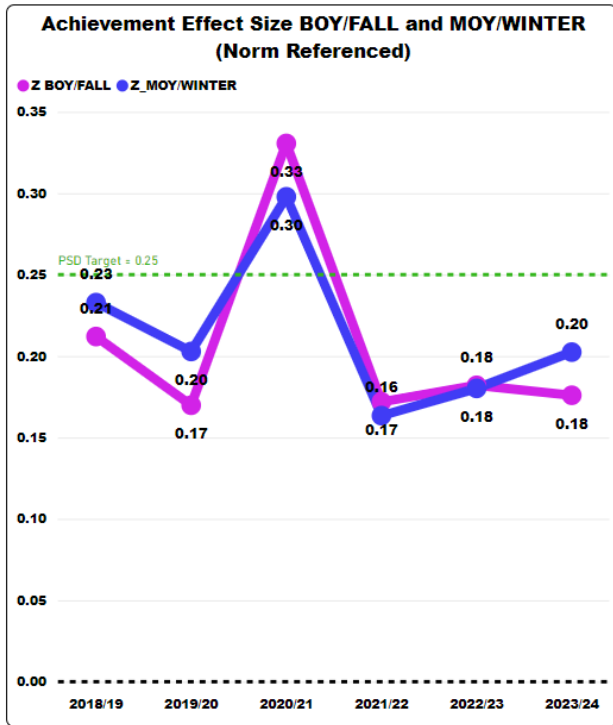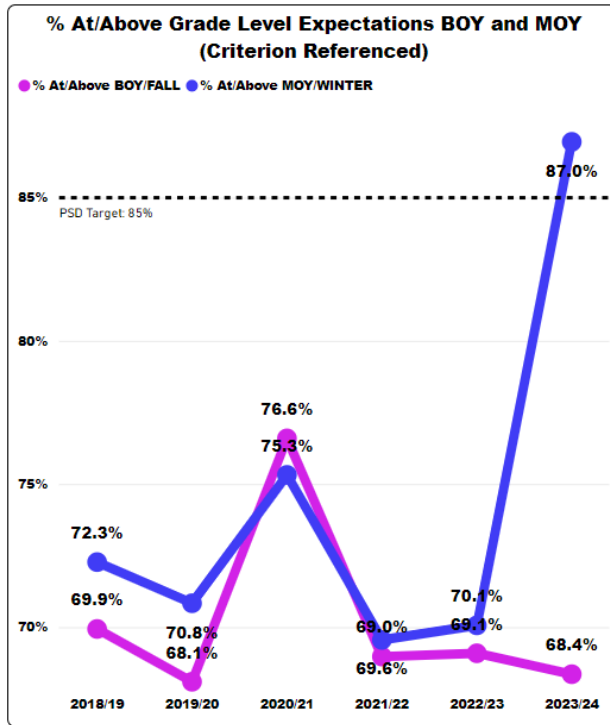
1st-3rd Acadience Matched Scores Analysis: ALL STUDENTS (N=5,110 in 2023/24)
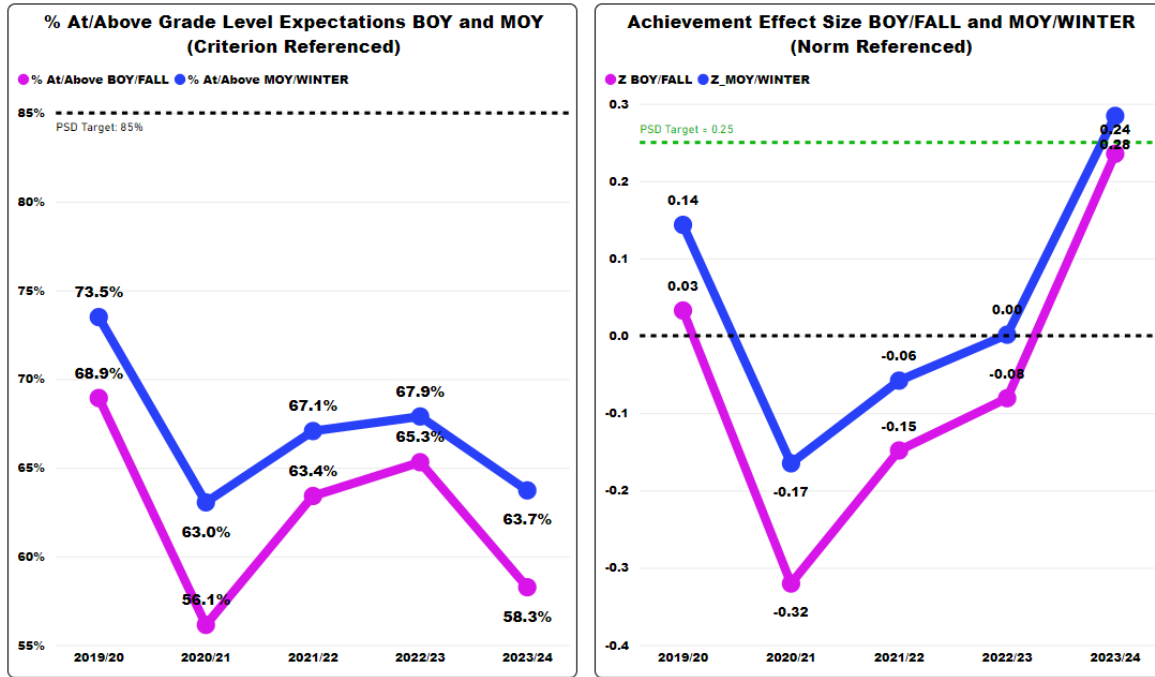
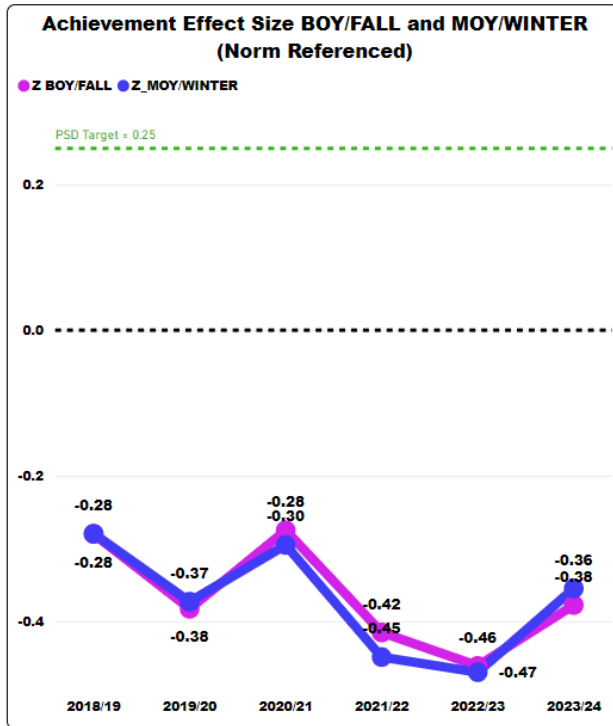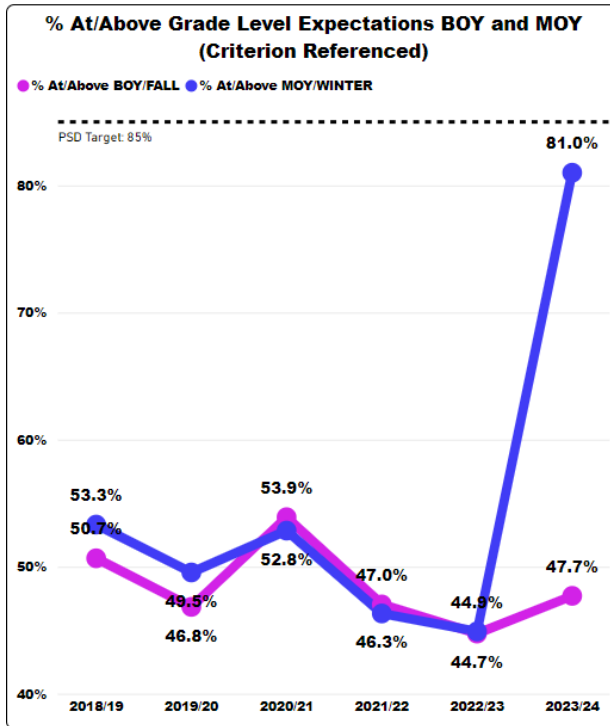**1st-3rd Acadience Matched Scores Analysis: FREE/REDUCED (N=1,752 in 2023/24)**
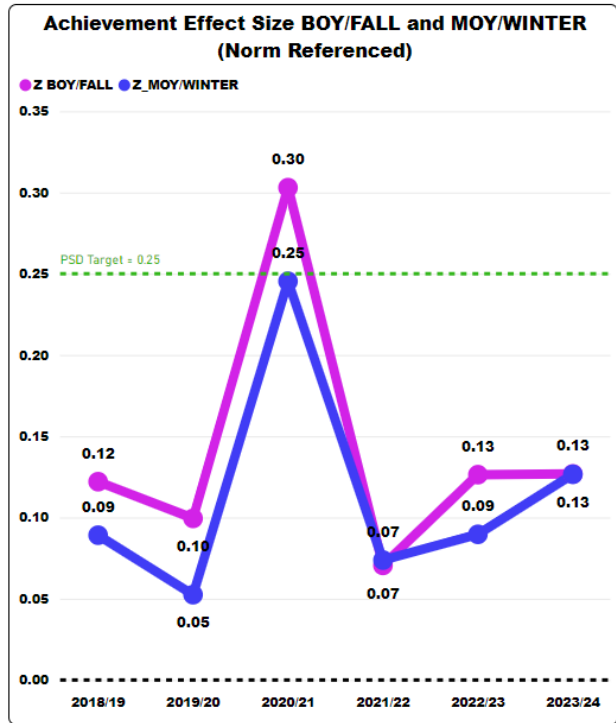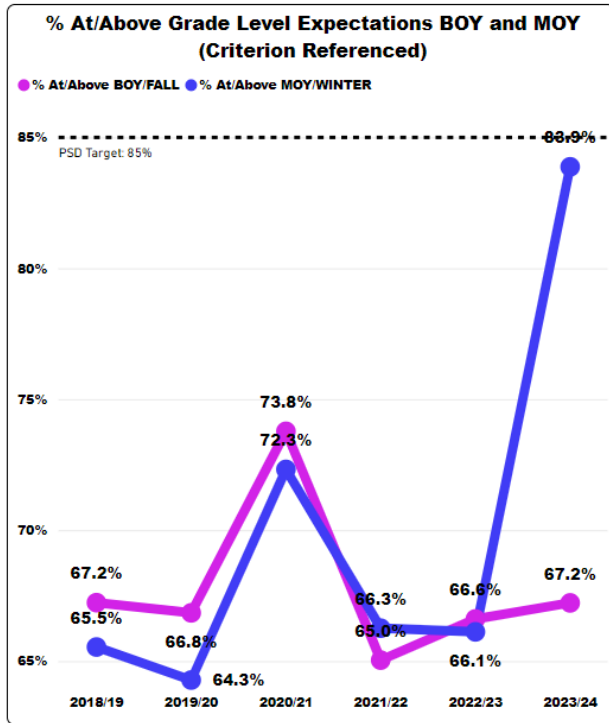
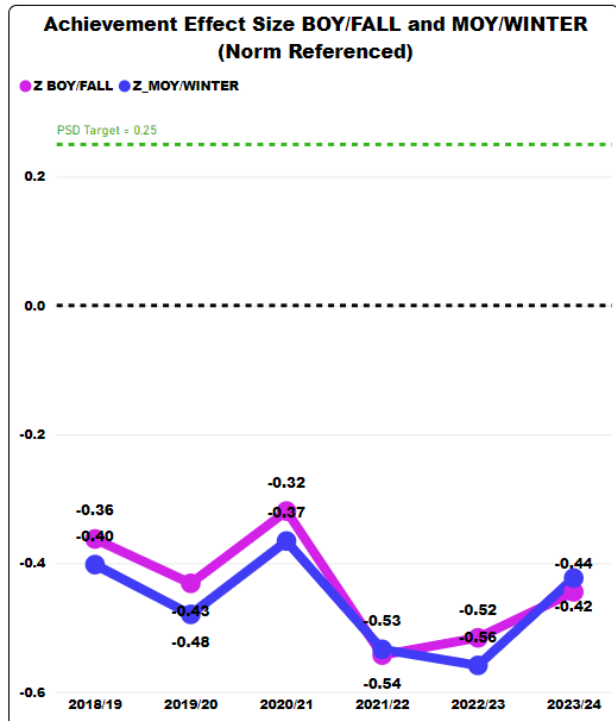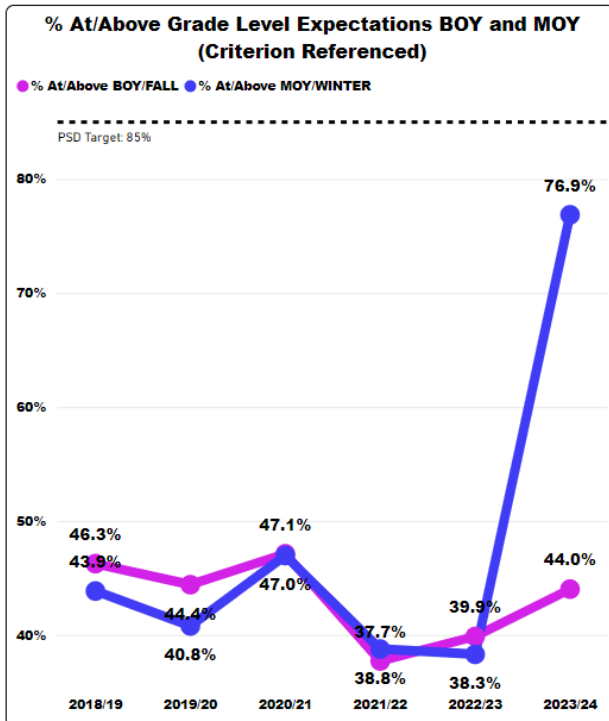**2nd-8th MAP READING Matched Scores Analysis: ALL STUDENTS (N=8,036 in 2023/24)**

% At/Above Grade Level Expectations BOY and MOY (Criterion Referenced)
- % At/Above BOY/FALL
- % At/Above MOY/WINTER

PSD Target: 85%

Year	BOY/FALL	MOY/WINTER
2018/19	69.9%	72.3%
2019/20	68.1%	70.8%
2020/21	76.6%	75.3%
2021/22	69.6%	69.0%
2022/23	69.1%	70.1%
2023/24	68.4%	87.0%

Achievement Effect Size BOY/FALL and MOY/WINTER (Norm Referenced)
- Z BOY/FALL
- Z_MOY/WINTER

PSD Target = 0.25

Year	Z BOY/FALL	Z_MOY/WINTER
2018/19	0.21	0.23
2019/20	0.17	0.20
2020/21	0.33	0.30
2021/22	0.16	0.17
2022/23	0.18	0.18
2023/24	0.18	0.20

2nd-8th MAP READING Matched Scores Analysis: FREE/REDUCED (N=2,756 in 2023/24)

% At/Above Grade Level Expectations BOY and MOY (Criterion Referenced)
- % At/Above BOY/FALL
- % At/Above MOY/WINTER

PSD Target: 85%

Year	BOY/FALL	MOY/WINTER
2018/19	50.7%	53.3%
2019/20	46.8%	49.5%
2020/21	53.9%	52.8%
2021/22	47.0%	46.3%
2022/23	44.9%	44.7%
2023/24	47.7%	81.0%

Achievement Effect Size BOY/FALL and MOY/WINTER (Norm Referenced)
- Z BOY/FALL
- Z_MOY/WINTER

PSD Target = 0.25

Year	Z BOY/FALL	Z_MOY/WINTER
2018/19	-0.28	-0.28
2019/20	-0.37	-0.38
2020/21	-0.28	-0.30
2021/22	-0.42	-0.45
2022/23	-0.46	-0.47
2023/24	-0.36	-0.38

2nd-8th MAP MATH Matched Scores Analysis: ALL STUDENTS (N=8,287 in 2023/24)

% At/Above Grade Level Expectations BOY and MOY (Criterion Referenced)

● % At/Above BOY/FALL ● % At/Above MOY/WINTER

PSD Target: 85%

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
BOY/FALL	67.2%	66.8%	73.8%	65.0%	66.6%	67.2%
MOY/WINTER	65.5%	64.3%	72.3%	66.3%	66.1%	83.9%

Achievement Effect Size BOY/FALL and MOY/WINTER (Norm Referenced)

● Z BOY/FALL ● Z_MOY/WINTER

PSD Target = 0.25

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Z BOY/FALL	0.12	0.10	0.30	0.07	0.13	0.13
Z_MOY/WINTER	0.09	0.05	0.25	0.07	0.09	0.13

2nd-8th MAP MATH Matched Scores Analysis: FREE/REDUCED (N=2,862 in 2023/24)

% At/Above Grade Level Expectations BOY and MOY (Criterion Referenced)

● % At/Above BOY/FALL ● % At/Above MOY/WINTER

PSD Target: 85%

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
BOY/FALL	46.3%	44.4%	47.1%	37.7%	39.9%	44.0%
MOY/WINTER	43.9%	40.8%	47.0%	38.8%	38.3%	76.9%

Achievement Effect Size BOY/FALL and MOY/WINTER (Norm Referenced)

● Z BOY/FALL ● Z_MOY/WINTER

PSD Target = 0.25

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Z BOY/FALL	-0.36	-0.43	-0.32	-0.53	-0.52	-0.44
Z_MOY/WINTER	-0.40	-0.48	-0.37	-0.54	-0.56	-0.42

Appendix 5: STUDENT CONNECTIONS DATA

To gather information regarding student connections and social-emotional learning competencies, the online PSD Student Connections Survey was delivered to all 4th- 12th-grade PSD students during October and November of 2023. The survey was available in English, Spanish, and Mandarin, and participation was voluntary. The survey aims to assess student perceptions about academic and social connections within the school. Connections result from feeling understood, cared about, supported, and valued. Connections and belonging at school motivate students to take advantage of educational experiences and are associated with a positive outlook toward the future.

The Student Connections Survey measures four types of connections: 1) Student-to-Adult, 2) Student-to-Student, 3) Student-to-Interests, and 4) Safety. In addition, Social Emotional Learning (SEL) subscale items were included during the second annual administration of the measure, as well as open-ended questions regarding graduation for 6th – 12th graders and questions regarding interests for all grade levels as needed. Due to the subscale changes from 2016 to 2017, results for the Student-to-Interests items are only displayed for 2017-2023.

The survey consists of a set of dichotomous "yes/no" questions, multiple choice ordinal agreement items, and open-ended free response questions with some age-appropriate variation for elementary and secondary level populations. Demographic questions have been omitted as email accounts and IDs can be cross-referenced with institutionally stored demographic data. A complete copy of the Elementary version of the survey can be accessed by clicking ELEMENTARY CONNECTIONS SURVEY. A complete copy of the survey's Secondary (Middle School and High School) version can be accessed by clicking SECONDARY CONNECTIONS SURVEY.

Individual student responses are not part of a student's educational record. Before 2020/21, there were two areas on the 6th-12th grade version of the survey where we asked students if we could share their responses with PSD staff. Other than those two areas on the secondary-level survey, individual student responses were not reported (confidentiality was maintained). As of the 2020/21 version of the Student Connections Survey, results for individual students may be shared with school administration to support student learning and well-being. 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.

Space constraints of the DE 1.0 Monitoring Report limit the display of all the valuable insights contained in the Student Connections Survey dataset, but the visualization tool is available to leaders for facilitating discussions closer to their communities and exploring outcomes across different levels, schools, grades, and student characteristics. The tool can be accessed by clicking STUDENT CONNECTIONS. The insights showcased in this report are examples illustrating the outcomes available to Poudre School District (PSD) for fostering data-informed leadership to enhance practices and improve the quality of student experiences.

Interpretation of results should take response rates into account. Response rate is an important indicator when assessing the likely representativeness of survey results. The 2023/24 **response rates** increased from 74.4% in 2022/23 to 78.5% in 2023/24. (94.5% elementary, up from 91.1%; 89.0% middle school, up from 80.7%; and 64.8% high school, up from 62.9%).

To check the likelihood that the sample represents the overall population of students, the following graphs can be inspected to see if the distribution of student characteristics differs substantially between the PSD population (top histograms) and the set of students that responded to the survey (bottom histograms). Representativeness graphs for past school years look very similar to the 2023/24 display below, where the only apparent deviation between respondents and the population is within the grade level distributions.
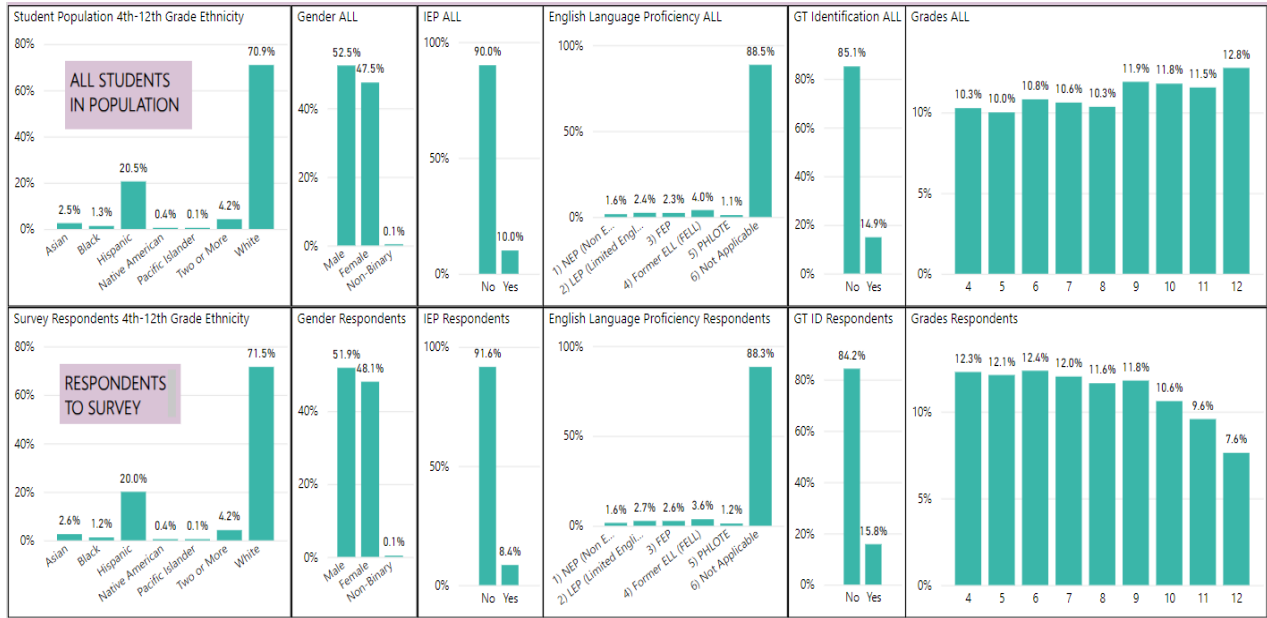
Other than the reduced response rates as grade levels progress, the respondents have similar student characteristic distributions compared to the overall PSD student population.

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

In the following sections, respondents' overall perceptions of connection and safety, as well as data on the four types of student connections (i.e., Student-to-Adult, Student-to-Student, and Student-to-Interests), are presented in a series of data visualizations showing the variation over time and by different student attributes such as school level, free and reduced lunch, race/ethnicity, IEP, and on McKinney Vento status.

Overall Student Connections:

The PSD connections target is evaluated relative to the most recent school year outcomes (displayed in the graph to the right). The Student Connections section of this report includes Fall 2023 outcomes and data from the prior four years. The data is presented in this way because, unlike achievement scores, attendance rates, and graduation outcomes, the current year Student Connections data has been collected at the time of this report.
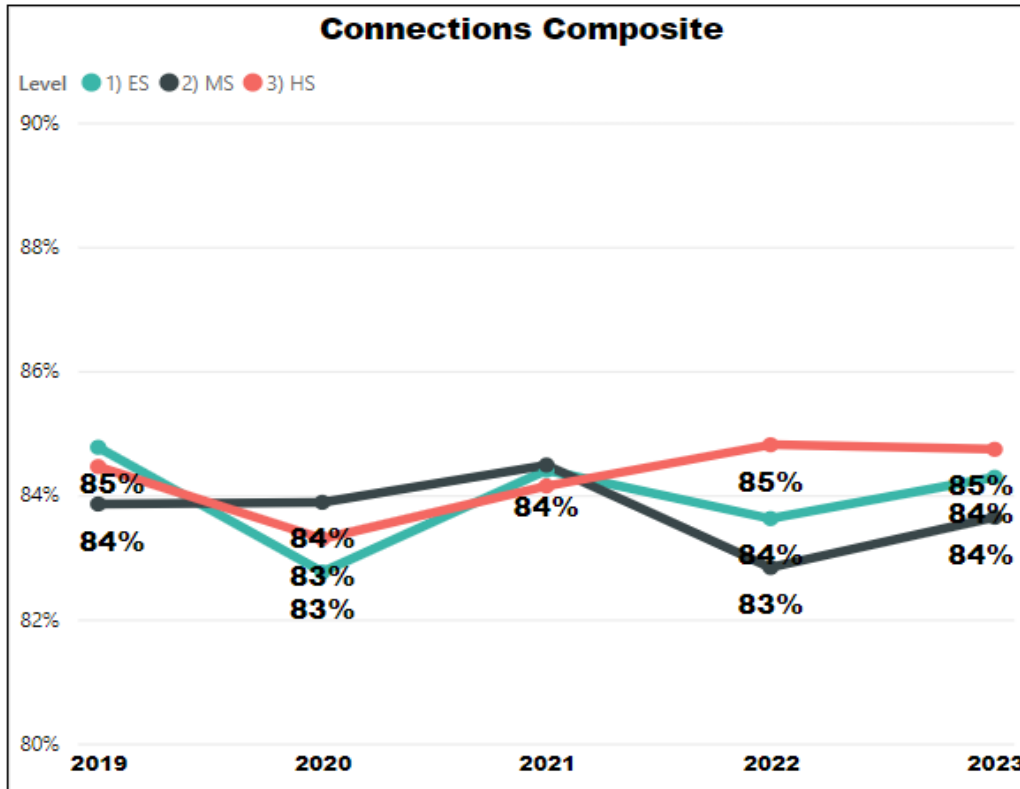
The survey is administered in the fall semester of each school year, and in all graphs, the year refers to a school calendar year (e.g., 2023 refers to the 2023/24 school year). As a reminder, a higher percent agreement indicates stronger student connections.

Connections Composite

	2019	2020	2021	2022	2023
	84.3%	83.5%	84.4%	83.8%	84.2%

Overall composite levels of self-reported connections are relatively high districtwide (84.2%) and are stable over time. For the different types of connections, data over the past five years shows students consistently reporting the highest connection levels with adults at school, followed by peer-to-peer connections, and the least strong with their interests/passions. A clear pattern can be seen where self-reported Student-to-Adult and Student-to-Student connections associated with school rose slightly during the challenges of the pandemic and gradually dropped

Connections (% Agreement) by Subscale

● Adult ● Student ● Interests

	2019	2020	2021	2022	2023
Adult	92%	94%	93%	92%	91%
Student	86%	88%	87%	85%	85%
Interests	74%	68%	73%	74%	76%

after 2020 (in the past three years). In contrast, Student-to-Interest connections decreased dramatically in 2020 and have consistently and slowly increased in the past three years.
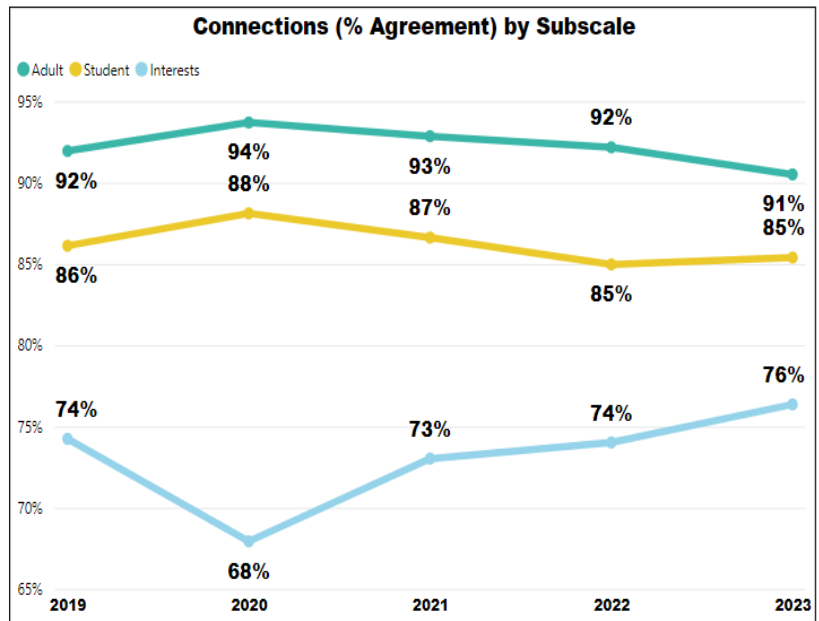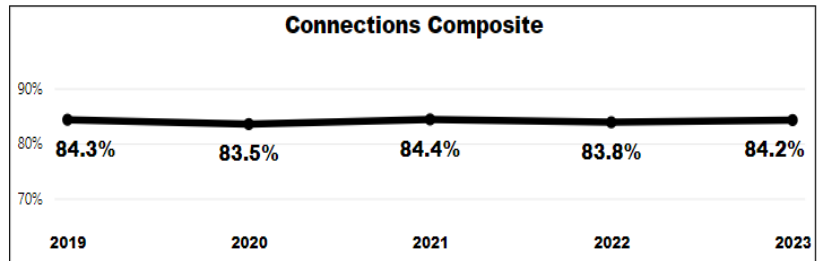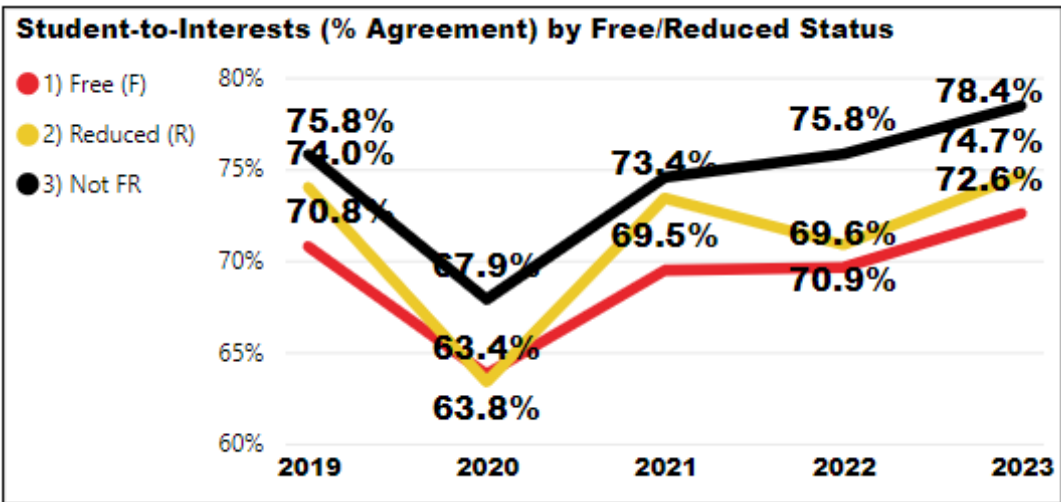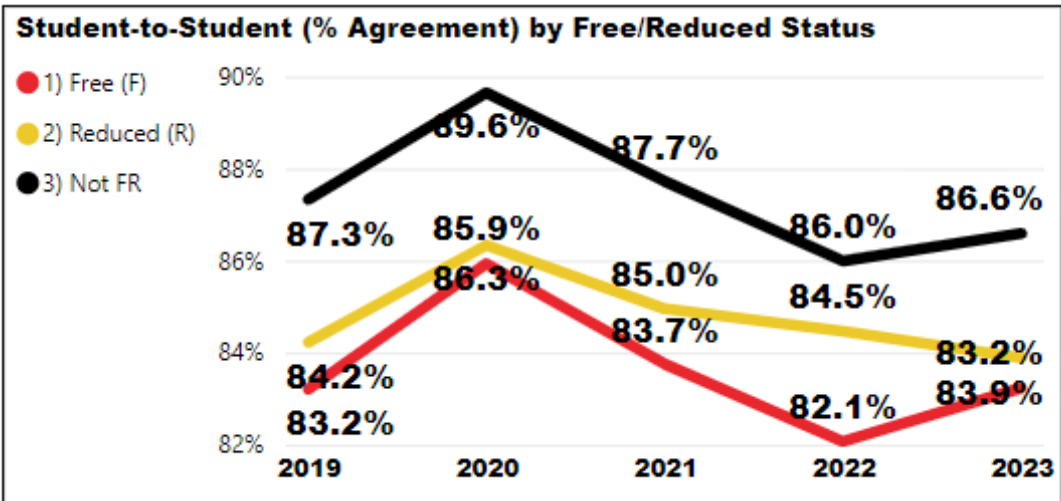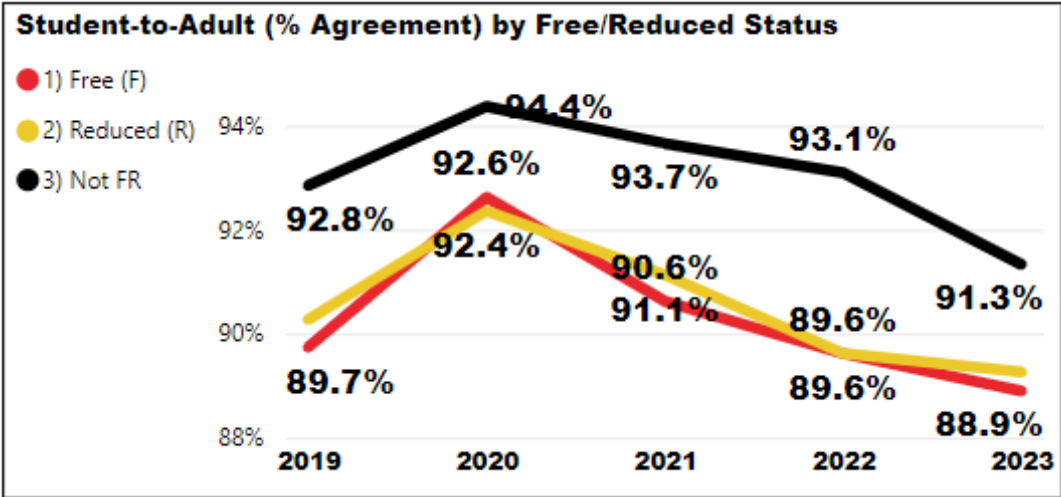
Student Connections by Level (Elementary, Middle, High):

The graph below illustrates overall stability in feelings of connection by the level of the system (elementary, middle, and high school), with slight upward movement for elementary and middle school in the recent fall year.
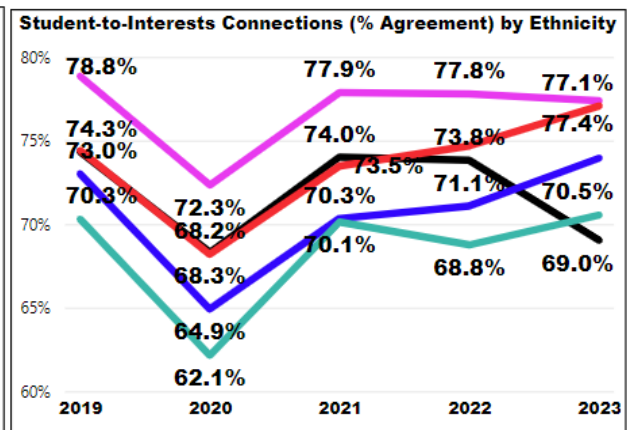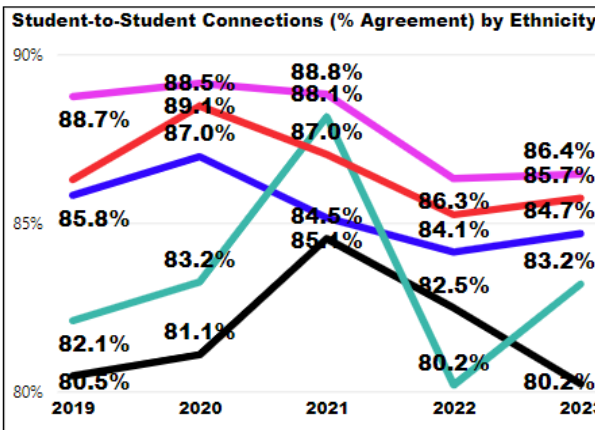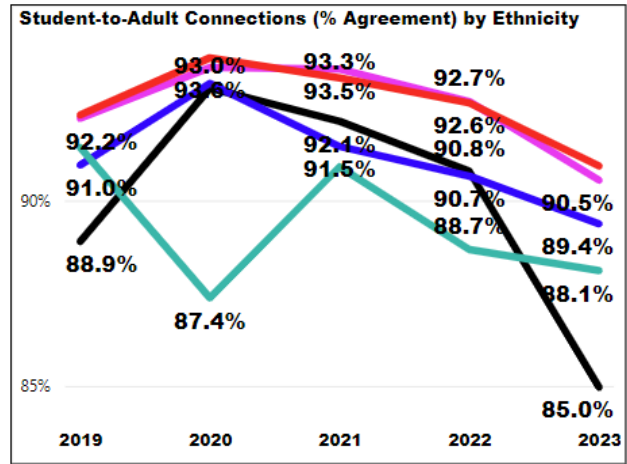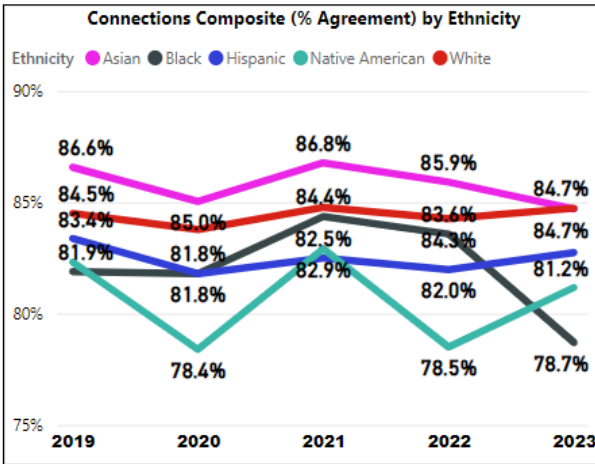
Connections Composite

Level ● 1) ES ● 2) MS ● 3) HS

	2019	2020	2021	2022	2023
ES	85%	83%		84%	85%
MS	84%	84%	84%	83%	84%
HS	85%	83%		85%	85%

Student Connections by Free/Reduced Meals:

In the graphs on the next page, patterns of student connection are evident based on student socioeconomic levels. Students eligible for free and reduced meals consistently indicate lower connections to adults, peers, and their interests at school than those not receiving free or reduced lunches. Although PSD staff may not be able to intervene in a family's economic realities directly, the awareness of these student connection associations/patterns may prompt PSD staff to explore methods for reducing the negative impact of lower income levels on student connections and thereby improve the school experience of all students. The upward climb in the percentage reporting positive connections to interests since 2020 is encouraging.

Student-to-Adult (% Agreement) by Free/Reduced Status

- 1) Free (F)
- 2) Reduced (R)
- 3) Not FR

	2019	2020	2021	2022	2023
Not FR	92.8%	94.4%	93.7%	93.1%	91.3%
Reduced (R)	90.6%	92.6%	90.6%	89.6%	88.9%
Free (F)	89.7%	92.4%	91.1%	89.6%	

Student-to-Student (% Agreement) by Free/Reduced Status

- 1) Free (F)
- 2) Reduced (R)
- 3) Not FR

	2019	2020	2021	2022	2023
Not FR	87.3%	89.6%	87.7%	86.0%	86.6%
Reduced (R)	84.2%	85.9%	85.0%	84.5%	83.2%
Free (F)	83.2%	86.3%	83.7%	82.1%	83.9%

Student-to-Interests (% Agreement) by Free/Reduced Status

- 1) Free (F)
- 2) Reduced (R)
- 3) Not FR

	2019	2020	2021	2022	2023
Not FR	75.8%	67.9%	73.4%	75.8%	78.4%
Reduced (R)	74.0%	63.4%	73.4%	69.6%	74.7%
Free (F)	70.8%	63.8%	69.5%	70.9%	72.6%

Student Connections by Ethnicity:

Connections Composite (% Agreement) by Ethnicity

Ethnicity ● Asian ● Black ● Hispanic ● Native American ● White

Student-to-Adult Connections (% Agreement) by Ethnicity

Student-to-Student Connections (% Agreement) by Ethnicity
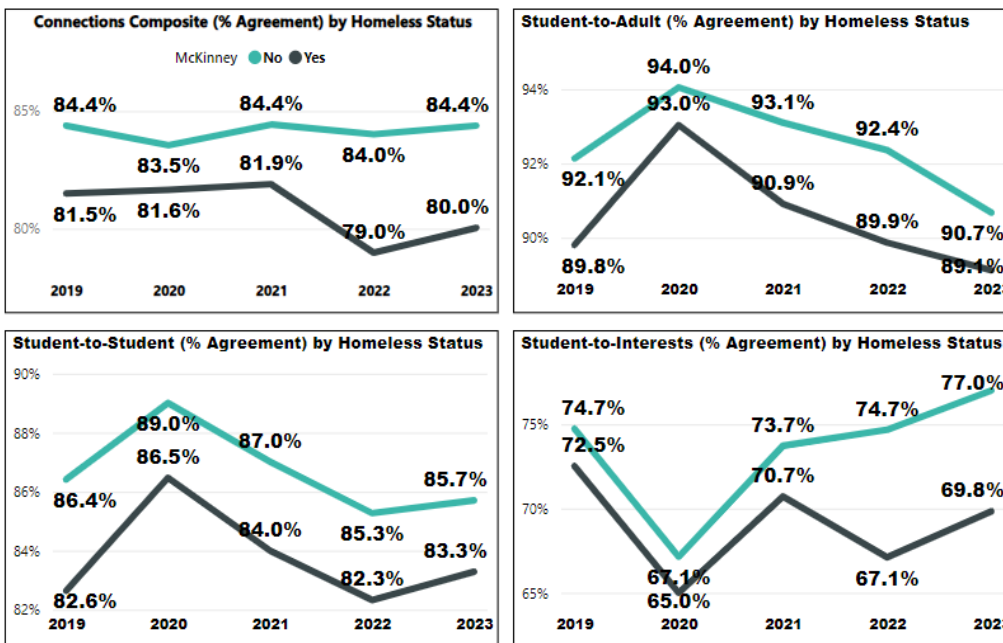
Student-to-Interests Connections (% Agreement) by Ethnicity

Feelings of connection vary according to racial and ethnic backgrounds. Notably, students who identify as Hispanic, African American, or Native American consistently report lower levels of connection compared to Asian and White students. For Black/African American respondents, the percentage reporting positive connections overall has dropped from 84.3% in 2022 to 78.7% in 2023. These findings suggest building staff examine the results by race/ethnicity within their respective school settings. Moreover, it underscores the importance of building leaders to address the school climate for inclusion and belonging.
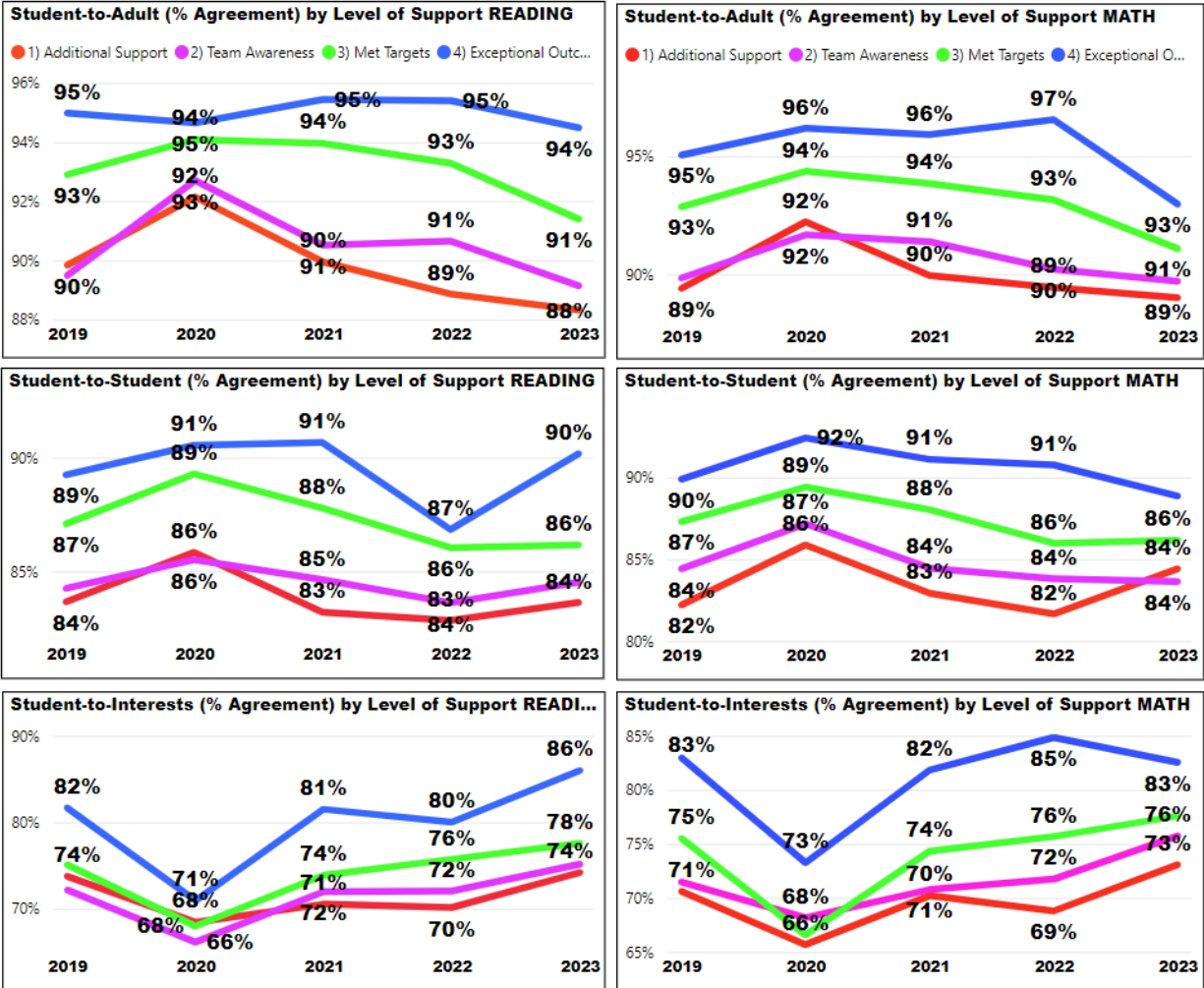
Student Connections by IEP Support:
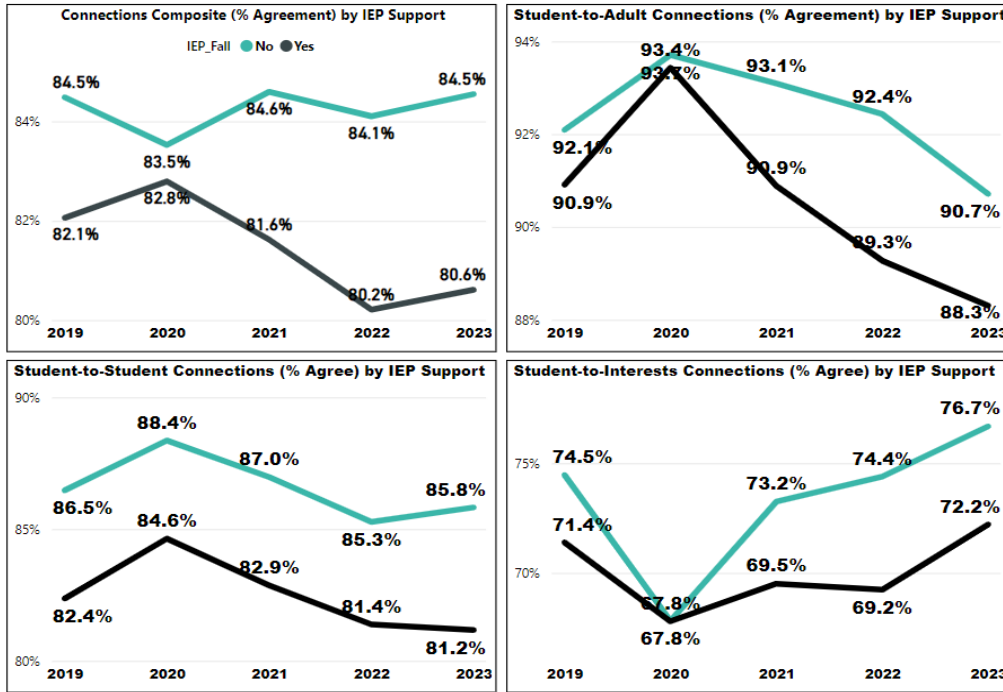
Students supported with an IEP self-report lower connections to adults at school and to peers in comparison to those not on an IEP. Although the pattern is less clear, in a generalized way, it is evident that students supported with an IEP also tend to report lower levels of connection to their interests and passions while at school. The patterns in the connections data for students who are homeless (see below) are very similar to those we see above for students supported with an IEP.

Student Connections by Academic Level of Support Category:

Student-to-Adult (% Agreement) by Level of Support READING

● 1) Additional Support ● 2) Team Awareness ● 3) Met Targets ● 4) Exceptional Outc…

Student-to-Adult (% Agreement) by Level of Support MATH

● 1) Additional Support ● 2) Team Awareness ● 3) Met Targets ● 4) Exceptional O…

Student-to-Student (% Agreement) by Level of Support READING

Student-to-Student (% Agreement) by Level of Support MATH

Student-to-Interests (% Agreement) by Level of Support READI…

Student-to-Interests (% Agreement) by Level of Support MATH

Associations between feeling connected at school and levels of academic support are noteworthy. For example, those who have been identified as candidates for additional support based on reading and math test scores have the lowest self-reported connections to school. Conversely, those with the highest assessment scores achieving exceptional outcomes self-report the highest levels of connection to school. While the direction of causality can not be determined with this data, awareness of the enduring relationship between school connection and belonging and academic outcomes should prompt PSD building leaders to explore how these patterns look within their school and experiment with ways to improve student connection to adults, peers, and their interests at school.

Connections to PSD Staff:

As can be seen in the graphs to the right, respondents more frequently identified their parents/guardians or friends as playing a key role in shaping their hopes and plans for the future than their PSD staff teachers or coaches (90.2% to 61.7%). The percentage identifying PSD staff as shaping future plans is similar to what was observed last year (61.4%). How much can schools influence the percentage of students who say "Yes" to this item?

In the series of graphs below, several connection questions are filtered to display outcomes for the 9,781 survey respondents in grades 6-12 who indicated their expectation to graduate from high school. Students who believe they will graduate report strong perceptions of safety (90.1%) and connection to adults (91.7%) and feel listened to, cared about and helped (95.9%). Almost 65% identify a teacher or coach as shaping their plans for their future.

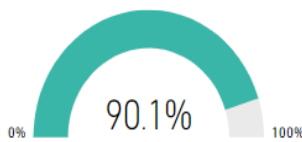**Teacher/Coach played key role in exploring/shaping hopes/plans for your future.**
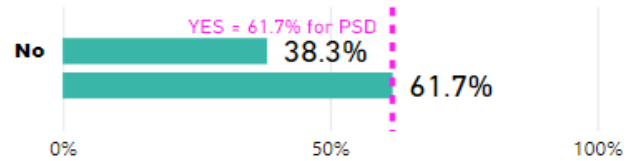
Parent/Guardians/Friends played key role exploring/shaping hopes/plans for your future.
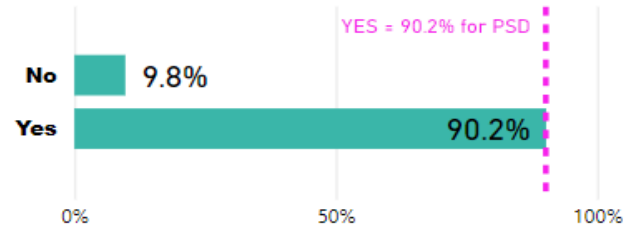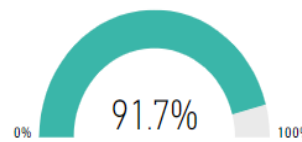

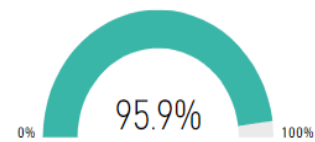**Items of Interest – Students who indicated they EXPECT TO GRADUATE:**
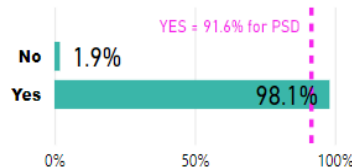

I feel safe at school. — 90.1%

% Feel Connected to Adults at School — 91.7%

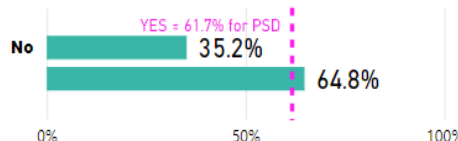% Feel Listened To, Cared About, Helped — 95.9%

Did anyone play a key role in exploring/s... — No 1.9%, Yes 98.1% (YES = 91.6% for PSD)
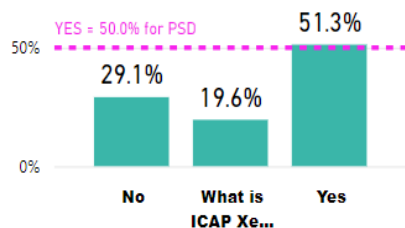
Teacher/Coach played key role in exploring/shaping hopes/plans for your future. — No 35.2%, 64.8% (YES = 61.7% for PSD)

Students Want to Learn More About: — 4.4K, 4.1K, 2.6K, 2.4K, 1.4K (Healthy Relationships, Mental Health, School Activities, Stress Management, Substance Prevention)
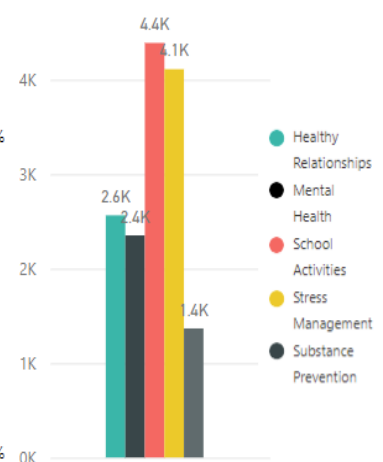
ICAP/Xello/Career Cruising Useful? — No 29.1%, What is ICAP Xe... 19.6%, Yes 51.3% (YES = 50.0% for PSD)

Parent/Guardians/Friends played key role exploring/shaping hopes/plans for your future. — No 3.2%, Yes 96.8% (YES = 90.2% for PSD)
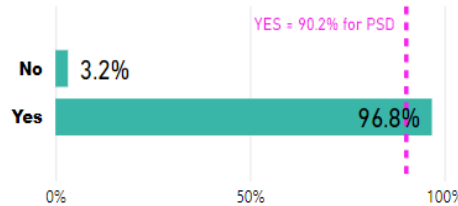
These same questions are now filtered by those who indicated they are unsure if they will graduate (610 students in grades 6-12 in 2023/24, down from 690 in 2022/23). This analysis reveals that only 70% feel safe at school, 67.3% feel connected to adults at school, and 84.2% feel listened to, cared about, and helped. Less than half (43.9%) indicated that a teacher or coach played a key role in helping them explore their future. This is a substantively lower percentage acknowledging the role of a PSD staff person than those who expect to graduate (64.8%). Fortunately, for those anticipating graduation and those uncertain about it, someone is playing a key role in exploring interests and shaping their future plans (98.1% and 92.1%, respectively).

Items of Interest – Students who indicated they are NOT SURE IF THEY WILL GRADUATE:
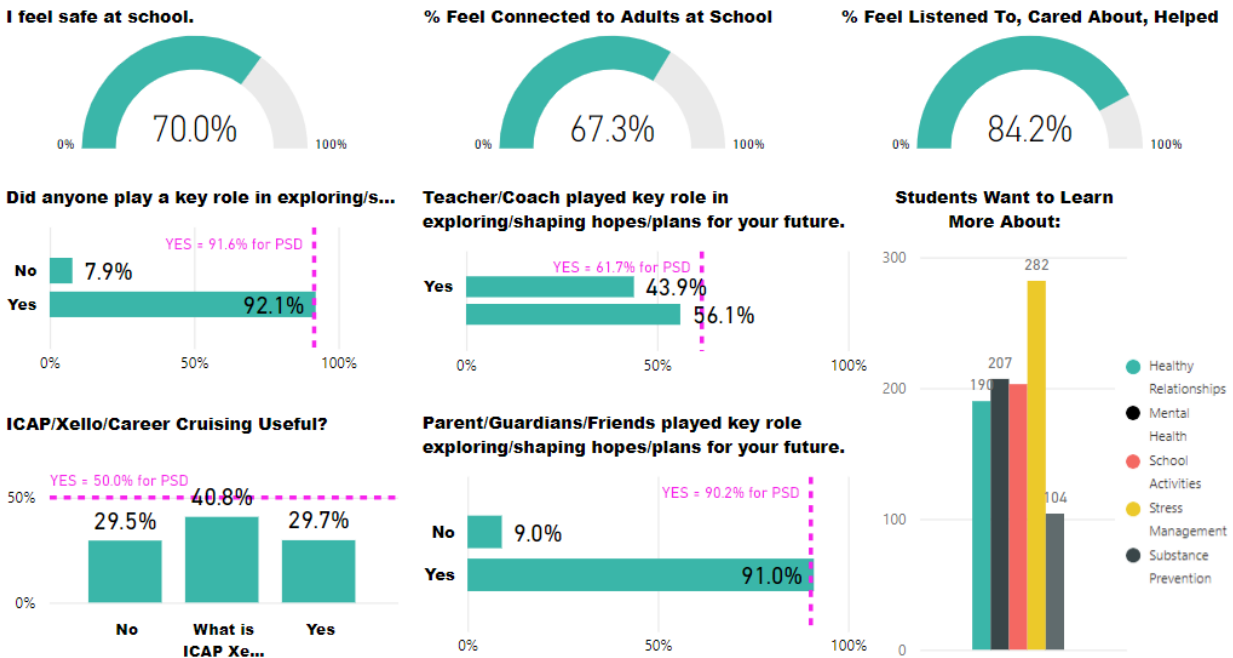
Each year, there exists a subset of students who are unsure of whether they will graduate, for whom a teacher/coach can be a pivotal source of information and support toward graduating with options. Staff must focus on increasing the number of students who feel supported in exploring their plans by intentionally engaging students in conversations about their interests and hopes for their future. Additionally, PSD staff can continue providing information and inspiration, connecting our youth with opportunities to explore their interests in our classrooms and through appropriate community-based opportunities.

The connections survey also includes direct questions related to safety at school. When filtering based on the expectation of graduation, the percentage responding affirmatively to the item "I feel safe at school" shifted from 90% for students who expect to graduate to 70% for students who reported being unsure. Feelings of safety are an essential state of mind that promotes human connections and learning readiness. Students who do not feel safe at school will be less likely to open up and engage with their peers and staff. The following analysis examines safety nuances, revealing distinct patterns in safety perceptions over time and across different racial and ethnic groups.

PSD created a safety subscale using items from the Connections Survey to understand different aspects of school safety.
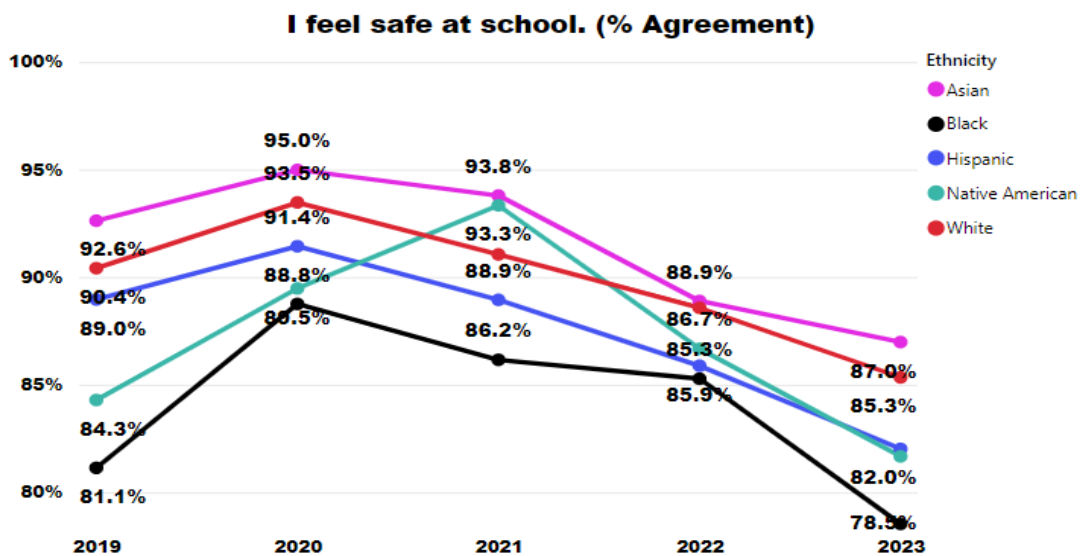
Students were asked to agree or disagree with a "Yes or No" to the following six items.

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

The line graphs below represent data regarding the "Safety Subscale." Self-reported safety feelings have declined over the past four years (93.1% in 2020 to 84.6% most recently).

I feel safe at school. (% Agreement)

Year	%
2019	90.1%
2020	93.1%
2021	90.6%
2022	88.0%
2023	84.6%
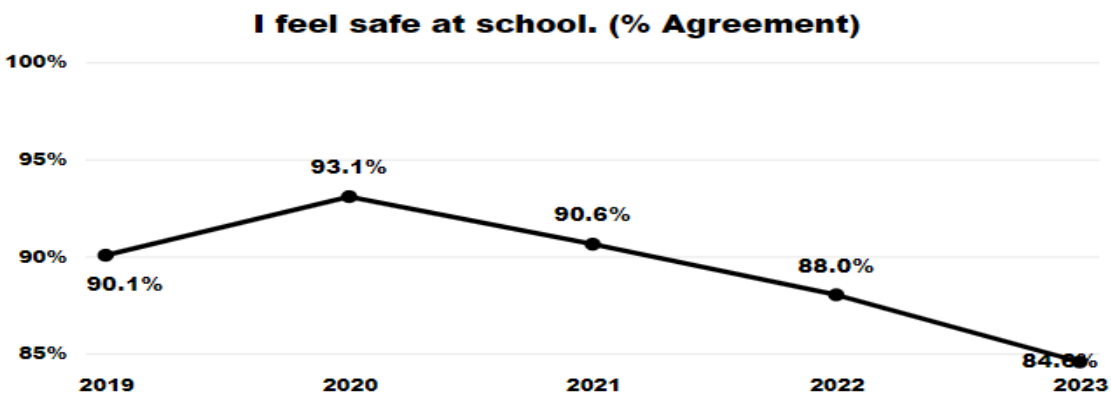
All racial and ethnic groups show declines in self-reported feelings of safety since 2020. Differences by race/ethnicity persist, with African American/Black, Hispanic, and Native American students reporting lower safety perceptions compared to Asian and White peers in most years.

I feel safe at school. (% Agreement)

Ethnicity: Asian, Black, Hispanic, Native American, White

	2019	2020	2021	2022	2023
	92.6%	95.0%	93.8%	88.9%	87.0%
	90.4%	93.5%	93.3%	86.7%	85.3%
	89.0%	91.4%	88.9%	85.9%	82.0%
	84.3%	88.8%	86.2%	85.3%	78.5%
	81.1%	86.5%			

In the tables that follow, responses to the safety subscale are displayed by item and year and disaggregated by specific racial and ethnic groups. Color coding is used to help the viewer quickly identify relative highs and low agreement rates among safety items. Yellow shading indicates relatively low perceptions of agreement within the year. Grey indicates a range of scores centered around a historical average of the subscale composite scores (i.e., what is typical for the subscale). Green indicates relatively high scores. Using this method, item number 5 (i.e.," When students at our school see someone being picked on, they try to stop it" stands out as most contributing to low levels of self-reported safety.

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2023	81.6%	78.5%	14,954
2022	83.2%	74.4%	14,124
2021	84.9%	65.1%	12,459
2020	86.6%	45.8%	7,766
2019	84.3%	76.5%	14,595
Total	83.8%	68.6%	63,898

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2023	85.2%	94.3%	95.5%	85.8%	60.8%	84.6%
2022	83.6%	94.0%	93.0%	85.8%	61.2%	88.0%
2021	82.8%	95.5%	94.0%	88.1%	66.0%	90.6%
2020	81.6%	95.7%	95.2%	92.6%	72.4%	93.1%
2019	83.0%	94.0%	92.9%	87.0%	65.2%	90.1%
Total	83.4%	94.6%	94.0%	87.3%	64.3%	88.8%

The table below contains safety subscale data from the PSD Connections Survey for **Black/African American Students**. In 2023, the percentages of Black/African American students agreeing with all safety items were lower relative to those observed in the overall population. In addition, Black/African American students report noticeably lower percent agreement with the following items:

- 79.3% of Black/African American students agreed that there is an adult at school they can talk to about things that are bothering them (item #1) compared to 85.2% in the overall population.
- 77.5% of Black/African American students agreed that students at their school treat them with respect (item #4) compared to 85.8% in the overall population.
- 78.5% of Black/African American students agreed that they feel safe at school compared to 84.6% in the overall student population (item #6).
- The most recent Healthy Kids Colorado data indicated that Black students reported higher levels of bullying compared to the general population, which cross-validates this data.

Black/African American:

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2023	74.7%	72.8%	177
2022	80.6%	70.3%	166
2021	80.0%	56.6%	141
2020	82.9%	38.6%	80
2019	79.4%	69.7%	161
Total	79.0%	62.2%	725

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2023	79.3%	90.3%	92.9%	77.5%	55.8%	78.5%
2022	81.1%	95.1%	88.0%	83.6%	57.2%	85.3%
2021	80.9%	96.4%	92.8%	87.2%	58.8%	86.2%
2020	76.6%	94.9%	93.7%	86.3%	64.9%	88.8%
2019	81.4%	92.4%	89.4%	79.6%	61.4%	81.1%
Total	80.2%	93.6%	91.0%	82.3%	59.0%	83.2%

Native American Students:

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2023	81.7%	73.2%	60
2022	81.4%	69.3%	61
2021	86.7%	47.4%	45
2020	83.3%	43.3%	39
2019	81.0%	74.0%	71
Total	82.5%	61.2%	276

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2023	84.7%	94.8%	94.8%	81.0%	65.5%	81.7%
2022	77.0%	98.4%	93.2%	78.0%	63.3%	86.7%
2021	79.5%	95.2%	97.7%	93.3%	71.1%	93.3%
2020	73.7%	89.7%	87.2%	92.1%	76.3%	89.5%
2019	80.3%	90.1%	91.5%	82.9%	61.8%	84.3%
Total	79.5%	93.7%	93.0%	84.4%	66.5%	86.4%

Hispanic Students:

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2023	80.5%	76.4%	2,991
2022	82.2%	71.3%	2,734
2021	83.7%	59.9%	2,306
2020	85.3%	34.9%	1,163
2019	83.9%	73.2%	2,651
Total	82.7%	63.8%	11,845

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2023	83.8%	94.3%	94.5%	85.4%	63.1%	82.0%
2022	82.3%	93.3%	91.3%	85.5%	64.3%	85.9%
2021	81.6%	95.3%	93.2%	87.4%	67.4%	88.9%
2020	80.7%	96.2%	95.8%	92.3%	74.3%	91.4%
2019	82.2%	94.1%	92.5%	87.0%	67.2%	89.0%
Total	82.3%	94.4%	93.2%	86.9%	66.2%	86.7%

Asian Students:

Student Safety Subscale

YEAR	% Agreement Safety Subscale	Response Rate	Respondents this Subscale
2023	81.6%	80.2%	384
2022	84.5%	77.5%	382
2021	86.4%	66.1%	330
2020	88.4%	55.0%	262
2019	85.8%	76.7%	427
Total	85.1%	71.3%	1,785

Safety Percent Agreement by Item and Year

YEAR	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
2023	80.5%	95.4%	97.5%	87.2%	60.8%	87.0%
2022	81.6%	95.7%	94.2%	91.0%	61.6%	88.9%
2021	79.6%	96.4%	95.7%	91.6%	69.4%	93.8%
2020	79.8%	97.3%	95.4%	96.9%	71.8%	95.0%
2019	79.3%	95.8%	94.1%	91.7%	65.9%	92.6%
Total	80.2%	96.0%	95.3%	91.4%	65.4%	91.2%

The last available data from the 2021/22 Healthy Kids Colorado survey indicated that 89.7% of student respondents indicated feeling safe in PSD schools. Data from last year's (2022) Connections Survey (item #6) provided an estimate of 88.0% feeling safe, which has now declined to 84.6% in 2023. This alignment of the Healthy Kids Colorado data with the Connections survey suggests feelings of safety are a concern for some students and validates the inclusion of safety as an area of focus within the PSD Strategic Plan.
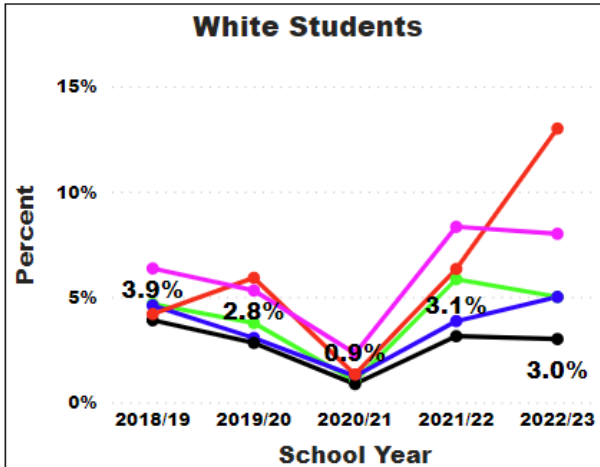
Appendix 6: DISCIPLINE DATA

Working to eliminate associations between student characteristics (such as ethnicity) and outcomes of interest (such as discipline response or graduation rates) is a priority of PSD. To interact with a PSD discipline data visualization tool that provides access to greater detail regarding PSD discipline data, please click DISCIPLINE RATES and COUNTS.

Percentage of Students Disciplined (Based on unduplicated counts):

Female Students

School Year	District	%	Disciplined Count	Population Count
2018/19	Poudre R-1	3.1%	463	14814
2019/20	Poudre R-1	2.3%	338	14900
2020/21	Poudre R-1	0.6%	82	14293
2021/22	Poudre R-1	3.1%	446	14603
2022/23	Poudre R-1	3.0%	442	14625

Male Students

School Year	District	%	Disciplined Count	Population Count
2018/19	Poudre R-1	6.9%	1073	15649
2019/20	Poudre R-1	5.3%	840	15854
2020/21	Poudre R-1	1.3%	203	15124
2021/22	Poudre R-1	5.0%	767	15338
2022/23	Poudre R-1	6.0%	889	15480

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

White Students

School Year	District	%	Disciplined Count	Population Count
2018/19	Poudre R-1	3.9%	866	22255
2019/20	Poudre R-1	2.8%	631	22406
2020/21	Poudre R-1	0.9%	183	21246
2021/22	Poudre R-1	3.1%	674	21496
2022/23	Poudre R-1	3.0%	724	21485

Hispanic Students
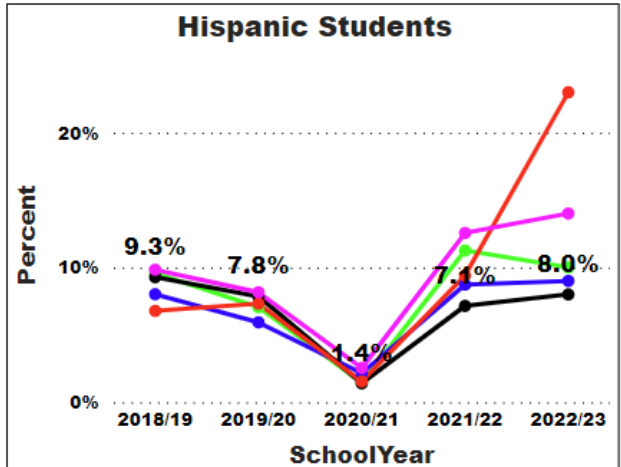
School Year	District	%	Disciplined Count	Population Count
2018/19	Poudre R-1	9.3%	518	5581
2019/20	Poudre R-1	7.8%	449	5724
2020/21	Poudre R-1	1.4%	79	5639
2021/22	Poudre R-1	7.1%	418	5849
2022/23	Poudre R-1	8.0%	487	5908

Black Students
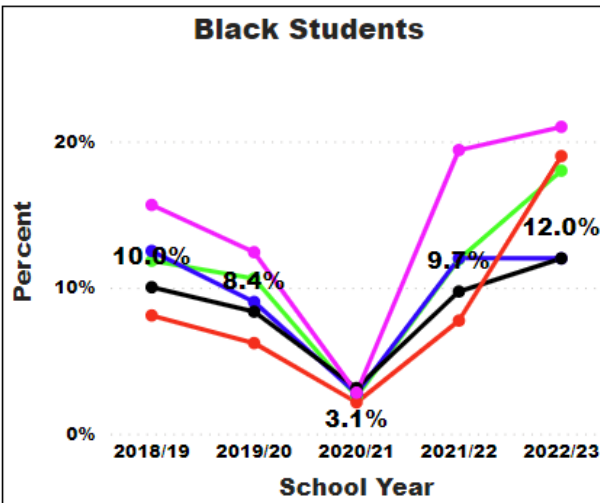
School Year	District	%	Disciplined Count	Population Count
2018/19	Poudre R-1	10.0%	37	369
2019/20	Poudre R-1	8.4%	30	359
2020/21	Poudre R-1	3.1%	11	351
2021/22	Poudre R-1	9.7%	37	380
2022/23	Poudre R-1	12.0%	44	378

Native American Students
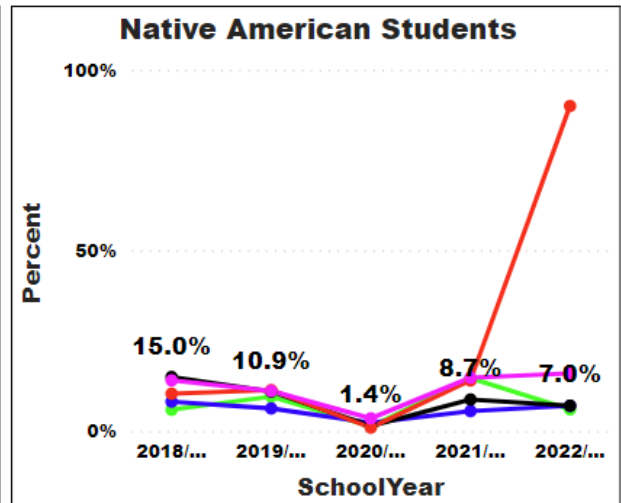
School Year	District	%	Disciplined Count	Population Count
2018/19	Poudre R-1	15.0%	25	167
2019/20	Poudre R-1	10.9%	18	165
2020/21	Poudre R-1	1.4%	2	146
2021/22	Poudre R-1	8.7%	13	149
2022/23	Poudre R-1	7.0%	9	132

Students Supported w/IEP
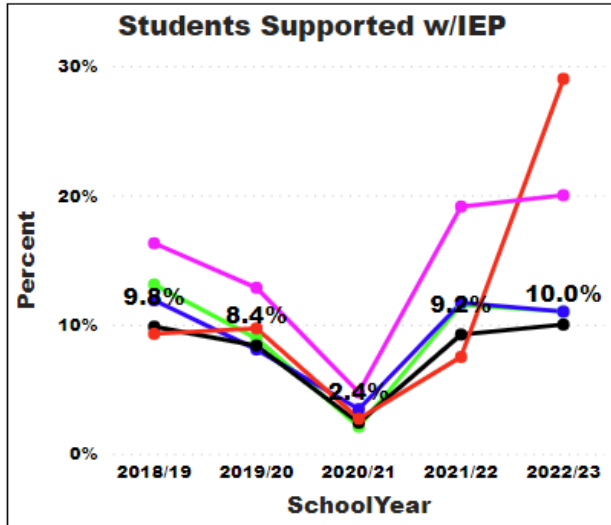
SchoolYear	District	%	Disciplined Count	Student Count
2018/19	Poudre R-1	9.8%	261	2653
2019/20	Poudre R-1	8.4%	237	2830
2020/21	Poudre R-1	2.4%	64	2646
2021/22	Poudre R-1	9.2%	250	2708
2022/23	Poudre R-1	10.0%	275	2845

Students Supported w/ 504 Plan
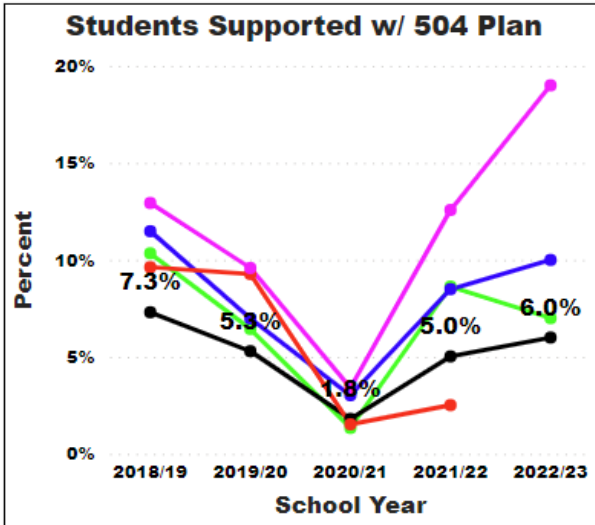
SchoolYear	District	%	Disciplined Count	Student Count
2018/19	Poudre R-1	7.3%	91	1246
2019/20	Poudre R-1	5.3%	76	1435
2020/21	Poudre R-1	1.8%	26	1439
2021/22	Poudre R-1	5.0%	77	1532
2022/23	Poudre R-1	6.0%	97	1714

English Language Learners
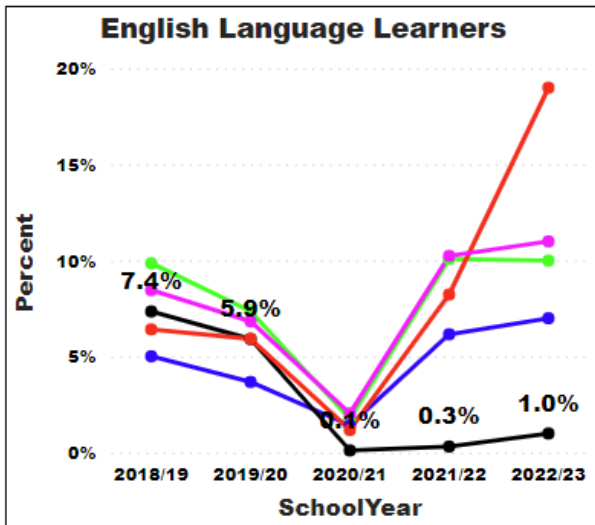
SchoolYear	District	%	Disciplined Count	Student Count
2018/19	Poudre R-1	7.4%	141	1918
2019/20	Poudre R-1	5.9%	112	1893
2020/21	Poudre R-1	0.1%	2	1686
2021/22	Poudre R-1	0.3%	5	1577
2022/23	Poudre R-1	1.0%	11	1551

Appendix 7: STRATEGIC PLAN HIGHLIGHTS

The PSD Strategic Plan was launched in August 2023. This section of the DE 1.0 Monitoring Report provides an overview of the accomplishments from September 2023 - December 2023 for each project team and identifies key strategic goals to accomplish during the second half of 2023/24. Identifying the work accomplished and the work planned in alignment with the PSD Strategic Plan and improvement efforts documented in the PSD Unified Improvement Plan (UIP) will help readers of this DE 1.0 Monitoring Report identify linkages between leadership efforts and measurable student outcomes. The process information provided below will evolve over time as leadership efforts documented in the UIP and the Strategic Plan evolve to drive targeted system improvement designed to address identified priority performance challenges.

Strategic Priority Area: Diversity, Equity, and Inclusion
Cabinet Sponsor: Erich Wonsavage, Chief Human Resources Officer

Theory of Action: If we prioritize providing students we have traditionally underserved with equitable opportunities, a Culturally Responsive and Sustaining Education, and a diverse staff, then we will uphold our Commitment to Equity and Principles of Community and students will experience a sense of belonging and engage in an inclusive and rigorous learning environment that will prepare them to be college, career, and community ready.

Accomplished:

- ✓ Creation of Equity Framework to guide PSD's DEI work.
- ✓ Creation of DEI decision making tool. Initial roll out.
- ✓ DEI in hiring practices training.
- ✓ Policy review with DEI lens (ongoing)
- ✓ Real-time DEI questions and system support for staff, students, and families.
- ✓ Students continue to share their lived experiences with the BOE.
- ✓ K-5 with middle school inclusion lessons created and rolled out in elementaries who opt in
- ✓ Staff Equity Coalition has over 70 members
- ✓ First Student Equity Coalition Meeting held December 11, 2023

Next Steps:

- Create and implement Staff DEI Guidebook
- Continue student Affinity Circles at schools.
- Develop student driven equity action steps for 24-25 from Student Equity Coalition
- Revise and relaunch Staff DEI Resource Page
- PD scope and sequence
- Complete cohesive and compliant processes for reporting, investigating, and responding to reports of harassment and discrimination.
- Streamline inclusive calendar for easier access to dates.
- Post-Secondary Readiness for students identifying LGBTQIA+
- DEI Team input on curriculum adoption processes.

> **Strategic Priority Area: Literacy**
> **Cabinet Sponsor**: Traci Gile, Assistant Superintendent of Schools
>
> **Theory of Action:** If all schools consistently implement high-quality materials, systems, and pedagogy, then every student will have the foundational and critical literacy skills needed for success.
>
> **Major Improvement Strategy:** Adopt and implement high-quality, standards-based literacy instructional materials that are representative of multiple cultures and identities.

Project 1A: **Adopt 9th/10th grade ELA curriculum.**

Accomplished:
- ✓ Curriculum adoption process (link to PSD High School Literacy Adoption)
- ✓ Held three adoption committee meetings this year (9/14/23; 10/16/23; 12/6/23)
- ✓ Coordinated student participation in adoption committee meeting - first time in PSD.
- ✓ Identified an option to develop a "homegrown" and/or hybrid curriculum.
- ✓ Narrowed curriculum choices to top three publishers based on committee feedback.
- ✓ Coordinated and hosted publisher presentations on 12/6/23
- ✓ Met with St Vrain Valley Schools Language Arts Curriculum Coordinator, Jenny Seiler
- ✓ Refined instructional philosophy to align with current research.

Next Steps:
- Determine how or if we will move forward with "homegrown" and/or hybrid curriculum.
- Adoption committee meets for a deeper review (1/17/24)
- Plan, facilitate, participate in Community Engagement sessions (1/25/24)
- Adoption committee meets to summarize findings and insights (2/12/24)
- Consult with Cabinet, finalize recommended selection, negotiate with vendor, Board proposal (February-March)

Project 1B: Implement K-5 Amplify CKLA and K-5 EL Education Curriculum

Accomplished:
- ✓ Provided 3.5 professional development days for K-5 licensed and classified literacy staff.
- ✓ Provided optional 1:1 coaching for licensed teachers and principals through professional development provider Better Lesson
- ✓ Facilitated curriculum materials delivery to 30 schools.
- ✓ Established district Implementation Team Structure
- ✓ Conducted feedback pulse survey of all K-5 licensed teachers.
- ✓ Designed and implemented literacy and assessment plans.
- ✓ Created Key Performance Indicators for EL, CKLA, and Wonders/Maravillas

Next Steps:
- Provide a full day professional development for all K-5 licensed teachers in 2nd Semester.
- Conduct school-based curriculum learning walks with PD partners.
- Hold a Community & Family Engagement night for curricula implementation.

Project 1C: De-implement materials not aligned to evidence-based reading instruction

Accomplished:

- ✓ Provided information and resources during the elementary Literacy Grade Level Days to reinforce de-implementation of non-evidence-based materials and strategies.
- ✓ Worked with schools to de-implement Heggerty curriculum as a Tier 1 approach.

Next Steps:

- Continue conversations about de-implementation of STAR & AR
- Develop guidance on de-implementation look-for's
- Create guidance on redesigning elementary school Book Room
- Develop guidance on district adopted tier 2 and tier 3 materials for elementary as well as beginning to explore this for secondary schools.

Project 1D: Implement a teaming protocol to design high-quality tasks centered on complex text.

Accomplished:

- ✓ Drafted *PSD Core Components of THINKING Tasks*. Thinking tasks are aligned to standards, anchored in text and source materials, and crafted intentionally to cultivate student agency.
- ✓ Solicited feedback from secondary staff collected during a choice break out session at the Nov. 10th PL Day

Next Steps:

- Continue revising the teaming protocol.
- Pilot teaming protocol with select middle school teams.
- Collect feedback from stakeholder groups and pilot teams.
- Implement final teaming protocol at middle schools including coaching/facilitation support.

Strategic Priority Area: Mental Health and Belonging
Cabinet Sponsors: Liz Davis, Senior Executive Director of Student Services, Insoon Olson, Assistant Superintendent of Schools, Madeline Noblett, Chief Information Officer

Theory of Action: If we increase access to mental health supports for staff and students within a multi-tiered system of support framework, then we will create a learning environment that fosters inclusivity, connectedness, and well-being, which will increase student engagement and improve academic outcomes.

Major Improvement Strategy: Increase student access to mental health providers.

Project 1A: Refine and continue implementing a comprehensive community partnership strategy specific to mental health and belonging.

Accomplished:

- ✓ Dedicated staff to support Community Partnership work.
- ✓ Created Community Partnership Application
- ✓ Established Community Partnership Committee
- ✓ Updated Partnership webpage
- ✓ Developed standard partnership agreement.
- ✓ Hosted Community Partnership agency meetings
- ✓ Feedback loops - Youth Serving Community Partnership group, Principal Advisory Group, Principal leadership presentation.

Next Steps:

- Continue Community Partnership Committee
- Continue Application Reviews
- Continue Agency Partner meetings.
- Develop community partnership review rubric.

Project 1B: Hire and Train Mental Health Staff and Interns

Accomplished:

- ✓ Hired, trained and supervised Cohort #1 - 10 MSW interns, providing mental health support to students at 9 different PSD schools.
- ✓ Hired additional mental health staff and added additional hours supporting a variety of mental health positions: behavior coach and paraprofessionals, school psychology, school social work, school counseling, mental health specialist, school nursing.
- ✓ Completed training for 74 school mental health professionals in evidence-based practice.

Next Steps:

- Continue to train and supervise Cohort #1 - 10 MSW interns.
- Recruit and hire Cohort #2 - MSW interns for 2024-2025 school year.
- Review and monitor student access to mental health providers.
- Develop mentorship plan between Cohort #1 and #2 for 2024-2025 school year.
- Identify, create workforce development pathway for classified staff in mental health.

Project 1C: Bullying Prevention and Education (BPE)

Accomplished:

- ✓ Published revised PSD Policy JICDE, Bullying Prevention Education that incorporated feedback from multiple groups and departments.
- ✓ Communicated policy to PSD staff through required policy acknowledgement.
- ✓ Completed report of existing social-emotional learning (SEL) programming throughout PSD
- ✓ Provided ongoing site-based, proactive consultation and coaching for multi-tiered system of supports for social, emotional, and behavioral (MTSS-SEB) instruction and intervention.
- ✓ Convened teams to develop aligned response processes to reports of harassment and discrimination and develop implementation plan.

Next Steps:

- Propose PSD Social Emotional Learning "essential standards" to be included in each school's tier 1 programming.
- Establish criteria for selection of future SEL and BPE programming and curricula.
- Design tiered follow-up professional development plan for district-wide training on BPE.
- Continue supporting implementation of MTSS-SEB across the district.
- Finalize updated and aligned response processes for Title IX and non-Title IX reports of harassment and discrimination.

Project 1D: Promote awareness of PSD and community mental health resources through a multilingual communications project driven by student input

Accomplished:

- ✓ Launched a series of materials and communications getting more mental health information and awareness to students across all schools in multiple languages.
- ✓ Engaged more than 240 students in grades 1-12 in focus groups with the materials.
- ✓ Presented materials at leadership, principal, counselor, and mental health specialist meetings.
- ✓ Published an updated mental health web page on psdschools.org.

Next Steps:

- Distributing new stall fliers (revised with focus group input) at the start of third quarter and printing postcards revised as tri-fold cards before Spring Break.
- Adding videos of PSD students and graduates talking about mental health to our social media toolkit.
- Printing new posters ahead of next school year and fine-tuning implementation.
- Continuing to monitor metrics, such as QR code scans.

Strategic Priority Area: Graduate with Options
Cabinet Sponsors: Dwayne Schmitz, Chief Institutional Effectiveness Officer, Julie Chaplain, Assistant Superintendent of Schools, Insoon Olson, Assistant Superintendent of Schools

Theory of Action: If we expand options to meet graduation requirements, implement equitable grading practices, and decrease absenteeism, then graduation rates will increase and students will be better prepared for future opportunities.

Major Improvement Strategy: Update high school graduation requirements to support multiple post-secondary pathways and ensure students are supported in attaining all credits necessary to graduate with options.

Project 1A: Update high school graduation requirements to support multiple post-secondary pathways including 2 and 4-year college, military options, career and workforce readiness, and IEP driven diploma processes.

Accomplished:

- ✓ Created pathways for post-secondary options
  (https://www.psdfutureready.org/careerpathways/)
- ✓ Communicated timing for Course Planner Pilot
- ✓ Created marketing in alignment with career-connected pathway options.
  - o Future Ready Website adjustments
  - o Grand opening of Future Ready Center (at the mall)
  - o High School Guide revision and broad marketing
- ✓ Generated initial graduation requirement proposal for department and community feedback.
- ✓ Developed draft Policy IKF language adjustments pertinent to students supported with an IEP and multi-language learners.

Next Steps:

- Gather feedback on initial graduation requirement proposal, adjust as necessary.
- Finalize Policy IKF recommendation.
- Provide BOE with recommendation in March 2024

Project 1B: Develop and implement systemwide strategies to address chronic student absenteeism and truancy.

Accomplished:

- ✓ Organized Family School Community Partnership meetings
- ✓ Implemented a consistent set of attendance code options across school levels.
- ✓ Created draft templates for attendance letters.
- ✓ Completed data analysis to identify students within proposed tiers of need/support.
- ✓ Created a draft of MTSS survey for attendance and engagement practices, supports, and interventions.

Next Steps:

- Complete a testing/pilot of attendance letter.
- Continue data analysis to inform tiered practices, supports, and interventions.
- Complete MTSS survey for attendance and engagement practices, supports, and interventions.
- Publish attendance and engagement MTSS problem-solving process guidelines with tiered supports and interventions.

Project 1C: Develop middle school principal collaboration to gain readiness for alignment of equitable grading practices at all middle schools.

Accomplished:

- ✓ Continuous strand of focus within leadership meetings
- ✓ Assess current state within practices in grading.
- ✓ Assess current state of practices within the gradebook.
- ✓ Meeting with each individual principal around Equitable Grading Practices
    - o Asking 10 consistent questions around priority standards, assessment, and rubric cycles, etc.

Next Steps:

- Each building will bring a team (monthly) to design the professional development for teacher readiness for middle school SY24/25.
    - SY24/25 - begin communicating with parents/community in spring of 2025.
    - SY25/26 - start with 6th grade - district wide common equitable grading practices.