



Colorado's Unified Improvement Plan for Districts

Poudre R-1 UIP 2022-23 | District: Poudre R-1 | Org ID: 1550 | Framework: Accredited: Low Participation | Draft UIP

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Executive Summary



Priority Performance Challenges

- *Literacy Instruction and Practice*



Root Cause

- Literacy Instruction and Practice



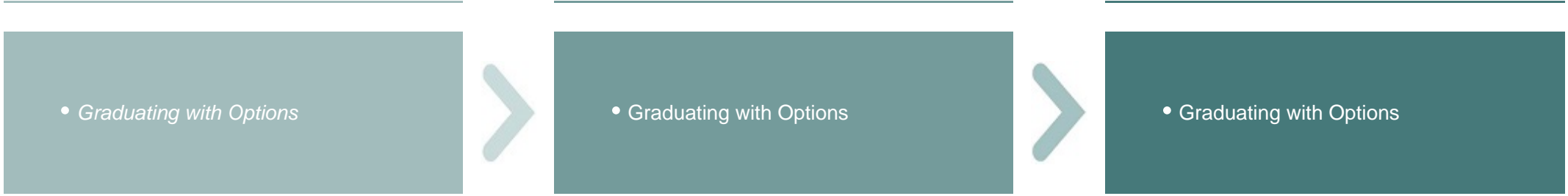
Major Improvement Strategies

- Literacy Instruction and Practice

- *Mental Health/Belonging*

- Mental Health/Belonging

- Mental Health/Belonging



Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the district

District Contact Information

Name: Dwayne Schmitz
Mailing Street: 2407 LaPorte Avenue
Phone:(970) 490-3660
Name: Susan Thomas
Mailing Street: 2407 LaPorte Avenue
Phone:(970) 490-3124

Title: Chief Institutional Effectiveness Officer
Mailing City / State/ Zip Code: Fort Collins CO 80521
Email: dschmitz@psdschools.org
Title: Assessment and School Support Coordinator
Mailing City / State/ Zip Code: Fort Collins CO 80521
Email: sthomas@psdschools.org

Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

(A glossary of acronyms and terms may be found at the end of the Narrative Section.)

Narrative:

BACKGROUND

The Poudre School District Board of Education (BOE) has adopted the policy governance model. In this system of governance, the Board of Education sets broad policy that establishes the vision and direction of Poudre School District (PSD) for the Superintendent to implement. The [District Ends 1.0](#) are aspirational and visionary goals

for the district from which the Superintendent is able to create opportunities for students that align with the community's values.

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

The four District Ends are listed below with related targets and outcomes described in the [District Monitoring Report](#).

1.1 Foundations for Success: PSD students attain milestones to ensure long term academic success. PSD measures and monitors individual student progress against these milestones.

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

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

1.4 Connections: PSD students feel academically and socially connected to their school and community. PSD provides engaging opportunities to support students' individual pursuits and interests.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

In the 2021/22 UIP, PSD identified two Priority Performance Challenges...Acceleration and Belonging. The following is a quick highlight of accomplished action steps, the impacts observed, and the lessons learned that feed forward into this revised UIP.

Acceleration:

PD department did provide professional development to school leadership teams addressing principles of teaming protocols and Teacher Clarity outcomes. 93% of elementary schools established learning teams across core content areas; 47% of secondary schools did the same (additional 53% of secondary schools partially established learning teams across core content areas)

80% of elementary core content teams met weekly for 45 to 60 minutes; 29% of secondary schools did the same

50% implemented the identified "adult behaviors" identified on their MOY-EOY DIBELS goal setting plans (an additional 37% of elementary schools partially implemented the identified adult behaviors)

100% of high schools performed quarterly student credit accumulation protocols and implemented supports for students off-track to graduate.

50% of high schools implemented 3-week grade check protocols that included supports for at-risk students (an additional 50% of high schools partially implemented this strategy)

Belonging:

Restorative practice circles have been implemented at multiple school sites

Restorative practice circle training (PD) and materials have been developed and utilized within PSD

Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) have been utilized to inform future restorative practices work in PSD

Employee Affinity Groups have been established

Incident reporting platform has been created and utilized

The actions taken did have the intended effects, and PSD has learned lessons from the implementation of each of these action steps from the 2021/22 UIP. One outcome worthy of mention is that the preliminary Class of 2022 graduation rate is 86.8%, and this is the highest four-year on-time graduation rate PSD has attained in at least thirteen years. PSD administration attributes some amount of this improved outcome to specific leadership steps our high school principals took in alignment with our 2021/22 UIP. Namely, quarterly student credit accumulation protocols and implemented supports for students off-track to graduate, and 3-week grade check protocols that included supports for at-risk students. As can be seen from the bulleted information provided above, PSD had 100% of high schools implement the credit check protocols, and only 50% of high schools implemented the 3-week grade check protocols. This 2022/23 UIP leads our system further into these protocols and we look forward to additional positive impacts on behalf of PSD student graduation rates.

A key lesson learned is that PSD will benefit from a more clearly articulated understanding of the "adult practices" we intend to observe as an explicit component of the UIP action steps. Actions by staff that occur at the "Instructional Core" of our system and for which we can share "fidelity rubrics" with our school leadership teams, are most likely to have the positive impacts on student experiences and outcomes we are looking for. The UIPs developed for 2022/23 and forward will explicitly name the "observable adult practices" along with the "key performance indicators" we expect to be impacted if implementation with fidelity occurs at each school site. Outcomes from "fidelity checks" will be shared with the PSD community as a way of holding ourselves responsible for the improvement efforts we have committed to.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

The 2022/23 UIP represents a major re-envisioning of district and school improvement efforts in Poudre School District. The following is a list of shifts in the PSD UIP:

Focus on three Priority Performance Challenges (Literacy Instruction and Practice, Mental Health/Belonging, and Graduating with Options)

Reporting out measurable/operationalized key performance indicators associated with each PPC to district staff, the community we serve, and the BOE via interim reports and the "System Insight" analytics platform

Include/monitor/measure explicit "adult actions/practices" associated with each action step to ensure system coherence and fidelity

Responsibility for each Major Improvement Strategy and the associated Action Steps lies with members of the Superintendents Cabinet, as opposed to Directors and Coordinators within PSD.

Alignment of all accountability/improvement efforts across the three Priority Performance Challenges identified in this UIP

Strategic Plan,
UIP/SUIPs,
Monitoring Report,
System and Student Insight (Analytics Platforms),
Professional Development Plan,
Administrative Feedback Instruments,
Teacher Effectiveness Metrics

Current Performance

- PSD uses data from several state and local sources to monitor significant trends identified among key performance indicators. For a thorough review and analysis of current performance among the measures and targets PSD has identified, the reader is strongly encouraged to visit the following resources:
 1. Poudre School District's [DE 1.0 Monitoring Report](#). This annual report contains an in-depth analysis of district outcomes regarding Board of Education priorities. Longitudinal trends and disaggregated information by ethnicity and socio-economic status, as well as other important student groups, are prominently displayed throughout. The DE 1.0 Monitoring Report surfaces important relationships and trends that inform system improvement efforts.
 2. Poudre School District's [System Insight](#), which is a locally developed analytics platform. System Insight data visualizations are also linked within the DE 1.0 Monitoring Report referenced above.
 3. The [District Performance Framework](#) is the annual "district report card" from the state, which provides a snapshot of the district's level of attainment on academic achievement, growth, growth gaps and postsecondary readiness.
 4. Results from the [Teaching and Learning Conditions in Colorado \(TLCC\) Survey](#)
 5. Results from the [Healthy Kids Colorado Survey](#)
 6. The Colorado Department of Education [District Dashboard](#). This resource can be used to explore data views related to a myriad of high interest areas. The same link will also lead the interested reader to the school level dashboard information.
 7. The [Gifted Education Comprehensive Program Plan](#) is a comprehensive 4-year plan that provides guidance for gifted identification, program evaluation, and accountability. Data for gifted students may be accessed in each of the data reports linked above.

A comprehensive review of the data sources, supporting documents, and analytic tools listed above indicate that PSD continues to have high levels of student achievement overall, and yet student achievement and graduation rates for subgroups lag the overall student population outcomes. PSD graduation rates fall short of our expectations and do not appear to be commensurate with our students demonstrated levels of achievement. Evidence of outcome differences by ethnicity and socio-economic levels are present in PSD discipline data, extracurricular opportunity data, student connections and safety data,

as well as achievement and growth data. These different indicators move together in predictable ways, and these patterns lead one to believe that impacting the PreK-12 PSD student experience will simultaneously improve multiple indicators of student success. PSD must seek out and act on systemic improvement opportunities that lend themselves to leadership action through policy and practice, while also building the capacity of every individual employee to positively impact students through one-on-one and small-group interactions. The Poudre School District community has surfaced three priority performance challenges to be addressed in this UIP. Action steps associated with the three identified priority performance challenges are expected to address the opportunity and outcome gaps described above as well as raise the overall literacy, mental health/belonging, and graduation rate outcomes for PSD students.

Trend Analysis



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

Detailed data and insights regarding Academic Achievement may be found on pages 23-31 of the PSD Monitoring Report. Based on all assessment programs over multiple years, PSD reading, and math achievement scores are well above state and national grade-level norms each year, and this statement applies to virtually every subgroup designation as well. PSD is proud of its consistently high achievement levels. While pre-pandemic CMAS (grades 3-8) outcomes indicate increasing achievement levels in reading and math prior to the drop during the pandemic; other data sources (Acadience/NWEA MAP/PSAT/SAT) provide evidence of declining achievement in reading that began prior to COVID-19 (as of 2017/18). Acadience and NWEA MAP assessments have been used to corroborate a multi-year pattern of declining achievement for our early readers (3rd grade and below). Based on these data, all levels of free/reduced meal eligibility status show steady declines in early literacy over the past five years, and dramatic additional declines in the spring of 2020/21 were greatest for the groups of students eligible for free or reduced-price meals (each had a 15-unit drop in the percent of students at benchmark) compared to non-eligible students (9-unit drop). There are clear patterns in the achievement data that indicate different ethnicity groups had differential levels of COVID-19 impact on early literacy achievement measures. Latinx, Black, and Native American students were most negatively impacted by the pandemic. The multiple-year drop in percent of students meeting Acadience benchmarks for homeless students, followed by a 15-unit drop in 2020/21 compared to a 10-unit drop for all other students, indicates homeless students were more impacted by disruptions to in-person education and challenges imposed by COVID-19. Students supported with an IEP do have the same steady 5-year decline in early literacy measures evident for the entire school district but did not have the additional dramatic drop in 2020/21 evident for so many other subgroups. Spring 2022 achievement levels rose relative to spring 2021 achievement levels, but these higher achievement levels remain well below pre-pandemic levels. While CMAS data indicates PSD math achievement increases prior to the pandemic, declines have been evident during the pandemic. Math achievement drops are larger than the associated drops in reading over the past three years (2018/19-2020/21) as measured by MAP data in grades 2-8. Students supported with an IEP did experience the additional dramatic drop in 2020/21 math achievement evident for virtually every other subgroup of students as well as the overall student population. In both literacy and mathematics, PSD has high achievement overall compared to national and

state outcomes, even during the pandemic, yet historically marginalized groups of students (free/reduced lunch eligible, Latinx, African American, Native American, English language learners, and students supported with an IEP) have not been attaining the same levels of achievement as the overall population and require PSD to effectively implement a Unified Improvement Plan to attain higher levels of academic outcomes for all students. Spring 2022 reading, and math achievement levels show evidence of rebounding somewhat from 2020/21 levels, and yet continue to lag PSD's historical outcomes; the work to address pandemic-disruptions and accelerate learning toward pre-pandemic levels continues.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

Detailed data and insights regarding Academic Growth may be found on pages 32-35 of the PSD Monitoring Report. Reading growth grades 3-8, as measured by fall-to-spring MAP achievement, has been declining for several years, and these declines pre-date COVID-19. Grade-2 stands out as having displayed increasing growth over the same period. The general pattern of declining growth is evident for all ethnicity groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to the global pandemic. The 2020/21 decline in fall-to-spring NWEA MAP growth, relative to growth of past cohorts of students based on a similar fall-to-spring timeframe, provides a clear picture of the negative academic impacts of the global pandemic. Learning gain reductions are evident nationwide as can be seen in national research literature regarding COVID-19 impacts. Growth differences by socio-economic status do not display the same level of separation as are evident for achievement data. Growth calculations are “controlling” for prior achievement levels and these prior achievement levels are strongly associated with socio-economic levels and all other demographic factors that influence achievement scores. As with the comparison between reading and math achievement, fall-to-spring math growth was relatively stable prior to 2020/21 whereas reading growth showed a clear and steady decline prior to 2020/21. We can see that math growth grades 2-8, as measured by fall-to-spring MAP achievement changes declined dramatically as a direct result of the global pandemic. The general pattern of declining growth is evident for all ethnicity groups and socio-economic groups. Declines were accentuated in the 2020/21 school year due to COVID-19.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Student Graduation and Completion Plan

Detailed analysis of graduation rates and completion rates, including subgroups, may be found on pages 43-49 in the Monitoring Report. The PSD 4-year graduation rate has decreased 1.8 percentage units from 84.4% in 2020 to 82.6% in 2021. The class of 2021 graduation rate is above the statewide graduation rate of 81.7% (down 0.2 percentage units from 2020). Statewide, graduation rates have been steadily increasing while PSD has experienced substantial variability over the past ten years. For the graduating classes of 2018, 2019, and 2020...the PSD graduates' 11th grade SAT scores were higher than those of comparison districts and the state overall for both Evidence Based Reading and Writing (EBRW) and for Math. PSD graduation rates are lower than those of our comparison districts for each of these same graduation classes. While PSD graduation rates lag comparison districts, student performance does not. This general pattern is true for the student population overall and for

subgroups of students. The preliminary PSD graduation rate for the Class of 2022 is approximately 86.8% and represents the highest four-year on-time graduation rate in at least the past 13 years. It is too early to claim that the PSD trend described above has shifted based on this one measure, but this is a very hopeful indication that action steps PSD implemented in the recent past are bearing fruit. The 4-year graduation rate for many subgroups of students in PSD such as Latinx students, students supported with an IEP, students eligible for free/reduced lunch, and English language learners have been lagging on-time graduation rates for like-subgroups statewide over multiple years. PSD graduation rate gaps between these same subgroups and their PSD peers are larger than the respective statewide gaps and larger than the respective gaps among Colorado districts most like PSD in size and student characteristics. The magnitude of the PSD graduation gaps for Black students have decreased over the past five years. Students supported with an IEP and English language learners have widening graduation gaps over the past five years.



Trend Direction: Stable

Performance Indicator Target: Student Engagement

Detailed information on the purpose, development, and use of the Student Connections Survey in PSD may be found in the Connections section of the Monitoring Report beginning on page 79; the report also provides details by school level and by subgroup. It is clear from evaluating multiple years of student connections data across the three main subscales that students consistently self-report the highest levels of agreement with the student-to-adult connection subscale, followed by the student-to-student subscale, and then the student-to-interests/Passions subscale. The overall Student Connections Composite Score has remained fairly consistent at about 84% to 85% agreement across the past five successive years. In 2020/21 the percent agreement decreased sharply for the student-to-interests subscale (74% in 2019/20 down to 68% in 2020/21) and then percent agreement rebounded back up in 2021/22 (73%). The other two subscales (student-to-adult and student-to-student) had a slight bump up in 2020/21, and then adjusted back down to pre COVID levels in 2021/22. Student connection disparities are evident based on student ethnicity and socio-economic levels. There is an overall and persistent pattern of Latinx, Black, and Native American students showing lower levels of self-reported connections associated with school. It is worth noting that in 2020/21 PSD 5th-12th students experienced a combination of in-person and distance learning environments and the survey was delivered online at-home starting October 30, 2020. The 2020/21 response rates vary dramatically by school and were lower from previous years at each level. (68.9% elementary, down from 92.0%; 62.6% middle school, down from 91.3%; and 28.8% high school, down from 62.2%). Reported connections between students and adults increased slightly in 2020-21 (91.9% to 93.7%) and for student-to-student connections (86.1% increased to 88.1%), whereas reported connections to student interest dipped from 74.2% to 67.9%, likely due to the limited access co-curricular and extra-curricular activities as well as students finding distance learning activities less engaging than the in-class experience.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Literacy Instruction and Practice

Poudre School District reading/literacy proficiency levels remain higher than grade-level-peers statewide and nationwide, yet we see declining levels of proficiency and these declines pre-date the global pandemic. Historically marginalized student groups meet grade-level proficiency expectations in reading/literacy at lower rates both pre-pandemic and currently. Literacy provides a foundation for academic growth in all subject areas and for future



professional and personal success. To address high but declining levels of literacy, PSD will provide all students access to grade-level, or higher, instruction aligned with Colorado Academic Standards that utilizes high-quality text(s) in all subject areas. Staff in all subject areas will ensure lessons employ questions and tasks, both oral and written, that integrate the standards and build student comprehension of the utilized text(s) and its meaning. Students will be asked to explain their thinking and use evidence from the text(s) in crafting arguments, solving problems, and/or creating products.

Root Cause: Literacy Instruction and Practice



The integration of literacy practices throughout all subject areas and all grade levels has not yet been fully realized. A transition to a systematic and explicit sequence of phonemic awareness and phonics instruction through a structured literacy approach needed to establish a strong foundation has not yet been fully implemented. PSD has not adequately integrated grade-appropriate teaching and learning that includes the integration of complex text(s) with high-quality tasks in all classes such that the following practices are visible during instruction: (1) Lessons include a focus on high-quality complex text(s) that support student growth in reading, writing, dialogic skills, intellect, and criticality; (2) Lessons employ questioning, thinking processes, and tasks, both oral and written, that integrate the essential standards of the discipline and build student comprehension of the text(s) and its meaning; and (3) Students are responsible for growing and applying critical thinking as they explain their thinking and use evidence from the text(s) and their schema to craft an argument, solve a relevant problem, and/or create a product or process.

Priority Performance Challenge: Mental Health/Belonging



The global pandemic has caused stress and challenge in many households and school environments, our youth need support in navigating these challenges and maintaining a healthy lifestyle and state-of-mind. Historically marginalized student groups self-report not feeling as connected to their peers, staff, or their interests and passions while at school when compared to the overall PSD student population. PSD also sees evidence that some groups of students, such as students that identify as LGBTQ, self-report elevated mental health risks factor rates. To address these challenges, PSD is developing and implementing practices to ensure people feel listened to, appreciated, validated, accepted, and treated fairly.

Root Cause: Mental Health/Belonging



Poudre School District has not adequately implemented practices that ensure all students, staff, and families feel safe, appreciated, validated, and accepted regardless of religion, ethnicity, socio-economic-status, English language proficiency level, disability, sex, sexual-orientation, and gender identification. The practices being referred to are structural (directly influenced by district and school administrators such as bias incident reporting systems and explicit response expectations) and based on staff agency, alignment, and ownership (leveraging staff values, beliefs, and ways-of-being to improve our collective and individual impact on students' experiences and outcomes). PSD has work to do regarding implementation of structural changes and supporting staff agency, alignment, and ownership to elevate mental health and belonging throughout the PSD PreK-12 experience.

Priority Performance Challenge: Graduating with Options



Poudre School District graduation rates are NOT commensurate with other top-performing large Colorado districts nor are they commensurate with PSD students' demonstrated levels of college and career readiness. Historically marginalized student groups have not been graduating at the same rates as the overall PSD student population, and often have graduation rates below their statewide like-group graduation rates. To address this challenge, PSD will implement a set of systematized progress checks and interventions to ensure all students receive the support they need to make progress in earning credits needed to graduate; additionally, PSD will implement system-wide grading expectations and practices intended to better align credit accumulation with demonstrated student learning.

Root Cause: Graduating with Options



Variability in grading practices system-wide does not support optimal alignment between demonstrated learning and credit accumulation needed to meet graduation requirements. Poudre School District has not adequately supported students in their navigation of credit earning behaviors and lacks adequate systematized, data-informed, targeted support structures needed to ensure all students and families are aware of, and intervening upon, emerging road-blocks to on-time graduation or students pursuing their interests and passions post-graduation.

Magnitude of Performance Challenges and Rationale for Selection:



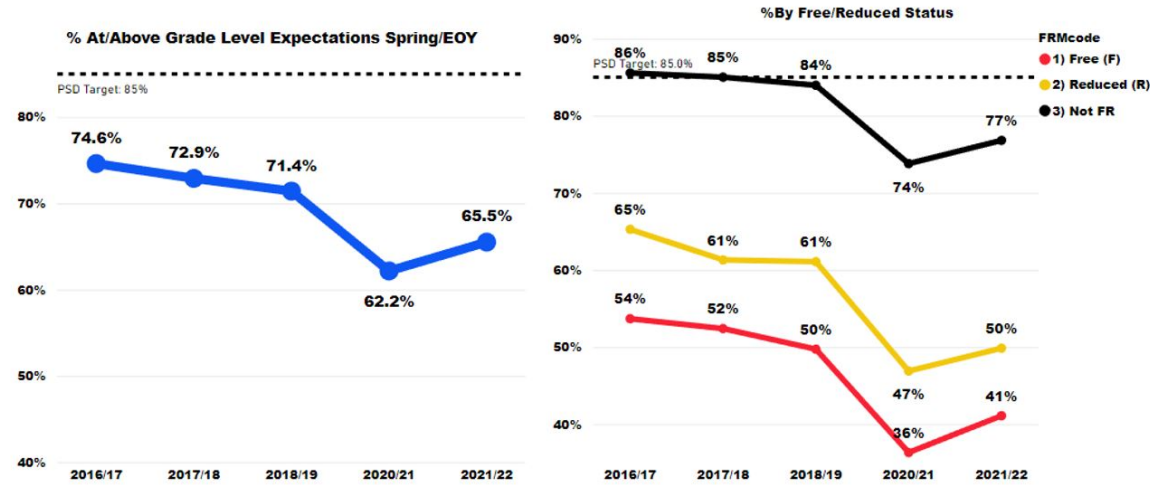
PSD has identified three Priority Performance Challenges (Literacy Instruction and Practice, Mental Health/Belonging, and Graduating with Options) as focus areas for system improvement that, if well planned and executed, will support all students in attaining our visionary [District Ends](#). In short, all PSD students will graduate prepared to contribute to a productive workforce, be engaged citizens, and continue education as life-long learners. Based on investigations of trend data, broken down by student subgroups as well as overall population outcomes, persistent patterns emerge that appear to indicate the three identified Priority Performance Challenges are productive avenues to pursue for system improvement on a one-to-three-year timeline. Each of these three priority performance challenges are explored in great detail within the annual PSD [DE 1.0 Monitoring Report](#). A brief recap of statements made regarding each Priority Performance Challenge will be provided below followed by a carefully selected representative data view to illustrate the issues and claims that these three areas warrant system-wide attention.

Poudre School District reading/literacy proficiency levels remain higher than grade-level-peers statewide and nationwide, yet we see declining levels of proficiency and these declines pre-date the global pandemic. Historically marginalized student groups meet grade-level proficiency expectations in reading/literacy at lower rates both pre-pandemic and currently.



Acadience Reading (1st – 3rd) – Overall & By SES

Effect sizes indicate performance relative to students experiencing pre-pandemic learning environments



PSD sees evidence that some groups of students, such as students that identify as LGBTQ, self-report elevated mental health risks factor rates.



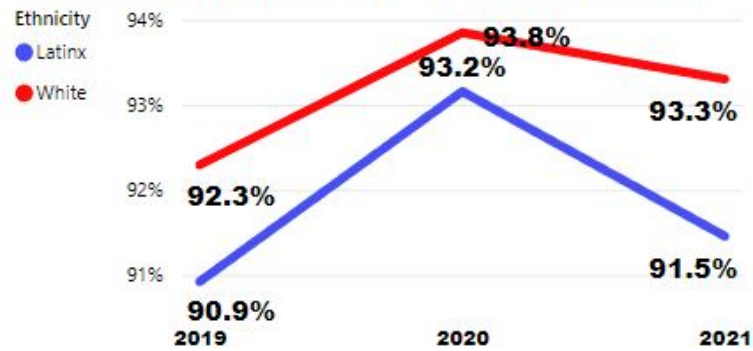
Mental Health/Belonging - Healthy Kids 2021

Mental Health - PSD High School Level					
Health Measures*	Number of Responses	Heterosexual/Straight % (95% CI)	Bisexual % (95% CI)	Gay/Lesbian % (95% CI)	Not Sure % (95% CI)
Agree or strongly agree their stress level is manageable most days	5507	62.8 (60.3 - 65.4)	34.9 (32.6 - 37.3)	34.3 (29.6 - 39.0)	38.9 (34.4 - 43.4)
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	5465	34.4 (31.1 - 37.6)	70.5 (68.3 - 72.8)	66.6 (64.5 - 68.7)	57.9 (51.3 - 64.5)
Seriously considered attempting suicide during the past 12 months	5425	13.8 (12.7 - 14.9)	45.3 (40.7 - 50.0)	47.7 (45.8 - 49.7)	31.3 (25.5 - 37.1)
Have an adult to go to for help with a serious problem	5449	79.4 (76.9 - 82.0)	71.3 (69.7 - 72.9)	68.5 (64.3 - 72.7)	70.3 (66.2 - 74.5)
Most of the time or always could talk to a friend about feelings during their life	5466	61.4 (58.0 - 64.9)	53.2 (51.8 - 54.7)	57.8 (52.7 - 63.0)	46.7 (41.3 - 52.1)

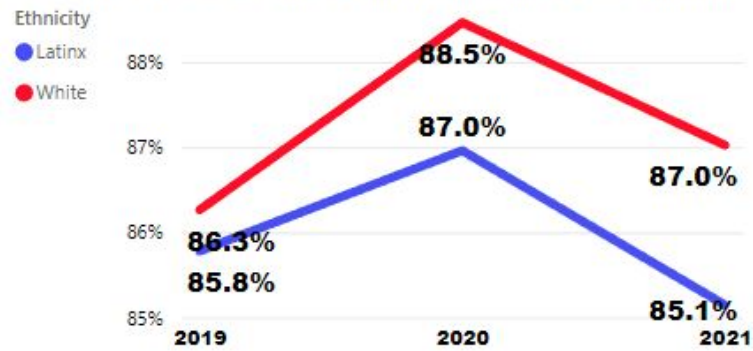
Sexual Orientation	Number	Number/Total Sample
Heterosexual (Straight)	3907	70.1%
Bisexual	731	13.1%
Gay or Lesbian	239	4.3%
Asexual	127	2.3%
Not Sure	279	5.0%
Other	290	5.2%

Historically marginalized student groups self-report not feeling as connected to their peers, staff, or their interests and passions while at school when compared to the overall PSD student population.

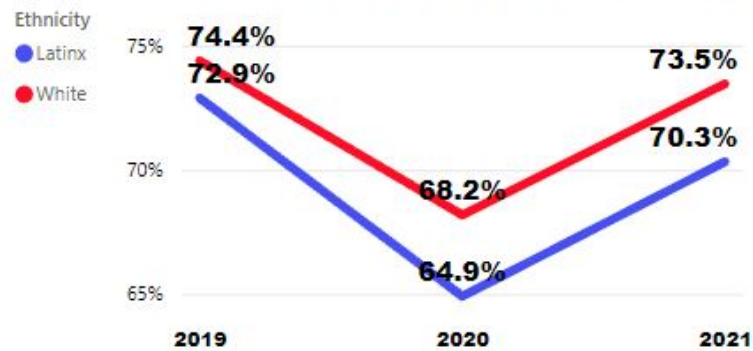
Student-to-Adult Connections (% Agreement) by Ethnicity



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

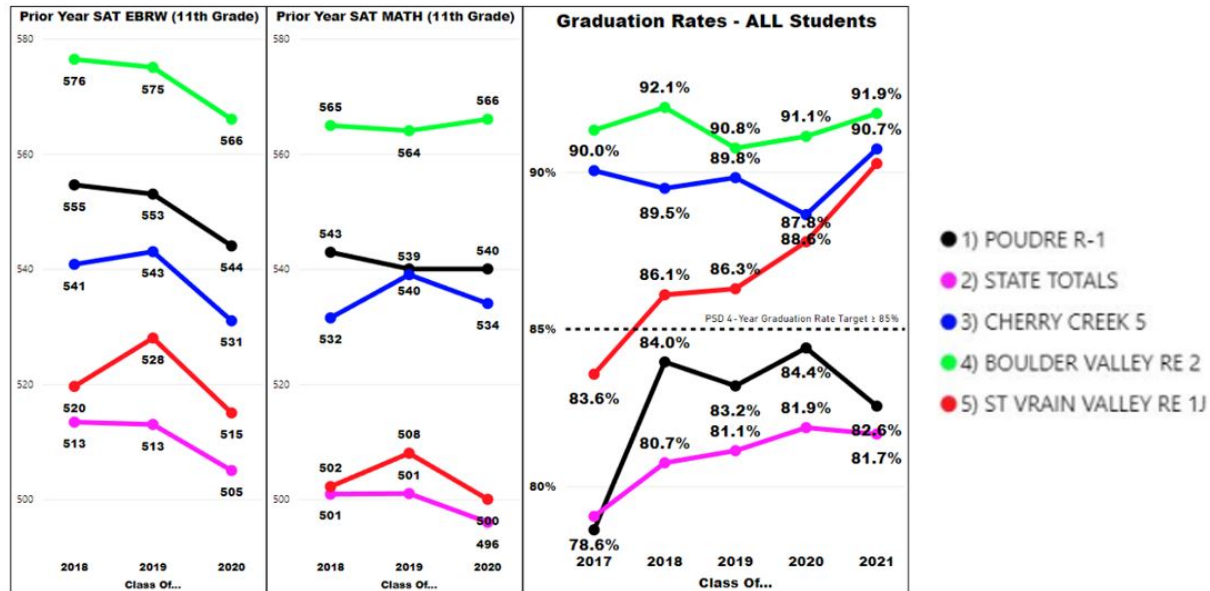


Student-to-Interests Connections (% Agreement) by Ethnicity

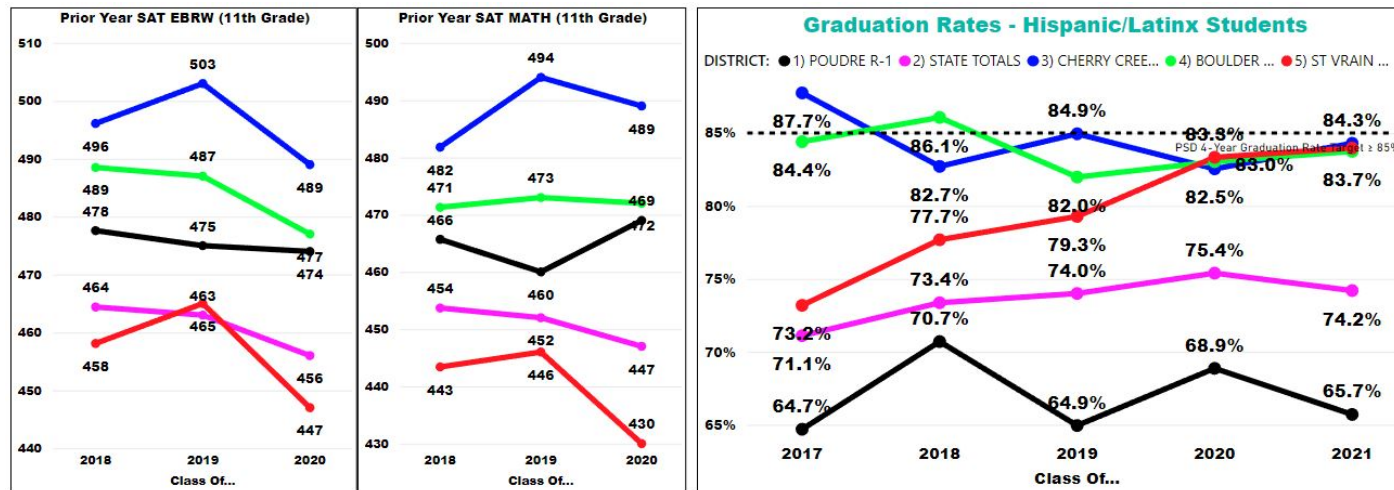


Poudre School District graduation rates are NOT commensurate with other top-performing large Colorado districts nor are they commensurate with PSD students' demonstrated levels of college and career readiness.

4-Year Graduation Rates



Historically marginalized student groups have not been graduating at the same rates as the overall PSD student population, and often have graduation rates below their statewide like-group graduation rates.



Magnitude of Root Causes and Rationale for Selection:



Comprehensive and detailed annual data analyses are conducted in Poudre School District (PSD) every year (e.g., DE 1.0 Monitoring Report). Data analytic dashboard systems are regularly updated and utilized in systemic outcome improvement efforts (e.g., System Insight, Student Insight, and Equity Insight). Feedback from stakeholder groups is gathered and reviewed on a regular basis system-wide (e.g., Family Engagement Survey, Student Connections Survey, Healthy Kids Colorado Survey, Teaching and Learning Conditions Colorado staff survey). The culmination of these efforts results in administrative teams having a robust understanding of the root causes of the outcome gaps and learning conditions that we are addressing in this Unified Improvement Plan. PSD interrogates 5-year trend data across many key performance measures and auxiliary data to uncover key relationships and associations that allow teams to make informed hypotheses regarding root causes. An example of this process is that when we compare our on-time graduation rates to assessment score profiles for the same graduating classes, and compare these PSD associations with the same data from our best Colorado comparator districts (Boulder, Cherry Creek, and Saint Vrain) we see that we have lagging graduation rates and leading academic outcome measures based on the state assessment system. From this observation we hypothesize that to improve graduation rates in PSD, we may want to explore structural components that impact graduation rates, such as grading practices and credit accumulation processes, as opposed to hypothesizing graduation rates lag as a reflection of low student achievement.

Additional Narrative / Conclusion

Poudre School District has many outcomes to be proud of. There is evidence throughout the most recent DE 1.0 Monitoring Report that PSD remains a statewide leader in many areas related to student outcomes. There are also areas that can be improved upon and the data presented in the DE 1.0 Monitoring Report are designed to help

inform our district regarding these areas of opportunity. The DE 1.0 Monitoring Report feeds forward into the Poudre School District's improvement processes and this Unified Improvement Plan reflects core elements of those improvement efforts.

Even with evidence of positive achievement, academic growth, student connections, and postsecondary outcomes overall (across all students), PSD has evidence of lagging graduation rates and persistent performance and outcome gaps for some subgroups of students. The outcome gaps being referred to show up to one degree or another across virtually all indicators for which we have set targets. Evidence of these gaps have been a persistent theme in PSD’s District Performance Frameworks going back to the first year (2007/08) the state began reporting out on the Key Performance Indicators. Subgroups that have outcomes lagging others include students eligible for reduced or free meals, students supported with an IEP, English language learners, and Hispanic students. Student measures that appear to exhibit reliable associations with lower achievement/growth outcomes are mobility, truancy, and lower levels of self-reported connections with adults at school, peers, and interests/passions.

Glossary of Acronyms and Terms:

ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners
ALP	Advanced Learning Plan
CAS	Colorado Academic Standards
CogAT	Cognitive Abilities Test (used as one screener for GT identification)
CEL	Center for Educational Leadership (at the University of Washington)
CELP	Colorado English Language Proficiency Standards
CIA	Curriculum, Instruction, Assessment department
CMAS	Colorado Measures of Academic Success (State Assessment)
CTE	Career Technical Education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills. Measures for assessing the acquisition of early literacy skills.
DPF	District Performance Frameworks-Accountability reports for Colorado districts prepared by the State.
ECE	Early Childhood Education
ELA	English Language Arts
ELL	English Language Learners
Enrich	The computer software used in PSD in which student plans are maintained for teacher access.
GT	Gifted and Talented Education
IEP	Individualized Education Plan
IS	Integrated Services - Refers to Special Education in PSD.

Learning Services Learning Leadership Team comprised of central office leadership staff

LRE Least Restrictive Environment

MAP Measure of Academic Progress

MTSS Multi-Tiered System of Supports

NWEA Northwest Evaluation Association

LETRS Language Essentials for Teachers of Reading and Spelling. LETRS is a comprehensive professional development, which is in response to the growing need for high-quality support for literacy educators.

Median The median is the middle score in a rank-ordered list of scores.

MGP Median Growth Percentile. The metric for the typical growth percentile rank for schools and districts. For any group, the MGP is the "middle" student percentile rank in a rank-ordered list of student scores.

PD Professional Development

PSAT Preliminary Scholastic Aptitude Test. Given to freshman & sophomores as an indicator of preparedness for the SAT.

Percentile Rank Metric used by the Colorado Growth Model to compare the performance of one student, school, or district to a larger comparison group. A percentile rank of 75 means that the student, school, or district performed as well or better than 75% of all members in the comparison group. Percentile Ranks range from 1-99.

PLC Professional Learning Community

READ Reading to Ensure Academic Development. READ plan is the reading intervention plan designed to support students who are reading below grade level.

Rtl Response to Intervention

SAT Scholastic Aptitude Test, college entrance exam administered to all high school juniors in Colorado as part of the State student assessment program.

SBTLF Standards-Based Teaching and Learning Framework

SEL Social Emotional Learning

SIS Student Information System (Synergy)

SIP School Improvement Plan (also, School UIP)

504 A plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

Action Plans

Planning Form



Literacy Instruction and Practice

What will success look like: Early Childhood through Grade 12 students will have access to high quality literacy instruction and demonstrate mastery of grade-level Colorado Academic Standards, CTE Standards, and English Language Proficiency Standards.


Associated Root Causes:

Literacy Instruction and Practice:



The integration of literacy practices throughout all subject areas and all grade levels has not yet been fully realized. A transition to a systematic and explicit sequence of phonemic awareness and phonics instruction through a structured literacy approach needed to establish a strong foundation has not yet been fully implemented. PSD has not adequately integrated grade-appropriate teaching and learning that includes the integration of complex text(s) with high-quality tasks in all classes such that the following practices are visible during instruction: (1) Lessons include a focus on high-quality complex text(s) that support student growth in reading, writing, dialogic skills, intellect, and criticality; (2) Lessons employ questioning, thinking processes, and tasks, both oral and written, that integrate the essential standards of the discipline and build student comprehension of the text(s) and its meaning; and (3) Students are responsible for growing and applying critical thinking as they explain their thinking and use evidence from the text(s) and their schema to craft an argument, solve a relevant problem, and/or create a product or process.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 1A – Districtwide Literacy Practices	Using the principles of disciplinary literacy, all teachers in all subject areas and grade levels will be engaged in professional development learning experiences that support their ability to effectively use complex texts with high quality tasks to grow all learners in grade-appropriate skills. These skills include, but are not limited to interpretive analysis, relevant and authentic problem-solving, and critical-argument development. All teachers integrate use of complex text(s) and high-quality tasks into their lessons. Collective teacher efficacy in the use of complex text(s) and high-quality tasks will be supported through teaming work aligned with the Standards-based Teaching and Learning Framework.	08/16/2022 05/31/2023 Weekly	Superintendent, Chief Equity & Academic Officer, Assistant Superintendent Secondary Schools, Assistant Superintendent Elementary Schools	Partially Met
PSD will monitor and provide Universal Tier-1 instruction that is				





1B – Tier 1 Early Literacy (PreK-3)




differentiated to meet the needs of all students and targeted supports for students who are not meeting proficiency targets in grades Pre-K through 3rd grade in reading. Collective teacher efficacy in the understanding and use of Structured Literacy to deliver and monitor effective literacy instruction will be supported through teaming work aligned with the Standards-based Teaching and Learning Framework.


08/16/2022
05/31/2023
Monthly

Chief Equity and Academic Officer,
Assistant Superintendent of
Elementary Schools, Director of
Curriculum, Director of Teaching and
Learning

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 1A - Text Complexity Determinations	By October 2022, all principals and teachers will learn how to determine whether a text is “complex” and “at grade level”.	09/21/2022 10/31/2022	District-provided materials/text(s), literacy PD offered through PSD, PSD Teaming website resources and professional collaboration time to implement	Chief Equity & Academic Officer, Assistant Superintendent Secondary Schools, Assistant Superintendent Elementary Schools	
 1A - Teaming Protocols	By February 2023, ensure all school leadership teams understand the principles and use of teaming protocols toward developing collective teacher efficacy	09/21/2022 02/28/2023	Professional Learning Opportunities and coaching with the Professional Learning Team; Leading Impact Teams book; consulting with co-author Barb Pitchford; PSD Team Reflection	Chief Equity & Academic Officer, Assistant Superintendent Secondary Schools, Assistant	

				Tools, Inventories, and Rating System; PSD Teaming website resources	Superintendent Elementary Schools
 1A - Leadership Training/Implementation	By February 2023, all principals, assistant principals, and department/team-leads will have been provided training on leading the “Text, Task & Thinking” instructional shifts described below. Beginning in 2022/23, and continuing into future years, Educators in all schools will be supported in evaluating text complexity, differentiate “at/below grade level”, and implement “Text, Task & Thinking” shifts.	09/21/2022 02/28/2023	District-provided materials/text(s), literacy PD offered through PSD, PSD Teaming website resources and professional collaboration time to implement	Chief Equity & Academic Officer, Assistant Superintendent Secondary Schools, Assistant Superintendent Elementary Schools	
 1A - Staff Training/Implementation	By January 2024, grade-appropriate teaching and learning by trained staff will be evident throughout PSD such that the following practices are visible during instruction: • Text - Lessons focused on high-quality complex text and instructional materials that are grade appropriate and aligned with standards. • Task – Questions and tasks that rely on engagement with and evidence from instructional materials. Lessons are sequenced to build knowledge. • Thinking - Students do the majority of the work and thinking. Students productively struggle and persevere through difficulty.	09/21/2022 01/31/2024	District-provided materials/text(s), literacy PD offered through PSD, PSD Teaming website resources and professional collaboration time to implement	Chief Equity & Academic Officer, Assistant Superintendent Secondary Schools, Assistant Superintendent Elementary Schools	
	By October 2022, Elementary Literacy Team refines the PSD Observable Classroom Practices Rubric (5 components of	09/21/2022 10/31/2022	Observable Classroom	Chief Equity and Academic Officer, Assistant Superintendent of Elementary Schools, Director	

1B - Refine Tools	PSD Structured Literacy).		Practices Rubric	of Curriculum, Director of Teaching and Learning
	<p>1B - Teaming Protocols</p> <p>By February 2023, ensure all school leadership teams understand the principles and use of teaming protocols toward developing collective teacher efficacy.</p>	<p>09/21/2022</p> <p>02/28/2023</p>	<p>Professional Learning Opportunities and coaching with the Professional Learning Team; Leading Impact Teams book; consulting with co-author Barb Pitchford; PSD Team Reflection Tools, Inventories, and Rating System; PSD Teaming website resources</p>	<p>Chief Equity and Academic Officer, Assistant Superintendent of Elementary Schools, Director of Curriculum, Director of Teaching and Learning</p>
	<p>By February 2023, PreK-3 educators will be supported in implementing practices described as “effective” or “highly</p>		<p>Observable Classroom Practices Rubric, TS Gold, Acadience, MAP, IDEL, Professional Learning Opportunities and coaching with the</p>	<p>Chief Equity and Academic Officer, Assistant</p>



1B - Implementing Effective Practices

effective” on the Observable Classroom Practices Rubric via professional development opportunities. Throughout 2022/23 and into future years, universal Tier 1 literacy instruction is data-driven, differentiated, and intentionally designed to minimize the need for intervention and to provide extensions/acceleration PreK-3.

09/21/2022
02/28/2023

Professional Learning Team; Leading Impact Teams book; consulting with co-author Barb Pitchford; PSD Team Reflection Tools, Inventories, and Rating System; PSD Teaming website resources

Superintendent of Elementary Schools, Director of Curriculum, Director of Teaching and Learning



1B - READ Act Requirement

By August 2023, 100% of K-3 literacy teachers will have met the READ Act requirement for evidence-based foundational skills of reading.

09/21/2022
08/31/2023

CDE Training and local PD

Chief Equity and Academic Officer, Assistant Superintendent of Elementary Schools, Director of Curriculum, Director of Teaching and Learning



1B - Curriculum Adoption and Initial Implementation

By August 2023, adopt (K-5) and implement (K-2 minimum) a “CDE Advisory List approved” PSD literacy curriculum.

09/21/2022
08/31/2023

Adopted curriculum and supporting professional development efforts

Chief Equity and Academic Officer, Assistant Superintendent of Elementary Schools, Director of Curriculum, Director of



1B - Full Implementation

By January 2024, PreK-3 educators have consistently implemented practices described as “effective” or “highly effective” on the Observable Classroom Practices Rubric.

08/01/2023
01/31/2024

Professional Learning Opportunities and coaching with the Professional Learning Team; Leading Impact Teams book; consulting with co-author Barb Pitchford; PSD Team Reflection Tools, Inventories, and Rating System; PSD Teaming website resources

Chief Equity and Academic Officer, Assistant Superintendent of Elementary Schools, Director of Curriculum, Director of Teaching and Learning



Mental Health/Belonging

What will success look like: Aligned systems of support for student social-emotional and behavioral well-being and student sense of connection and belonging to their school community will be evident in every PSD school.

Associated Root Causes:

Mental Health/Belonging:

Poudre School District has not adequately implemented practices that ensure all students, staff, and families feel safe, appreciated, validated, and accepted regardless of religion, ethnicity, socio-economic-status, English language proficiency level, disability, sex, sexual-orientation, and gender identification. The practices being referred to are structural (directly influenced by district and school administrators such as bias incident reporting systems and explicit response









expectations) and based on staff agency, alignment, and ownership (leveraging staff values, beliefs, and ways-of-being to improve our collective and individual impact on students' experiences and outcomes). PSD has work to do regarding implementation of structural changes and supporting staff agency, alignment, and ownership to elevate mental health and belonging throughout the PSD PreK-12 experience.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 2A – Restorative Practices	Restorative Practices is a continuum of approaches from proactive to responsive and a philosophy that recognizes the importance of prioritizing the relationships and connections between and among all people within a school community. A tiered restorative framework provides all school staff practices for creating and maintaining positive relationships that are based on: connectivity, common language, trust, and cooperation - which build a healthy, equitable, and safe learning community where all students are better able to access grade-level content and instruction.	09/21/2022 05/31/2023 Monthly	Chief Equity and Academic Officer, Director of Student Services, Behavior-Prevention and Intervention Coordinator	
 2B –Opportunity and Discipline Structural Interventions	District and building administrators will identify and address structural sources of inequities in the PSD student and family experience.	09/21/2022 05/31/2023 Quarterly	Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer	
 2C - Community Partnership and Family Engagement	PSD leadership will work with community partners and families to ensure utilization of mental health services is normalized within the PSD community and that available services are widely communicated and barriers to access are minimized.	09/21/2022 05/31/2023 Monthly	Superintendent, Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Institutional Effectiveness Officer	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 2A - Restorative Practices training	By January 2023, a Restorative Practices Leadership Team from each PSD school will complete a Tier 1 Restorative Practices training.	09/21/2022 01/31/2023	Fidelity Rubric	Chief Equity and Academic Officer, Director of Student Services, Behavior-Prevention and Intervention Coordinator	
 2A - Implement Restorative Circles	By March 2023, PSD schools will implement “Classroom Check-In” or “Talking Circle” opportunities for students (creates space for regulation & connection).	09/21/2022 03/31/2023	Fidelity Rubric	Chief Equity and Academic Officer, Director of Student Services, Behavior-Prevention and Intervention Coordinator	
 2A - Behavior Corrections	By March 2023, PSD schools approach Tier 1 behavior corrections and problem solving with students through a restorative approach using the Four Questions. • What happened? • How did it affect people, including you? • What could you have done differently? • What is a solution or what needs to happen to make things right?	09/21/2022 03/31/2023	Fidelity Rubric	Chief Equity and Academic Officer, Director of Student Services, Behavior-Prevention and Intervention Coordinator	
 2A - Self Assessment	By February 2023, all schools will complete the Tiered Fidelity Inventory (TFI) for at least Tier 1. Resulting data will be used to inform additional action step planning.	09/21/2022 02/28/2023	Tiered Fidelity Inventory and Self-Assessment	Chief Equity and Academic Officer, Director of Student Services,	

			Survey	Behavior-Prevention and Intervention Coordinator	
 <p>2B - Discipline Entry/Tracking</p>	<p>By December 2022, collaborative planning and work groups will formulate revised guidelines and practices for discipline entry and tracking in the PSD Student Information System. Streamlining and further systematizing the data collection to increase accuracy and usability of the resulting data.</p>	<p>09/21/2022 12/25/2022</p>	<p>Equity Insight dashboard, Student Insight Discipline dashboard, Incident Reporting Platform</p>	<p>Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer</p>	
 <p>2B - Incident Response Clarity</p>	<p>By January 2022, Refine and communicate processes for responding to incidents that clarifies roles/responsibilities of schools and central office staff toward ensuring every student has a safe and inclusive learning environment.</p>	<p>09/21/2022 01/31/2022</p>	<p>Student Insight Discipline dashboard, Incident Reporting Platform</p>	<p>Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer</p>	<p>In Progress</p>



2B - Systemic Disparity Root Causes

By March 2023, utilize data from the incident reporting platform that allows students, staff, and parents to report school-related incidents (e.g., bias, discrimination, etc.) to identify actionable patterns of inequities and address findings that are within the control of PSD in a systematic and effective manner.

09/21/2022
03/31/2023

Incident Reporting Platform

Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer



2C - Single-Point-of-Entry

Through partnership with local government, community agencies, and families; update/revise/promote single-point-of-entry system(s) that support families in accessing services and connecting our community to the local mental health network of resources, tools, and contacts regardless of affiliations or health insurance status.

09/21/2022
05/31/2023

Community partners such as Summit Stone, Health District of Northern Larimer County, La Cocina, Salud, La Familia, Matthews House, Boys and Girls Clubs of Larimer County, Connect First, United Way, Colorado State University, City

Superintendent, Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Institutional Effectiveness Officer



2C - Expand Services

Through partnership with local government, community agencies, and families; expand summer programming and wrap-around services currently offered by the public school system to better support our youth beyond the traditional school day and academic calendar.

09/21/2022
05/31/2023

and County leadership teams, etc.

Community partners such as Summit Stone, Health District of Northern Larimer County, La Cocina, Salud, La Familia, Matthews House, Boys and Girls Clubs of Larimer County, Connect First, United Way, Colorado State University, City and County leadership teams, etc.

Superintendent, Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Institutional Effectiveness Officer




Through partnership with local government, community agencies, and families; expand students' density of connections to healthy adults and opportunities that support

09/21/2022
05/31/2023

Community partners such as Summit Stone, Health District of Northern Larimer County, La Cocina, Salud, La Familia, Matthews House, Boys and Girls Clubs of

Superintendent, Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary

2C - Increase Positive Connections	social-emotional wellness, personal-interests (e.g., art, music, theatre), and career-exploration.			Larimer County, Connect First, United Way, Colorado State University, City and County leadership teams, etc.	Schools, Chief Equity and Academic Officer, Chief Institutional Effectiveness Officer
 2C - Communication/Access	By April of 2023, PSD will have engaged in on-going public communication efforts regarding the current an ongoing enhancement of opportunities related to benchmarks 1-3 listed above in an effort to promote engagement and access by the PSD community.	04/30/2023 05/31/2023		Community partners such as Summit Stone, Health District of Northern Larimer County, La Cocina, Salud, La Familia, Matthews House, Boys and Girls Clubs of Larimer County, Connect First, United Way, Colorado State University, City and County leadership teams, etc.	Superintendent, Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Institutional Effectiveness Officer



Graduating with Options

What will success look like: Graduation rates will be commensurate with students' demonstrated levels of college and career readiness. Graduates will be prepared with

the competencies and life skills needed to excel in their chosen career path and areas of future interest. Graduation rate differences by student demographics will be non-existent.


Associated Root Causes:

Graduating with Options:



Variability in grading practices system-wide does not support optimal alignment between demonstrated learning and credit accumulation needed to meet graduation requirements. Poudre School District has not adequately supported students in their navigation of credit earning behaviors and lacks adequate systematized, data-informed, targeted support structures needed to ensure all students and families are aware of, and intervening upon, emerging road-blocks to on-time graduation or students pursuing their interests and passions post-graduation.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 3A - Graduation Rate Structural Interventions	Through diligent use of data-informed system-checks, and effective counseling support at the individual student level, PSD will support more students successfully completing their PreK12 education. PSD student groups with a history of lower graduation rates will be supported in their learning experiences and credit accumulation to ensure graduation rates reflect college career readiness and demonstrate a closing of historical graduation rate gaps.	09/21/2022 05/31/2023 Quarterly	Assistant Superintendent of Secondary Schools, Chief Institutional Effectiveness Officer, Chief Technology Officer	
 3B - Systematize Grading for Equity Practices	PSD will implement districtwide expectations regarding uniform grading practices that support student learning and self-efficacy as a learner.	09/21/2022 05/31/2023 Quarterly	Assistant Superintendent of Secondary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer	
	Ensure math placement/acceleration decisions are based on data-informed processes, students are supported in demonstrating their college/career readiness and in accessing	09/21/2022 05/31/2023	Assistant Superintendent of Secondary Schools, Chief Institutional	



3C - College and Career Readiness

funding opportunities, with particular emphasis on supporting historically marginalized student populations through these efforts.

Quarterly

Effectiveness Officer

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 <p>3A - Grade and Credit Checks</p>	<p>Throughout 2022/23, with particular emphasis on emerging bilingual students, students with disabilities, students with risk factors of poverty, and students that lack specific, regular housing, secondary school leaders will use a protocol to: Monitor course grades every three weeks, identify students who are at risk of failing classes, implement strategies to support improvement of grades. Monitor high school credit accumulation each marking period to identify, and intervene on the behalf of, students who are off track in credit accumulation towards graduation. School leaders will analyze data to inform actionable strategies that support student success. District leaders will support and monitor processes.</p>	<p>09/21/2022 05/30/2023</p>	<p>Student Insight Data Dashboards; Grade Monitor Protocol, Credit Monitoring Protocol</p>	<p>Assistant Superintendent of Secondary Schools, Chief Institutional Effectiveness Officer, Chief Technology Officer</p>	
 <p>3A - Connections Follow-Up</p>	<p>By January 2023, school-based leadership will use a protocol to ensure each student that identified themselves as "not sure if they will graduate" on the annual Student Connections Survey has been followed-up with to trouble-shoot (problem-solve) perceived obstacles.</p>	<p>09/21/2022 01/31/2023</p>	<p>Connections Follow-Up Protocol</p>	<p>Assistant Superintendent of Secondary Schools, Chief Institutional Effectiveness Officer, Chief Technology Officer</p>	
	<p>Throughout 2022/23, PSD will pilot the following equitable grading practices at two secondary schools: • Implement consistent grading practice that provides equal-interval property (e.g., 0–5-point scale), better reflecting learning that has occurred. •</p>		<p>Various publications and</p>	<p>Assistant Superintendent of Secondary Schools, Chief</p>	



3B - Pilot Grading Practices

70/30 gradebook categories for summative assessments and “other” in all PSD gradebooks. • Teachers input at least one grade per 2 weeks and will contact parents/guardians if a student reaches a “D” average. • No extra credit or bonus work. • Implement a process for students to retake assessments and redo work and/or have additional opportunities to demonstrate mastery.

09/21/2022
05/31/2023

national research (e.g., Grading for Equity by Joe Feldman).

Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer



3B - Recommendations

By December 22, 2022, a representative committee, including PSD technical experts, will provide final recommendations/specifications to Cabinet.

09/21/2022
12/25/2022

Various publications and national research (e.g., Grading for Equity by Joe Feldman)

Assistant Superintendent of Secondary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer



3C - CCR Measure Access

Throughout 2022/23, school and district leaders will use a protocol to monitor College and Career Readiness (CCR) indicator access & completion, intervening to assure access as needed.

09/21/2022
05/31/2023

CCR Monitor Protocol, Exit Survey Protocol

Assistant Superintendent of Secondary Schools, Chief Institutional Effectiveness Officer



3C - Math Placement Equity

By December 2022, complete a system wide review of data-informed math placement decisions at the 7th and 8th grade levels. Insights gained will be used to inform additional action step planning.

09/21/2022
12/25/2022

Statistical Software

Chief Institutional Effectiveness Officer



3C - FAFSA Support

By February each year, all 12th grade students will complete the 30-minute Individual Career Academic Plan (ICAP) Lesson titled “Financial Impacts of Life after High School” in which students explore financial aid options for post-secondary education/training and learn about the Free Application for Federal Student Aid (FAFSA) process. PSD will explore FAFSA completion rate monitoring and support options.

09/21/2022
02/28/2023

FAFSA website
and support
materials

Assistant
Superintendent of
Secondary
Schools, Chief
Institutional
Effectiveness
Officer



3C - Senior Exit System Wide Survey

By May 2023, all 12th grade students will complete the 30-minute ICAP Lesson titled “Senior Exit Survey” in which students provide feedback to PSD and list the post-secondary options they feel prepared for after graduation. School leaders will use a protocol to analyze these data which will inform actionable strategies and interventions required for student success. District leaders will support and monitor processes.

09/21/2022
05/31/2023

Exit Survey
Protocol

Assistant
Superintendent of
Secondary
Schools, Chief
Institutional
Effectiveness
Officer



3B - Implement Grading Practices

Beginning Fall 2023, PSD will implement adopted recommendations/specifications system wide, in a phased approach over the following three years.

08/15/2023
05/31/2024

Various
publications and
national research
(e.g., Grading for
Equity by Joe
Feldman)

Assistant
Superintendent of
Secondary
Schools, Chief
Equity and
Academic Officer,
Chief Technology
Officer, Chief
Institutional
Effectiveness
Officer

School Target Setting



Priority Performance Challenge : Literacy Instruction and Practice



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2022-2023: PSD will monitor an “achievement effect size” which is the difference between the mean grade-level outcome, national or state depending on the assessment, and the PSD mean outcome divided by the standard deviation of the underlying assessment distribution for the norm population. The difference in mean outcomes is therefore provided in terms of "standard deviation units". The PSD target on this metric is 0.25 or greater (a small to medium positive effect size). 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. Effect size comparisons across different assessment programs makes sense since the unit of measure is a standard deviation unit (i.e., a unit of "unusualness") and this metric has a similar interpretation across different assessment programs. Note that the PSD target of an achievement effect size of 0.25 or higher based on the state assessment system outcomes (CMAS, PSAT, SAT) is equivalent to the PSD average outcome being at or above the state's 60th percentile outcome (i.e., well above average).

2023-2024: The PSD target achievement effect size is 0.25 or greater (a small to medium positive effect size) on the CMAS, PSAT, and SAT assessments.

INTERIM MEASURES FOR 2022-2023: PSD will monitor our outcomes against our declared targets at least quarterly through a combination of NWEA MAP, Acadience, CMAS, PSAT, and SAT assessment programs. PSD will monitor achievement effect sizes based on NWEA MAP (grades 2-8), and Acadience (grades K-3) assessments, each given up to three times a year. PSD will monitor outcomes relative to the same 0.25 (or 60th percentile) target. These monitored outcomes are available to the public through use of an online data analytics platform called "System Insight". Longitudinal trends in achievement effect size are presented visually and through tabled data. Trends up or down are easily identified using System Insight. PSD will be monitoring these trends very closely as it is the trend data that flagged literacy as a Priority Performance Challenge in our review of system outcomes.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

2022-2023: PSD will monitor an “achievement effect size” which is the difference between the mean grade-level outcome, national or state depending on the assessment, and the PSD mean outcome divided by the standard deviation of the underlying

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TARGETS

assessment distribution for the norm population. The difference in mean outcomes is therefore provided in terms of "standard deviation units". The PSD target on this metric is 0.25 or greater (a small to medium positive effect size) for student subgroups based on ethnicity, socio-economic status, English learner status, and disability status. 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. Effect size comparisons across different assessment programs makes sense since the unit of measure is a standard deviation unit (i.e., a unit of "unusualness") and this metric has a similar interpretation across different assessment programs. In this way, PSD is able to monitor our outcomes against our declared targets at least quarterly through a combination of NWEA MAP, Acadience, CMAS, PSAT, and SAT assessment programs. Note that the PSD target of an achievement effect size of 0.25 or higher for student subgroups based on ethnicity, socio-economic status, English learner status, and disability status will be based on the state assessment system outcomes (CMAS, PSAT, SAT).

2023-2024: The PSD target achievement effect size is 0.25 or greater (a small to medium positive effect size) on the CMAS, PSAT, and SAT assessments for student subgroups based on ethnicity, socio-economic status, English learner status, and disability status.

INTERIM MEASURES FOR 2022-2023: PSD will monitor achievement effect sizes based on NWEA MAP (grades 2-8), and Acadience (grades K-3) assessments, each given up to three times a year. PSD will monitor outcomes relative to the same 0.25 (or 60th percentile) target. PSD will monitor these measures for student subgroups (ethnicity, socio-economic status, English learner status, and disability status). These monitored outcomes are available to the public through use of an online data analytics platform called "System Insight". Longitudinal trends in achievement effect size are presented visually and through tabled data. Trends up or down are easily identified using System Insight. PSD will be monitoring these trends very closely as it is the trend data that flagged literacy as a Priority Performance Challenge in our review of system outcomes.



Priority Performance Challenge : Mental Health/Belonging



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

2022-2023: To gather information regarding student connections and social-emotional learning competencies, an online PSD Student Connections Survey is delivered to all 4th-12th grade PSD students during October and November of each year. The

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online survey is made available to students in three languages: English, Spanish, and Mandarin. Students' responses to the Connections Survey are intended to help PSD staff learn more about students' academic and social connections within school. Connections are the result of feeling understood, cared about, supported, and valued. Feeling connected to others helps us to be motivated toward a positive future and make the most of our educational experiences. The Student Connections Survey is designed with four areas of focus: student-to-adult connections, student-to-student connections, student-to-interests' connections, and safety. A Social Emotional Learning (SEL) subscale is included as well. PSD also gathers feedback on a several open-ended items regarding graduation expectations for 6th-12th grade respondents and several interests and passions items for all grade levels. Target: Percent agreement on the PSD Student Connections Survey subscales 90% indicating strong connections to adults at school, other students, and interests/passions.

2023-2024: Target: Percent agreement on the PSD Student Connections Survey subscales 90% indicating strong connections to adults at school, other students, and interests/passions.

INTERIM MEASURES FOR 2022-2023: PSD has a data analytics platform called "Student Insight" that includes school-level (and district-level) views of student discipline and behavior data, and this dashboard is refreshed nightly. As discipline and behavior outcomes are related to student connections, social emotional learning competencies, mental health, and feelings of belonging; these data can be used as interim measures to monitor this this priority performance challenge.



Priority Performance Challenge : Graduating with Options



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

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TARGETS

2022-2023: 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.

2023-2024: 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.

INTERIM MEASURES FOR 2022-2023: Based on credit accumulation, 85% of 9th-12th grade students will be on track to graduate within 4 years of transition into 9th grade. These data are available to be analyzed quarterly. PSD makes these data available to our staff via the Student Insight analytics platform.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Disaggregated Grad Rate

ANNUAL PERFORMANCE TARGETS

2022-2023: 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, 85% of PSD students by student subgroups based on ethnicity, socio-economic status, English learner status, and disability status will graduate within 4 years of transition into 9th grade.

2023-2024: 100% of PSD students will successfully complete their PreK-12 education. As a leading indicator toward this completion target, 85% of PSD students by student subgroups based on ethnicity, socio-economic status, English learner status, and disability status will graduate within 4 years of transition into 9th grade.

INTERIM MEASURES FOR 2022-2023: Based on credit accumulation, 85% of 9th-12th grade students by student subgroups based on ethnicity, socio-economic status, English learner status, and disability status will be on track to graduate within 4 years of transition into 9th grade. These data are available to be analyzed quarterly. PSD makes these data available to our staff via the Student Insight analytics platform.