



Colorado's Unified Improvement Plan for Districts

Colorado Springs 11 UIP 2021-22 | District: Colorado Springs 11 | Org ID: 1010 | Framework: Accredited with Improvement Plan: Meets 95% Participation | Draft UIP

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Executive Summary



Priority Performance Challenges

- *Academic Achievement*

- *Equity Gaps*



Root Cause

- Lack of Urgency and Accountability

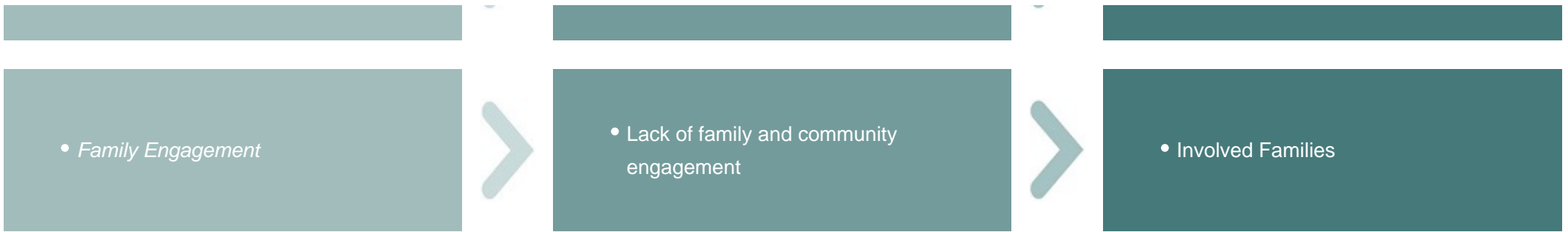
- Predictable equity gaps



Major Improvement Strategies

- Ambitious Instruction

- Culturally Responsive Practices



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

Improvement Plan Information

Additional Information about the district

The district has launched a large initiative to utilize local assessment, school climate and culture, and standards-aligned common interim assessment measures to create a vibrant data image for each student designed to guide instructional decisions, inform intervention needs, and accurately predict state assessment outcomes. These data sources are captured and used in the newly designed district One Plan which incorporates real-time data feeds with major improvement strategies designed for short-cycle goal setting and conversations. This new way of understanding and using student data should result in significant gains in academic performance across the district.

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Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

District 11 is a large, urban/suburban school district located in Colorado Springs. The enrollment in D11 has decreased over time; however, it is still one of the largest districts in the region with an enrollment of 23,026 per official student count data from October 2, 2020. Demographics of the district have changed over time with large increases in students eligible for the Free and Reduced Lunch program which is the indicator used to determine poverty rates for the district and for individual schools within the district. Title I schools are funded on the percentage of students eligible for free meals only.

Those involved in the process of data analysis include: content facilitators, including the Gifted and Talented Facilitator and the Multilingual Facilitator; the Systems Improvement Specialists; staff from the Education Insights (formerly Educational Data and Support Services) office; Executive Director of Education Insights; Executive Directors of School Leadership (EDSL); the Deputy Superintendent of Achievement, Learning and Leadership (ALL); the Title I Director; principals from Title I and non-Title I schools; teachers; district staff; parents; students; and community members. The District Accountability Committee (DAC) Accreditation sub-committee reviews the District UIP document, makes recommendations to the UIP team, and advises the Board of Education prior to formal adoption before final submission to the Colorado Department of Education (CDE) in October 2021. The recommendations from the DAC Accreditation sub-committee are incorporated into the document prior to presentation to the full DAC Committee.

The types of data reviewed and examined included CMAS; District Performance Frameworks; District Growth Summary; demographic, enrollment and mobility data; Gifted and Talented data; University of Chicago 5 Essentials (5E) survey data; Orgametrics Strategic Alignment Inventory; District Equity Audit data; district-level assessment data; and data from the community through the World C.A.F.E. processes and online parent and community survey.

Prior Year Targets

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

The 2021 spring assessment season represents an unprecedented change from prior years. State legislators reduced the number of required assessments for CMAS significantly (HB 21-1161). Students in grades 3-8 were required to take assessments in one fewer subject. Moreover, the subjects were alternated by grade. By making this change, the state reduced the number of hours spent by each student in testing while still assuring that data could be collected on school achievement during the second spring of the COVID-19 global pandemic. Additionally, with the cancelation of the 2020 state testing administration, there is a data gap between the results from 2021 and 2019.

The 2021 testing season was completely different than any other year in memory because of the response to the COVID-19 global pandemic.

Far fewer students tested in 2021 than in 2019; many of them did not test for reasons related to the pandemic.

Although we do not see major differences in CMAS participation between economic groups, we are seeing disparity between students with disabilities and different race and ethnicity groups.

We will not be able to summarize CMAS results by school, only by subject and grade level.

We are seeing a drop in CMAS performance across all grade levels and subjects from 2019 results.

Participation in high school state testing was significantly affected by the pandemic response making it impossible to compare summarized 2019 and 2021 results.

The district saw decreased academic performance compared to the state in all grade levels in English Language Arts and math based on percentile data.

Gaps persist at the district level between minority and non-minority students.

Gaps persist between economically disadvantaged students and non-economically disadvantaged students.

Additionally, a significant number of students became credit deficient through the 2020-21 school year. 15% more students received an F than in 19-20. Related to climate and culture, the district became well-organized for improvement related to creating Supportive Environments for students (+8) and grew slightly in pursuing Ambitious Instruction (+2).

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

Based on these findings, the district has significant amounts of work to do in order to improve the academic performance of our students post-COVID. Take-aways from this highly disrupted year include:

Participation will need to be encouraged in the Comprehensive District Benchmarks to obtain appropriate data on untested students and new students.

Although the data is not as valuable at the school and district level because of the drop in participation, it still tells us a great deal about the students that participated and should be used for school improvement planning through the One Plan.

The numbers of students falling in the bottom percentiles and performance levels of the state are large at scale. For many campuses, a systemic rather than targeted intervention may be appropriate to support students falling in these ranges.

Significant intervention may need to be considered for 4th grade ELA, math at all grade levels, and especially for younger readers with economic disadvantage status. Colorado saw similar disparities between 3rd and 5th grade ELA.

Economically disadvantaged students at selected schools match equity disparities in math with District. The district performed slightly better than the state in this area.

Additionally, continued work must continue to grow Effective Leadership and Ambitious Instruction which will directly impact student performance.

All of these adjustments will be made through the continued use of the One Plan that was developed last year. This online tool serves as the central planning and data monitoring application for school teams and has been built around the framework of "Data Analysis for Continuous School Improvement" (Barnhardt, 2018). Using short-cycle metrics that are responsive to interventions and treatments, school leaders are expected to review on a regular basis their data, major improvement strategies, and intervention responses driven by a diverse stream of data. This work was inaugurated in June 2021 with the first annual One Plan Symposium in which schools teams set their major improvement strategies for the year. This approach has empirical support to significantly improve student outcomes, school climate and culture, and generate high degrees of teacher buy-in.

Current Performance

• 2020-21 CURRENT PERFORMANCE

The 2021 spring assessment season represents an unprecedented change from prior years. State legislators reduced the number of required assessments for CMAS significantly (HB 21-1161). Students in grades 3-8 were required to take assessments in one fewer subject. Moreover, the subjects were alternated by grade. By making this change, the state reduced the number of hours spent by each student in testing while still assuring that data could be collected on school achievement during the second spring of the COVID-19 global pandemic. Additionally, with the cancelation of the 2020 state testing administration, there is a data gap between the results from 2021 and 2019 thereby making growth metrics impossible for 20-21.

Summarized Academic Results of the State Tests

Owing to these changes, there are also significant ramifications for how this data can be compared to the results of previous years. Although Education Insights (EI) can run analyses comparing grade level results to prior years, we cannot produce school averages. The Technical Advisory Panel for Longitudinal Growth (TAP) has not determined the future of academic growth results. With concerns about "motivational effects" and "skip-year growth calculations," the Colorado Department of Education (CDE) may choose not to make these data public especially if participation fails to reflect population invariance. Percentiles are available for each student and therefore can be analyzed by grade level and school.

Overall, CMAS results demonstrated that the district fell in its performance compared to the rest of the state in all grades and subjects. This analysis was completed using percentile data. It is possible these results are reflective of a decrease in participation of typically higher performing students. However, the entire state saw a decrease in participation. Unless that decrease was variable in subpopulations across the state, it is likely these drops in performance are reflective of an actual decrease in academic performance for the District.

As mentioned above, comparisons between overall school average will not be possible by subject; however, EI will be providing one-year result comparisons between schools by grade level.

CMAS English Language Arts Gap Analysis

In elementary, grade 3 and 5 were assessed in math. In middle, grade 7 was assessed in math.

Economic Disadvantage: As in previous years, there are significant gaps between economic advantage student results. The gaps range slightly between grades with the largest gap of 25.7 points for third grade and 18.6 points for fifth grade. Gaps persist for most schools. Seven schools demonstrated significant disparity (>30 points) between economic groups with the largest being 52 points. Four schools demonstrated inverse gaps in which economically disadvantaged students outscored non-disadvantaged students by up to 19.6 points.

Minority: The scale score gap between white and non-white students was 8 points across the district across all grades, 9 points in elementary (grades 3 and 5 assessed), and 7.3 points in 7th grade. At several schools, 7th grade non-white students outscored white students in ELA. At 17 schools, minority students outscored white students. At 10 schools, the gap between white and non-white students was significantly greater than the district average (>10 points). The greatest gap between white and minority students in CMAS ELA was 49.2 points.

CMAS Math Gap Analysis

In elementary, grade 4 was assessed in math. In middle, grades 6 and 8 were assessed in math.

Economic Disadvantage: In math, there was a 20.8-point gap between economically disadvantaged and non-disadvantaged students (-20.8 for students with economic disadvantage). Gaps persist for most schools. At 5 schools the gap was significantly higher (>30 points) than the district average. At 4 schools, disadvantaged students outperformed non-disadvantaged students.

Minority: Overall, there was a 10-point difference between white and non-white students (+10 white); +8.5 white in middle school and +14.5 in elementary school. White students outscored minority students in all middle schools. In 9 elementary schools, minority students outscored white students in math. At one school, minority students outscored white students by 19.8 points in math. At 6 schools there was a gap between white and minority significantly higher than the district average (>20 points). The largest gap in math was 41.4 points.

Comparison of 2019, 2021 Percentile Averages				
Grade	ELA		Math	
	2019	2020	2019	2020
3	44.8	43.7		
4			48.8	44.6
5	46.2	44.4		
6			43.1	42.1
7	48.5	43.4		
8			42.1	40.1
	EBRW**		MATH**	
9*	45.7	49.4	41.9	40.1
10*	46.0	46.0	38.1	39.1
11*	41.5	43.5	37.3	37.1

*National percentile score averages from PSAT8/9, PSAT10, and SAT.

**Because of significant disparities in subgroup and overall participation for high school state testing, these numbers are shown for information only and cannot be directly compared.

Participation

Participation for the assessment in the state and in The District was significantly impacted by the pandemic response. 16.5% of students were not tested in 2021 of

which 10% of that 16.5% were absent for reasons related to the pandemic. Overall, The District saw participation decreases from 2019 of around 12%. This drop in participation was seen with only minor variance by economic subgroup. However, there were significant differences between race/ethnicity groups. For example, 18-20% of black and students of two or more races did not test compared to 15-16% of white and Hispanic students. There is a significant and small increase in the number of students with disabilities that were absent from testing compared students without disabilities (-2%). There is also a significant and small difference between genders (-.5% for females).

Post-Secondary Workforce Readiness

In order to provide a comparison to tested students around the nation, median national percentile results are used below. 1,628 (51%) non-FRL students were tested in 2021 compared to 1,538 (49%) FRL students.

Economic Disadvantage: As in previous years, there are significant gaps between economic advantage student results for grades 9 through 11. In EBRW, economically disadvantaged students scored a median percentile of 32 compared to non FRL students at a median percentile of 56. In math, the gap was equally as pronounced, 23 compared to 44. Performance for economically disadvantaged students at three high schools had median percentiles below the 27 in math and 38 in EBRW. At one high school in particular, economically disadvantaged students had a median percentile of 17 in math and 24 in EBRW. Of the traditional high schools, the most pronounced gaps between students were in the area of economic status (median national percentile gap - EBRW, 28; math, 26).

Minority: Overall there was a 21 point gap in the median national percentile between minority (23) and non-minority (44) on math and a 23 point gap on EBRW (minority, 32; non-minority, 55). There were wide differences in gaps between traditional high schools. For example, one school demonstrated a gap of 34 percentiles on EBRW and 29 points on math. Another high school demonstrated a gap of 17.5 percentiles on EBRW and 14 points on math (percentile median used for analysis). There were no gaps between minority and non-minority at our lowest performing high school, but minority students at this school also demonstrated the lowest median percentiles for traditional high schools (EBRW, 24; math, 17).

University of Chicago 5 Essentials Climate and Culture Survey

The 5Essentials Survey from UChicago Impact is a diagnostic assessment of a school's culture and climate designed to identify organizational strengths and areas of opportunity on the five essential factors that research has shown to drive school improvement – Effective Leaders, Collaborative Teachers, Involved Families, Ambitious Instruction, and Supportive Environment.

The district observed growth in all five essential measures with the largest growth occurring in developing effective leaders (+9). The district is well organized to experience school improvement related to creating supportive environments for students. Schools with supportive environments can be described as safe and supportive for students in which teachers push all students toward higher academic standards.

The district is weakest in the area of collaborative teachers. This essential is described as a school in which all teachers collaborate to promote professional growth

and school improvement.

District Equity Audit

Colorado Springs School District 11 (CSSD11) contracted with the American Institutes for Research®(AIR)in fall 2020 to conduct a comprehensive equity audit of the district's programs, policies, practices, and outcomes. Based on the data, AIR found that student achievement in CSSD11 is unequal with gaps both between and within schools.Schools that enroll most of their students from among underserved groups—including students who are eligible for free or reduced-price lunch (FRL) and Black, LatinX, Asian, Native American, and Multiracial (BLANM)students—and schools in the southeast quadrant of the district are consistently performing below other schools. In addition, FRL students and BLANM students are underperforming within their own schools compared with other students, with some schools demonstrating more significant gaps than others.

One particular finding relates to the unequal access to highly effective and well-paid teachers.The audit revealed that schools in the southeast quadrant of the district, as well as schools with the most BLANM students, FRL students, English learners, and students with individualized education programs, have consistently lower proportions of highly effective teachers, as rated by the district.This finding may be significant for student outcomes, given that teachers are the most important within-school factor for student achievement.

Trend Analysis



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

At the District level, the trend for academic achievement has remained "Approaching" for 2015-16, through 2018-19; however, from 2018 to 2019, DPF points earned as a district increase then decreased--47.7% to 52.9% to 49.7%. This is notable because the percentage of points earned is unstable, and the accreditation rating of has dropped from Accredited: Meets 95% Participation in 2018 to Accredited with Improvement Plan: Meets 95% Participation in 2019. This is notable because the accreditation rating is dropping and below state expectation. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, it is expected that academic achievement will decline next year.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

According to the DPF at the middle school level, scores increased ("does not Meet" to "Approaching") for FRL and Minority in both math and science from 2017 to 2018. In ELA, math and science from 2017 to 2019, ELL and Students with Disabilities have remained "Does not Meet." All Students and all other subgroups were rated as "Approaching" in 2018, but FRL and Minority dropped from "Approaching" to "Does not Meet" from 2018 to 2019. This is notable because achievement is below state expectation. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, it is expected that our academic achievement rating will decline next year in response to the pandemic. FRL and minority student populations have been particularly affected during the pandemic.



Trend Direction: Stable then decreasing

Performance Indicator Target: Academic Achievement (Status)

In 2017, high school students began taking the CO PSAT for Evidence-Based Reading and Writing (EBRW) and math, in addition to CMAS ELA, math and science. In 2018, 9th and 10th graders participated in CO PSAT EBRW and math, and 11th graders participated in CMAS science. In 2017 and 2018, for EBRW and math, the profiles are identical. In EBRW, All Students are "Approaching," as are FRL and Minority. ELL and Students with Disabilities are "Does Not Meet." In math, All Students and Minority are "Approaching" and all other subgroups are "Does Not Meet." In 2019, All Students and Minority students are "Approaching" in ELA, All Students are "Approaching" in math and science with all other subgroups being "Does not Meet." In CMAS science, All Students are "Approaching" and all subgroups are "Does Not Meet." This is notable because scores are below state expectation. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, it is expected that our academic achievement rating will decline next year in response to the pandemic.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

At the elementary level using the DPF, 2017, 2018 and 2019 have identical profiles with the exception of All Students moving from "Meets" to "Approaching" (2018 to 2019) in ELA. Percentile ranks increased for all content areas and subgroups except ELL in science and students with disabilities in ELA and math. This is notable because, while scores are increasing, they are largely below state expectation. Percentile rankings for All Students and sub-groups stayed the same (ELA for ELL students and math for All Students) or dropped slightly. This is notable because only one group (math for All Students) is meeting state expectations. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, among the students tested, percentile rank decreases range between 5-7 percentiles in math and ELA.



Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Growth

In alignment with the Colorado READ Act identification of students eligible as Significant Reading Deficiency, District 11 showed increasing numbers district-wide of students continuing to be identified in the spring after a full year's instruction from 2013 to 2016. While numbers dropped from 2016 to 2018, a large increase in 2019 was noted. Spring 2013= 1144; Spring 2014= 1326; Spring 2015= 1396; Spring 2016= 1560; Spring 2017= 1549; Spring 2018= 1433; Spring 2019= 1537. This is notable because numbers of SRD eligible students increased by 7% district wide. Due to a suspension in benchmark testing for Spring 2020, there are no data available.



Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

According to the 2019 District CMAS Growth Report, in ELA, the district increased in MGP for 20 student groups. The district is now at or above state expectation in four areas. In math, the district increased for 21 student groups. The district is now at or above state expectation in four areas. This is notable because MGPs are increasing over time, but some are still below state expectation. Among the students tested in 20-21, MPG dropped between 5-7 percentiles in math and ELA. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, among the students tested, academic achievement is below state averages.



Trend Direction: Increasing then stable
Performance Indicator Target: Academic Growth

According to the DPF, at the elementary level in ELA in 2017, all student and all subgroups were rated as "Approaching." In 2018, All Students and subgroups were rated as "Approaching" except ELL students, who improved to "Meets." In 2019, the profile is identical to 2018, with MGPs dropping slightly or staying the same (Students with Disabilities). This is notable because scores are stagnant and largely below state expectations. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, it is expected that academic achievement ratings will decline next year.



Trend Direction: Stable then decreasing
Performance Indicator Target: Academic Growth

According to the DPF at the middle school level, 2017 through 2019 showed "Approaching" for All Students and subgroups in ELA and math except for Students with Disabilities in math 2017. Students with Disabilities increased to "Approaching" in 2018, with All Students and subgroups staying at "Approaching." Both ELP and "on track" were rated as "Meets" in 2018. In 2019, All Students, ELL and FRL increased to "Meets" in ELA, while all other student groups stayed at "Approaching." ELP and "on track" both dropped to "Approaching." MGPs are increasing in all areas except ELP. This is notable because while MGPs are increasing, they have not increased enough to be rated as "Meets" in all areas. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, it is expected that our academic achievement rating will decline next year in response to the pandemic.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

According to the DPF, in CO PSAT Evidence-Based Reading and Writing, All Students and all subgroups (except students with disabilities who were rated as "Does Not Meet"), are rated as "Approaching" in 2017. All Students increased to "Meets" in 2018, with all subgroups staying the same. In 2019 All Students dropped back to "Approaching." In 2017 in CO PSAT Math, All Students, FRL and Minority are rated as "Approaching," while ELL and students with disabilities are rated as "Does Not Meet." In 2018, All Students increased to "Meets" and ELL increased to "Approaching," while the other subgroups stayed the same. In 2019, all student and all subgroups are "Approaching." In ELP (English Language Proficiency) in 2018, ELP and "on track" were "Does not Meet." "On track" remained "Does not Meet" in 2019, while ELP increased to "Approaching." This is notable because All Students groups are below state expectation. Given the suspension in issuing a DPF for 2020-21, the trend is difficult to measure, however given the limited data from the 20-21 administration, it is expected that our academic achievement rating will decline next year in response to the pandemic.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Postsecondary & Workforce Readiness

Dropout rate: 2012=3%; 2013=3%; 2014=2.8%; 2016=3.0%; 2017=2.5%; 2018: 3.1%; 2019: 2.7%. While All Students and all subgroups are rated as "Approaching," the rates for ELL, Minority and Students with Disabilities (2019) are higher than All Students. This is notable because it is below state expectation. Although data are limited on this metric due to the early submission deadline, the district observed a significant increase in highly chronic absences from 15% in 2019 to 28% in 2020. Close attention will be paid to understand the impact of this increase on dropout rate when data become available.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Postsecondary & Workforce Readiness

For graduation, All Students saw a percentage increase then decrease from 79.0% (6-year: 2017) to 80.8% (7-year: 2018) to 80.1 (7-year: 2019). For ELL, the percentage was stable for 2017 and 2018, but decreased from 80.9% (6-year: 2018) to 80.4% (7-year: 2019). FRL students also increased from 72.2% (6-year: 2017) to 74.9% (7-year: 2018) the dropped to 73.6 (2019:7-year). Similarly, Minority students increased from 76.9% (6-year: 2017) to 79.3% (7-year: 2018) to 78.2 (2019: 6-year). Students with Disabilities increased then decreased from 69.8% (6-year: 2017) to 77.4% (7-year: 2018) to 62.9 (2019: 7-year). All Students, ELL and Minority students are rated as "Approaching," while, despite significant improvements, FRL remains rated as "Does Not Meet" and Students with Disabilities dropped back to "Does not Meet." This is notable because of the obvious gaps between subgroups and all student groups are below state expectation.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Achievement

Inconsistent academic achievement across all grade spans and the district as a whole in all content area, with clear gaps between All Students and English Learners, Free Meals Eligible, Minority, and Students with Disabilities.



Root Cause: Lack of Urgency and Accountability

Across the district, we have lacked a way to effectively and efficiently use data to inform instructional decision-making. Data has often been difficult to access and viewed as judgemental rather than developmental. We have lacked the ability to create robust interim assessments that are customized to a school's unique approach, and have been resistant to using external, normed assessments to evaluate our own practices. As such, measuring the effectiveness of our strategies has been limited leaving school leaders with limited options for knowing how to evaluate their interventions to ensure student academic growth.



Priority Performance Challenge: Equity Gaps

Inconsistent academic growth across all grade spans and the district as a whole in all content areas, with a clear gap between white and minority students across all subgroupings.



Root Cause: Predictable equity gaps

The district lacks strategies to reduce the disproportionality and predictability (race, zip code, FRL status) of those who occupy the highest and lowest achievement categories. The most recent equity audit revealed persistent and systemic gaps based on the aforementioned factors, yet we lack a coherent strategy to address them over the long-term.



Priority Performance Challenge: Family Engagement

Inconsistent family and community engagement efforts produce predictable gaps in performance across all content areas and subgroupings.



Root Cause: Lack of family and community engagement

After 2 years of using the 5 Essentials survey, the district continues to be weak in the area of Involved Families. Approaches to engage with the community are anecdotal with little strategic planning involved. This is especially pronounced among our communities of color which are quickly becoming the majority of families in the district. Our piecemeal approach to community engagement represents a significant missed opportunity to improve outcomes for students and families across the district.

Magnitude of Performance Challenges and Rationale for Selection:



The Priority Performance Challenges were chosen as areas of focus because as a district, there are no achievement or growth areas in which all three grade spans and content areas received a "Meets" rating. This indicates a systemic issue.

Magnitude of Root Causes and Rationale for Selection:



This root cause was selected because District 11 is not meeting state expectations in academic achievement, academic growth, or post-secondary and workforce readiness in most areas according to the DPF. Additionally, we show achievement and growth gaps between all students and disaggregated student sub-groups in nearly all areas. This level of performance is indicative of a systemic issue or issues within the educational system.

Throughout the 2020-2021 school year, information on staff alignment with the strategic plan and the development of collaborative practices were monitored using the aforementioned 5 Essentials survey and the Orgametrics survey. Orgametrics is designed to measure the degree to which staff across the district are aligned with the the strategic plan in their communications and work. Through analysis of these data Education Insights found that the district staff are misaligned to the strategic plan in three areas: clear communication, opportunities for creativity and innovation, and trust in the honesty and capability of leadership. These results are up from 2 misaligned areas in 2019-20. Additionally, the 5 Essentials survey showed many schools that were not well organized for improvement based on a weak or neutral Collaborative Culture among teachers and Effective Leaders.

Upon further analysis of both sets of data, the biggest predictor of improved trust in leadership is to create opportunities for employee ideas and innovations to be shared and implemented. Across the district, opportunities to share and implement innovations were highly correlated to improved leader trust (Pearson correlation = 0.9). Clearly there is a desire for opportunities to grow a collaborative culture that will afford ways to share

innovative approaches across the system. If these opportunities are nurtured and sustained, the district should see improvements on both measures which will translate to improved academic outcomes for all students.

Action Plans

Planning Form



Involved Families

What will success look like: The district will implement strategies and apply resources to improve family and community engagement. This engagement will happen at multiple levels including schools, district accountability, academic master planning, and enrollment. Particular focus will occur with communities of color. Success will be measured using the 5E survey essential Involved Families and the 5E Parent Survey along with community surveys used for the Academic Master Plan.

Describe the research/evidence base supporting the strategy and why it is a good fit: According to the University of Chicago Impact Study, schools with Involved Families build strong external relationships viewing the parents and families as partners in helping every child learn and succeed. Such schools are defined by valuing parents' input and participation in advancing the school's mission, and support efforts to strengthen its students' community resources (Bryke, 2018). Creating an environment of involved families has been shown to be a significant factor contributing to improved school academic performance.

Associated Root Causes:

Lack of family and community engagement:



After 2 years of using the 5 Essentials survey, the district continues to be weak in the area of Involved Families. Approaches to engage with the community are anecdotal with little strategic planning involved. This is especially pronounced among our communities of color which are quickly becoming the majority of families in the district. Our piecemeal approach to community engagement represents a significant missed opportunity to improve outcomes for students and families across the district.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Family, School,
and Community
Partnership

The district will partner with CDE on this project designed to create inclusive culture, build trusting relationships, build capacity, and dedicate necessary resources to build an inclusive culture that honors the lived experience of families in the school community.



Dilemma Hour
Session

System Improvement will convene school leaders and teams to share ideas and innovations as well as struggles in engaging families. Schools that have developed successful strategies will share their approaches and lessons.

10/04/2021
05/27/2022
Monthly

Natasha Crouse



Community
Engagement

Establish a position within the Office of Equity and Inclusion that is tasked with engaging with communities of color, especially those that are Spanish, French, and Arabic speaking (the most common district languages beside English)

10/18/2021
10/14/2022

Alexis Knox-Miller



DAC Engagement

District leadership will work in coordination with District Accountability Committee leaders to improve community involvement

10/18/2021
05/27/2022
Monthly

Michael Thomas



Academic Master
Plan

Office of Achievement, Learning, and Leadership will convene community meetings will provide overviews of the Academic Master Plan. From these convening meetings, working groups will be established to guide the development and implementation of the AMP, especially among communities of color.

10/18/2021
05/27/2022
Quarterly

Angela Dominguez

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			EDSS staff time for analytics and	Dr. David Khaliqi; Blake Miller; Educational Data	



Centralized Enrollment

Customer feedback (online and face to face) will be collected to gauge effectiveness of centralized enrollment processes and procedures with the goal of 85% customer satisfaction (satisfied or highly satisfied)

04/01/2020
07/29/2022

centralized enrollment processes, Cabinet staff time for interpretation and goal setting, and Communications for effective community engagement

and Support Services team (EDSS), school leadership teams, school web masters (reporting to Learning Resource Services/Instructional Technology), principals and school marketing teams, EDSS

In Progress



CDE Partnership

Working group made up of D11 staff, DAC, and community members will work attend quarterly meetings to develop promising practices for community engagement.

08/23/2021
06/03/2022

CDE frameworks and rubrics, convening meeting supplies, resources for community members

Devra Ashby



Community Outreach Facilitator

Create, review, and post a job description for a Community Outreach Facilitator who will oversee outreach liasons, translation services, and other outreach efforts especially directed to Spanish-speaking communities

09/06/2021
05/27/2022

HR protocols; Utilize an existing position in the Office of Equity and Inclusion; Develop the job description; Complete the hiring process

Alexis Knox-Miller

Kano Model facilitation training;



AMP

Continue to conduct community feedback meetings utilizing the Kano model protocol to discover community values toward magnet programs and schools

09/13/2021
05/27/2022

Focus group materials; Food; Space rental; Community partner agreements

Angela Dominguez



Dilemma Hours

Dedicate between 2-4 hours during the district Data Days for break-out session style Dilemma Hour sessions in which school leaders come together to discuss specific problems of practice. Each session is facilitated by a leader who has demonstrated success with addressing the problem at their site.

10/04/2021
04/04/2022

Time at the Data Day events; Facilitation protocols; Identification of the Problems of Practice; Identification of facilitators; Break-out session materials

Natasha Crouse



AMP Community Feedback

Data from community feedback sessions will be used to create a magnet program implementation plan and will guide the development of community AMP working groups

10/18/2021
05/27/2022

Survey creation; Survey analysis and reporting; Effort in creating implementation plan; Materials, space, and scheduling of working group meetings

David Khaliqi

District leaders will work in partnership with building leaders to

Hiring Community Outreach Facilitator;



Community Partnership

create dynamic, family, school and community partnerships that honor the context of the school utilizing community liaisons and the new Community Outreach Facilitator.

10/18/2021
06/10/2022

Re-design and implement community liaisons in new and innovative ways

Luanne DeKleva,
Alexis Knox-Miller,
Phoebe Bailey



5E Involved Families

Administer the 3rd year of school and student surveys, and second year of parent surveys for growth analysis in Involved Families

01/17/2022
02/11/2022

5E contract; Teacher and student roster development; Survey deployment (online); Parent emails; Parent deployment; Development of Spanish version

David Khaliqi



Power School Implementation

Develop and implement the family engagement tools within Power School with targets for teacher use taking into account the current challenges of the tool.

08/22/2022
05/27/2022

Power School training resources; Support for school leaders to use innovative practices for family engagement

Tom Hunt; Eric Mason; Karol Gates



Culturally Responsive Practices

What will success look like: All D11 schools will utilize practices that honor and value the cultural diversity of our district in order to make learning relevant for all students. Success will be measured through improvements in our 5E Supportive Environments essential. In particular, these data will be examined by subpopulation to monitor positive change for every student in the district.

Describe the research/evidence base supporting the strategy and why it is a good fit: The achievement gap remains a stubborn problem for educators of culturally and linguistically diverse students. With the introduction of the rigorous standards, diverse classrooms need a proven framework for optimizing student engagement and facilitating deeper learning. Culturally responsive pedagogy has shown great promise in meeting this need, but many educators still struggle with its implementation (Hammond, 2020). Gloria Ladson-Billings introduced the concept of culturally responsive teaching. She saw it as a way to maximize students' academic achievement by integrating their cultural references in the classroom. Since then, a deep field of research has developed around CRT, including important work by leaders like Geneva Gay and Sonia Nieto. This approach has shown that when a student's personal story is honored and valued it creates new opportunities for learning and engagement that were previously hijacked by negative neural feedback loops causing the student to view their classroom experiences as threatening rather than supportive (Gay, 2018).

Associated Root Causes:




Predictable equity gaps:



The district lacks strategies to reduce the disproportionality and predictability (race, zip code, FRL status) of those who occupy the highest and lowest achievement categories. The most recent equity audit revealed persistent and systemic gaps based on the aforementioned factors, yet we lack a coherent strategy to address them over the long-term.




Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Taskforce	Creation of taskforce to begin the process of hiring a diverse workforce. This taskforce will begin by understanding promising practices and district data. They will also work with post-secondary institutions to create partnerships	09/06/2021 10/29/2021 Weekly	Alexis Knox-Miller	
 Training	Train all principals and staff in mindsets, biases, and culturally responsive, and cultural competency pedagogy Begin planning the process for training all staff in the district in mindsets, biases, and culturally responsiveness (instructional staff), cultural competence (non-instructional staff)	09/06/2021 11/19/2021 Monthly	Linda Saunders; Alexis Knox-Miller	
 Framework	Creation of a districtwide equity framework that will guide future work for all student subpopulations including but not limited to	11/01/2021 11/19/2021	Alexis Knox-Miller	

Framework	G/T, SPED, ELL, Minority, and Economically Disadvantaged.	Weekly			
	Creation of equity impact survey for district departments and leaders to use to make decisions with a lens of equity	12/01/2021 12/17/2021 Weekly		David Khaliqi; Alexis Knox-Miller	
Equity Survey					

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Continued development of MTSS Guidebook (MTSS is a unified, prevention-based framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every student) and provide intentional and targeted training on the MTSS Guidebook and core elements across a multi-year PD schedule to all district school sites and essential central administration staff.	08/01/2019 06/01/2022	Allocated staff time to implement and meet on students entering and exiting the MTSS tiered structures Funding for subs so staff can attend PD Funding for training materials/copies	Deputy Superintendent, Achievement, Learning and Leadership; MTSS Facilitator; MTSS Collaborative Team	In Progress
Create Multi-Tiered System of Supports					
	Continued use of One Plan and targeted improvement planning for schools through the One Plan Symposium	06/01/2021 06/03/2022	Budget request for payment of teacher time outside of contracted hours; continued tech resources to ensure Hoonuit One Plans continue to work within the new	System Improvement; Achievement Learning and Leadership	In Progress
Continuous Improvement Cycle					

				Power School ecosystem		
	Innovative Practices	Implementation of Dilemma Hours which are themed events around district initiatives in order for school leaders to share ideas and resources based on their shared experiences	08/11/2021 06/01/2022	PD calendar days (will utilize existing Data Day structures), budget requisition requests to cover teacher and staff compensation, resources to effectively facilitate the conversations	Nicole Ottmer; System Improvement, Achievement, Learning, and Leadership	Not Started
	Teacher Observation Protocols	Training and development for district leaders and principals to improve the inter-rater reliability of the teacher and principal evaluation system to include culturally responsive practices within the Measures of Student Learning and Professional Practice scores	10/18/2021 05/13/2022	Training materials; Training time and compensation; Training evaluation metrics and analysis	Tanya Nash; David Khaliqi	
	Equity Framework	From the data provided by AIR, district leadership will convene meetings and working groups to develop a localized equity framework that can be incorporated into school One Plans	10/18/2021 06/10/2022	Meeting resources (time, compensation, materials, space) to hold working group meetings; Development of One Plan to incorporate the frameworks; Time	Alexis Knox-Miller	

and resources to develop the frameworks with teachers , principals, and district leadership



Ambitious Instruction

What will success look like: All district schools will utilize practices that result in improved ambitious instruction for all students. Success will be measured using growth in the Ambitious Instruction essential from the 5E annual survey, growth on our local Comprehensive District Benchmark, and growth on state summative CMAS testing.

Describe the research/evidence base supporting the strategy and why it is a good fit: District 11 experiences achievement and growth gaps between all students, white students and historically under-served student subgroups. A Resource for Equitable Classroom Practices from Montgomery County Public Schools, Maryland indicates, "An extensive body of research from scholars and educators over the past 60 years indicates that expectations play a critical role in student achievement. Some students are more vulnerable to low expectations due to the societal biases and stereotypes associated with their racial and/or ethnic identity. Though educators do not intend to communicate low expectations, the evidence that these societal beliefs have a tangible negative effect on the performance and achievement of students of color is well documented. Over time, low expectations not only hinder learning, but negatively affect students' attitudes and motivation, resulting in self-fulfilling prophecies. Clearly, every educator must consciously and consistently demonstrate the specific, observable, and measurable behaviors and practices to all students regardless of their current academic performance if we are to eliminate persistent racial disparities in student achievement." Closing the Gap: Creating Equity in the Classroom, a research brief by Hanover Research states, "Despite district and school leaders' best efforts, students of color, low-income students, English learners, students with disabilities, and those who are homeless or in foster care are more likely to fail math and reading and are less likely to graduate. In order to resolve the achievement gap, historical practices that focus on educational equality, treating all students the same, must be replaced with efforts that advance educational equity, ensuring all students have the resources they need so they graduate prepared "for success after high school."




Associated Root Causes:

Lack of Urgency and Accountability:



Across the district, we have lacked a way to effectively and efficiently use data to inform instructional decision-making. Data has often been difficult to access and viewed as judgemental rather than developmental. We have lacked the ability to create robust interim assessments that are customized to a school's unique approach, and have been resistant to using external, normed assessments to evaluate our own practices. As such, measuring the effectiveness of our strategies has been limited leaving school leaders with limited options for knowing how to evaluate their interventions to ensure student academic growth.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 <p data-bbox="73 496 192 528">One Plan</p>	<p data-bbox="331 280 1122 627">System Improvement will support all principals and building instructional leaders in their continued utilization of the district's One Plan for instructional goal setting, academic growth, data analysis, and community reporting. One Plan goals will be reviewed and adjusted as needed on a regular basis throughout the school year with principals, school instructional leaders, executive directors of school leadership, and district facilitators (i.e. GT, math, ELA, foreign language, etc).</p>	<p data-bbox="1167 395 1312 512">08/16/2021 06/06/2022 Monthly</p>	<p data-bbox="1422 440 1626 472">Natasha Crouse</p>	
 <p data-bbox="73 855 264 930">Ambitious Instruction MIS</p>	<p data-bbox="331 663 1151 1010">System Improvement and Executive Directors of School Leadership will assist principals and building leaders with ensuring that all school One Plans will include at least one Major Improvement Strategy related to improving Ambitious Instruction. These goals range from improved PLC protocols, improved Best-First-Instructional approaches, increased Tier 1 support within MTSS, differentiation to increase critical thinking skills, and other strategies aligned with quality instruction for all students</p>	<p data-bbox="1167 778 1312 895">08/16/2021 06/06/2022 Monthly</p>	<p data-bbox="1422 799 1789 874">Executive Directors of School Leadership</p>	
 <p data-bbox="73 1190 232 1265">Interim Assessment</p>	<p data-bbox="331 1046 1128 1302">Education Insights will support all principals and building leaders in the efficient and effective use of interim assessments. These assessments allow school teams to tailor assessments to the specific needs of the school's curricular approach using a variety of curricula such as EngageNY, pre-AP, IB, or a combination of approaches.</p>	<p data-bbox="1167 1114 1312 1230">08/16/2021 06/06/2022 Weekly</p>	<p data-bbox="1422 1158 1574 1190">Karol Gates</p>	
	<p data-bbox="331 1337 1128 1455">Education Insights will support the use of the Comprehensive District Benchmark Assessment. This local assessment provides instructional leaders a standardized reference point for how</p>			



Comprehensive District Benchmark

interim assessments are growing student academic achievement. By continuing the use of this tool, we are able to efficiently identify gaps among all our subpopulations for interventions, calculate student growth percentiles recognized by CDE, and have a high degree of predictive power for state testing performance.

10/11/2021
03/11/2022
Quarterly

Eric Mason




Inter-rater Reliability





Educator Effectiveness staff will support principals to utilize training to improve inter-rater reliability for teacher evaluation to ensure all principals are effectively using the observation rubrics for Professional Practice. This reliability training will begin to ensure that common best-first-instructional practices are used in all classrooms for student academic improvement

10/18/2021
05/27/2022
Weekly

Tanya Nash

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Continuous Feedback	Utilize a continuous feedback process that supports personal and professional growth. Through evaluation processes evaluators will engage in on-going professional conversation which will support employee growth in increasing skills sets to positively impact implementation of the District mission.	07/01/2019 06/01/2022	Time from content facilitators for Performance Matters system development of course workflow and course approval components; Financial support for the purchase and development of the evaluation and Professional Development systems; Support	Phoebe Bailey; Personnel Support Services Tanya Nash, Linda Sanders, et. al. (For example Personnel Advisory Committee,	In Progress

				of an identified programmer for required data transfer to selected vendor.	Teachers Coaching Teachers,etc.)
	Data Analysis and Decision-Making	Education Insights will conduct periodic Data Labs with executive directors, content facilitators, and curriculum and instruction leadership to review school data, goals, and major improvement strategies to customize support for schools pursuing common approaches.	08/09/2021 06/10/2022	Data Lab meeting resources, data visualizations and analysis to support action	David Khaliqi, Blake Miller, Natasha Crouse, Eric Mason
	Comprehensive District Benchmark	Education Insights will support the implementation of a Comprehensive District Benchmark designed to efficiently identify gaps among all our subpopulations for interventions, calculate student growth percentiles recognized by CDE, and have a high degree of predictive power for state testing performance. This assessment will be given beginning of year, middle of year, and end of year windows. Support will also be given to best utilize the results.	09/06/2021 03/18/2022	Galileo K12 platform deployment, time and resources to meet with school planning teams to review results,	Eric Mason
	Ambitious Instruction	System Improvement, EDSLs, and Curriculum Instruction will support building teams with developing major improvement strategies specific to Ambitious Instruction. These strategies will be highly customized to each building based on 5E results, equity gaps, and school team expertise.	09/06/2021 06/10/2022	One Plan	Natasha Crouse, Karol Gates, EDSLs
	One Plan	Continued use of the One Plan tool to support school leadership team goal-setting and student academic improvement. This will	10/18/2021 06/10/2022	Funding to compensate teachers outside of contract hours; Resources to improve the One Plan; Resources,	Natasha Crouse, Executive Directors of School Leadership

	culminate in the second One Plan Symposium giving school teams concerted time to evaluate and revise their One Plan approach		time, and space for One Plan Symposium	
 Interim Assessment	Education Insights will provide time, resources, and support to principals and teachers to develop and implement interim assessments tied to grade level standards. 21-22 work will focus on middle and high school support	10/18/2021 05/20/2022	Performance Matters training resources; Question writing training resources and times; Workshops in utilizing good item creation specific to grade level standards	David Khaliqi; Eric Mason
 One Plan Symposium	The Symposium provides a concerted time for school leaders and teams to update and re-evaluate their One Plan for the previous year and upcoming year	10/18/2021 06/10/2022	Compensation for participants; One Plan tool updates; Symposium facilitation costs	Natasha Crouse; Executive Directors of School Leadership
 Teacher Performance Ratings	Training and development for district leaders and principals to improve the inter-rater reliability of the teacher and principal evaluation system to include best first instruction, MTSS approaches, and culturally responsive practices within the Measures of Student Learning and Professional Practice scores	10/18/2021 06/10/2022	Training materials; Inter-rater reliability evaluations; Compensation for participants if needed	Tanya Nash

School Target Setting





Priority Performance Challenge : Academic Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Year over year improvement in scale score greater than or equal to 4% on Colorado Measures of Academic Skills (CMAS), Pre-SAT, and SAT academic measures of math and English/Evidence Based Reading and Writing (EBRW).

2022-2023:

INTERIM MEASURES FOR 2021-2022: Imagine Learning Galileo K12 Universal Screener Assessments: these assessments were given in lieu of state assessments in 2019-20 and in parallel with state assessments in 2020-21. In 2020-21 ELA an increase of 4% in overall scale score was observed from beginning of year (BOY) to end of year (EOY). In Math an 8% increase was observed BOY to EOY.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Year over year improvement in scale score greater than or equal to 7% on Colorado Measures of Academic Skills (CMAS), Pre-SAT, and SAT academic measures of math and English/Evidence Based Reading and Writing (EBRW) across all subpopulations.

2022-2023:

INTERIM MEASURES FOR 2021-2022: Imagine Learning Galileo K12 Universal Screener Assessments: these assessments were given in lieu of state assessments in 2019-20 and in parallel with state assessments in 2020-21. In 2020-21 ELA minority populations showed an increase of 3.6% BOY to EOY. IEP students showed an increase of 3.9% EOY to BOY. In Math, minority populations showed a 9% increase BOY to EOY. IEP students showed an increase of 5% BOY to EOY indicating a 2% increase on future CMAS assessments to be a reasonable goal.



Priority Performance Challenge : Equity Gaps



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Year over year improvement in median growth percentiles (MGP) greater than or equal to 1 percentile for students below the 50th percentile on Colorado Measures of Academic Skills (CMAS), Pre-SAT, and SAT academic measures of math and English/Evidence Based Reading and Writing (EBRW).

2022-2023:

INTERIM MEASURES FOR 2021-2022: Imagine Learning Galileo K12 Universal Screener Assessments: these assessments were given in lieu of state assessments in 2019-20 and in parallel with state assessments in 2020-21. In 2019-20 ELA-Fall to Winter 58% met expected growth (50th percentile), Fall to Spring 54% met expected growth showing a decrease of 4%. In 2019-20 Math Fall to Winter 43% met expected growth, Fall to Spring 39% met expected growth, a 4% decrease. In 2020-21 ELA Fall to Winter 49% met expected growth, Fall to Spring 47% met, a 2% decrease. In 2020-21 Math Fall to Winter 45% met, Fall to Spring 44% met, a 1% decrease. From 2019-20 to 2020-21, ELA percent of students meeting expected growth dropped 7%. In Math percent of students meeting growth increased 5% exceeding the annual performance target.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Decrease the number of students identified as having a Significant Reading Deficiency from 1460 (spring of 2020) to 1387 (spring of 2021) which is a 5% decrease.

2022-2023:

INTERIM MEASURES FOR 2021-2022:



Priority Performance Challenge : Family Engagement



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Increase the graduation rate for All Students by 5% per year until an "Exceeds" rating is received.

2022-2023:

INTERIM MEASURES FOR 2021-2022: District Early Warning System based on attendance, behavior, and academics. Projected graduation rates remain flat from 2019-20 to 2020-21 and 2021-2022.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Disaggregated Grad Rate

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Each subgroup will increase graduation rate at least 6.6% per year until state expectations of 85% are reached.

2022-2023:

INTERIM MEASURES FOR 2021-2022: District Early Warning System based on attendance, behavior, and academics. Projected graduation rates remain flat from 2019-20 to 2020-21 and 2021-2022.



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Year over year improvement in results for "Supportive Environment" and "Ambitious Instruction" as measured by the 5 Essentials Survey and Orgametrics alignment survey.

2022-2023:

INTERIM MEASURES FOR 2021-2022: The district observed growth in all five essential measures with the largest growth occurring in developing effective leaders (+9). The district is well organized to experience school improvement related to creating supportive environments for students. Schools with supportive environments can be described as safe and supportive for students in which teachers push all students toward higher academic standards.



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Completion Rate

ANNUAL
PERFORMANCE
TARGETS

2021-2022: Reduce the number of students off-track to graduate by at least 3% per year. Off-track is defined as credit deficient in the sophomore year.

2022-2023:

INTERIM MEASURES FOR 2021-2022: F-Rate Analysis and the Early Warning System. F-rates for 2020-21 rose by 15% over 2019-20. This significant rise indicates that the number of students falling into an off-track designation has increased and will require attention.



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2021-2022: The district demonstrates year over year rate of decrease of 200 students (3%) permitting out to other regional districts and a 200 student increase of students permitting in from other regional districts.

2022-2023:

INTERIM MEASURES FOR 2021-2022: 2021-22 current enrollment (24,278) numbers show a 945 student increase over 2020-21 (23,333). Withdrawls in 2020-21 (2,234) are 1,543 students fewer than 2019-20 (3,777) representing a 51.3% difference year to year.