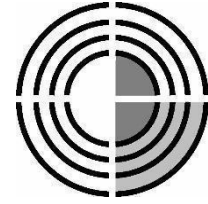




COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



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
 - No suspensions and no expulsions.
 - No 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 suspensions and/or expulsions.
 - Decrease in chronic absenteeism.

DATA REPORTED:

The data represented in this report is being compared to the 2021-2022 baseline data on the Good Humans global end goal and the data is accurate. Further it represents our continued 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.

This monitoring report includes future thinking and potential data triangulation that may move us closer to understanding the preventative measures to ensure our students have the support and barriers removed to be Good Human and to demonstrate successful behavior and attendance. Many of the current attributes in the report are dependent on not only students but also adult behaviors and much of the data is from an outcome perspective (attendance/behavior) instead of a “cause” perspective. As we continue to improve the metrics used within this monitoring report and continue to move toward prevention and skill acquisition for students we may begin to see a closer alignment between attributes that determine Good Human characteristics in students and their needs before they are chronic attenders at school and engaging in suspendable and/or expellable behavior.

- A) **(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.**

All the attributes used for reporting (A) came from the 27J District Dashboard. Attributes considered:

- SEL Common Assessment - 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 - Based on the percent of students who attend school **90%** of the time or more.
- Behavior - Based on the percent of students who are **not** suspended (out-of-school or in-school) or expelled.

	2021-2022 - Q2			2022-2023 - Q2		
	SEL Common Assess (% of students prof. or adv.)	Attendance (% of students who miss less than 10%)	Behavior (% of students with no suspensions or expulsions)	SEL Common Assess (% of students prof. or adv.)	Attendance (% of students attending 90% or more)	Behavior (% of students with no suspensions or expulsions)
27J Schools	70.9%	57.0%	95.3%	71.8%	50%	96.4%
Brantner Elementary	90.9	68.0	99.9	86.1	57.1	100
Henderson Elementary	67.8	49.8	94.2	77.9	50.5	97.7
Northeast Elementary	73.6	62.0	99.0	79.5	46.9	97.5
Padilla Elementary	82.8	59.0	96.8	74.6	52.4	99
Pennock Elementary	74.6	58.9	95.8	79.6	55.1	99.6
Reunion Elementary	76.7	59.7	99.1	78.2	65.8	99.4
Second Creek Elementary	71.0	58.8	95.9	77.1	47.4	98
South Elementary	*Not administered	50.7	99.2	84.6	42.4	99.4
Southeast Elementary	76.3	51.7	97.2	79	47.1	99.8
Southlawn Elementary	N/A	N/A	N/A	*Not administered	51.6	98.9
Thimmig Elementary	75.2	54.4	96.6	71.4	49.9	96.6
Turnberry Elementary	72.8	60.5	98.7	72.7	47.8	99
West Ridge Elementary	82.4	66.9	98.4	83.6	66.1	98.8
Overland Trail Middle School	63.2	53.3	91.1	66.5	46.4	93.1
Prairie View Middle School	69.5	55.5	86.8	73.5	50.8	91
Quist Middle School	69.1	63.5	91.9	79.6	59.3	92.8
Stuart Middle School	69.6	59.4	92.8	76.2	49.6	91.3
Vikan Middle School	58.0	47.9	77.5	63.6	41.8	87.6
Brighton High School	49.0	51.6	97.5	76.5	47.2	97.7
Innovations & Options	14.0	47.4	81.2	65.9	36.6	76.6
Prairie View High School	44.0	49.3	96.7	79.5	40.9	95.9
Riverdale Ridge High School	76.0	65.2	96.4	79.9	51.3	97.9
27J Online Academy	71.6	56.1	100.0	78.5	38.6	100

→ Observations:

- ◆ On average 27J schools demonstrated an increase of 1.8% in proficient social emotional skills as evidenced by the SEL Common Assessment data.
- ◆ All secondary schools demonstrated more than 2% growth in social emotional skills as evidenced by the SEL Common Assessment Data.
- ◆ 7 elementary schools demonstrated an increase in social emotional skills, while 5 of those 7 demonstrated 2% or more growth in social emotional skills..
- ◆ SEL common assessment scores increased in 17 schools, yet our chronic attendance rates increased by 7% and behavior rates decreased only slightly by 1.1%.

Conclusion - I report non-compliance.

(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 - The Needs Assessment is administered one time during the school-year alongside the SEL Common Assessment. Based on the **percentage of students requesting help or support** in screener questions.
- Attendance - Based on the percent of students who miss **10% or more (chronic)** of school.
- Behavior - Based on the percent of students who **are** suspended (out-of-school or in-school) and/ or expelled.

	2021-2022 - Q2			2022-2023 - Q2		
	Needs Assessment (% of students asking for help in any category)	Attendance (% of students who more than 10% absent)	Behavior (% of students with a suspension or expulsion)	Needs Assessment (% of students asking for help in any category)	Attendance (% of students who more than 10% absent)	Behavior (% of students with a suspension or expulsion)
27J Schools	21.2%	43.0%	4.7%	17.2%	50%	3.6%
Brantner Elementary	22.1	32.0	0.1	25.6	42.9	0
Henderson Elementary	*Not administered	50.2	5.8	15.7	49.5	2.3
Northeast Elementary	*Not administered	38.0	1.0	46.2	53.1	2.5
Padilla Elementary	29.1	41.0	3.2	37.1	47.6	1
Pennock Elementary	*Not administered	41.2	4.2	32.9	44.9	0.4
Reunion Elementary	*Not administered	40.3	0.9	22.5	34.2	0.6
Second Creek Elementary	*Not administered	41.2	4.1	*Not administered	52.6	2
South Elementary	*Not administered	49.3	0.8	27.2	57.6	0.6
Southeast Elementary	*Not administered	48.3	2.8	30.7	52.9	0.2
Southlawn	N/A	N/A	N/A	*Not administered	48.4	1.1
Thimmig Elementary	21.7	45.6	3.4	35.8	50.1	3.4
Turnberry Elementary	34.0	39.5	1.3	48	52.2	1
West Ridge Elementary	18.2	33.1	1.6	22.6	33.9	1.2
Overland Trail Middle School	5.8	46.7	8.9	7.8	53.6	6.9
Prairie View Middle School	9.0	44.6	13.2	7.6	49.2	9
Quist Middle School	8.7	36.5	8.1	5.6	40.7	7.2
Stuart Middle School	6.5	40.6	7.2	10.3	50.4	8.7
Vikan Middle School	9.6	52.1	22.5	8.0	58.2	12.4
Brighton High School	11.8	48.4	2.5	7.2	52.8	2.3
Innovations & Options	10.6	52.6	18.8	11.9	63.4	23.4
Prairie View High School	6.8	50.7	3.3	6.1	59.1	4.1
Riverdale Ridge HS	7.1	34.8	3.6	5.9	48.7	2.1
27J Online Academy	9.7	43.9	0.0	8.2	61.4	0

→ Observations:

- ◆ On average the percentage of students asking for help in this band of questions decreased by 4%. However, this percentage is misleading and impacted by the baseline data and the schools who did not fully participate in the needs assessment in 2021-2022.
- ◆ Significantly low participation rates and lack of fidelity in the administration of the needs assessment is impacting the data in all elementary schools.
- ◆ 3 schools had a 2% or more decrease in needs according to the data.
- ◆ Additional data triangulation may support preventative measures and resources to meet the needs of students.

Conclusion - I report non-compliance.

(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 Dashboard Attributes)	
0 - 9.99	Entering
10 - 19.99	Emerging
20 - 29.99	Developing
30 - 39.99	Accomplishing
40 - 50	Leading

	2021-2022 Total Dashboard Climate & Culture Score (50)	2022-2023 Total Dashboard Climate & Culture Score (50)	Change
27J Schools	33.6	37.8	+4.2
Brantner Elementary	24.4	39.0	+14.6
Henderson Elementary	32.0	42.0	+10.0
Northeast Elementary	32.4	38.8	+4.4
Padilla Elementary	42.0	34.0	-8.0
Pennock Elementary	31.2	40.0	+8.8
Reunion Elementary	38.2	41.2	+2.0
Second Creek Elementary	37.0	38.0	+1.0
South Elementary	38.0	29.8	-9.2
Southeast Elementary	35.0	41.0	+6.0
Southlawn Elementary	N/A	18.0	N/A
Thimmig Elementary	36.0	26.8	-9.2
Turnberry Elementary	30.6	35.6	-5.6
West Ridge Elementary	41.0	35.4	-5.6
Overland Trail Middle School	32.4	42.0	+9.6
Prairie View Middle School	40.0	41.0	+1.0
Quist Middle School	37.2	39.0	+2.0
Stuart Middle School	40.0	34.4	-5.6
Vikan Middle School	27.6	38.0	+11.6
Brighton High School	22.0	28.6	+6.6
Innovations & Options	37.0	32.6	-4.4
Prairie View High School	35.2	30.6	-4.6
Riverdale Ridge High School	40.2	34.0	-6.2
27J Online Academy	38.0	39.6	+1.6

→ Observations:

- ◆ 25% (6) of district managed schools are at the Leading Level
- ◆ 58.3% (14) of district managed schools are at the Accomplishing Level
- ◆ 12.5% (3) of district managed schools are at the Developing Level
- ◆ 0.4% (1) of district managed schools are at the Emerging Level
- ◆ 0.0% of district managed schools are at the Entering Level
- ◆ 14 schools demonstrated positive growth from 21-22, 9 schools demonstrated negative growth and Southlawn only has baseline data.
- ◆ 83.3% (20) of district managed schools are at the Accomplishing Level or higher.

Conclusion - I report compliance.

Achievement of Good Humans Goals: Action Steps

2022-2023 Action Steps:

1. MTSS Alignment for all tiers & 27J Intervention Plans for Tier 3
2. Comprehensive Counseling Plan being drafted
3. SEL Frameworks, scope & sequence and alignment of new SEL materials at the secondary level.
 - a. SEL common assessment is being re-written to align with scope and sequence at all levels.
4. Counselor groups
5. Whole Child Needs Assessment - Feedback obtained from all stakeholders, questions are being re-imagined, K-2 delivery.
6. Student advisory committee developed for policy revisions, student voice and student updates on behavior needs, mental health, assessments, advisory etc.

Future Action Steps:

1. Implementation, training & coaching of Comprehensive Counseling Plan
2. Trauma informed training and coaching for teachers and building leaders to move us toward prevention.
3. Resource center - parenting classes, drug/alcohol classes, removing additional barriers for families.
4. Elementary attendance training and resources enhanced and supported for 23-24.