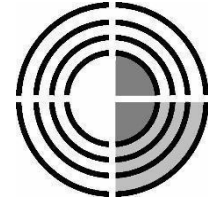




COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



Board Goal: Academic 1.4

Date Adopted: March 2021

- 1.4 (A) Each 27J managed school will increase the percentage of students who are demonstrating proficient social emotional skills by 2% each year until every student demonstrates proficient social emotional skills. (B) Each 27J managed school will decrease the percentage of students demonstrating “at risk” behavior by 2% until there are no students behaving “at risk”. (C) 80% of district managed schools will have an accomplishing rating on the 27J Schools Climate/Culture Dashboard.
- A) I interpret students with proficient social emotional skills as:
- Scoring proficient or above according to the SEL District Common Assessment that measures the five interrelated sets of cognitive, affective, and behavioral competencies through social-emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (5 CASEL Competencies).
 - Demonstrating proficient SEL skills
 - Limited suspensions and/or expulsions.
 - Limited chronic absenteeism.
- B) I interpret “at risk” behavior as:
- Students scoring “high risk” according to the individual student questions on 27J's Whole-Child Needs Assessment.
 - Multiple or significant behavioral referrals, suspensions and/or expulsions.
 - Chronic absenteeism.
- C) I interpret “positive climate and culture” as the metrics outlined in the 27J Dashboard:
- Staff and parent responses on the district climate and culture survey.
 - Scoring proficient or above according to the seven climate and culture questions on the Whole-Child Needs Assessment.
 - Decrease in significant behavior referrals, suspensions and/or expulsions.
 - Decrease in chronic absenteeism.

DATA REPORTED:

The data represented in this report is accurate and represents our beginning attempts at a Good Humans monitoring report. We are proud to work for a board of education who cares about this outcome and is willing to work through the unrefined measures and metrics in pursuit of a worthy goal.

It is important for us to be cautious about the assumptions that we are making from this monitoring report. We cannot make a straight line conclusion that the data demonstrated below accurately reflects the qualities of a good human being. Good humans can be unconscious of the attributes of character and social emotional learning, and may not pass our 27J SEL Common Assessment. Good humans may not be regular attenders and they may have behavior issues or have made a stupid mistake earning consequences represented in this data below. At the same time, students who we determine are “at risk” in this report are also good humans who may have been in trouble or are facing challenges in their lives. It is more probable than possible that we are in the middle of learning about the data and metrics of good human behavior and how we can better support every student in its development. We believe that all 27J students are good humans.

This monitoring report should be considered a work in progress. The metrics in this report do matter and are significant to the overall health of a school, and the success of the individuals represented in this data. Attendance is important. Good behavior is a skill that we want to pay attention to. Through our efforts and pursuits, we will continue to improve our clarity of the metrics and measures. We can expect ourselves to improve the practices that support students in the development of becoming a better human, and eventually create better outcomes of good humans.

- A) All the attributes used for reporting (A) came from the 27J District Dashboard. Attributes considered:
- SEL Common Assessment (10) - Points are earned based on the percent of students scoring proficient or advanced. Survey is administered 3 times yearly. Questions are based on the students skills/knowledge around the five interrelated sets of cognitive, affective, and behavioral competencies through social-emotional learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (5 CASEL Competencies)
 - Attendance (5) - Points are earned based on the percent of students who miss less than 10% of school.
 - Behavior (5) - Points are earned based on the percent of students suspended (OSS &/or ISS) or expelled.

Climate & Culture (SEL Common Assessment, Attendance & Behavior Only)	
0.0 - 4.0	Entering
5.0 - 8.0	Emerging
9.0 - 12.0	Developing
13.0 - 16.0	Accomplishing
17.0 - 20.0	Leading

	SEL - Common Assessment (10)	Attendance (5)	Behavior (5)	Total Dashboard Score (20)
27J Schools	70.9	57.0	95.3	13.0
Brantner Elementary	90.9	68.0	99.9	17.0
Henderson Elementary	67.8	49.8	94.2	10.0
Northeast Elementary	73.6	62.0	99.0	14.0
Padilla Elementary	82.8	59.0	96.8	15.0
Pennock Elementary	74.6	58.9	95.8	11.0
Reunion Elementary	76.7	59.7	99.1	15.0
Second Creek Elementary	71.0	58.8	95.9	13.0
South Elementary	0.0	50.7	99.2	13.0
Southeast Elementary	76.3	51.7	97.2	13.0
Thimmig Elementary	75.2	54.4	96.6	15.0
Turnberry Elementary	72.8	60.5	98.7	14.0
West Ridge Elementary	82.4	66.9	98.4	17.0
Overland Trail Middle School	63.2	53.3	91.1	10.0
Prairie View Middle School	69.5	55.5	86.8	11.0
Quist Middle School	69.1	63.5	91.9	12.0
Stuart Middle School	69.6	59.4	92.8	12.0
Vikan Middle School	58.0	47.9	77.5	5.0
Brighton High School	49.0	51.6	97.5	13.0

Innovations & Options	14.0	47.4	81.2	10.0
Prairie View High School	44.0	49.3	96.7	15.0
Riverdale Ridge High School	76.0	65.2	96.4	17.0
27J Online Academy	71.6	56.1	100.0	15.0

(A) Each 27J managed school will increase the percentage of students who are demonstrating proficient social emotional skills by 2% each year until every student demonstrates proficient social emotional skills.

→ Observations:

- ◆ 8.7% of district managed schools are at the Leading Level
- ◆ 52.2% of district managed schools are at the Accomplishing Level
- ◆ 30.4% of district managed schools are at the Developing Level
- ◆ 8.7% of district managed schools are at the Emerging Level
- ◆ 0% of district managed schools are at the Entering Level
- ◆ Attendance measures are significantly impacted by COVID protocols. Only 6 district managed schools have points earned for attendance; this indicates that all other 27J managed schools have a chronic attendance rate of at least 30% or higher.

(A) Conclusion - Baseline data only.

(B) Each 27J managed school will decrease the percentage of students demonstrating “at risk” behavior by 2% until there are no students behaving “at risk”.

B) The data attributes used for reporting (B) came from the 27J District Dashboard.

Attributes considered:

- Needs Assessment (5) - The Needs Assessment is administered one time during the school-year alongside the SEL Common Assessment. Points are earned based on how the student responds to questions focused on safety, caring adults, bullying, drugs/alcohol and vaping.
- Attendance (5) - Points are earned based on the percent of students who miss less than 10% of school.
- Behavior (5) - Points are earned based on the percent of students suspended (OSS &/or ISS) or expelled.

Climate & Culture (Needs Assessment, Attendance & Behavior Only)	
0.0 - 3.0	Entering
4.0 - 6.0	Emerging
7.0 - 9.0	Developing
10.0 - 12.0	Accomplishing
13.0 - 15.0	Leading

	Needs Assessment (5)	Attendance (5)	Behavior (5)	Total Dashboard Score (15)
27J Schools	21.2	43.0	4.7	8.0
Brantner Elementary	22.1	32.0	0.1	10.0
Henderson Elementary	0	50.2	5.8	4.0
Northeast Elementary	0	38.0	1.0	6.0
Padilla Elementary	29.1	41.0	3.2	7.0
Pennock Elementary	0	41.2	4.2	5.0
Reunion Elementary	0	40.3	0.9	5.0
Second Creek Elementary	0	41.2	4.1	5.0
South Elementary	0	49.3	0.8	5.0
Southeast Elementary	0	48.3	2.8	5.0
Thimmig Elementary	21.7	45.6	3.4	8.0
Turnberry Elementary	34.0	39.5	1.3	7.0
West Ridge Elementary	18.2	33.1	1.6	11.0
Overland Trail Middle School	5.8	46.7	8.9	9.0
Prairie View Middle School	9.0	44.6	13.2	8.0
Quist Middle School	8.7	36.5	8.1	10.0
Stuart Middle School	6.5	40.6	7.2	9.0
Vikan Middle School	9.6	52.1	22.5	7.0
Brighton High School	11.8	48.4	2.5	10.0
Innovations & Options	10.6	52.6	18.8	7.0

Prairie View High School	6.8	50.7	3.3	10.0
Riverdale Ridge High School	7.1	34.8	3.6	12.0
27J Online Academy	9.7	43.9	0.0	10.0

(B). Each 27J managed school will decrease the percentage of students demonstrating “at risk” behavior by 2% until there are no students behaving “at risk”.

→ Observations:

- ◆ 0.0% of district managed schools are at the Leading Level
- ◆ 30.4% of district managed schools are at the Accomplishing Level
- ◆ 39.1% of district managed schools are at the Developing Level
- ◆ 30.4% of district managed schools are at the Emerging Level
- ◆ 0.0% of district managed schools are at the Entering Level
- ◆ 7 Elementary Schools (Pennock, Reunion, Henderson, Northeast, Second Creek, South & Southeast) did not administer the Needs Assessment this school year, therefore resulting in a score of 0.

(B) Conclusion - Baseline data only.

(C) 80% of district managed schools will have an accomplishing rating on the 27J Schools Climate/Culture Dashboard.

C) All data attributes used for reporting (C) came from the 27J District Dashboard.

Attributes considered:

- Staff Survey (15) - Points are earned based on participation in the survey (20% of the staff survey score) as well as the percent of staff who agree or strongly agree with each survey prompt (80% of the staff survey score).
- Parent Survey (10) - Points are earned based on participation in the survey (50% of the score) as well as the percent of parents who agree or strongly agree with each survey prompt (50% of the parent survey score).
- Common Assessment/Needs Assessment (15) - Points are earned based on the percent of students scoring proficient or advanced.
- Attendance (5) - Points are earned based on the percent of students who miss less than 10% of school.
- Behavior (5) - Points are earned based on the percent of students suspended (OSS &/or ISS) or expelled.

Climate & Culture (All Attributes)	
0 - 9.99	Entering
10 - 19.99	Emerging
20 - 29.99	Developing
30 - 39.99	Accomplishing
40 - 50	Leading

	Staff Survey (15)	Parent Survey (10)	SEL (1) & Needs (15)	Attendance (5)	Behavior (5)	Total Score (50)
27J Schools	9.6	8.0	11.0	0.0	5.0	33.6
Brantner Elementary	2.4	2.0	13.0	2.0	5.0	24.4
Henderson Elementary	15.0	7.0	6.0	0.0	4.0	32.0
Northeast Elementary	11.4	7.0	8.0	1.0	5.0	32.4
Padilla Elementary	15.0	10.0	12.0	0.0	5.0	42.0
Pennock Elementary	10.2	10.0	6.0	0.0	5.0	31.2
Reunion Elementary	13.2	10.0	10.0	0.0	5.0	38.2
Second Creek Elementary	15.0	9.0	8.0	0.0	5.0	37.0
South Elementary	15.0	10.0	8.0	0.0	5.0	38.0
Southeast Elementary	15.0	7.0	8.0	0.0	5.0	35.0
Thimmig Elementary	12.0	6.0	13.0	0.0	5.0	36.0
Turnberry Elementary	9.6	6.0	9.0	1.0	5.0	30.6
West Ridge Elementary	12.0	8.0	14.0	2.0	5.0	41.0
Overland Trail Middle School	11.4	6.0	11.0	0.0	4.0	32.4
Prairie View Middle School	15.0	9.0	13.0	0.0	3.0	40.0
Quist Middle School	13.2	6.0	13.0	1.0	4.0	37.2
Stuart Middle School	15.0	8.0	13.0	0.0	4.0	40.0
Vikan Middle School	9.6	8.0	9.0	0.0	1.0	27.6
Brighton High School	0.0	4.0	13.0	0.0	5.0	22.0
Innovations & Options	15.0	7.0	13.0	0.0	2.0	37.0
Prairie View High School	10.2	5.0	15.0	0.0	5.0	35.2
Riverdale Ridge High School	13.2	5.0	15.0	2.0	5.0	40.2
27J Online Academy	12.0	6.0	15.0	0.0	5.0	38.0

(C) 80% of district managed schools will have an accomplishing (or higher) rating on the 27J Schools Climate/Culture Dashboard.

→ Observations:

- ◆ 21.7% of district managed schools are at the Leading Level
- ◆ 65.3% of district managed schools are at the Accomplishing Level
- ◆ 13% of district managed schools are at the Developing Level
- ◆ 0.0% of district managed schools are at the Emerging Level
- ◆ 0.0% of district managed schools are at the Entering Level
- ◆ 87% of district managed schools are at the Accomplishing Level or higher.

(C) Conclusion - I report compliance

Achievement of Good Humans Goals: Action Steps

Expectations	Tools or Processes
1. The mission matters most. 27J exists to support every student in their preparedness for the future.	Hiring for Diversity Bias Training Critical Conversations EOS
2. The skills and understandings (Academic, Social-Emotional, Health & Wellness Goals) that our students need in the future can't be taught and must be learned in the thinking classroom .	GELL
3. Creating a thinking classroom requires intentional planning for learning using GELL . <ul style="list-style-type: none"> a. Grade level GOALS define what is expected for every student. These goals represent academic, social-emotional, and health/wellness aims. b. Assessment of student learning provides EVIDENCE that our lessons achieved their design. c. Students are empowered with LEARNING EXPERIENCES that promote the skills and understandings of the desired goal toward demonstrated evidence of learning. d. The LEARNING ENVIRONMENT is safe, predictable, and encourages participation and care. 	Goals - Curricular Frames Evidence - Data Cycles, District Common Assessments, Formative Assessment District Approved and Supported Instructional Resources and Technologies Relationships & Routines (T1) Social Emotional Learning (SEL) Resiliency - Neurobiological Lens - Trauma Informed (T1) Relational Discipline (RP)

<p>4. Each 27J School has the responsibility to progress towards the thinking classroom.</p> <ol style="list-style-type: none"> School leadership is responsible for the culture, structure, progress, and ultimately the outcomes of the school. This responsibility qualifies them as the decision maker and authority for focus, priority, pace. Continuous Improvement is how we move student learning outcomes, and how we improve implementation benchmarks. We are dedicated to collaboration, professional learning, reflection, and growth. Schools develop the yearly UIP and engineer their school systems and structures (tools) to promote learning and change. 	<p>School UIP 27J Dashboard 27J's 6-Leadership Skills</p> <p>PDSA Data Cycle 27J Evaluation System</p> <p>Instructional Leadership Teams Social Emotional Learning Teams (SELT) MTSS</p>
<p>5. 27J Schools departments work to serve and support schools in their planning and progress toward the thinking classroom.</p> <ol style="list-style-type: none"> Inspire and Empower the professional capital within 27J. Frame and Fund expectations and resources for schools. Collaborate with the professionals within the system who deserve voice on key decisions. Ensure continuous improvement throughout the organization through use of 27J Tools. 	<p>Budget Process</p> <p>27J Tools</p> <p>Dashboard</p> <p>27J 6-Leadership Skills</p> <p>Learning Leaders</p> <p>MTSS</p>

Student Achievement Division (One Page) UIP for 2021 - 2022

Goal - Implementation of each school's UIP

Evidence -

- Personal Clarity for UIP
 - Two goals that connect directly to the 27J Academic Dashboard and Climate/Culture Dashboard
 - Long Term outcome goal is clearly connected to a theory of action related to adult behaviors selected for their UIP and aligned to GELL.
 - There are both long term adult behavior changes as well as initial smaller steps toward attainment
 - The clarity of goal is evident in the adult behaviors that will indicate improvement towards improved outcomes
- (Share and own responsibility) This personal clarity for the UIP is shared throughout the school by all stakeholders. Everyone understands and is empowered to play their role and responsibility toward the school's UIP.

3. (Facilitate and coach growth) Schools have a structure for learning how to implement the change efforts and improvement practices. Multiple structures and processes (PD, PLC ,Evaluation system) all align and work together toward the same end.
4. (Action orientation) School improvement efforts drive action and doing - learning from this doing.
5. (Perspective) Schools have a structure for collecting implementation data and a process for collaboratively reviewing and responding to this implementation data.

Learning Experiences/Environment -

Explicitly provide learning experiences through Learning Leader Mondays

1. Leadership Development
2. UIP and team time to continuously improve based on the progress of their UIP
 - a. These are supported by student achievement specialists
3. Increased personal clarity to support GELL as it relates to climate, culture and behavior, academic practices, and the teacher evaluation processes to support schools in their UIP

Individual principal coaching

1. Each school to have a minimum of 2 school support visits per month
 - a. Additional school support visits by directors or student achievement specialists possible as needed
2. Each director to have smaller leveled principal PLC at least twice a month by elementary, middle, and high school level

School UIP data collection

1. Directors and Specialists collect data specific to the evidence outlined above in a shared data collection form

Processes and structures to continuously improve our practices and actions related to each school's UIP data

1. Director Meetings review student achievement UIP data from schools monthly
2. Student Achievement PLC, made up of specialists and directors, meets twice a month
3. Both data review processes from 1 and 2 result in strategic interventions and support to schools based on this data. Agendas are created to support leaders, assistant principals, coaches in their learning experiences.
4. Director and Executive Director agendas are designed around problem solving obstacles and barriers to school success, and supporting school progress toward their UIP goals