# Unified Improvement Plan
# Fall 2022

Poudre School District | Dwayne Schmitz

Chief Institutional Effectiveness Officer

# Accountability Timeline/Context

Unified Improvement Plan Submissions Due (if not utilizing biennial flexibility) October 25th, 2022



**2019-20**
- Accountability Pause
- CMAS, P/SAT Suspended

**2020-21**
- Accountability Pause
- Alternating Assessment

**2021-22**
- Transitional Accountability
- Full State Assessments

# Aligning System Improvement

**Strategic Plan**

(*includes* academics/*budget/operations/staffing, ≈3-5 years timeframe*)
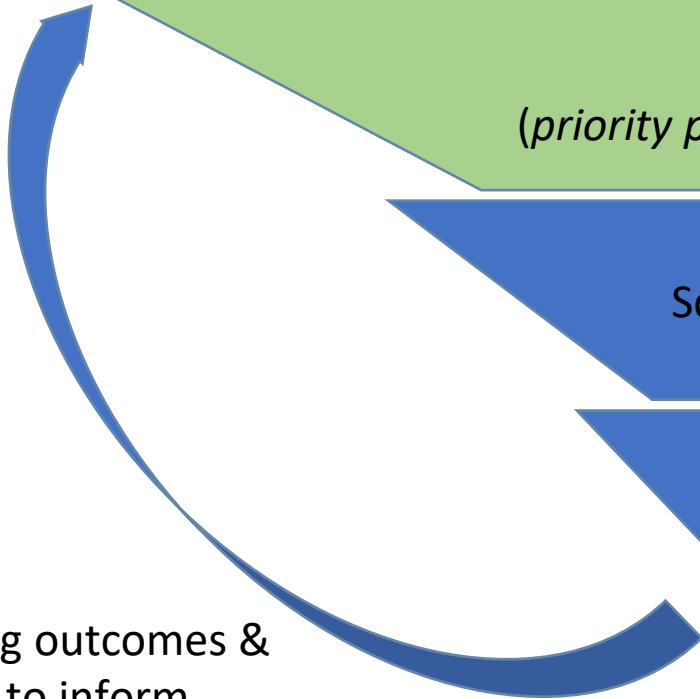
**District Unified Improvement Plan**
(*priority performance challenges, 1-3 years timeframe*)

**School Unified Improvement Plans**

**DE 1.0 Monitoring Report**

**Keystone Metrics**

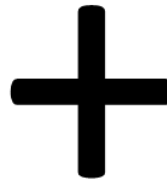Monitoring outcomes & processes to inform improvement efforts

# Unified Improvement Planning Flow Map

# Indicator Rating Totals

**Elementary and Middle Schools: Indicator Weighting**

Growth 60%

Achievement 40%

**High Schools and Districts: Indicator Weighting**

PWR 30%

Achievement 30%
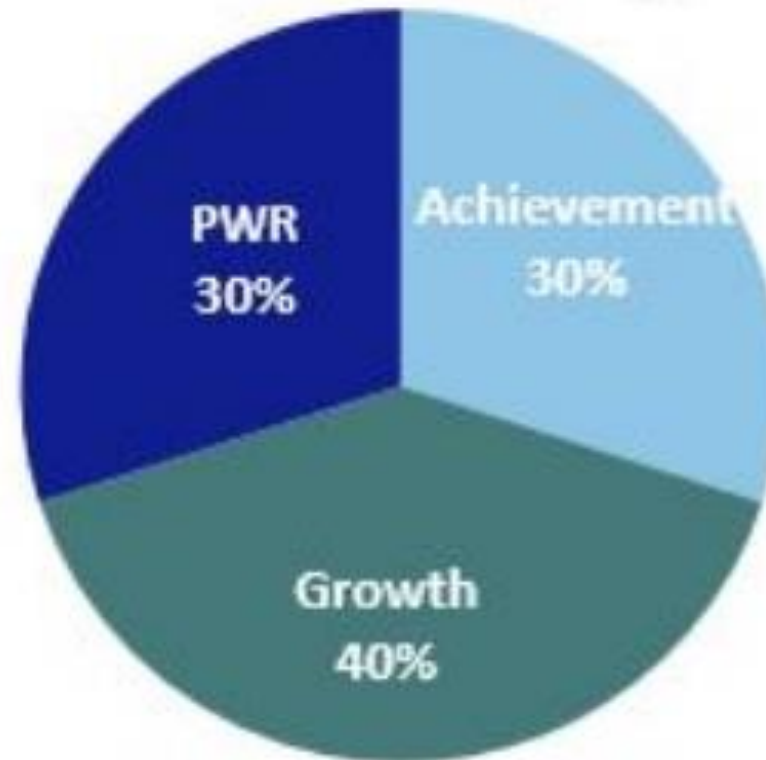
Growth 40%

**2022 Growth Data Availability - Elementary**

4th Grade English/Language Arts

~~4th Grade Math~~

~~5th Grade ELA~~

5th Grade Math

**2022 Growth Data Availability – Middle School**

6th Grade ELA

~~6th Math~~

~~7th Grade ELA~~

7th Grade Math

8th Grade ELA

~~8th Grade Math~~

Elementary and Middle School Weightings

60% - Academic Growth

40% - Academic Achievement
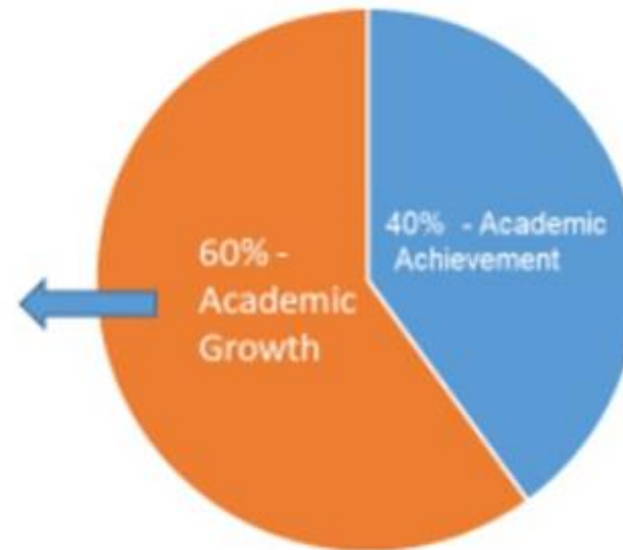
# Growth Availability-High Schools

High Schools and Districts
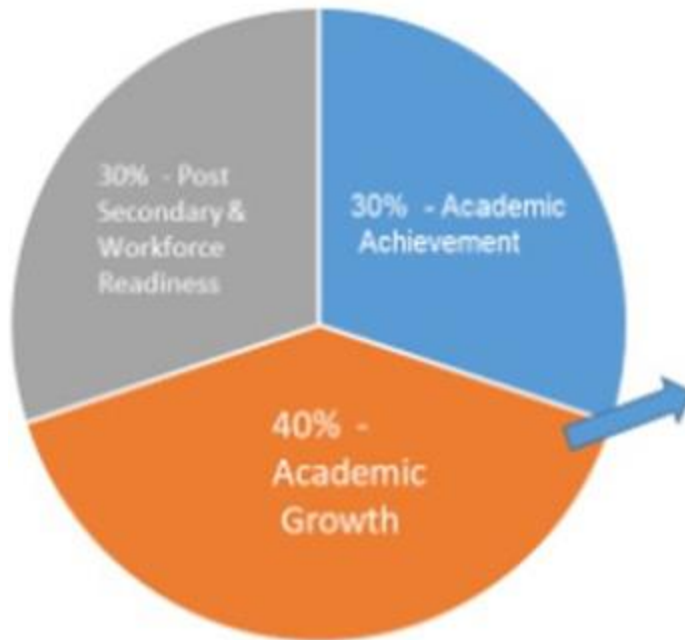


| 2022 Growth Data Availability – High School |
|---|
| ~~9th Grade Evidence-Based Reading & Writing*~~ |
| 9th Math |
| 10th Grade EBRW |
| 10th Grade Math |
| 11th Grade EBRW |
| 11th Grade Math |

| 2022 Growth Data Availability – Districts |
|---|
| Available: 4th g ELA, 5th g Math, 6th g ELA, 7th g Math, 8th g ELA, 9th g Math, 10th g EBRW, 10th g Math, 11th g EBRW, 11th g Math |
| Not Available: 4th g Math, 5th g ELA, 6th g Math, 7th g ELA, 8th g Math, 9th g EBRW |

* 8-9th grade growth in ELA/EBRW has not been historically released due to test construct alignment issues and was not included in the original 2019 framework calculation.

**1550: Poudre R-1**                                                      Grade Levels: EMH - (1 Year)

| Accreditation Rating | Official Rating based on 1-Year DPF Report |
|---|---|
| **Accredited: Low Participation** | 63.6/100 Points Earned |

Distinction

**63.6%**

Accredited

Improvement

Priority Imp

Turnaround

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Accreditation categories are based on the total percentage of points earned.

*Accredited with Distinction:* 74.0% - 100%

*Accredited:* 56.0% - 73.9%

*Accredited with Improvement Plan:* 44.0% - 55.9%

*Accredited with Priority Improvement Plan:* 34.0% - 43.9%

*Accredited with Turnaround Plan:* 0.0% - 33.9%

*Insufficient State Data:* No reportable achievement and growth data.

**Indicator Rating Totals**

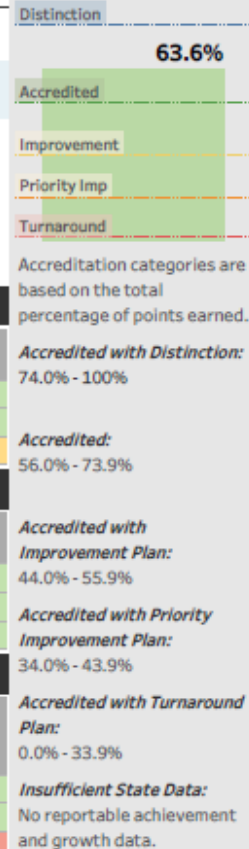| Performance Indicator | Percent of Points Earned | Points Earned/Eligible | Rating |
|---|---|---|---|
| Academic Achievement | 64.6% | 19.4/30 | Meets |
| Academic Growth | 64.3% | 25.7/40 | Meets |
| Postsecondary & Workforce Readiness | 61.5% | 18.5/30 | Approaching |

**Assurances**

| | Rating |
|---|---|
| Accountability Participation Rate | Meets 95% |
| Finance | Meets Requirements |
| Safety | Meets Requirements |

**Test Participation Rates***

| Subject | Total Records | Valid Scores | Participation Rate | Parent Excusals | Accountability Participation Rate | Rating |
|---|---|---|---|---|---|---|
| English Language Arts | 20,053 | 17,080 | 85.2% | 2,529 | 97.6% | Meets 95% |
| Math | 20,055 | 17,072 | 85.1% | 2,568 | 97.6% | Meets 95% |
| Science | 6,669 | 4,054 | 60.8% | 2,164 | 90.0% | Does Not Meet 95% |

**Summary of Ratings by EMH Level**

| EMH Level | Performance Indicator | Percent of Points Earned | Points Earned/Eligible | Rating | Points by Level | Overall Rating by Level |
|---|---|---|---|---|---|---|
| Elementary | Academic Achievement | 65.6% | 26.2/40 | Meets | 66.9% | Accredited |
| | Academic Growth | 67.9% | 40.7/60 | Meets | | |
| Middle | Academic Achievement | 63.5% | 25.4/40 | Meets | 60.2% | Accredited |
| | Academic Growth | 58.0% | 34.8/60 | Approaching | | |
| High | Academic Achievement | 64.6% | 19.4/30 | Meets | 64.7% | Accredited |
| | Academic Growth | 67.0% | 26.8/40 | Meets | | |
| | Postsecondary & Workforce Readiness | 61.5% | 18.5/30 | Approaching | | |

# Indicator Rating Totals

## Indicator Rating Totals

| Performance Indicator | Percent of Points Earned | Points Earned/ Eligible | Rating |
|---|---|---|---|
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# Priority Performance Challenges (PPC)

1. Should be selected from **trends that are a concern** for the school/district.

1. Should be specific statements about **student outcomes**.

1. They are **not action steps** that need to be taken, or concerns about adult behaviors or systems like budget, staffing, curriculum, or instruction.

# Priority Performance Challenges (PPC)

**PSD review of longitudinal trends and current state indicates:**
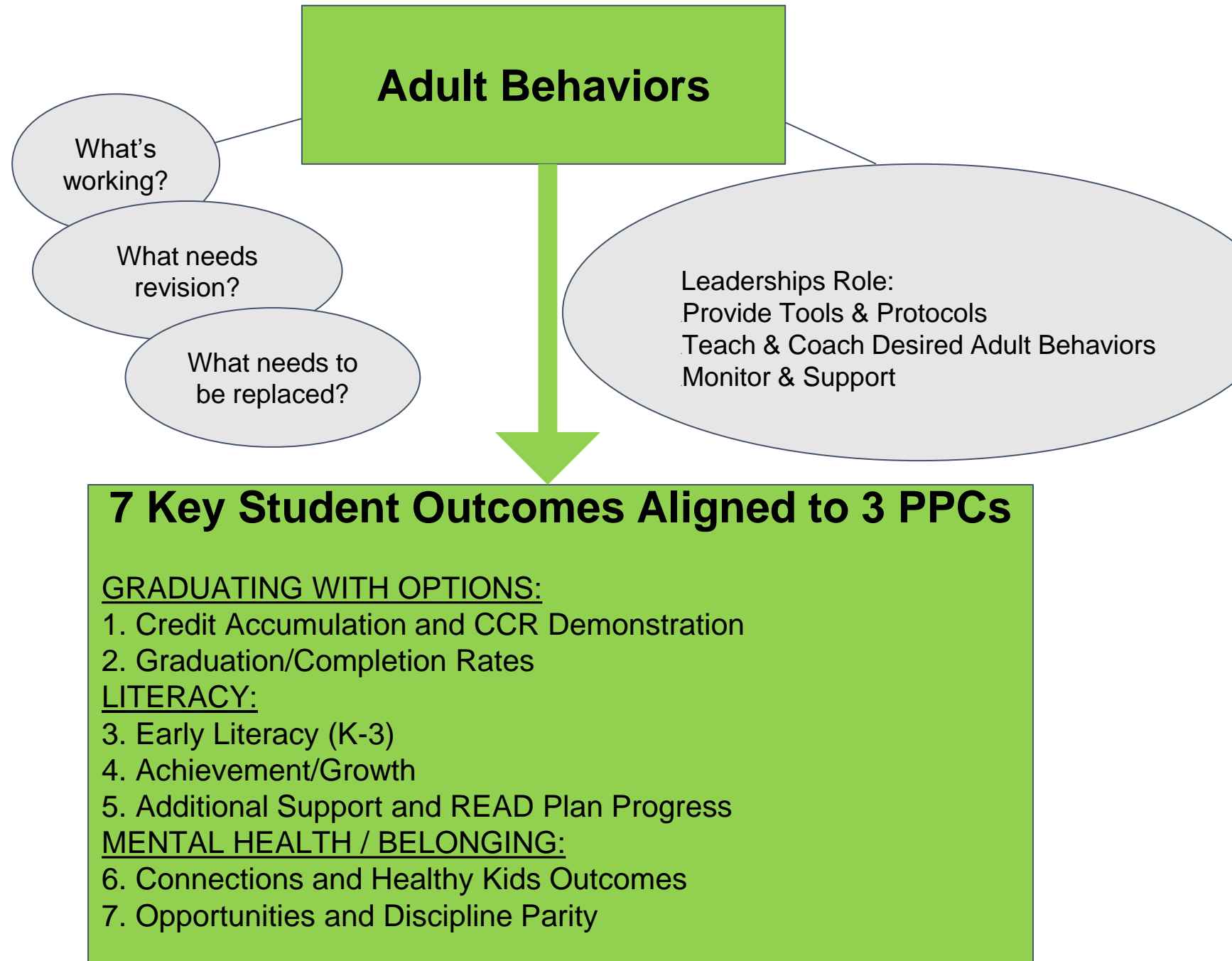
- Literacy
- Mental Health/Belonging
- Graduating with Options

*Note: PSD Board of Education and the District Accountability Committee (DAC) validated these three priority performance challenges as the right areas of focus for 2022/23.*

✓ **Are we in alignment regarding the PPCs selected?**

□ **What adult behaviors will lead to improved key student outcomes?**

□ **How do leaders support and monitor these adult behaviors?**

**Adult Behaviors**

What's working?

What needs revision?

What needs to be replaced?

Leaderships Role:
Provide Tools & Protocols
Teach & Coach Desired Adult Behaviors
Monitor & Support

**7 Key Student Outcomes Aligned to 3 PPCs**

GRADUATING WITH OPTIONS:
1. Credit Accumulation and CCR Demonstration
2. Graduation/Completion Rates
LITERACY:
3. Early Literacy (K-3)
4. Achievement/Growth
5. Additional Support and READ Plan Progress
MENTAL HEALTH / BELONGING:
6. Connections and Healthy Kids Outcomes
7. Opportunities and Discipline Parity

# Literacy

# Priority Performance Challenge

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.

# 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.

# 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

# 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

# Mental Health / Belonging

# Priority Performance Challenge

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 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.

# 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.

# 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

**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 2023, 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

**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

# Graduating with Options

# Priority Performance Challenge

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(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.

# 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

# 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 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

**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

**Performance Indicator:** Academic Growth
**Measures / Metrics:** Reading

**Annual Performance Targets 2022-23:**
PSD will monitor the "**growth effect size**" (also referred to as a "Z gain") which is the difference between beginning-of-year and end-of-year achievement effect sizes. Positive growth-effect-sizes reflect gaining ground on "academic-peers" (same grade level and initial achievement level) nationwide/statewide, a Z gain of zero indicates holding your achievement position over time relative to academic-peers. PSD student growth will exceed that of academic-peers statewide (students in the same grade level and who have similar prior year achievement scores) as demonstrated by a positive (greater than zero) growth effect size based on the State Assessment Program.

**Annual Performance Targets 2023-24:** PSD student growth will exceed that of academic-peers statewide (students in the same grade level and who have similar prior year achievement scores) as demonstrated by a positive (greater than zero) growth effect size based on the State Assessment Program. The PSD target on the growth effect size metric will be monitored overall and for student subgroups based on ethnicity, socio-economic status, English learner status, and disability status.

**Interim Measures for 2022-2023:** PSD student growth will exceed that of academic-peers nationwide (students in the same grade level and who have similar prior year achievement scores) as demonstrated by a positive (greater than zero) growth effect size based on the Acadience and NWEA MAP assessment programs' fall-to-winter and winter-to-spring assessment windows.

Discussion