PSD Unified Improvement Plan 2022-2023 SY for Approval – Easy to Read Version

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

Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the 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 the reflection and evaluation, provide a summary of the adjustments that will be made 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

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 2021achievement 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. The general pattern of decline in reading growth continued in 2021/22.

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 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 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.

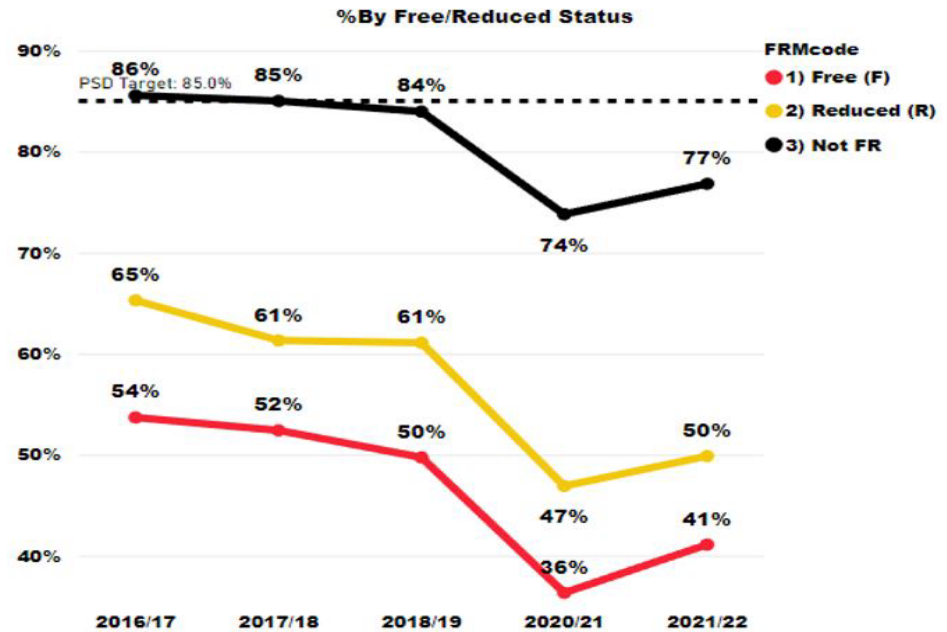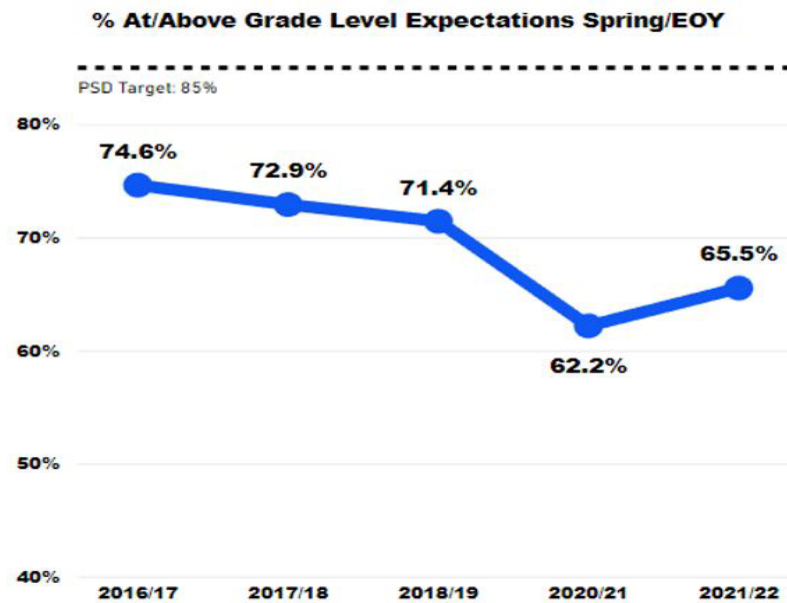**Magnitude of Performance Challenges and Rationale for Selection:**

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

% At/Above Grade Level Expectations Spring/EOY

PSD Target: 85%

- 74.6% (2016/17)
- 72.9% (2017/18)
- 71.4% (2018/19)
- 62.2% (2020/21)
- 65.5% (2021/22)

%By Free/Reduced Status

PSD Target: 85.0%

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

Not FR: 86%, 85%, 84%, 74%, 77%
Reduced: 65%, 61%, 61%, 47%, 50%
Free: 54%, 52%, 50%, 36%, 41%

Years: 2016/17, 2017/18, 2018/19, 2020/21, 2021/22

PSD sees evidence that some groups of students, such as students that identify as LGBQT, self-report elevated mental health risks factor rates.
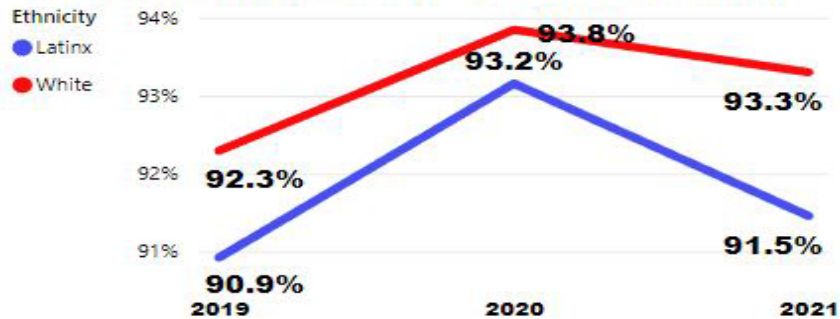
Mental Health/Belonging - Healthy Kids 2021

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

Ethnicity
- Latinx
- White

94%
93%
92%
91%

93.8%
93.2%
93.3%
92.3%
91.5%
90.9%

2019   2020   2021

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

Ethnicity
- Latinx
- White

88%
87%
86%
85%

88.5%
87.0%
87.0%
86.3%
85.8%
85.1%

2019   2020   2021

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

Ethnicity
- Latinx
- White

75%
70%
65%

74.4%
72.9%
73.5%
70.3%
68.2%
64.9%

2019   2020   2021
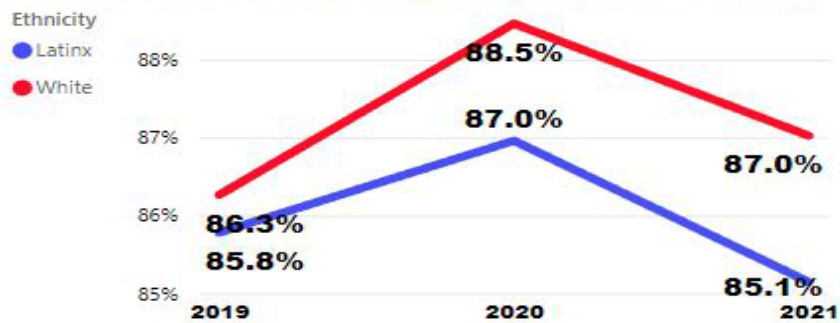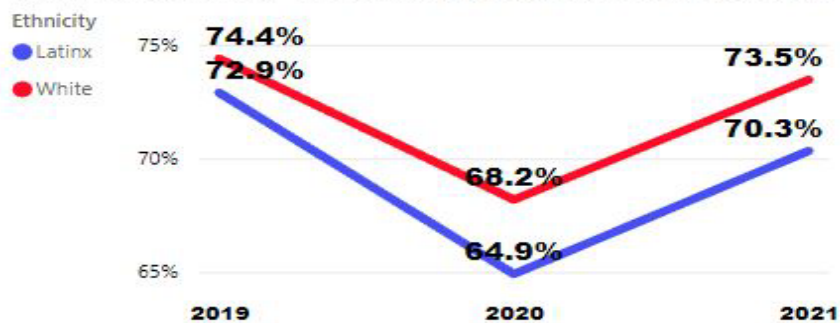
Poudre School District graduation rates are NOT commensurate with other top-performing large Colorado districts nor are they commensurate with PSD students' demonstrated levels of college and career readiness.

4-Year Graduation Rates

Prior Year SAT EBRW (11th Grade)

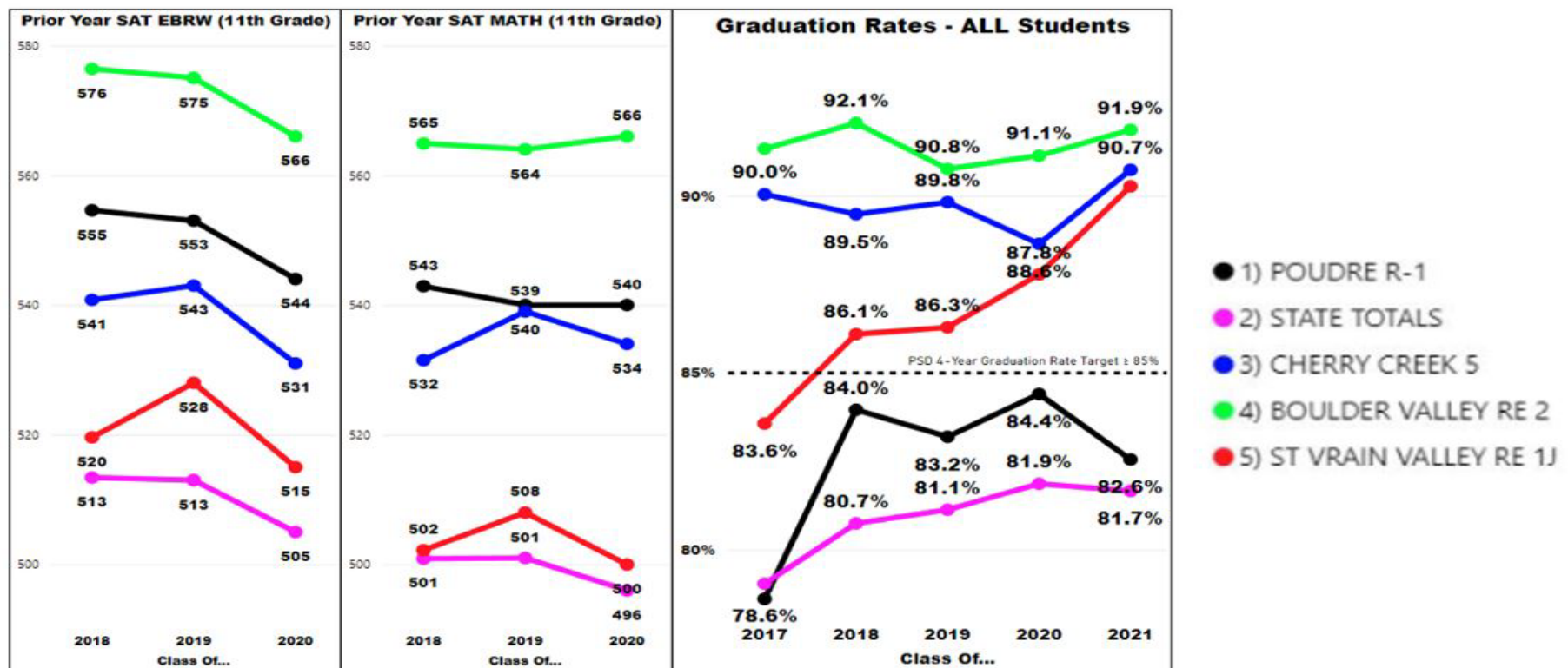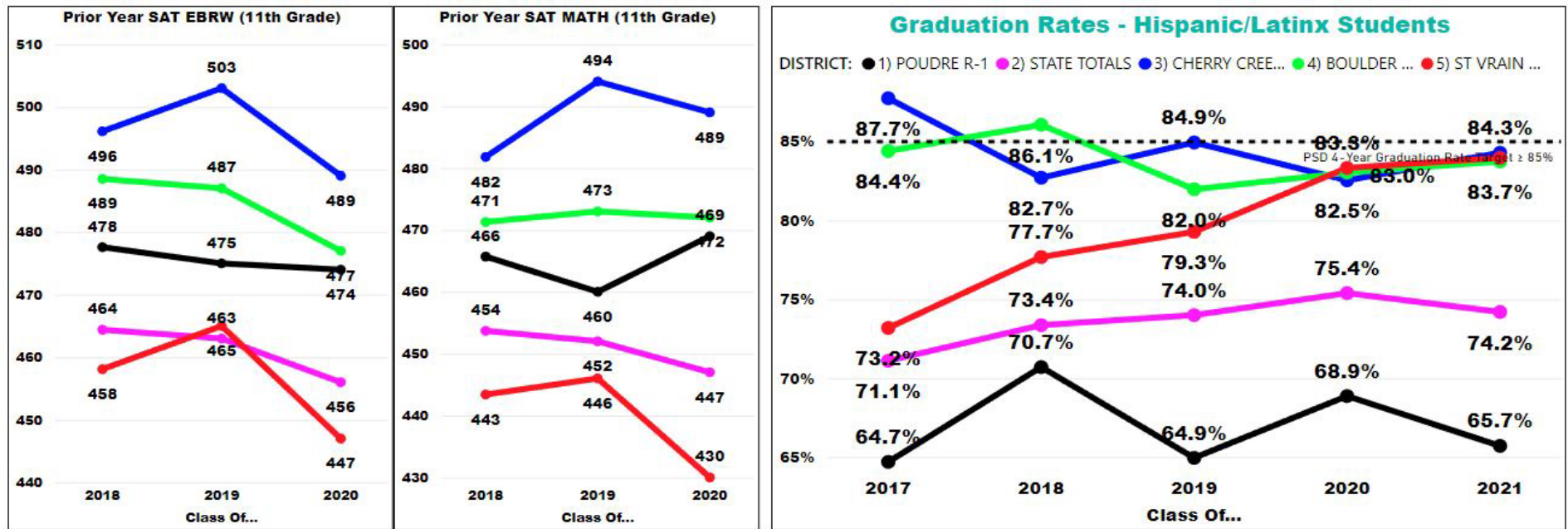| Class Of...	2018	2019	2020
Boulder Valley RE 2	576	575	566
Poudre R-1	555	553	544
Cherry Creek 5	541	543	531
St Vrain Valley RE 1J	520	528	515
State Totals	513	513	505

Prior Year SAT MATH (11th Grade)

Class Of...	2018	2019	2020
Boulder Valley RE 2	565	564	566
Poudre R-1	543	539	540
Cherry Creek 5	532	540	534
St Vrain Valley RE 1J	502	508	500
State Totals	501	501	496

Graduation Rates - ALL Students

Poudre R-1: 78.6% (2017), 84.0% (2018), 83.2% (2019), 84.4% (2020), 81.9% (2021)

PSD 4-Year Graduation Rate Target ≥ 85%

State Totals: 80.7% (2018), 81.1% (2019), 82.6% (2020), 81.7% (2021)

Cherry Creek 5: 90.0%, 89.5%, 89.8%, 87.8%/88.6%, 90.7%

Boulder Valley RE 2: 92.1%, 90.8%, 91.1%, 91.9%

St Vrain Valley RE 1J: 83.6%, 86.1%, 86.3%, 90.7%

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

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.

Prior Year SAT EBRW (11th Grade)

Class Of...	2018	2019	2020
(blue)	496	503	489
(green)	489	487	489
(black)	478	475	477
(magenta)	464	465	456
(red)	458	463	447

Prior Year SAT MATH (11th Grade)

Class Of...	2018	2019	2020
(blue)	482	494	489
(green)	471	473	469
(black)	466	460	472
(magenta)	454	452	447
(red)	443	446	430

Graduation Rates - Hispanic/Latinx Students

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

PSD 4-Year Graduation Rate Target ≥ 85%

Class Of...	2017	2018	2019	2020	2021
(black) POUDRE R-1	64.7%	71.1%	64.9%	68.9%	65.7%
(magenta) STATE TOTALS	73.2%	73.4%	74.0%	75.4%	74.2%
(blue) CHERRY CREEK	87.7%	86.1%	84.9%	83.0%	83.7%
(green) BOULDER	84.4%	84.9%	82.0%	83.3%	84.3%
(red) ST VRAIN	70.7%	77.7%	82.7%	82.5%	83.9%

Note: Some data labels (79.3%) appear near the ST VRAIN/STATE lines.

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 on, 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, 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.
PD	Professional Development
PSAT	Preliminary Scholastic Aptitude Test. Given to freshman & sophomores as an indicator of preparedness for the SAT.
Percentile Rank	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 (range 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.

RtI   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 to access the learning environment

Priority Performance Challenges

Priority Performance Challenge 1: 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 a strong foundation through structured literacy practices in the early grades extending into the upper grades in response to student needs. PSD will provide all students access to grade-level, or higher, instruction aligned with Colorado Academic Standards that utilizes high-quality text(s) and tasks 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.

Priority Performance Challenge 2: 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 LGBQT, self-report elevated mental health risk factor rates. To address these challenges, PSD is developing and implementing practices to ensure people are listened to, appreciated, validated, accepted, and treated with dignity/respect throughout their PSD experience.

Priority Performance Challenge 3: 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.

Provide a rationale for how these Root Causes were selected and verified:

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 deep 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.

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

Root Cause(s) Addressed: 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.

What success looks 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.

Status	Action Steps
Continuous Implementation (On-Track	**Name: 1A – Districtwide Literacy Practices** **Description:** 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. **Action Step Implementation Benchmarks:** 1) By October 2022, all principals will learn how to determine whether a text is "complex" and "at grade level". 2) By February 2023, ensure all school leadership teams understand the principles and use of teaming protocols toward developing collective teacher efficacy. 3) 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. 4) 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. **Resources:** District-provided materials/text(s), literacy PD offered through PSD, PSD Teaming website resources and professional collaboration time to implement **Key Performance Indicators:** Grades PreK-11 achievement and growth (Acadience/CMAS/MAP/IDEL/PSAT/SAT), READ Plan Progress **Observable Adult Practices:** (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. Learning Walks will be utilized to calibrate and monitor implementation.

Key Personnel: Superintendent, Chief Equity & Academic Officer, Assistant Superintendent Secondary Schools, Assistant Superintendent Elementary Schools

Continuous Implementation (On-Track	**Name: 1B – Tier 1 Early Literacy (PreK-3)** **Description:** PSD will monitor and provide Universal Tier-1 instruction that is differentiated to meet the needs of all students and targeted supports for students who are not meeting proficiency targets in grades Pre-K through 3rd grade in reading. 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. **Action Step Implementation Benchmarks:** 1) By October 2022, Elementary Literacy Team refines the PSD Observable Classroom Practices Rubric (5 components of PSD Structured Literacy). 2) By February 2023, ensure all school leadership teams understand the principles and use of teaming protocols toward developing collective teacher efficacy. 3) By February 2023, PreK-3 educators will be supported in implementing practices described as "effective" or "highly 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. 4) By August 2023, 100% of K-3 literacy teachers will have met the READ Act requirement for evidence-based foundational skills of reading. 5) By August 2023, adopt (K-5) and implement (K-2 minimum) a "CDE Advisory List approved" PSD literacy curriculum. 6) By January 2024, PreK-3 educators have consistently implemented practices described as "effective" or "highly effective" on the Observable Classroom Practices Rubric. **Resources:** Observable Classroom Practices Rubric, TS Gold, Acadience, MAP, IDEL, 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 **Key Performance Indicators:** Grades PreK-3 Achievement and Growth (TS Gold/Acadience/MAP/IDEL/CMAS), READ Plan Progress **Observable Adult Practices:** Learning Walks will be utilized to calibrate and monitor implementation of Structured Literacy and Observable Classroom Practices. **Key Personnel:** Chief Equity and Academic Officer, Assistant Superintendent of Elementary Schools, Director of Curriculum, Director of Teaching and Learning

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

Root Cause(s) Addressed: 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.

What success looks 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.

Status	Action Steps
Continuous Implementation (On-Track	**Name: 2A – Restorative Practices** **Description:** 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. **Implementation Benchmarks:** 1) By January 2023, a Restorative Practices Leadership Team from each PSD school will complete a Tier 1 Restorative Practices training. 2) By March 2023, PSD schools will implement "Classroom Check-In" or "Talking Circle" opportunities for students (creates space for regulation & connection). 3) 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? 4) 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. **Resources:** Tiered Fidelity Inventory and Self-Assessment Survey **Key Performance Indicator:** Student Connections Survey results regarding student-to-student and student-to-adult connections, Discipline rate parity by student demographics available in Equity Insight **Observable Adult Practices:** Observation of restorative practices circles and restorative dialogue within our classrooms and across all schools. **Key Personnel:** Chief Equity and Academic Officer, Director of Student Services, Behavior-Prevention and Intervention Coordinator
Continuous Implementation (On-Track)	**Name: 2B – Opportunity and Discipline Structural Interventions** **Description:** District and building administrators will identify and address structural sources of inequities in the PSD student and family experience. **Implementation Benchmarks:** 1) 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. 2) 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. 3) 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. **Resources:** Equity Insight dashboard, Student Insight Discipline dashboard, Incident Reporting Platform ("See Something, Say Something") **Key Performance Indicator:** Student Connections, Opportunity and discipline rate parity by student demographics available in Equity Insight **Observable Adult Practices:** Incident Reporting Platform response records, aligned/data-informed math placement, evidence of addressing barriers via policy/practice

	Key Personnel: Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer
Continuous Implementation (On-Track)	**Name: 2C – Community Partnership and Family Engagement** **Description:** 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. **Implementation Benchmarks:** 1) 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. 2) 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. 3) Through partnership with local government, community agencies, and families; expand students' density of connections to healthy adults and opportunities that support social-emotional wellness, personal-interests (e.g., art, music, theatre), and career-exploration. 4) 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.

	Resources: 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. **Key Performance Indicator:** Student Connections, Opportunity rate parity by student demographics available in Equity Insight **Observable Adult Practices:** Meetings and follow-through on community action step commitments to realize progress of listed benchmarks **Key Personnel:** Superintendent, Assistant Superintendent of Secondary Schools, Assistant Superintendent of Elementary Schools, Chief Equity and Academic Officer, Chief Institutional Effectiveness Officer

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

Root Cause(s) Addressed: 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.

What success looks 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.

Status	Action Steps
Continuous Implementation (On-Track)	**Name: 3A – Graduation Rate Structural Interventions** **Description:** 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 PreK-12 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. **Implementation Benchmarks:** 1) 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.

	2) 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. **Resources:** Student Insight Data Dashboards; Grade Monitor Protocol, Credit Monitoring Protocol, Connections Follow-Up Protocol **Key Performance Indicator:** On-Track to Graduate Percentages, Graduation/Completion Rates, Graduation rate parity by student demographics **Observable Adult Practices:** Completion and use of tracking information as product of protocols. **Key Personnel:** Assistant Superintendent of Secondary Schools, Chief Institutional Effectiveness Officer, Chief Technology Officer
Continuous Implementation (On-Track)	**Name: 3B – Systematize Grading for Equity Practices** **Description:** PSD will implement districtwide expectations regarding uniform grading practices that support student learning and self-efficacy as a learner. **Implementation Benchmarks:** 1) 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. • 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. 2) By December 22, 2022, a representative committee, including PSD technical experts, will provide final recommendations/specifications to Cabinet.

	3) Beginning Fall 2023, PSD will implement adopted recommendations/specifications systemwide, in a phased approach over the following three years. **Resources:** Various publications and national research (e.g., Grading for Equity by Joe Feldman). **Key Performance Indicator:** On-Track to Graduate Percentages, and Completion/Graduation Rates **Observable Adult Practices:** Classroom gradebooks, Printed Course Syllabi, Classroom observations by Administrators and Department Leads **Key Personnel:** Assistant Superintendent of Secondary Schools, Chief Equity and Academic Officer, Chief Technology Officer, Chief Institutional Effectiveness Officer
Continuous Implementation (On-Track)	**Name: 3C – College and Career Readiness** **Description:** Ensure math placement/acceleration decisions are based on data-informed processes, students are supported in demonstrating their college/career readiness and in accessing funding opportunities, with particular emphasis on supporting historically marginalized student populations through these efforts. **Implementation Benchmarks:** 1) 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. 2) By December 2022, complete a systemwide 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. 3) 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. 4) 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.

Resources: CCR Monitor Protocol, Exit Survey Protocol
Key Performance Indicator: Post-secondary matriculation data, FAFSA completion data, graduation/completion rates (overall and by subgroups)
Observable Adult Practices: Use of CCR Monitor Protocol, ICAP completion rates on two specified lessons, and use of Exit Survey Protocol
Key Personnel: Assistant Superintendent of Secondary Schools, Chief Institutional Effectiveness Officer

Target Setting

Priority Performance Challenge: Academic Achievement (Status)
Measures / Metrics: ELA

Annual Performance Targets 2022-23:
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).

Annual Performance Targets 2023-24:
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.

Priority Performance Challenge: Academic Achievement (Status)
Measures / Metrics: ELA

Annual Performance Targets 2022-23: 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) 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).

Annual Performance Targets 2023-24: 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: Student Engagement
Measures / Metrics: Supplemental Measures

Annual Performance Targets 2022-23:
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 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.

Annual Performance Targets 2023-24:
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: Postsecondary & Workforce Readiness
Measures / Metrics: Graduation Rate

Annual Performance Targets 2022-23:
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.

Annual Performance Targets 2023-24:
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.

Priority Performance Challenge: Postsecondary & Workforce Readiness
Measures / Metrics: Disaggregated Grad Rate

Annual Performance Targets 2022-23:
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.

Annual Performance Targets 2023-24:
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.